

# TRACY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN



2022-2023

*Prevention - Preparedness - Response - Recovery*

# Signature Page

As per Education Code §32282 (d), the comprehensive school safety plan may be evaluated and amended as needed, by the School Site Council or a designated school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public. However, Education Code §32286 requires each school to review and update its plan for the subsequent school year by March 1 of each year. (See checklist on pages 13 through 18 for additional background.)

To facilitate compliance with the Education Code, the School Site Council or a designated school safety planning committee at each school in Tracy Unified School District shall complete the Compliance Checklist for a Comprehensive School Safety Plan EC §32280-32289 which begins on page 13 of this document.

Date plan was reviewed, amended, and approved by School Site Council: \_\_\_\_\_

Signatures of School Site Council Board: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

As per Education Code §32288, prior to March 1 of each year each school shall, after holding a public meeting at the school site, forward its comprehensive school safety plan to the school district for approval. (The same section of the education code lists specific persons or entities who should be invited, in writing, to attend the public school safety meeting.)

\_\_\_\_\_  
Signature of School Board Clerk

\_\_\_\_\_  
Date

# TRACY UNIFIED SCHOOLS

## PARTICIPATING SCHOOLS

### ELEMENTARY

Louis A. Bohn

Central

Wanda Hirsch

Melville S. Jacobson

McKinley

South/West Park

Louis J. Villalovoz

### K-8

Art Freiler

George Kelly

North

Gladys Poet-Christian

### MIDDLE

Monte Vista

Earle E. Williams

### HIGH

John C. Kimball

Tracy High

Merrill F. West

## **ALTERNATIVE PROGRAMS**

Tracy Adult School

George and Evelyn Stein Continuation High

Duncan-Russell Community Day School

## **BOARD OF EDUCATION**

Simran Kaur

Steve Abercrombie

Ana Blanco

Lori Souza

Ameni Alexander

Nathalie Erskine

Zachary Hoffert

11. How to consider that classrooms with  
lighting sensors cannot shut lights off?

Annual Review Discussion topics:

1. Procedures to follow during a power failure.
2. Review Crisis Classroom Reporting Script (p. 188). Are all of the steps still applicable at every site?
3. Can staff and students hear the public address system in all areas of the facility?
4. Does your site have procedures to communicate with staff in those areas/if computers or phones are down?
5. Are new teachers trained on evacuation/shelter in place, fire, etc. Do they know where to go?
6. Do all classrooms have an emergency response bucket? Are the contents in place and operable? (District will provide replacement batteries in August.)
7. Should sanitary napkins be added to buckets? If so, how many?
8. Do teachers take roll during drills? Do you practice with students in the restroom/at an assembly/absent/unable to respond so teachers know how to find out during an actual crisis?
9. Does your site practice Student/Staff Accountability procedures during drills?
10. Does your site provide a completed School Incident Response Team Chart for each teacher to place in the red flip chart at the beginning of each year?

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# FOREWORD

The Tracy Unified Schools *Emergency Plan* is a prime example of community partnership and cooperation. After analysis, discussion, and consensus by school district administrators, local law enforcement, emergency first responders, county emergency services, community members, and countless others, this document has evolved into a comprehensive and cohesive emergency planning guide for Tracy Unified Schools.

The guidelines and protocols included in this *Emergency Plan* meet both federal and state standards as established by NIMS, the National Incident Management System and SEMS, California's Standardized Emergency Management System

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# How To Use This Plan

The Tracy Unified Schools Emergency Plan is designed as a comprehensive reference on best practices, protocol standards and professional development in the area of school emergency management. This plan is the result of an intentional collaborative process involving Tracy Unified School District, law enforcement agencies, fire departments and other community partners.

All nineteen participating schools within the Tracy Unified School District are committed to the consistent and cohesive adoption and implementation of this plan. This standardized approach creates a common foundation of best practices, raises the level of emergency readiness, and deepens the safe school culture from school to school, district to district, and community to community.

## Two Support Documents

The Emergency Plan involves two documents that include information, access, and support. Each document serves a unique purpose:

**Document 1:** A comprehensive **Emergency Plan**, which is contained in this document, and includes a site-specific **School Safety Plan** in the Response section, labeled as Phase 3.

**Document 2:** A **Red Classroom Flipchart**, which summarizes many of the key elements of document 1 into a more succinct version to be maintained and utilized in each classroom or work area.

## Document one: Emergency Plan

This document considers all likely hazards, and contains a comprehensive emergency management plan organized into four distinct *phases* (or *stages*) of emergency management:

1. Prevention & Mitigation
2. Preparedness
3. Response, which also serves as the core of each specific school site School Safety Plan and includes extended information about response actions. ***Important note: the core School Safety Plan is to be supplemented by the materials outlined in the Compliance Checklist for a Comprehensive School Safety Plan that begins on page 13***
4. Recovery

The document also includes several appendices, including:

- A. The Student Conduct Code
- B. A section of related FORMS

The Emergency Plan is intended as a best practice guide and protocol reference for the creation of the Site-Specific Emergency Plan called The School Safety Plan. The Forms (Page 185) includes sample forms, letters, and much more.

## **Document Two: Quick reference guide/ Classroom Flipchart**

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

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

# AUTHORITIES AND REFERENCES

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

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

## **California Government Code, §3100, Title 1, Division 4, Chapter 4**

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

- When a local emergency is proclaimed
- When a state of emergency is proclaimed
- When a federal disaster declaration is made
- The law has two ramifications for School District employees:
  1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
  2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

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

# Governing Legislation

## California Government Code, §8607: The Petris Bill

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

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

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

Coordinates all efforts with the county EOC, city EOC, and county office of education EOC  
Incorporates SEMS into all school plans, training, and drills Documents the use of SEMS during an actual emergency **California Civil Code, Chapter 9, §1799.102**

District employees appear to be covered by the Good Samaritan statute and they should not be worried about liability when rendering emergency or nonmedical care at the scene of an emergency. In addition, there are other liability statutes that offer coverage for District employees when they treat students in the course of their employment. Pursuant to Education Code section 49407, a school district and “officer of any school district” cannot be held liable for the reasonable treatment of a child without the consent of a parent or guardian of the child if the child is ill or injured during regular school hours, requires reasonable medical treatment, and the parent or guardian cannot be reached. The exception to this rule applies where the parent or guardian has previously filed with the school district a written objection to any medical treatment other than first aid.

Further, a public employee is not liable for acts or omissions within the course and scope of his/her employment. (Gov. Code, § 820.2 [public employee not liable for injury arising out of exercise of discretion].) Under Government Code section 815.2 school districts are required to provide a legal defense and to indemnify employees for judgments rendered against them arising out the performance of their duties. The District has adopted policies and procedures coving this type of indemnity.

## California Education Code §§32280 - 32286 School Safety Plans

**Title 1, Division 1, Part 19, Chapter 2.5, Article 5, §§32280-32286**

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

## **§32281 School Safety Plan Development**

Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.

The school site council established pursuant to Education Code §32281 through §32289 (formerly included in Education Code §52012 or 52852) shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school. The school site council may delegate this responsibility to a school safety planning committee made up of the following members: the Principal or the Principal's designee; one teacher who is a representative of the recognized certificated employee organization; one parent whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired.

The schoolsite council (or safety planning committee) shall consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan. The comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.

The role of the school site council or safety planning committee does not limit or take away the authority of school boards as guaranteed under this code.

## **§32282 School Safety Plans**

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

## **California Education Code, §35295-35297 (The Katz Act), §40041, §40042**

This section requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff also requires that the school site emergency management organizational structure comply with SEMS, Title 19 §2400, and be ready for implementation at all times.

## **California Emergency Plan**

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



## California Public Contract Code §1102

“Emergency,” as used in this code, means a sudden, unexpected occurrence that poses a clear and imminent danger, requiring immediate action to prevent or mitigate the loss or impairment of life, health, property, or essential public services.

## California School Board Policy 6114 (a)

### Emergencies and Disaster Preparedness Plan

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

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

District and site plans shall address at least the following situations:

- Fire
- Enemy attack
- Bomb threat
- Natural disasters, i.e., floods, torrential rains, earthquakes
- Man-made disasters, i.e., airplane crashes, chemical accidents
- Attack or disturbance by criminal or unstable individuals or groups
  - (cf. 3514 - Safety)
  - (cf. 3515 - Security)
  - (cf. 4141.6/4241.6 - Concerted Activities/Work Stoppage)
  - (cf. 5142 - Student Safety)

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

### Post – Disaster Shelters

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

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

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

Federal agencies may on the direction of the President, may be required to provide assistance essential to meeting immediate threats to life and property resulting from a major disaster, including the provision of temporary school facilities.

# Compliance Checklist for a Comprehensive School Safety Plan EC §32280-32289

School/District \_\_\_\_\_ Grade Levels: \_\_\_\_\_ Date: \_\_\_\_\_

Given the general response procedures outlined in the Tracy Unified School District Emergency Plan, which is common to all District schools, what strategies should be developed at each individual school to educate students, staff, parents, and/or the community and result in the prevention of crime and violence (EC 32280 et seq.).

Required Components for a Comprehensive School Safety Plan	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
<b>EC 32281</b>		
All school staff have been trained on the Comprehensive School Safety Plan		
<b>EC 32281</b>		
<p><b>(b) (1)</b> Plan relevant to the needs and resources of the school, and is written and developed by a School Site Council (SSC) or a Safety Planning Committee (SPC)</p> <p><b>(2)</b> The school safety Planning Committee includes principal/designee, at least one teacher who is a representative of the recognized certificated employee organization; one parent whose child attends the school; one classified employee who is a representative of the recognized classified employee organization</p>		Include planning committee roster.
<p><b>(b) (3)</b> SSC/Safety Planning Committee consulted with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan</p> <p>The Comprehensive School Safety Plan and any updates made to the plan must be shared with the Associate Superintendent for Business Services, who will share the plans with the law enforcement agency, the fire department, and the other first responder entities.</p>		

Required Components for a Comprehensive School Safety Plan	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
<b>EC 32282</b>		
<b>The comprehensive school safety plan includes, but is not limited to, all of the following:</b>		
<p>(1) An assessment of the current status of school crime at the school and at school-related functions, which may be accomplished by reviewing the following types of information:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Office Referrals</li> <li><input type="checkbox"/> Attendance Rates/School Attendance Review Board Data</li> <li><input type="checkbox"/> California Healthy Kids Survey</li> <li><input type="checkbox"/> School Improvement Plan</li> <li><input type="checkbox"/> Local Law Enforcement Juvenile Crime Data</li> <li><input type="checkbox"/> Property Damage Data</li> <li><input type="checkbox"/> Other: _____</li> </ul>		<p>Describe the data reviewed, key analysis, and table of findings.</p> <p>Document how this information was shared with SSC/Safety Planning Committee.</p>
<p>(2) Identify appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including, but not limited to the following:</p>		<p>Additional items to consider:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Threat Assessment</li> <li><input type="checkbox"/> Student Support Teams</li> </ul>
<p>(A) Child Abuse Reporting Procedures</p>		<p>See Board Policy, Administrative Regulation, and Exhibit 5141.4, Child Abuse Reporting for specific steps. Also, refer to the guidelines listed in appendix B.</p>
<p>(B) Disaster procedures, routine and emergency, crisis response plan, including adaptations for pupils with disabilities and the following:</p>		<p>The procedures and plans referred to are included in Phase Two of this document, beginning on page 43, entitled <i>Preparedness</i>, is duplicated in the red Flipchart entitled Emergency Response Procedures, and are consistent with the Standardized Emergency Management System (SEMS) as detailed in the California Emergency Services Act §8607 and the supporting <i>California Code of Regulations (CCR)</i>.</p>

Required Components for a Comprehensive School Safety Plan	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
<p>(i) Earthquake emergency procedures (contained in the red Flipchart entitled <i>Emergency Response Procedures</i>) that include:</p> <p>I. a school building disaster plan</p> <p>Note: Building disaster plan emergency procedures and drills for the following situations that may be associated with an earthquake or other emergency event should be developed and adapted to each school's needs and circumstances in collaboration with first responders and community partners. These situations may include, but not be limited to: fire; relocation/evacuation; bomb threat; bioterrorism/hazardous materials; earthquake; flood; power failure/blackout; intruders/solicitors; weapons/assault/hostage; explosion, gas/fumes.</p> <p>II. a drop procedure (students and staff take cover) <b>dates/times of drop procedure drills held once each quarter in elementary schools, once each semester in secondary schools</b></p> <p>III. protective measures to be taken before, during, and after an earthquake</p> <p>IV. a program to ensure that pupils, certificated employees, and classified staff are aware of and are trained in the procedures</p>		<p>Detail response procedures:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lock down</li> <li><input type="checkbox"/> Shelter in place</li> <li><input type="checkbox"/> Shelter in place/ environmental hazard</li> <li><input type="checkbox"/> Secure school</li> <li><input type="checkbox"/> Active shooter</li> </ul> <p>Describe information on training and exercise drills.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fire Drills: 5 CCR, §550</li> </ul>
<p>(ii) Establish procedures to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.</p> <p>Note: any such procedures must be approved by the Superintendent or his designee.</p>		<p>The first step of the procedure is to contact the Superintendent's office, which will arrange approval of such requirements.</p>
<p>(C) Suspension/Expulsion policies and procedures:</p>		<p>Refer to board policy &amp; administrative regulation 5144.1, Suspension &amp; Expulsion, for specific steps, if needed.</p>
<p>(D) Teacher notification of dangerous pupils procedures</p>		<p>See appendix D.</p>

Required Components for a Comprehensive School Safety Plan	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
<p>(E) Discrimination and Harassment policy. Include hate crime reporting procedures and policies here.</p> <p><b>Note:</b> While the legislature encourages school safety plans to include bullying policies and procedures to the extent resources are available, other legislation requires that all schools have an anti-bullying policy that covers all types of bullying, including cyber-bullying. While it is not required to place these policies in the school safety plan, they may be placed here.</p>		Include complaint and investigation procedure, Board Policy 5145.3, Nondiscrimination. Also, see guidelines included in appendix C.
(F) School wide Dress Code (included in student handbook and referenced in appendix A), including prohibition of gang-related apparel (or as it is described in the student handbook, the prohibition of <i>unauthorized group affiliation</i> ).		Attach copy of student handbook in the area designated as appendix A.
(G) Procedures for safe ingress and egress of pupils, parents, and employees to and from school site.		See red Flipchart entitled <i>Emergency Response Procedures</i> . Ingress & egress plans should be included in the blue tab at the back of the clip chart labeled <i>Campus Maps</i> .
(H) Maintain a safe and orderly environment conducive to learning at the school.		
(I) Rules and procedures on school discipline.		
(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campuses and at school-related functions must be developed. The procedures to prepare for active shooters or other armed assailants are based on the specific needs and context of each school and community.		
(c) When practical, consult, cooperate and coordinate with other school site councils or school safety planning committees.		
<p>(d) Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented.</p> <p>Also, keep an updated file of all non-sensitive safety-related plans and materials readily available for inspection by the public.</p>	Review, update and approve by March 1 of each year.	Demonstrate annually approved plan with board signature page.

Required Components for a Comprehensive School Safety Plan	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(e) Include, to the extent resources are available, policies and procedures for bullying prevention.		
<b>EC 32282.1</b>		
<p>(a) Schools are encouraged to include clear guidelines for the roles and responsibilities of the positions listed below (if used by the district):</p> <ul style="list-style-type: none"> <li>• Mental health professionals, school psychologists, counselors</li> <li>• Community intervention professionals</li> <li>• School resource officers, police officers on campus</li> </ul> <p>(b) The guidelines are encouraged to include strategies to create and maintain positive school climate and mental health protocols for the care of students who have witnessed a violent act at any time</p>		Include school counselors, nurses, coaches, athletic directors, and other positions, if used
<b>EC 32284</b>		
Plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.		See red Flipchart entitled <i>Emergency Response Procedures</i> . Procedures for responding to the release of a pesticide or other toxic substance is detailed in the pink tab labeled <i>Toxic Agent</i> .
<b>EC 32286</b>		
Each school review, update, and approve its plan by March 1, every year.		See section 32288 for guidance on school district or County Office of Education approval timeline
<b>EC 32288</b>		
(a) Submit the plan to school district office for approval		
<p>(b) School Site Council/Safety Planning Committee communicated the school safety plan to the public at a public meeting at the school site (School Site Council Meetings).</p> <p>EC 32288(b)(2) requires the school site council to notify in writing, the following persons and entities, if available, of the School Site Council Meeting: the local Mayor; a representative of the local school employee organization; a representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs; a representative of each teacher organization at the school site; a representative of the student body government; all persons who have indicated they want to be notified.</p>	Public meeting announcements, etc.	

Required Components for a Comprehensive School Safety Plan	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
In addition, EC 32288 (b)(3) encourages the school site council or school safety planning committee to notify in writing the following persons or entities, if available, of the School Site Council Meeting: a representative of the local churches; local civic leaders; local business organizations.		
(c) In order to ensure compliance with EC 32280 et seq., the school district shall annually notify the State Department of Education by October 15 of any schools that have not complied with EC 32281.		
Submit School Safety plan, including annotations to this checklist, to Tracy Unified School District, Student Services Department on or before March 1 of each school year.		

Signature of School Board President or Clerk, signifying annual Board approval:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Note: In order to ensure compliance with this EC §32888(c), each school district is required to notify the San Joaquin County Office of Education, who is in turn required annually to notify the California Department of Education by October 15 of any schools that have not complied with the requirements listed in this checklist.

# PHASE ONE: PREVENTION & MITIGATION



Taking actions to strengthen facilities and avoid potential problems  
*Assess - Review - Revise*





# Hazard Mitigation



## Reducing Exposure to Hazards and Risk

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

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

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

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

Safety audits should include consideration of the following resources:

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

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

## School Site Safety Committee

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

The School Site Safety Committee shall be composed of the following members: 1) the principal or designee, 2) one teacher who is a representative of the recognized certificated employee organization, 3) one parent/guardian whose child attends the school, 4) one classified employee who is a representative of the recognized classified employee organization, 5) other members if desired. **(Ed Code 32281(b)(2))**

The school site council or safety committee shall consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan. The comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.

Additional members might include:

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

## **Start of School Action Checklist**

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

As directed in the introductory comments of phase 3, any yearly updates to the Site **School Safety Plan** must be submitted to the District Designee **utilizing the School Safety Plan format no later than March 1 of each school year, for approval during a May or June School Board Meeting.**

- ✓ Determine what Emergency Plans exist in the district, school, and community
- ✓ Identify specific school safety officers / safety committee members
- ✓ Identify and meet with all stakeholders involved in emergency planning
- ✓ Gather information about the school facility accounting for maps, location of utility shutoffs, access to keys, status of Knox Box, and accuracy of evacuation routes, especially in the event of new construction
- ✓ Review the prior safety audit to examine school buildings and grounds
- ✓ In collaboration with community partners, conduct a thorough safety audit to identify geographic and site-specific hazards
- ✓ Update bus routes to identify potential hazards
- ✓ Survey neighborhood resources and select two separate off-site locations for evacuation
- ✓ Complete an MOU (Memorandum of Understanding) with each off-site evacuation location
- ✓ Update phone numbers for emergency personnel and community resources
- ✓ Survey staff to identify those with special skills and training
- ✓ Assign Incident Command Roles to staff
- ✓ Identify and assemble necessary equipment needed in an emergency
- ✓ Examine and update site Emergency Response Bucket
- ✓ Review plan and conduct in-service activities and training with staff
- ✓ Plan types of drills to implement throughout the year and schedule drill and staff training dates

## **Survey of Staff Skills**

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

- First Aid
- CPR
- Counseling/Mental Health
- Fire Fighting
- Emergency Medical
- Multilingual Fluency
- Military Training
- Weapons/Explosives

## **Hazard Mitigation/School Safety Annual Checklist**

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

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

**If an element is:**

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

### **SCHOOL EXTERIOR AND STUDENT AREAS**

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



# HAZARD MITIGATION/SCHOOL SAFETY ANNUAL CHECKLIST

## SCHOOL EXTERIOR AND PLAY AREAS

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

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# HAZARD MITIGATION/SCHOOL SAFETY ANNUAL CHECKLIST

## SCHOOL EXTERIOR AND SECURITY

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

# HAZARD MITIGATION/SCHOOL SAFETY ANNUAL CHECKLIST

## SCHOOL INTERIOR

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

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# HAZARD MITIGATION/SCHOOL SAFETY ANNUAL CHECKLIST

## SCHOOL INTERIOR

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

## DEVELOPMENT AND ENFORCEMENT OF POLICIES

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

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# HAZARD MITIGATION/SCHOOL SAFETY ANNUAL CHECKLIST

## DEVELOPMENT AND ENFORCEMENT OF POLICIES

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

## DATA COLLECTION PROCEDURES

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

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# HAZARD MITIGATION/SCHOOL SAFETY ANNUAL CHECKLIST

## DATA COLLECTION PROCEDURES

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

## INTERVENTION AND PREVENTION PLANS

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

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# HAZARD MITIGATION/SCHOOL SAFETY ANNUAL CHECKLIST

## STAFF DEVELOPMENT

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

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## HAZARD MITIGATION/SCHOOL SAFETY ANNUAL CHECKLIST

### STUDENT INVOLVEMENT

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

### PARENT AND COMMUNITY INVOLVEMENT

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

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# HAZARD MITIGATION/SCHOOL SAFETY ANNUAL CHECKLIST

## PARENT AND COMMUNITY INVOLVEMENT

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

## THE ROLE OF LAW ENFORCEMENT

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

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## Violence Prevention



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

### TO MAINTAIN A SCHOOL CULTURE FREE OF VIOLENCE:

- ✓ Examine how policies and programs in the classroom, school building, and district office facilitate the peaceful interaction of individuals and groups
- ✓ Communicate and consistently enforce the school's policy on weapons possession and aggressive behavior
- ✓ Make it clear in all communications, verbal and written, that **all threats** that compromise the safety and security of any student, staff, or other school community member, **will be taken seriously**. This includes any threat expressed through electronic means or technological device
- ✓ Develop and implement a systematic, team-oriented threat inquiry process that includes a referral process for mental health or social services as well as the capacity to monitor and support both perpetrators and victims
- ✓ Implement staff training in nonviolent conflict resolution and threat inquiry processes
- ✓ Encourage all site staff to develop sincere relationships with students, visit classrooms, be visible on campus, and maintain a reasonable level of accessibility to students and parents

### TO PROVIDE A BROAD SCOPE OF OPPORTUNITIES FOR STUDENT ENGAGEMENT:

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

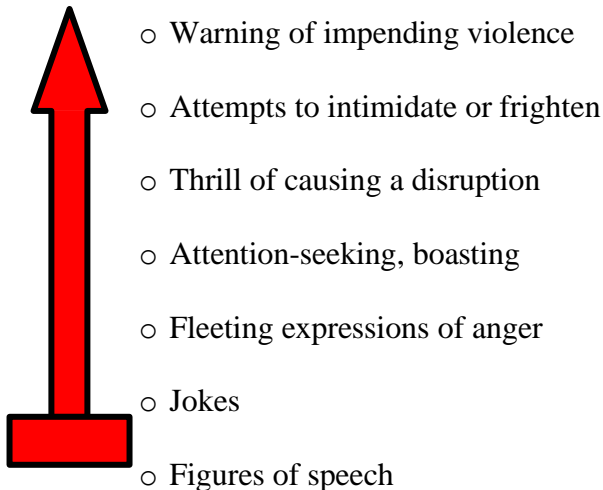
# Threat Inquiry Process



A threat is an expression of intent to harm someone. If a student has intentionally engaged in harassment, threats, or intimidation against school personnel or pupils that clearly disrupts class work, creates substantial disorder, or creates an intimidating or hostile educational environment (EC 48900.4) that student should be subject to a threat inquiry process.

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

## Continuum of Threats



- Warning of impending violence
- Attempts to intimidate or frighten
- Thrill of causing a disruption
- Attention-seeking, boasting
- Fleeting expressions of anger
- Jokes
- Figures of speech

## The Process

(Also see **THREAT INQUIRY PROCESS CHART**)

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

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

If the threat is substantive, take appropriate action

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

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

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

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

## Tarasoff Warning

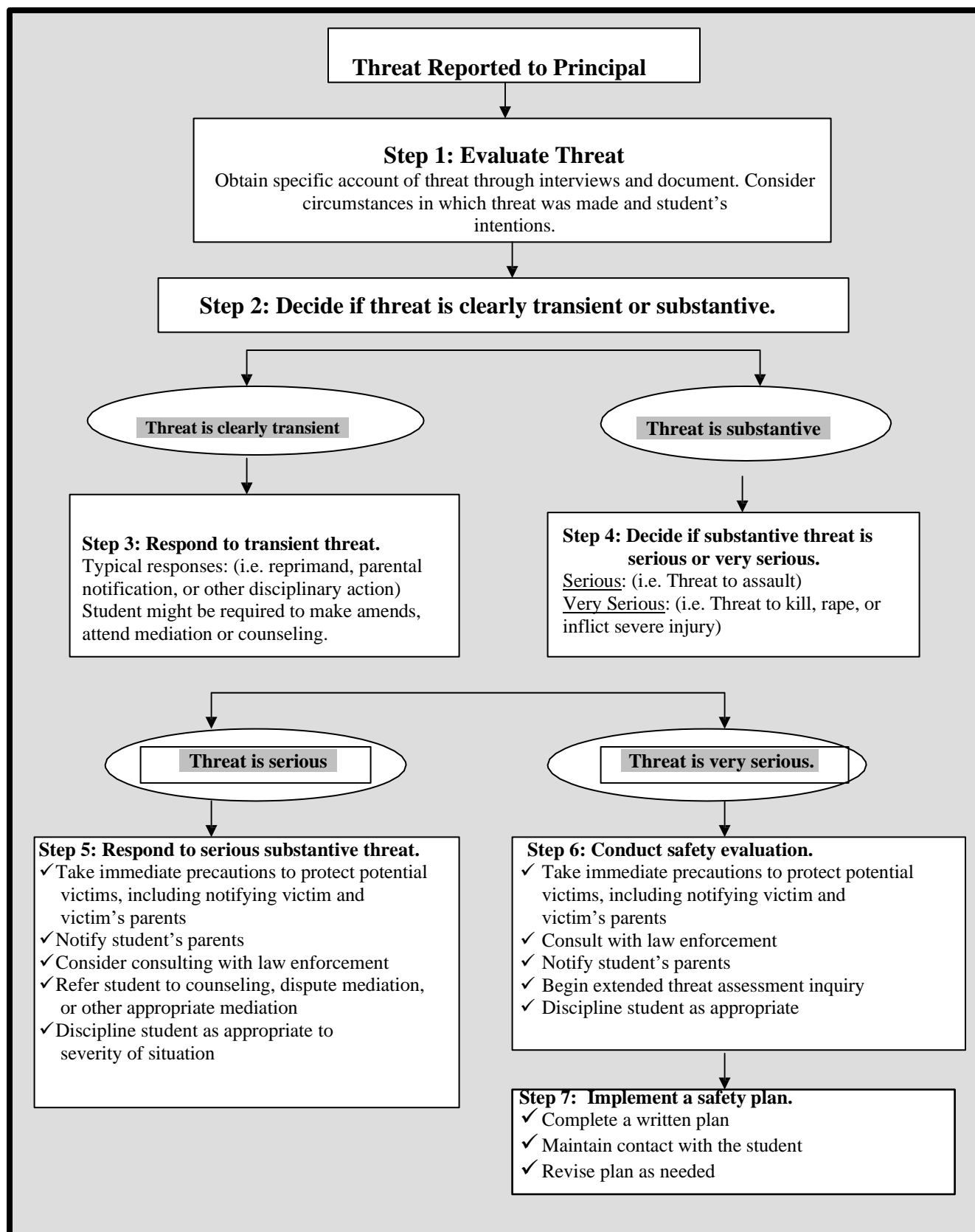
A *Tarasoff* warning (*Tarasoff v. Regents of the University of California*, 1976) requires authorities to notify a potential victim in the event of a substantive threat. This is known as “The duty to protect” in which the CA Supreme Court ruled, “The protective [confidentiality] privilege ends where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

## Tarasoff Guidelines

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

Wright, Diana Browning. “Legally Sound, Effective Guidelines for Responding to Student Threats of Violence: A Team A.R.M.S. Approach.” [www.dianabrowningwright.com](http://www.dianabrowningwright.com)

# THREAT INQUIRY PROCESS



# STUDENT SAFETY CONTACT INFORMATION

**CALL:** (209) 831-4847 / 24 Hours a Day - 7 Days a Week.

**WEB:** <http://tracycrimestoppers.com/index.php/submit-an-online-tip>

**DOWNLOAD APP.:** Available for Android or through ITUNES

## TRACY CRIME STOPPERS

### Keeping Our Schools Safe!

Students Speaking Out provides students with a safe, informal, and anonymous system to give information about criminal activity, threats, or weapons, without fear of retaliation. If you have information about a crime committed at your school, or about threats of a crime or possible shooting. Call the 24-Hour Students Speaking Out Hotline at 209-831-4847 (iTip)



## PHASE TWO: PREPAREDNESS



Expanding the capacity of the school to respond  
quickly and effectively in an emergency

*Train - Practice - Drill*





# PREPAREDNESS



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

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

## **SEMS: (Cal-EMA) STANDARDIZED EMERGENCY MANAGEMENT SYSTEM**

## **NIMS: (FEMA) NATIONAL INCIDENT MANAGEMENT SYSTEM**

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

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

### **KEY ELEMENTS of SEMS / NIMS**

SEMS	NIMS
<ul style="list-style-type: none"><li>• ICS as primary component</li><li>• Multi agency coordination</li><li>• Mutual aid system</li><li>• Operational areas</li></ul>	<ul style="list-style-type: none"><li>• Command &amp; Management</li><li>• Preparedness</li><li>• Resource Management</li><li>• Communications &amp; Information Management</li></ul>

# **CALIFORNIA GOVERNMENT CODE §3100**

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

## **Incident Command System (ICS)**



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

### **KEY ELEMENTS OF ICS**

- Common language
- Clear chain of command
- Unified command in multi-agency response
- Manageable span of control
- Flexibility to address all incidents, small and large
- Five-function structure for management of all major incidents

#### **Command:** (Leader)

- Provides overall emergency policy and coordination
- Includes: Incident Commander, Safety Officer, Public Information Officer, and Liaison

#### **Operations:** (Doer)

- Directs all tactical operations during a response
- Implements established emergency procedures including site security, search and rescue, medical, student care and supervision, and student release

#### **Planning:** (Thinker)

- Collects, evaluates, and disseminates information regarding size, scope, and seriousness of an incident
- Plans for long term response and recovery

#### **Logistics:** (Getter)

- Supports operations by providing personnel, equipment, facilities, and resources
- Coordinates personnel, manages volunteers, and facilitates communications

#### **Finance:** (Collector)

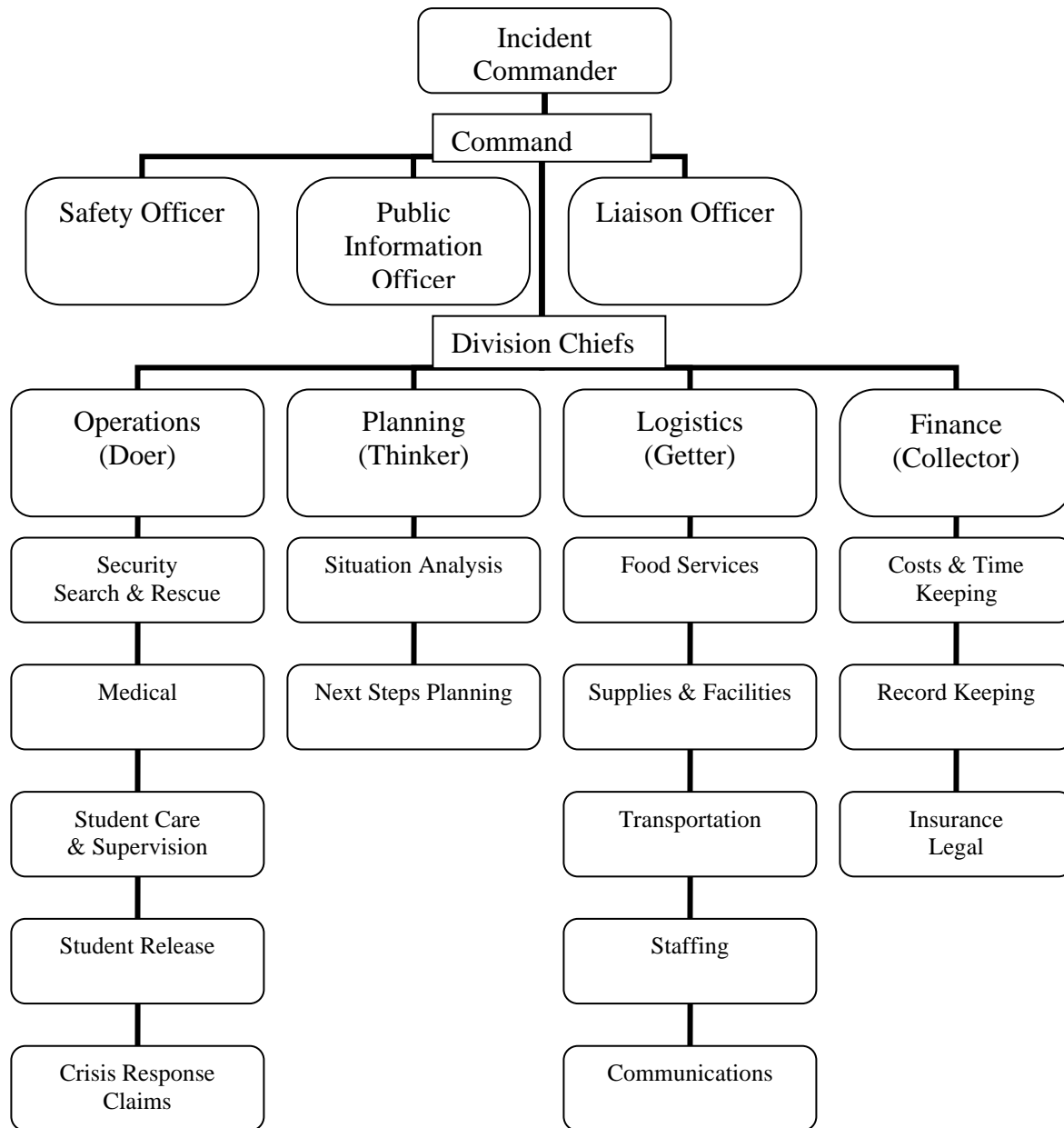
- Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping, and submitting documentation

# The Site Incident Command System Organization

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

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

# INCIDENT COMMAND SYSTEM CHART



## Site Incident Command Staff



### The Incident Commander

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

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

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

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

## **The Safety Officer**

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

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

## **The Public Information Officer**

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

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

## **The Liaison Officer**

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

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

# **SITE INCIDENT COMMAND**

## **Assigning Command Staff Roles**

### **Site Level Incident Command Staff Qualifications:**

#### **An effective Incident Commander should have:**

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

#### **An effective Public Information Officer should have:**

- Assertiveness to shepherd the media to staging area
- Media relations training/experience
- Authority as designated spokesperson
- Ability to maintain grace under fire

#### **An effective Safety Officer should have:**

- Worker safety and hazardous materials training/experience
- Ability to assess risk and develop safety measures
- Authority to give directives
- Quick thinking and decision making skills

#### **An effective Liaison Officer should have:**

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





# **SITE INCIDENT COMMAND:** **Facilities**

## **The Incident Command Post (ICP)**



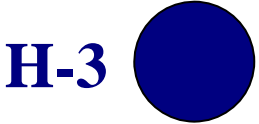
The Incident Command Post (ICP) is the school's incident "headquarters" where primary coordination and management functions are executed. The most important consideration is that the ICP has enough space for the Incident Command staff and four Section Chiefs to set up and proceed with emergency response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

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

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

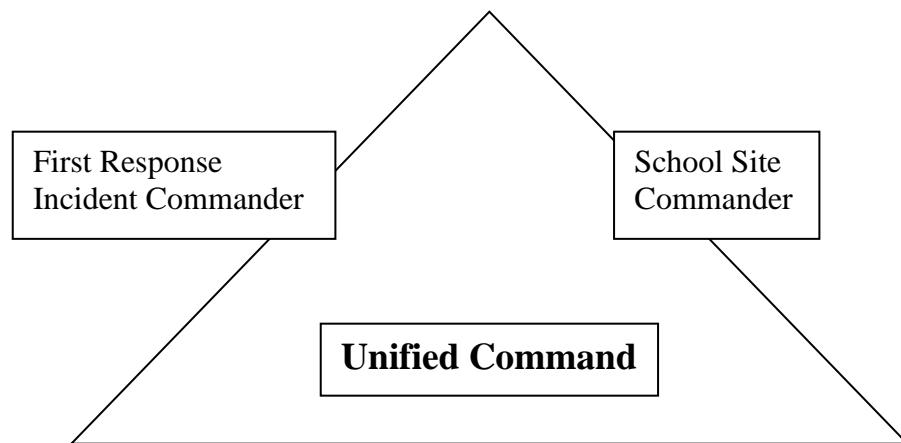
One of the campus maps included in the school's Site Emergency Plan should chart the various Incident Command System staging locations. Mark the appropriate areas on the map with the corresponding ICS symbols as shown below.

## **Critical ICS Facilities Map For A School Site**

<b>FACILITY</b>	<b>PURPOSE</b>	<b>SYMBOL</b>	<b>SYMBOL</b>
<b>Incident Command Post</b>	Where primary command functions are executed	Appears as a blue and white square	
<b>Staging Areas</b>	Where incident personnel await tactical assignment	Appears as a circle with an S in it	
<b>Helispot</b>	Where helicopters can safely land and take off	Appears as a filled in circle with the letters H-# next to it, the # designating what number it is	

# INCIDENT COMMAND SYSTEM: Unified Command

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



# **SITE INCIDENT COMMAND: GENERAL STAFF**

## **DIVISION CHIEFS**

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

### **OPERATIONS**

#### **The Operations Chief (Doer):**

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

#### **Operations Team: Site Security / Search And Rescue**

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

#### **Operations Team: Medical**

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

# OPERATIONS

(Continued)

## **Operations Team: Student Care & Supervision**

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

## **Operations Team: Student Release**

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

## **Operations Team: Crisis Intervention & Response**

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

## **PLANNING**

### **The Planning Chief (Thinker):**

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

### **PLANNING TEAM:**

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

## **LOGISTICS**

### **The Logistics Chief (Getter):**

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

### **Logistics Team: Food Service**

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

# **LOGISTICS**

(Continued)

## **Logistics Team: Supplies & Facilities**

- Follows up on hazard mitigation inspections
- Establishes and maintain a Site Office/First Responders Emergency Bag, common in appearance at all sites, to include a set of keys to all rooms on campus, site maps, a list of key phone numbers (in the event site phones are down), including Principal, Assistant Principal, Custodian and other key personnel, six whistles, three tourniquets for emergency treatment purposes, updated ICS assignments, etc.
- Monitors inventory and storage of supplies and equipment, including replacement of batteries in classroom emergency response buckets each year
- Coordinates access to and distribution of supplies during an emergency

## **Logistics Team: Communications**

- Establishes/oversees communications center and communication activities during an emergency (two-way radio, battery-powered radio, written updates, etc.)
- Develops phone tree for after-hours communication
- To allow the office to communicate with substitute teachers, print AESOP daily report that includes a cell phone number.
- Ensures that district service workers are included in phone tree
- Ensures that on-site satellite facilities and staff are included in communication network, including phone tree
- Documents regular work schedules for on-campus service and utility workers as well as schedules of regular deliveries
- Provides service workers and delivery drivers with communication alerts regarding planned emergency drills and training exercises
- Documents activities

# **FINANCE**

## **Finance Chief (Collector):**

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

# SITE INCIDENT COMMAND:

## Building Site Incident Command Teams

### REMINDER: CALIFORNIA GOVERNMENT CODE §3100

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

In addition, the American Red Cross provides congregate sheltering services to meet the immediate housing needs of individuals and communities directly impacted by a disaster. Shelters provide a safe and secure place for individuals and families to stay during and after a disaster and the Red Cross manages places of refuge and provide at least one Red Cross trained volunteer to supervise their activities on campus. Schools of the Tracy Unified School District are all designated as potential Red Cross Shelters. Each site should develop a plan that supports student safety while accommodating an influx of crisis victims.

### Site Incident Command System Teams

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

School Personnel	Community Members
Cafeteria Manager Counselors Maintenance Director, Custodians Nurse or Health Clerk Office Secretaries Principal School Psychologist School Security Social Workers Teachers Transportation Coordinator	Clergy Emergency Medical Personnel Fire Law Enforcement Mental Health Workers Parents Social Service Workers <ul style="list-style-type: none"> <li>• Child Welfare</li> <li>• Juvenile Justice</li> </ul>

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





## Emergency Student/Parent Reunification



Student release is a crucial part of emergency planning. The main priority is to ensure the safety of the students and staff as much as possible. Unless they are engaged in an assigned, on-going responsibility, all staff will assist with the student/parent reunification process. Two discrete plans have been devised for each school site, one based on the ability to safely house and reunify students on campus, the other based on the decision to evacuate (see Evacuation protocol).

### On Campus Re-Unification Plan: General

#### **General:**

Based on the crisis and severity of the impact, specific actions will vary. In addition, due to the geographical differences between sites, considerations will vary by site and crisis.

#### **Unification Kit (All Grade Levels):**

List of items at unification location:

- Radios (*If no signal, setting can be switched to local channel*)
- Emergency Response Bucket from each classroom
- Cart with emergency binder (or AERIES access)
- Roster/Student Sign-Out Sheet
- Bullhorns

### On Campus Re-Unification Protocol and Instructions: K-5 Schools

#### **Elementary School Protocols:**

Once the school is ready to release students, the principal or his/her designee will open the gate and, using the bullhorn, announce the process that will be used to release students.

#### **Elementary School Parent Instructions:**

Parents will be directed to go through gates by grade level. Parents will go to their child's classroom door/gate. Teachers will have parents sign students out (teachers may block the door using a table to ensure students are safely inside until signed out).

## On Campus Re-Unification Protocol and Instructions: K-8 Schools

### K-8 School Protocols

Staff members will be assigned to particular jobs.

1. The administrative team and security staff are responsible for:
  - a. crowd control.
  - b. Public announcements, which may include directing families to entrances and exits.
2. Certificated Staff
  - a. K-5 Teachers are responsible to work together in grade-level teams to release students by Grade Level.
  - b. 6-8 Teachers are responsible for student release of their students assigned in 1st period.
3. Classified Staff
  - a. Office Staff are responsible for verifying pick-up clearance in the emergency binder for adults who are not custodial parents.
  - b. Paraeducators will serve as runners between classes, and are responsible for assisting students and parents as they exit the area, and for answering parent questions.
  - c. Remaining staff will assist with supervision of students in the Assembly Area.

### K-8 School Parent Instructions:

Students should be lined up by:

1. K-5 by teacher/grade level
2. 6-8 by first period class

Admin Team will be stationed at entrances and exits and will let parents into Student Release Areas in groups (TBD by admin).

Teachers will release students to parents after signing the teachers sign out sheet.

1. Picture I.D. will normally be required by staff in charge to insure the person requesting the child/children is a match to the name on the emergency release card.
2. Once identification is verified, staff will instruct the requester to proceed to the Release Point.
  - a. Do not release students to people not listed on the student emergency card. A well-intentioned friend may offer to take a child home; however, school staff must be certain that students are only released to the appropriate people so students' families will know where they are.
  - b. Call parents for verification and document on the roster sign-out sheet.
3. Staff will need to be aware of any custody restrictions that may be in effect.

If the child is in the First Aid area, the parent will be escorted to that area for reunification with their child/children.

Office staff, when available, will be located close to the First Aid area in the event they are needed.

Unless staff has been provided with information for release, refer all requests for information to the Public Information Officer.

<b>On Campus Re-Unification Protocol and Instructions: 6-8 &amp; 9-12 Schools</b>
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<b>Middle School and High School Protocols:</b>
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<p>The school site lead team will determine on-campus safe central location(s), when appropriate, to shelter the students and staff. Upon determining the best shelter location, two areas will be identified as “Requesting Students” and “Releasing Students” locations. The “Requesting Location” is the location where parents will request their student; parents will then be redirected to the “Releasing Location”. The “Releasing location” will be the only exit for students picked up by a parent of given permission to be released. Designated runners will assist with releasing students, the number of designated runner will be determined based on the situation.</p>
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<b>Middle School and High School Parent Instructions:</b>
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<p>Parents will request students at the determined “Request Student” location. Parents must present a valid identification. In all cases, comply with Board Policy 5021, which states that “only the custodial parent has the right to remove the child from school property. Only a verified note or an emergency card from the custodial parent will be cause for exception to this provision.” Whenever possible, keep parents in a location separate from students to prevent parents from taking students without proper verification</p>
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### Off Campus Re-Unification Plan: General

#### Unification Kit (All Grade Levels):

List of items at unification location:

- Radios (*If no signal, setting can be switched to local channel*)
- Emergency Response Bucket from each classroom
- Cart with emergency binder (or AERIES access)
- Roster/Student Sign-Out Sheet
- Bullhorns

### Off Campus Re-Unification Plan: General

#### K-5 School Protocols:

Once the school is ready to release students, the principal or his/her designee will open the gate and, using the bullhorn, announce that the process that will be used to release students.

#### Elementary School Parent Instructions:

If reunification is outside of classroom or offsite, students will line up by teacher and be seated. Each teacher will have a clipboard with the class roster and student printout. Class rosters and student printouts will be updated each trimester. Schools with a field adjacent to a park with a gate between may consider releasing through the gate. Neighborhoods with a nearby court may consider assembling in the court (easier to contain students).

## Off Campus Re-Unification Protocol and Instructions: K-8 Schools

### K-8 School Protocols

Staff members will be assigned to particular jobs.

1. The administrative team and security staff are responsible for:
  - a. crowd control.
  - b. Public announcements, which may include directing families to entrances and exits.
2. Certificated Staff
  - a. K-5 Teachers are responsible to work together in grade-level teams to release student release by Grade Level.
  - b. 6-8 Teachers are responsible for student release of their students assigned in 1st period.
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If the child is in the First Aid area, the parent will be escorted to that area for reunification with their child/children.

Office staff, when available, will be located close to the First Aid area in the event they are needed.

Unless staff has been provided with information for release, refer all requests for information to the Public Information Officer.

**Off Campus Re-Unification Protocol and Instructions: 6-8 & 9-12 Schools****Middle School and High School Protocols:**

The school site lead team will determine off campus safe central location(s) to shelter the students and staff. Upon determining the best shelter location, two areas will be identified as “Requesting Students” and “Releasing Students” locations. The “Requesting Location” is the location where parents will request their student; parents will then be redirected to the “Releasing Location”. The “Releasing location” will be the only exit for students picked up by a parent of given permission to be released. Designated runners will assist with releasing students, the number of designated runners will be determined based on the situation.

**Middle School and High School Parent Instructions:**

Parents will request students at the determined “Request Student” location. Parents must present a valid identification. In all cases, comply with Board Policy 5021, which states that “only the custodial parent has the right to remove the child from school property. Only a verified note or an emergency card from the custodial parent will be cause for exception to this provision.” Whenever possible, keep parents in a location separate from students to prevent parents from taking students without proper verification

# Student/Parent Reunification Form

PLEASE PRINT

<p><b>Box 1:</b> To Be Completed By <u>Parent/Guardian</u> at <u>Request Point</u></p>	<p>Student's Last Name _____</p> <p>Student's First Name _____</p> <p>Grade _____ Teacher (If Known) _____</p> <p>Name of Adult Picking Up Student _____</p> <p>Relationship to Student _____</p>
<p><b>Box 2:</b> To Be Completed By <u>Request Point</u> <u>Staff</u></p>	<p>Adult Name on Release Form (Check One): <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Check One of the Following: <input type="checkbox"/> Photo ID/Driver's License Checked By Staff at Request Point</p> <p>Name/Initials of Request Point Staff Member: _____</p>
<p>_____</p>	
<p>_____</p>	
<p><b>Box 5:</b> To Be Completed By <u>Parent/Guardian</u> at <u>Release Point</u></p>	<p>Parent/Guardian Signature: _____</p> <p>Phone: _____ Date: _____ Time: _____</p>





# Communications Plan



## TOOLS

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

### Communication Tools

Note: Be mindful of equipment that will be unavailable during a power outage

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

# COMMUNICATIONS PLAN

## PARENTS

### Communication with Parents

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

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

1. Inform parents about the school's Emergency Plan, its purpose and objectives.
  - Such information can be featured in a school newsletter, through informational materials prepared for Back to School Night, or on the school or district website
2. Inform parents and community members how the school will deploy its communication plan in the event of an emergency. Be sure to review protocol for student and parent cell phone use during an emergency.
3. In preparation of a real emergency, develop a means of rapid communication with parents such as a pre-recorded voicemail and/or a mass notification process that includes parent cell phone numbers.
4. Have redundancy in communications: Use a variety of methods; district/school web site, direct communications to students and staff, mass notification, letter home, etc.
5. Identify parents who are willing to volunteer in case of an emergency and include them in preparedness training.
6. Address the needs of non-English speaking families by providing parent communications in translation during all phases of Emergency Plan.

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

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

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

# **COMMUNICATIONS PLAN**

## **Public Information**

### **CONSIDERATIONS FOR PUBLIC INFORMATION OFFICER**

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

### **RUMORS**

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

- Communicate the facts of a situation clearly with all school staff including administrators, teachers, custodians, secretaries, assistants, cafeteria workers, bus drivers, etc. Staff members are likely to be pressed for information by friends and neighbors. Conduct a faculty/staff meeting before staff members go home so that the most accurate information can be clearly communicated.
- Any representative who answers the telephone at the district office or school site must know what information can be shared and what information is considered confidential.
- Employ proactive communication strategies. A telephone tree, news release, or a briefing held especially for identified community representatives will help convey accurate information.
- The media can also help control rumors. Ask reporters to provide frequent updates to the public emphasizing accurate information.
- After an immediate emergency has passed, conduct a public meeting. Provide an opportunity for people to ask questions.

# **COMMUNICATIONS PLAN**

## **The Media**

### **PROMOTE CLEAR EXPECTATIONS FOR MEDIA**

- Identify a Public Information Officer or single information source
- Publish the school's student media policy and review with parents and students
- Direct media representatives to a single staging area for briefings
- Instruct staff to refer all questions to the PIO. "Off the record" is a myth
- Insist that reporters respect privacy rights of students/staff. Answer questions within the limits of confidentiality
- If the emergency involves a death, first and foremost, honor the privacy of the deceased's family
- In a criminal case, work in conjunction with spokesperson from law enforcement
- Express appreciation to all persons who helped handle the emergency
- Always provide a phone number to call for additional or updated information

# **COMMUNICATIONS PLAN**

## **Emergency Cell Phone Policy**

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

### **CAUTIONS FOR EMERGENCY CELL PHONE USE**

#### **Student cell phones:**

- Have been used for calling in bomb threats to schools
- Can potentially detonate a real bomb if one is actually on campus
- Can increase rumors and misinformation and, in doing so, disrupt and delay effective emergency response
- Can trigger anxious parents to rush to the school thereby creating unnecessary traffic and crowd control problems
- Can cause network overload and disable all cell phones, including those of school officials and first responders
- Can compromise safety during a lockdown by causing unnecessary noise and distracting students from emergency procedures

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

# **COMMUNICATIONS PLAN**

## **Two Way Radio Communications**

The district has assigned two-way radios to a select number of district employees designated as potential emergency responders. Two-way radios (sometimes called walkie-talkies or handheld radios) are small, handheld devices designed to transmit and receive one-on-one radio communication signals. In order to work, two or more operators must tune similar devices to the same frequency/channel. Because radio frequencies are limited, the Federal Communications Commission licenses their use.

### **What is a Channel? What is a Zone? What is a Talk Path?**

Channels are a way to partition a two-way radio's frequencies so that multiple users can communicate simultaneously without talking over each other and without having to worry about who talks when. For organizational purposes, channels are organized into different zones: HS Zone; K-8; K-8 Zone 2; Mgmt Zone; Operations Zone; Transportation; and Talk Around (T/A HS ZONE & K-8 ZONE).

Some of the *zones* allow users to transmit through repeaters located throughout the district: one near the Adult school building, a second at Tracy High School, and a third at George Kelly School. The channels accessible in these zones have the capacity to transmit and receive messages for great distances, and are thus excellent for communications across town during emergencies. Unfortunately, TUSD has only four *talk paths* available through the repeaters. Therefore, we are limited to four different conversations taking place on the repeater at a given time.

Other zones on the radio are designated TALKAROUND. The channels on these zones allow users to transmit directly to another device without using the repeaters. Therefore, channels in these zones allow communications over only relatively short distances.

# Power Outage Procedures



While the Maintenance or Facilities Departments of Tracy Unified School District occasionally schedule planned power outages in advance, schools may experience power failures at any time, each ranging from a few minutes long to several months. Utility companies must sometimes temporarily interrupt services to maintain the electric systems that serve our facilities. The required maintenance helps to keep continuity in safe and reliable electrical services. However, because families depend on our schools to supervise the safety of their children, Tracy Unified School District rarely releases students or closes schools when emergencies occur.

Each classroom is equipped with an Emergency Response Bucket that contains a flashlight, batteries, and emergency supplies. In most short-term power outage situations, there is adequate light from windows and emergency lighting, as well as warm enough conditions for instruction to continue. Teachers and other site personnel should be prepared to cope with a short-term power failure, and should continue with their regular curriculum and/or appropriate alternative activities.

In the event of an unplanned power outage at a school, TUSD will abide by the following procedures:

## SCHOOL OFFICE STAFF:

- Contact the Superintendent's office by phone (ext. 1004), e-mail, or radio (Mgmt Zone/SUPERINTENDENT channel or Radio 1185) and explain the situation.
  - (Note: multiple member of the District Education Center monitor the SUPERINTENDENT channel and can intercede in the absence of representatives from the Superintendent's Office.)
  - If you cannot reach someone in the Superintendent's Office, contact the Secretary to the Associate Superintendent for Business Services by e-mail or phone (830-3230 ext. 1100)...OR contact the Secretary to the Associate Superintendent for Educational Services by e-mail or phone (ext. 1010).
- Schools with middle school and high school aged students should determine how to take roll for each period.
- Monitor emergency backup power systems. Alarm systems may become inoperable after approximately two hours.
  - If emergency backup power supplies fail while school is still in operation, the site administrator should enact a fire watch or notify the District Facilities Department for guidance.

## MAINTENANCE DEPARTMENT:

- Send electrician or applicable technician to assess the situation and report to District Office.
  - Is the problem with PG&E's ability to provide power or is the problem located on the school site to be repaired by district staff?
- Contact PG&E, when applicable, to obtain details and an estimated time of repair.



#### DISTRICT ADMINISTRATION:

- Determine the impact on planned meals. Alter plans as necessary to ensure students are fed.
- The first day of a power failure, schools will remain open, and classes held unless otherwise direct by the Superintendent (or designee).
- If a power failure is expected to continue for more than a day, the Superintendent may consider whether closing school is necessary. Only the Superintendent can order the closure of a school site.
  - If school is closed due to a power outage, the Superintendent's office will direct staff to communicate the information to the community via:
    - The District web site (if possible);
    - School web sites (if possible);
    - School phone messenger (if possible);
    - Notices posted at the school sites.
  - Sites not directly affected by a power failure will remain open.

# Evacuation Plan



## ACCOMMODATIONS FOR PEOPLE WITH SPECIAL NEEDS

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

### Developing an Evacuation Plan FOR STUDENTS AND STAFF WITH SPECIAL NEEDS

#### **IDENTIFICATION:**

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

#### **EVACUATION ROUTES AND MAPS:**

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

#### **TRAINING AND DRILLS:**

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

## **DEVELOPING AN EVACUATION PLAN FOR STUDENTS AND STAFF WITH SPECIAL NEEDS (CONTINUED)**

### **EQUIPMENT AND SUPPLIES:**

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

### **BLIND OR VISUALLY IMPAIRED:**

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

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

### **COGNITIVELY OR EMOTIONALLY IMPAIRED:**

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

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

# **GUIDELINES FOR EVACUATING INDIVIDUALS WITH SPECIAL NEEDS**

## **DEAF AND HEARING IMPAIRED:**

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

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

## **MOBILITY IMPAIRED:**

These are staff or students who require crutches, walkers, canes or wheelchairs. Evacuation will require help to exit a building.

- For ramps, avoid picking up too much speed by grabbing the footrests or frame
- Going downstairs in a wheelchair, tilt the chair backwards to prevent the individual from sliding out
- Going upstairs, roll the wheelchair back against the bottom step. Pull the chair up one step at a time while maintaining the backward tilt
- During an earthquake, those in wheelchairs should secure their chairs against a weight bearing wall or under a doorway and cover their heads

## Managing Oppositional Behaviors

### **TRIGGERS:**

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

### **STAY CALM:**

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

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

### **EMERGENCY RESPONSE TRAINING:**

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

### **DUE DILIGENCE:**

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

# **DRILLS AND EXERCISES**



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

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

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

## **PLANNING FOR DRILLS:**

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

## **MANDATED DRILLS:**

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

- Fire drills will be conducted on a monthly basis for elementary, quarterly for intermediate level students, once each semester for secondary students. (EC 32001-32004)
- An earthquake "Drop, Cover and Hold On" drill will be held each quarter for elementary and intermediate level students, once each semester for secondary schools. (EC 35297[b])
- It is the strong recommendation that all schools conduct at least one drill for Shelter-In-Place procedures early in the school year and two additional Lockdown drills spread out across the school year, one with class in session, one in between classes

# **DRILLS AND EXERCISES**

## **TYPES OF DRILLS AND EXERCISES**

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

### **Orientation Seminar**

- Introduces emergency policies and procedures to new staff and students
- Reviews emergency policies and procedures with returning staff
- Allows for discussion and clarifying questions
- Raises awareness of staff responsibilities in event of an emergency

### **Drill**

- Simulates incident in a limited scope
  - Initiates informal discussion of simulated emergencies
  - Tests a single component or function of Emergency Plan
- Fulfills state and federal requirements

### **Tabletop Exercises**

- Simulates an emergency situation in an informal, stress-free environment
- Elicits discussion and clarifying questions
- Allows staff to have quick and more frequent emergency training opportunities
- Improves understanding of roles within Incident Command System
- Allows for staff training without interruption of instructional time

### **Functional Exercise**

- Simulates a real emergency under time sensitive conditions
- Activates ICS and tests coordination among teams
- Tests specific functions of plan such as Student Release, Medical Treatment, Communications, etc.
- Reinforces established policies, procedures, and physical facility use
- Tests and measures seldom and resources
- Increases staff confidence level in responding to emergency situations
- Strengthens interagency relationships

### **Full Scale Exercises**

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

# **PERSONAL PREPAREDNESS**

## **EMERGENCY DRILLS**

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

<b>Lockdown</b>	<b>Shelter-In-Place</b>	<b>Evacuation</b>	<b>Drop, Cover and Hold On</b>	<b>Shelter-In-Place/Environmental</b>
<ul style="list-style-type: none"> <li>✓ During class</li> <li>✓ With multiple shooters in multiple locations</li> <li>✓ With evacuation</li> <li>✓ With individual release to evacuation</li> <li>✓ With evacuation and student release (simulated)</li> <li>✓ With injuries</li> <li>✓ With no electricity (No lights, intercom, phone, computers)</li> <li>✓ Before/after school/ between periods</li> </ul>	<ul style="list-style-type: none"> <li>✓ With perimeter security</li> <li>✓ With graduated action to full lockdown</li> <li>✓ With graduated action to full lockdown and evacuation</li> <li>✓ With several parents wanting on campus for students with off-campus passes</li> <li>✓ Before/after school/ between periods</li> </ul>	<ul style="list-style-type: none"> <li>✓ To primary evacuation site</li> <li>✓ To secondary evacuation site</li> <li>✓ With restricted routes</li> <li>✓ With community partners</li> <li>✓ With mock utility shut-off</li> <li>✓ With injuries</li> <li>✓ With no electricity (No lights, intercom, phone, computers)</li> <li>✓ Before/after school / between periods</li> </ul>	<ul style="list-style-type: none"> <li>✓ Drop, cover and hold on including directives for students in wheelchairs</li> <li>✓ Add evacuation</li> <li>✓ Drop, cover and hold on with evacuation and search/rescue</li> <li>✓ With community partners</li> <li>✓ With mock utility shut-off</li> <li>✓ With injuries</li> <li>✓ With no electricity (no lights, intercom, phone, computers)</li> <li>✓ Before/after school / between periods</li> </ul>	<ul style="list-style-type: none"> <li>✓ For hazardous materials, smoke, animal disturbance</li> <li>✓ With graduated action to evacuation</li> <li>✓ With mock utility shut-off</li> <li>✓ With injuries</li> <li>✓ Before/after school / between periods</li> </ul>



## FUNCTIONAL DRILLS

Use ideas from the following chart to test specific functional elements of Emergency Plan.

ICS Roles	Communication	Buddy System	Student Care	Student Release
<ul style="list-style-type: none"> <li>✓ With Command Staff</li> <li>✓ With Command Staff and Division Chiefs</li> <li>✓ Full Site ICS: Command, Division Chiefs, Operations</li> <li>✓ Full Site ICS Integrated with District ICS</li> <li>✓ Full Site ICS Integrated with First Responders</li> <li>✓ Single Operations Team focus (Medical only or Site Security only, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>✓ During lockdown; All modes available</li> <li>✓ During lockdown; No intercom</li> <li>✓ During lockdown; No electricity</li> <li>✓ A.M. lockdown; Before start of school</li> <li>✓ P.M. lockdown; After school</li> <li>✓ Staff phone tree</li> <li>✓ Mass notification</li> <li>✓ Between district office and school site</li> </ul>	<ul style="list-style-type: none"> <li>✓ To primary evacuation site</li> <li>✓ To secondary evacuation site</li> <li>✓ Evacuation with route obstructions</li> <li>✓ With student injuries</li> <li>✓ With staff injuries</li> <li>✓ With substitute teacher(s)</li> <li>✓ Before/after school / between periods</li> </ul>	<ul style="list-style-type: none"> <li>✓ Drop, cover and hold on with evacuation</li> <li>✓ Drop, cover and hold on with evacuation and missing students</li> <li>✓ Drop, cover and hold on with evacuation and injured students</li> <li>✓ Prolonged evacuation on-site</li> <li>✓ Prolonged evacuation off-site</li> <li>✓ Prolonged lockdown</li> <li>✓ Catastrophic care; 72 hours</li> <li>✓ Before/after school / between periods</li> </ul>	<ul style="list-style-type: none"> <li>✓ From on-site location during school day</li> <li>✓ From off-site location during school day</li> <li>✓ Directly from Shelter-In-Place status</li> <li>✓ After prolonged lockdown</li> <li>✓ With parent participation</li> <li>✓ With critical injuries and/or death</li> <li>✓ Catastrophe; sporadic parent pick-up</li> <li>✓ Before/after school</li> </ul>

# Staff Release Plan



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

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

## FACTORS IN CREATING STAFF RELEASE PLAN:

Consider the needs of employees with:

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

# Equipment and Supplies



## HOW TO DECIDE WHAT TO STORE

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

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

## RECOMMENDED SUPPLIES

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

### Site Office/First Responders Emergency Bag & Radios

- |  |  |
|--|--|
| ✓ Site maps                                      | ✓ List of key phone numbers in the event site phones are down, including Principal, Assistant Principal, Custodian, and other key personnel. |
| ✓ Six whistles,                                  | ✓ Caution tape   |
| ✓ 3 tourniquets for emergency treatment purposes | ✓ Keys to open all rooms and gates.  |
| ✓ Updated ICS assignments, etc.                  |  |
| ✓ Two-way radios                                 |  |
| ✓ Crescent Wrench (for gas shut off)             |  |

### Classroom Emergency Response Bucket

- |   |   |
|---|---|
| ✓ 5 Gallon Bucket with Toilet Lid                 | ✓ Flashlight  |
| ✓ High Visibility ID Vest                         | ✓ 3 feminine hygiene pads   |
| ✓ Red, Green, and Yellow 3" x 5" Evacuation Cards | ✓ Batteries (do not store in flashlight, replace every 3 years)   |
| ✓ Pen or Pencil                                   | ✓ 1 Roll Toilet Paper   |
| ✓ Pad of paper                                    | ✓ Urinal Deodorizer Block   |
| ✓ Adhesive name tags                              | ✓ Buddy classroom student roster (current)  |
| ✓ Plastic Tarp/Emergency Blanket                  | ✓ Student roster (current)  |
| ✓ Sealed First Aid Kit                            | ✓ Note: if seal broken on First Aid Kit or Bloodborne Pathogen kit, return it to Purchasing Department. The kit will be restocked & resealed to ensure the contents are complete. |
| ✓ Sealed Bloodborne Pathogen Kit                  |   |
| ✓ Sharpie pen                                     |   |
| ✓ Duct tape                                       |   |
| ✓ Plastic trash bags                              |   |
| ✓ Non-Latex gloves                                |   |

# PHASE THREE: RESPONSE & SCHOOL SITE EMERGENCY PLAN



Response

School Site

Emergency Plan

Save Lives - Protect Property - Resume Routine

*Act - Organize - Unify*



# School Site Emergency Plan

## Preface to Phase 3, the School Site Emergency Plan

The Administration and Site-Specific School Safety Plan contain the forms and model the format by which each school will create its Site-Specific Plan. The Site-Specific School Safety Plan (red classroom flip chart) consists of both Administration and Staff pages. The Site-Specific School Safety Plan comprises the official **School Site Emergency Plan**.

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

Site administrators and the School Site Safety Committee should take the lead preparing the School Safety Plan. The committee should establish dates for the School Site Safety Committee meetings throughout the school year and then delegate the tasks outlined in the “Start of School Action Checklist.” (Page 23, in the Prevention & Mitigation section)

**A copy of the official School Safety Plan should be put in the Site Office/First Responders Emergency Bag on campus as well as forwarded to the District Designee overseeing Safe Schools no later than May 1 of each school year, for approval during a May or June School Board Meeting.**

## Five Immediate Action Responses



These emergency procedures are written to support a single guiding principle: in an emergency event, there are five responses the site administrator may wish to achieve:



1. To protect students and staff from flying and falling debris. This is called **Drop, Cover and Hold On.**



2. To move students and staff from inside school buildings to a designated outside area of safety. This is called **Evacuation.**



3. To close and lock doors, after which no one is allowed to enter or exit. This is called **Lockdown.**



4. To close and lock doors, but continue classroom instruction/activity while students and staff remain inside. This is called **Shelter-In-Place.**



5. To close doors, but leave them unlocked with ventilation and air conditioning off to protect from outside air. This is called **Shelter-In-Place/Environmental Hazard.**

Remember, during an emergency event, always survey your surroundings and use good judgement.

To facilitate emergency response procedures and to generally improve safety at school sites, ***classroom doors should be locked during normal instructional periods.*** The one exception, as you will read, is during a response to a fire or hazardous material spill.

To respond to a given threat, a school administrator may use a combination of the five immediate action responses to respond to any emergency. The different commands may be thought of as a communication system used to quickly and safely direct a large number of staff and students to a particular location.

Some emergencies may require moving students to non-traditional locations. For example, a gas leak on campus may require that students travel some distance off campus to be free from the threat of asphyxiation or explosion. A large fire may require students to be evacuated to another school site. As students are asked to move to different locations, it is important to make a distinction between student

Evacuation and Emergency Student Release. Emergency Student Release will occur ONLY when and where authorized by the Superintendent or his designee.

If staff members keep the five immediate action responses in mind, they can quickly and effectively respond to a simple command to achieve one of these five desired goals. Given that each circumstance requires knowledge and compliance with standardized procedures balanced with a commonsense understanding that no two emergencies will be entirely alike, keep in mind the following slogan from the United States Marine Corps: analyze, adapt, and overcome.

- Analyze:** In general, follow the guidelines recommended in this document unless circumstances make that response unsafe.
- Adapt:** There are many unanticipated and uncontrollable variables you will encounter during an emergency. Consider what everyone else will be doing and respond in such a way to maximize safety and minimize confusion, adapt to the situation, and overcome the challenge.
- Overcome:** After you have analyzed the situation and adapted to circumstances, take the necessary steps to protect students from harm.

Communication is a critical element of managing a crisis event. The prevalence of cell phones on campus offers an opportunity to improve communication with parents and other off-site persons, but also increases the potential for confusion. Depending on the circumstances, the site administrator of schools with 6<sup>th</sup> through 12<sup>th</sup> grade students may authorize a brief period (perhaps two minutes) for students to contact their parents. Such authorization, however, should be tailored to the grade level of the student, and should be coordinated with emergency response personnel to diminish panic, confusion and other dangers that may result.





# TRACY UNIFIED SCHOOL DISTRICT

## 2021-20222

### CRISIS INTERVENTION-EMERGENCY SITUATION

#### District Contact Information

#### CONFIDENTIAL

Call 911 as appropriate.

Superintendent	Brian Stephens	<a href="mailto:bstephens@tusd.net">bstephens@tusd.net</a>	209-830-3201
Administrative Secretary to Superintendent	Bobbie Etcheverry	<a href="mailto:betcheverry@tusd.net">betcheverry@tusd.net</a>	209-830-3201
Associate Superintendent for Ed Services	Julianna Stocking	<a href="mailto:jstocking@tusd.net">jstocking@tusd.net</a>	209-830-3202
Director of Special Education	Sean Brown	<a href="mailto:sebrown@tusd.net">sebrown@tusd.net</a>	209-830-3270
Director of Continuous Improvement, State and Federal Programs	Tanya Salinas	<a href="mailto:tsalinas@tusd.net">tsalinas@tusd.net</a>	209-830-3210
Director of Student Services	Mary Petty	<a href="mailto:mpetty@tusd.net">mpetty@tusd.net</a>	209-830-3280
District Nurse	Erica Contreras	<a href="mailto:econtreras@tusd.net">econtreras@tusd.net</a>	209-830-3241
Associate Superintendent for Human Resources	Jalique, Tammy	<a href="mailto:tchristensen@tusd.net">tchristensen@tusd.net</a>	209-830-3260
Director of Human Resources	Tamara Ferrario	<a href="mailto:tferrario@tusd.net">tferrario@tusd.net</a>	209-830-3260
Associate Superintendent of Business Services	Rob Pecot	<a href="mailto:rpecot@tusd.net">rpecot@tusd.net</a>	209-830-3230
Secretary to Asst. Supt of Business	Sheryl Smith	<a href="mailto:sasmith@tusd.net">sasmith@tusd.net</a>	209-830-3230

# DISTRICT CONTACT INFORMATION CONTINUED

## CONFIDENTIAL

Director of Maintenance, Operations, and Transportation	Anthony Flores	<a href="mailto:anthonyflores@tusd.net">anthonyflores@tusd.net</a>	209-830-3265
Director of School Business Support Services and Purchasing	Jill Carter	<a href="mailto:jcarter@tusd.net">jcarter@tusd.net</a>	209-830-3240
Director of Financial Services	Reed Call	<a href="mailto:rcall@tusd.net">rcall@tusd.net</a>	209-830-3235
Director of Facilities	Jaime Quintana	<a href="mailto:jquintana@tusd.net">jquintana@tusd.net</a>	209-830-3245
Director of Food Services	Brandy Campbell	<a href="mailto:bcampbell@tusd.net">bcampbell@tusd.net</a>	209-830-3255
Director of ISET (Technology)	Tom Quiambao	<a href="mailto:tquiambao@tusd.net">tquiambao@tusd.net</a>	209-830-3282

# IMMEDIATE ACTION RESPONSE



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

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

## IMMEDIATE ACTION RESPONSES

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

# Calling 911



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

Check your school's local dialing procedures (example: Dial 9-911 to dial 911). School staff should be familiar with how 911 works on campus. For instance, in most cases one must dial 9 to gain an outside phone line prior to dialing the desired number. Staff should also know if there is a system in place to track the 911 call to the specific classroom or office from which the call was placed.

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

It is also very important to test the campus phones for accurate 911 call service. The local police department or Office of Emergency Services can refer you to the appropriate PSAP (Public Safety Answering Point) 911 coordinator for more information about testing.

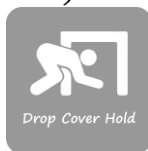
## **WHEN REPORTING AN EMERGENCY**

- Remain calm and speak slowly and clearly
- Provide name, location of the incident, and caller's location, if different from the scene of the emergency
- If calling from a school campus, district office, or other auxiliary site within a district network, it is extremely important to report the room and/or building number, the name of the school, and the street address
- Answer all questions asked by the 911 Dispatcher, even those that seem repetitious
- Do not hang up until the Dispatcher says to do so
- Immediately follow up 911 call with a second call to the front office to inform administrators of emergency situation

## **CALLING 911 FROM A CELL PHONE**

- 911 calls from cellular phones are answered by California Highway Patrol (CHP) then routed to the proper agency
- Know your cell phone number and be prepared to give the Dispatcher an exact address

# Drop, Cover, and Hold On



**ANNOUNCEMENT:** (The following announcement should be made over the public address system)  
"Attention please. This is not a drill. For your protection, follow **DROP, COVER AND HOLD ON** procedures. Get under a table or desk, away from windows or anything that could fall and hurt you. Hold that position until the shaking stops. Do NOT go outside!"  
- REPEAT-

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

- Earthquake
- Explosion

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

**If staff, students, or visitors are indoors:** instruct them to immediately drop to the floor under desks, chairs, tables, or other protective features. With their backs to windows, they should place their head between their knees, hold on with one hand to the leg of a table or some other stationary feature, and cover the back of the neck with the other arm.

**If staff, students, or visitors are outdoors:** instruct them to find a clear spot, free from falling debris or power lines. Once they have determined they are in a safe location, they should place their head between the knees, and cover the back of their neck with arms and hands.

## **DROP, COVER AND HOLD ON:**

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

## PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR /YARD DUTY
<ol style="list-style-type: none"> <li>1. Assume Incident Command role.</li> <li>2. As soon as possible after recognizing a threat, initiate the alarm and make a public address announcement. If PA system is not available, use other means of communication, such as sending messengers to deliver instructions.</li> <li>3. Be calm and give clear directions: <b>Example:</b> <b>"Attention please. This is not a drill. For your protection, follow DROP, COVER AND HOLD ON procedures. Get under a table or desk, away from windows or anything that could fall and hurt you. Hold that position until the shaking stops. Do NOT go outside!"</b> <b>- REPEAT-</b></li> <li>4. According to site communication protocol, collect classroom status reports. Determine extent of physical injuries and/or structural damage.</li> <li>5. If injuries are reported, instruct designee to call 911 immediately.</li> <li>6. Be prepared to report the types of injuries, and the location of injured persons and/or damage on building to first responders upon their arrival.</li> <li>7. Put on emergency IC/Admin vest and continue as Incident Commander until relieved by fire officials or law enforcement.</li> <li>8. Deploy Security/Search and Rescue Team to check for fires, status of utilities, and structural and nonstructural damage. Instruct team to shut off any damaged utilities.</li> <li>9. Based on available information, decide on the need for evacuation. An evacuation outdoors should be ordered without hesitation if the structural integrity of the building is in doubt.</li> </ol>	<ol style="list-style-type: none"> <li>1. Check utilities, gas, electrical and water. Turn off any utilities that might be damaged.</li> <li>2. Direct emergency vehicles.</li> </ol>	<p>At Site</p> <p>Administrator's direction:</p> <ol style="list-style-type: none"> <li>1. Initiate the alarm and make public address announcement. If PA system is unavailable, use other means of communication, such as sending messengers to deliver instructions.</li> <li>2. Be calm and give clear directions: <b>Example:</b> <b>"Attention please. For your protection, follow DROP, COVER AND HOLD ON procedures. Get under a table or desk, away from windows or anything that could fall and hurt you. Hold that position until the shaking stops. DO NOT go outside!"</b> <b>-REPEAT-</b></li> </ol>	

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR /YARD DUTY
<p>10. When able, report campus status to Superintendent's office.</p> <p>11. If 911 is called, meet fire officials, emergency medical responders or law enforcement at Incident Command Post.</p> <p>12. If incident includes casualties, deploy Liaison Officer and alternate to First Responder's Emergency Medical Command Post. Request victim identification and transport information. Complete tracking for School Site Incident Commander. Only Coroner, Police Chaplain, or other public official should deliver official notification of deceased persons.</p> <p>13. Transfer incident command to fire officials or law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and is expected to remain at Incident Command Post through duration of event.</p> <p>14. If site is designated unsafe to return, initiate <b>STUDENT RELEASE</b> procedures.</p>			

## TEACHER/STUDENT

### A. INSIDE BUILDINGS

1. At first recognition of a threat, instruct students to move away from windows.
2. Initiate **DROP, COVER AND HOLD ON** procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
3. Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them against an interior wall. Face away from the windows.
4. Any person in a wheelchair should shelter against an **interior** wall. Turn back to the windows, lock the wheels, and if possible, protect head and neck with arms or place head between the knees.
5. Each time an aftershock is felt, **DROP, COVER AND HOLD ON**. Aftershocks frequently occur minutes, days, even weeks following an earthquake.
6. When it appears safe to move, report injury and damage status to Command Post according to site communications protocol, utilizing Crisis Classroom Reporting Script.
7. Wait for further instructions from Incident Commander or community emergency personnel or if that seems unlikely, evacuate students to predetermined Evacuation Assembly Area.



## TEACHER/STUDENT CONTINUED

### **B. OUTSIDE BUILDINGS**

1. Find a clear spot and drop to the ground. (Stay away from buildings, power lines, trees, and streetlights, etc.).
2. Commence **DROP AND COVER** in the **DROP, COVER AND HOLD ON** procedures.
3. Place head between the knees; cover back of the neck with arms and hands.
4. Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees; cover back of neck with arms.
5. Remain in place until shaking stops or for at least 20 seconds.
6. Each time an aftershock is felt, **DROP AND COVER**. Aftershocks frequently occur minutes, days, even weeks following an earthquake.
7. When it appears safe to move, report injury and damage status to Incident Commander according to site communications protocol, utilizing Crisis Classroom Reporting Script.
  - i) Display red card to indicate that there is/are missing student(s). Display green card to indicate all students are accounted for. The absence of a card indicates there is a problem.
  - ii) When possible, take official roll either electronically or using paper roll sheets.
8. Wait for further instructions from Incident Commander or community emergency personnel, or if that seems unlikely, evacuate students to predetermined Evacuation Assembly Area.

# Evacuation



## **ANNOUNCEMENT:**

***“Your attention please. We have an emergency situation. Evacuate all buildings immediately (to your designated on-site location OR to the planned off-site location.) Students are to remain with your teacher. Evacuate all buildings immediately. This is not a drill.”***

**- REPEAT -**

**EVACUATION** is implemented when conditions outside the building or off-site are safer than inside or on-site. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to one of the several predetermined outside areas of safety.

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

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

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

## **EVACUATION:**

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

## PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR /YARD DUTY
<ol style="list-style-type: none"> <li>1. Assume Incident Commander role.</li> <li>2. If situation warrants, instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, and all available details of the situation.</li> <li>3. Initiate the alarm and make public address announcement. Instruct teachers and staff to immediately evacuate the building and for students to remain with their teacher until further instructions are provided.  <div style="text-align: center;"> <b>Example:</b>  <b>“Your attention please. We have an emergency situation. Evacuate all buildings immediately (to your designated on-site location OR to the planned off-site location.) Students are to remain with your teacher. Evacuate all buildings immediately. This is not a drill.”</b>  <b>-REPEAT-</b> </div> </li> <li>4. When able, alert Superintendent's office.</li> <li>5. Continue as Incident Commander until relieved by fire officials or law enforcement.</li> <li>6. Access the "Site Office/First Responders Emergency Bag, " in order to provide fire officials and/or law enforcement with maps and keys.</li> <li>7. Meet fire officials or law enforcement at Incident Command Post.</li> <li>8. Collect attendance and notify fire officials or law enforcement of any missing persons.</li> <li>9. If incident includes casualties, deploy Liaison Officer and alternate to first responder's Emergency Medical Command Post. Request victim identification and transport information. Complete tracking for School Site Incident Commander. Only Coroner, Police Chaplain, or other public official should deliver official notification of deceased persons.</li> </ol>		<p>At Site Administrator's direction:</p> <ol style="list-style-type: none"> <li>1. Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, and all available details of situation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Report to Evacuation Assembly Area to assist.</li> </ol>

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR /YARD DUTY
<p>10. Transfer incident command to fire officials or law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and is expected to remain at Incident Command Post through duration of event.</p> <p>11. When cleared to return to the buildings, announce <b>ALL CLEAR</b> and oversee a safe return to classroom and normal school activities.</p> <p>12. If site is designated unsafe to return, initiate <b>STUDENT RELEASE</b> procedures.</p> <p>13. If site is designated unsafe to return, instruct District Office to initiate automated emergency phone message regarding emergency <b>EVACUATION</b> information.</p> <p>14. 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.</p>		<p>2. Initiate the alarm and make public address announcement . Instruct teachers and staff to immediately evacuate the building and for students to remain with their teacher until further instructions are provided.</p> <p>Example:  <b>"Your attention please. We have an emergency situation. Evacuate all buildings immediately (to your designated on-site location OR to the planned off-site location.) Students are to remain their teacher. Evacuate all buildings immediately. This is not a drill."</b>  <b>-REPEAT-</b></p> <p>3. When able, alert office of Superintendent.</p>	

<b>SITE ADMINISTRATOR</b>	<b>CUSTODIAL STAFF</b>	<b>OFFICE STAFF</b>	<b>CAMPUS SUPERVISOR /YARD DUTY</b>
		4. Implement Student Accounting procedures. Notify fire officials or law enforcement of any missing persons.	

### TEACHER/STUDENT

1. Gather emergency supplies/materials including the student roster for current class and that of a teacher "Buddy". [Note: a buddy system is a cooperative arrangement whereby individuals are paired or teamed up and assume responsibility for one another's instruction, productivity, welfare, or safety.]
2. Remove and write your name on the adhesive label available in the Emergency Response Bucket and put it on.
3. Instruct students to leave all belongings and calmly exit the building.
4. Ensure that the door is closed, but unlocked.
5. Check with "Buddy" partner to determine each other's health status, need to assist with injuries, need to stay with injured students, or responsibility to ICS duty, etc.
6. If necessary, one "Buddy" partner will evacuate both classrooms.
7. Take care to address the unique needs of students or staff with disabilities and ensure their safety according to site protocol.
8. Emphasize that the class stay together enroute to the Evacuation Assembly Area.
9. Appoint a responsible student to lead class while teacher brings up the rear and checks that everyone has cleared the room. Follow closely with the class and guide them out according to designated evacuation route.
10. Follow chosen evacuation route to assigned Evacuation Assembly Area.
11. Students should line up by class at the designated fire drill assembly location (or at the secondary location if it is unsafe to approach the primary location).
  - a. If the fire or spill occurs before school, students and staff should report to the Assembly Area for the first period or home room.
  - b. If the fire or spill occurs during lunch time, students and staff should report to the Assembly Area to which they would have reported from the location to which they were assigned immediately before lunch. In high schools, students and staff will generally report to the location to which they would have reported had they been in attendance in the 4th period class.
12. Once class is safely in assembly location and according to site protocol, implement Student/Staff Accountability procedures.
13. According to site protocol, report missing students.
14. Display red card to indicate that there is/are missing student(s). Display green card to indicate all students are accounted for. The absence of a card indicates there is a problem.
15. Remain in the Evacuation Assembly Area and wait for further instructions.

16. If **ALL CLEAR** announcement is issued, return to school buildings and normal class routine.
17. If site is deemed unsafe to return, initiate **STUDENT RELEASE** procedures at direction of Site Administrator.

**REVERSE EVACUATION:** Moving people from outside to the inside. – The school public address system can be heard in all areas of the facility, both inside and out. In the event of an emergency, an announcement can be made from the School Office for people to move inside. Depending on the nature and/or urgency of the situation, the announcement can be made for a Lockdown (seek the nearest shelter and lock down), a Shelter-In-Place (return to your classroom immediately and await further instructions), or a simple request to respond to a rallying point such as the gymnasium.

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

### **TEACHER/STUDENT**

- A. To alert visually impaired individuals:
  1. Announce the type of emergency
  2. Offer arm for guidance
  3. Tell person where you are going, obstacles you encounter
  4. When you reach safety, ask if further help is needed
- B. To alert individuals with hearing limitations:
  1. Turn lights on/off to gain person's attention -OR-
  2. Indicate directions with gestures -OR-
  3. Write a note with evacuation directions
- C. To evacuate individuals using crutches, canes or walkers:
  1. Evacuate these individuals as injured persons
  2. Assist and accompany to evacuation site, if possible -OR-
  3. Use a sturdy chair (or one with wheels) to move person -OR-
  4. Help carry individual to safety
- D. To evacuate individuals using wheelchairs:
  1. Give priority assistance to wheelchair users with electrical respirators
  2. Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options
  3. Reunite person with the wheelchair as soon as it is safe to do so

# Lockdown



## **ANNOUNCEMENT:**

**"LOCKDOWN, LOCKDOWN. Your attention please. We have an emergency situation. Implement LOCKDOWN procedures immediately. This is not a drill."  
-REPEAT-**

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

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

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

## **LOCKDOWN:**

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

The police department does not distinguish between Lockdown and Shelter-In-Place procedures. They may direct site staff to implement Lockdown procedures when Shelter-In-Place is more appropriate. The site administrator makes the decision whether to implement Lockdown or Shelter-In-Place procedures. To make the best decision, briefly ask the police for information. For example, does police activity involve an actual shooting, is a threat eminent on this campus, or is the threat distant from the campus, etc.?

## PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR /YARD DUTY
<ol style="list-style-type: none"> <li>1. Assume Incident Commander role.</li> <li>2. Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, and all available details of situation.</li> <li>3. 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  <b>Example:</b>  <b>"LOCKDOWN, LOCKDOWN. Your attention please. We have an emergency situation. Implement LOCKDOWN procedures immediately. This is not a drill."</b>  <b>-REPEAT-</b> </li> <li>4. Designate assigned individual to lock all doors leading into administration building.</li> <li>5. Instruct office staff to seek safe refuge in a pre-determined "Safe" location within the building.</li> <li>6. When able, alert Superintendent's office.</li> <li>7. Put on emergency IC/Admin vest and continue as Incident Commander until relieved by law enforcement.</li> <li>8. Access the "Site Office/First Responders Emergency Bag", in order to provide fire officials and/or law enforcement with maps and keys.</li> <li>9. According to site communication plan, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation.</li> <li>10. After the emergency has been neutralized, initiate <b>EVACUATION</b> or <b>ALL CLEAR</b> procedures as directed by law enforcement.</li> </ol>	<p>At Site Administrator's direction:</p> <ol style="list-style-type: none"> <li>1. Designate specific individuals to take responsibility for locking doors; always assign a second and third alternate.</li> <li>2. Check restrooms and lock. Direct any students found to nearest open classroom.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lock office doors and move to interior office.</li> <li>2. Contact school resource officer or other security personnel and provide available information.</li> <li>3. When possible, begin Student Accountability procedures.</li> <li>4. If evacuating, Office Manager/Secretary to initiate emergency phone message regarding emergency <b>EVACUATION</b> information, including reunification location.</li> </ol>	<ol style="list-style-type: none"> <li>1. See TEACHER/STUDENT actions below.</li> </ol>



SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR/ YARD DUTY
<p>11. Meet law enforcement at Incident Command Post.</p> <p>12. According to site protocol, implement Student/Staff Accountability procedures and notify law enforcement of any missing persons.</p> <p>13. If incident includes casualties, deploy Liaison Officer and alternate to first responder's Emergency Medical Command Post. Request victim identification and transport information. Complete tracking for School Site Incident Commander. Only Coroner, Police Chaplain, or other public official should deliver official notification of deceased persons.</p> <p>14. Transfer incident command to law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and is expected to remain at Incident Command Post through duration of event.</p> <p>15. 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.</p>			

## TEACHER/STUDENT

### A. IF STUDENTS ARE IN CLASS AT TIME OF LOCKDOWN

1. **Immediately** move to the door and check for passing students. Divert as many students as possible into the classroom.
2. Close and lock the door.
3. If fire alarm is activated during lockdown, remain locked down. Using caution, assess the situation to determine if evacuation is warranted in the situation.
4. **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or Site Administrator will use keys from the Site Office/First Responders Emergency Bag to unlock door and clear the room.
5. Turn off lights. If door has a window, cover with a pre-cut piece of **black** construction paper.
6. Instruct students to stay quiet and out of sight. Relocate against the "Safe Wall," the least visible to the outside and most out of the line of fire.

7. Turn off television, LCD projector, document camera, etc. The room should be dark and quiet.
8. Control all cell phone activity (no outgoing or incoming calls).
9. If safe to do so, locate emergency packet including attendance rosters. Remove one of the adhesive backed staff ID name tags from the emergency response bucket and put it on.
10. If safe to do so, take attendance and document on appropriate form or send attendance information by e-mail, otherwise wait for office to call.
11. Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement.
12. If anyone is injured or wounded inside the classroom, and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so.
13. Do **NOT** call office to ask questions; Incident Command will send out periodic updates according to site communication protocol.
14. Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

**B. IF STUDENTS ARE NOT IN CLASS AT TIME OF LOCKDOWN**

1. If staff member is somewhere on campus other than own classroom or office, stay put. Do not attempt to get back to a specific location.
2. Direct students to nearest available safe building or location. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option.
3. Do **not** chase students that run. Let them go.
4. Do **not** go into rooms that cannot be secured and offer no way out.
5. Students who find themselves in a room with no adult supervision should call the designated office number (5-1-1) immediately. [Note: the designated office number is included as the last item behind the first blue tab of the red classroom flip chart. Dialing this number will simultaneously cause every telephone in the office to ring.]
6. If sheltering inside a room, lock all doors, close blinds/curtains if available, turn off lights, and direct students to move to "Safe Wall" inside the room.
7. Instruct students to stay quiet and out of sight.
8. Turn off television, LCD projector, document camera, etc.
9. Remain calm and communicate with authority. If safe to do so, attempt to maintain separation between students and the perpetrator.
10. If anyone is injured or wounded inside the room, and it is safe to do so, alert 911 of the nature and severity of injury or injuries. Use classroom phone, cell phone, or Internet to do so.
11. Control student cell phone activity (no outgoing or incoming calls).
12. If safe to do so, locate emergency packet, remove staff ID placard and put it on.
13. If safe to do so, take attendance and document on appropriate form.
14. If safe to do so, and according to site communications protocol, contact designated ICS Command to report your Lockdown location as well as names of students/staff under your supervision.
15. Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours.

**C. IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (P.E. OR ACTIVITY CLASSES)**

1. Gather students together and organize into an orderly formation.
2. Inform students that as part of **LOCKDOWN** procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location.
3. Follow pre-arranged evacuation route to evacuation location.
4. Upon arrival at the pre-arranged location, take attendance.
5. Contact designated ICS Command to report class location and any absent or missing students by 2-way radio communication, cell phone, or other agreed-upon means.
6. Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander.
7. Wait for another action, or if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine.

D. **FOR THOSE TEACHER STAFF MEMBERS WHO WORK IN AN OFFICE OR AUXILIARY SPACE**

1. Through drills and training, pre-determine and practice where staff can safely hide.
2. Designate specific individuals to take responsibility for locking doors; always assign a second and third alternate. Seek Custodian for assistance.
3. Be alert to opportunities to improve the safety of the situation (barricade the door, move off campus, respond proactively).

# Shelter-In-Place



## **ANNOUNCEMENT:**

**"Your attention please. Due to police activity in the community, please implement SHELTER-IN-PLACE procedures immediately. This is a precautionary measure only."**

**-REPEAT-**

**SHELTER-IN-PLACE** 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 **SHELTER-IN-PLACE** 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 **SHELTER-IN-PLACE** response may be elevated to **LOCKDOWN** in which case, instruction immediately ceases and students and staff follow **LOCKDOWN** procedures.

Shelter-In-Place is a precautionary measure against the threat of potential violence in the surrounding community. Shelter-In-Place 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. Shelter-In-Place differs from Lockdown in that it allows classroom instruction to continue.

## **SHELTER-IN-PLACE:**

- 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 Shelter-In-Place status until **ALL CLEAR** is issued by administration

## PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR /YARD DUTY
<ol style="list-style-type: none"> <li>1. Assume Incident Commander role.</li> <li>2. 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. <b>Example:</b> <b>"Your attention please. Due to police activity in the community, please implement SHELTER-IN-PLACE procedures immediately. This is a precautionary measure only."</b> <b>-REPEAT-</b></li> <li>3. Instruct Office Manager/Secretary to call law enforcement non-emergency number, inform them of Shelter-In-Place 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.</li> <li>4. Designate assigned individual to lock all doors leading into administration building.</li> <li>5. Designate assigned individual to close (<b>NOT LOCK</b>) all entrance and exit points on the campus perimeter.</li> <li>6. Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to <b>LOCKDOWN</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Check restrooms and lock. Direct any students found to nearest open classroom.</li> </ol>	<ol style="list-style-type: none"> <li>1. Contact school resource officer or other security personnel and provide available information.</li> <li>2. When able, alert Superintendent's office.</li> </ol>	

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR /YARD DUTY
<p>7. Students should line up by class at the designated fire drill assembly location (or at the secondary location if it is unsafe to approach the primary location).</p> <ul style="list-style-type: none"> <li>• If the event occurs before school, students and staff should report to the Assembly Area for the first period or home room.</li> <li>• If the event occurs during lunch time, students and staff should report to the Assembly Area to which they would have reported from the location to which they were assigned immediately before lunch. In high schools students and staff will generally report to the location to which they would have reported had they been in attendance in the 4th period class.</li> </ul> <p>8. <b>SHELTER-IN-PLACE</b> Seek authorization from the Superintendent or his/her designee prior to allowing persons to enter or exit the campus, buildings, or rooms.</p> <p>9. 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.</p> <p>10. After the emergency has been neutralized, initiate <b>ALL CLEAR</b>.</p> <p>11. 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.</p>			

## TEACHER/STUDENT

### A. INSIDE CLASSROOM

1. Move to the door and instruct any passing students to return to assigned classroom immediately.
2. Close and lock the door.
3. Continue class instruction or activity as normal.

4. Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions.
5. If fire alarm is activated during lockdown, remain locked down. Using caution, assess the situation to determine if evacuation is warranted in the situation.
6. Be alert to the possibility that response may elevate to **LOCKDOWN**.
7. Do **NOT** call office to ask questions; Incident Command will send out periodic updates.
8. Wait for another action, or if **ALL CLEAR** is issued, return to normal class routine.

**B. IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (P.E. OR OTHER ACTIVITY)**

1. Gather students together and organize into an orderly formation.
2. Inform students that as part of **SHELTER-IN-PLACE** procedures, the class will move immediately to a pre-determined classroom location.
3. Proceed to on-campus location as quickly as possible.
4. Once inside, take attendance to ensure all present students are accounted for.
5. By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students.
6. Implement all classroom policies and procedures for **SHELTER-IN-PLACE** status.
7. Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander.
8. Wait for another action, or if **ALL CLEAR** announcement is issued, return to normal class routine.

# Shelter-In-Place/Environmental



## **ANNOUNCEMENT:**

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

**-REPEAT-**

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

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

- External Chemical Release
- Dirty Bomb
- Hazardous Material Spills

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

## **SHELTER-IN-PLACE/ENVIRONMENTAL:**

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



## PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR /YARD DUTY
<ol style="list-style-type: none"> <li>1. Assume Incident Commander role.</li> <li>2. Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation.</li> <li>3. Make public address announcement. Instruct students and staff to remain calm and convey reassurance that the situation is under control. <b>Example:</b> <b>"Your attention please. We have an environmental hazard in the community and are implementing SHELTER-IN-PLACE/ENVIRONMENTAL procedures. Students and all staff should remain indoors with windows and doors securely closed. Turn off heating or air conditioning units. If you are outside, move indoors immediately. Do not go out for any reason until you receive further instructions. This is not a drill."</b> <b>-REPEAT-</b></li> <li>4. Designate assigned individual to close doors and windows in administration building.</li> <li>5. Put on emergency IC/Admin vest and continue as Incident Commander until relieved by law enforcement.</li> <li>6. Access the "Site Office/First Responders Emergency Bag" in order to provide fire officials and/or law enforcement with maps and keys.</li> <li>7. Meet fire department or law enforcement at Incident Command Post.</li> <li>8. Transfer incident command to fire officials, but provide whatever assistance/ information they require. Site administrator becomes part of the ICS Unified Command and is expected to remain at Incident Command Post through duration of event.</li> </ol>	<p>At Site Administrator's direction:</p> <ol style="list-style-type: none"> <li>1. Designate assigned individual to shut off heating or air conditioning units in administration building.</li> <li>2. Arrange for central HVAC shutdown, as necessary.</li> </ol>	<p>At Site Administrator's direction:</p> <ol style="list-style-type: none"> <li>1. Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, and all available details of the situation.</li> <li>2. Make public address announcement. Instruct students and staff to remain calm and convey reassurance that the situation is under control.</li> <li>3. When able, alert Superintendent's office.</li> <li>4. Implement Student Accounting procedures.</li> </ol>	

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR /YARD DUTY
9. 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. 10. When directed by fire officials, give the <b>ALL CLEAR</b> instruction to indicate that the normal school routine can resume. 11. 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.			

#### TEACHER/STUDENT

1. Immediately clear students from the halls. Stay away from all doors and windows.
2. Keep all students in the classroom until further instructions are received. Support those needing special assistance.
3. Secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system; c) turn off fans; d) seal gaps under doors and windows with wet towels, duct tape, or other effective materials.
4. According to site protocol, implement Student/Staff Accountability procedures.
5. Wait for another action, or if **ALL CLEAR** announcement is issued, return to normal class routine.

# Emergency Situations



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

The emergency situations outlined in this section are:

- Active Shooter
- Airplane Crash
- Animal Disturbance/Bee Swarm
- Bomb Threat
- Bus Accident
- Death of a Student or Staff
- Earthquake
- Explosion
- Fire (Off-site)
- Fire (On-site)
- Flood
- Gas Odor/Leak
- Hostage Situation
- Kidnapping
- Missing Student
- Motor Vehicle Crash
- Poisoning / Contamination
- Public Demonstration
- Severe Weather
- Student Riot
- Suicide Attempt
- Suspicious Package
- Terrorist Action
- Toxic Agent
- Weapons Possession

# Active Shooter

## **ANNOUNCEMENT:**

**"LOCKDOWN, LOCKDOWN. Your attention please. We have an emergency situation.  
Implement LOCKDOWN procedures immediately. This is not a drill."**

**-REPEAT-**

Active shooting situations can happen anywhere and without warning. They are unpredictable and evolve quickly. Active shooters generally begin shooting at a number of people without warning. The motives for their behavior can range from rage or vengeance to mental dysfunction. The random nature of active shootings means that threats cannot be predicted, only responded to. This leaves government, public and private institutions vulnerable to serious or violent crime.

To stop the shooting and mitigate harm requires the immediate action and rapid deployment of law enforcement to contain the situation. However, active shooter situations are often over within 10 to 15 minutes before law enforcement arrives on the scene. How you respond to an active shooter will be dictated by the specific circumstances of the encounter. If an active shooter situation occurs at a school, staff members should try to remain calm and use the following procedures to help the site administrator plan a strategy for survival.

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

## **When Law Enforcement Arrives:**

The role of law enforcement is to stop the active shooter as soon as possible. Officers proceed directly to the area in which the last shots were heard. Officers usually arrive in teams of four, wearing either regular patrol uniforms or external bulletproof vests, Kevlar helmets and other tactical equipment. They may be armed with rifles, shotguns, or handguns. They may use pepper spray or tear gas to control the situation. And they may shout commands and may push individuals to the ground for their safety.

The first officers to arrive to the scene will not stop to help injured people. Their task is to proceed immediately to the shooter/threat and then help you. You may need to explain this to others in order to calm them.

Until the area is secured, you may have to treat the injured as best you can. Remember basic First Aid: for bleeding, apply pressure and elevate. Items that can be used for this purpose include clothing, paper towels, feminine hygiene products, newspapers, etc.

Expect rescue teams comprising additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured person. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control and all witnesses have been identified and questioned.

Do not leave the safe location or assembly point until law enforcement authorities have instructed you to do so.

## Training for an Active Shooter Situation

To best prepare individuals for an active shooter situation, refer to elements of this Emergency Plan and conduct training exercises. Together, the Emergency Plan and training exercises will help develop an effective response and minimize loss of life. Key training elements for an Active Shooter situation include this Active Shooter Section, the **LOCKDOWN** and **EVACUATION** sections, evacuation maps and route assignments, bomb threat, death of student or staff, fire on site, hostage situation, kidnapping, missing student, suspicious package, and toxic agent.

## Preparing for an Active Shooter Situation

In addition to training, there are preventive strategies schools can apply to help prepare for and respond better to an active shooter situation.

- Ensure that your facility has at least two evacuation routes.
- When posting evacuation routes, do not list the names of the office holders. Listing names (e.g., Mrs. Quackenbush) can give intelligence to someone planning an active shooter incident or hostage-taking event. Instead, use general titles, such as 3<sup>rd</sup> Grade.
- Include local law enforcement and first responders during training exercises.

## PROCEDURE

<b>SITE ADMINISTRATOR</b>	<b>CUSTODIAL STAFF</b>	<b>OFFICE STAFF</b>	<b>CAMPUS SUPERVISOR / YARD DUTY</b>
<ol style="list-style-type: none"><li>1. Assume Incident Commander role.</li><li>2. Assess the situation.</li><li>3. Is the shooter in the school?</li><li>4. Has the shooter been identified?</li><li>5. Has the weapon been found and/or secured?</li><li>6. Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation.</li><li>7. Depending on the situation, initiate <b>LOCKDOWN</b> or <b>EVACUATION</b>, as appropriate.</li><li>8. Initiate <b>LOCKDOWN</b>, and find a place to hide where the active shooter is less likely to find you. The safest place for you to be is a secure room.<ol style="list-style-type: none"><li>a. Your hiding place should:<ol style="list-style-type: none"><li>i. Be out of the active shooter's view.</li><li>ii. Provide protection if shots are fired in your direction (e.g., an office or room with a locked door).</li></ol></li></ol></li></ol>	<ol style="list-style-type: none"><li>1. Be vigilant of shooter(s); report this activity to Principal's office.</li></ol>	<ol style="list-style-type: none"><li>1. Call 911. Be ready to provide location, status of campus, and all available details of the situation.</li><li>2. Notify Superintendent's office.</li><li>3. Follow Lockdown or Evacuation procedures as directed by the Site Administrator. Follow personal safety procedures listed in Site Administrator column as steps 2 through 7.</li></ol>	<ol style="list-style-type: none"><li>1. If shooter(s) is/are observed, report to Principal's office.</li></ol>

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR / YARD DUTY
<ul style="list-style-type: none"> <li>iii. Not trap you or restrict your options for movement.</li> <li>b. To prevent an active shooter from entering your hiding place:               <ul style="list-style-type: none"> <li>i. Lock the door.</li> <li>ii. Blockade the door with heavy furniture (keeping in mind that doors open outward and the gain of blockade efforts is that it will serve as an impediment to access).</li> </ul> </li> <li>c. If the active shooter is nearby:               <ul style="list-style-type: none"> <li>i. Lock the door.</li> <li>ii. Silence your cell phone or pager.</li> <li>iii. Turn off any source of noise (e.g., radios, televisions).</li> <li>iv. Hide behind large items (e.g., cabinets, desks).</li> <li>v. Remain quiet.</li> </ul> </li> <li>d. If evacuation and hiding out are not possible:               <ul style="list-style-type: none"> <li>i. Remain calm.</li> <li>ii. Dial 911, if possible, to alert police to the active shooter's location.</li> <li>iii. If you cannot speak, leave the line open and allow the dispatcher to listen.</li> </ul> </li> <li>9. If there is an accessible escape path, consider initiating EVACUATION, and attempt to evacuate the premises.               <ul style="list-style-type: none"> <li>a. Have an escape route and plan in mind.</li> <li>b. Evacuate regardless of whether others agree to follow.</li> <li>c. Leave your belongings behind.</li> <li>d. Help others escape if possible.</li> <li>e. Prevent individuals from entering areas where the active shooter may be.</li> <li>f. Follow the instructions of any police officer.</li> <li>g. Keep your hands visible.</li> <li>h. Do not attempt to move wounded people.</li> <li>i. Call 911 once you are safe.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>4. As a last resort, and <b>only</b> when your life is in imminent danger, attempt to disrupt or incapacitate the active shooter by:               <ul style="list-style-type: none"> <li>a. Acting as aggressively as possible against him/her.</li> <li>b. Throwing items and improvising weapons.</li> <li>c. Yelling.</li> </ul> </li> <li>5. Once the situation is neutralized, initiate automated emergency phone message regarding status of emergency including evacuation information.</li> </ul>	

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR/ YARD DUTY
<p>10. Make public address announcement. Instruct teachers and staff to immediately LOCKDOWN and EVACUATE, as determined in steps 2 through 7.</p> <p>11. Contact school resource office or other security personnel and provide available information.</p> <p>12. Put on emergency IC/Admin vest and continue as Incident Commander until relieved by law enforcement.</p> <p>13. As a last resort, and <b>only</b> when your life is in imminent danger, attempt to disrupt or incapacitate the active shooter by:</p> <ul style="list-style-type: none"> <li>a. Acting as aggressively as possible against him/her.</li> <li>b. Throwing items and improvising weapons.</li> <li>c. Yelling.</li> </ul> <p>14. When able, alert Superintendent's office.</p> <p>15. Access the "Site Office/First Responder's Emergency Bag," in order to provide fire officials and/or law enforcement with maps and keys.</p> <p>16. Provide whatever assistance law enforcement requires entering the school.</p> <ul style="list-style-type: none"> <li>a. Be prepared to provide building names, the number, location, and the physical description of the active shooter or shooters (e.g., weight height, race, gender, clothing color and style, etc.), the number and type of weapons held by the shooter(s) (e.g., handgun, rifle, shotgun, explosives), and the number of potential victims at the site.</li> </ul> <p>17. According to site communication plan, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation.</p>			

<b>SITE ADMINISTRATOR</b>	<b>CUSTODIAL STAFF</b>	<b>OFFICE STAFF</b>	<b>CAMPUS SUPERVISOR/ YARD DUTY</b>
<p>18. Once situation has been neutralized, initiate EVACUATION or ALL CLEAR procedures as directed by law enforcement.</p> <p>19. Instruct Office Manager/Secretary to initiate automated emergency phone message regarding status of emergency, including EVACUATION information if applicable.</p> <p>20. Once situation is neutralized, ensure injured students and staff members receive medical attention.</p> <p>21. According to site protocol, implement Student/Staff Accountability procedures and notify law enforcement of any missing persons.</p> <p>22. If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.</p> <p>23. Keep crime scene secure.</p> <p>24. Meet law enforcement at Incident Command Post.</p> <p>25. If incident includes casualties, deploy Liaison Officer and alternate to first responder's Emergency Medical Command Post. Request victim identification and transport information. Complete tracking for School Site Incident Commander. Only Coroner, Police Chaplain, or other public official should deliver official notification of deceased persons.</p> <p>26. 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.</p> <p>27. Arrange for immediate crisis counseling for students and staff.</p>			



<b>SITE ADMINISTRATOR</b>	<b>CUSTODIAL STAFF</b>	<b>OFFICE STAFF</b>	<b>CAMPUS SUPERVISOR/ YARD DUTY</b>
<p>28. Debrief with all school staff, even if they were not present on campus during the incident.</p> <p>29. Provide informational updates to staff, students, and their families during the following few days.</p>			

Should a student or staff member perish in an active shooter situation:

1. Do not do anything without first consulting with law enforcement officers.
2. If and when directed by law enforcement officers, refer to the section of this plan entitled Death of Student or Staff for guidance.

## TEACHER/STUDENT

1. If you see a person walking onto campus with a weapon, call 911 immediately, and then alert the Site Administrator or campus security.
2. If you have reason to believe there is a threat of violence on campus, but have not directly witnessed it, alert the Site Administrator or campus security immediately.
3. Follow procedures for **LOCKDOWN** or **EVACUATION** as directed by Site Administrator/Incident Commander.
4. Quickly determine the most reasonable way to protect your own life. Remember that students and site visitors are likely to follow the lead of teachers and administrators during an active shooter situation.
5. If there is an accessible escape path, initiate **EVACUATION**, and attempt to evacuate the premises.
  - a. Have an escape route and plan in mind.
  - b. Evacuate regardless of whether others agree to follow.
  - c. Leave your belongings behind.
  - d. Help others escape if possible.
  - e. Prevent individuals from entering areas where the active shooter may be.
  - f. Follow the instructions of any police officer.
  - g. Keep your hands visible.
  - h. Do not attempt to move wounded people.
  - i. Call 911 once you are safe.
6. If **EVACUATION** is impossible, initiate **LOCKDOWN**, and find a place to hide where the active shooter is less likely to find you. The safest place for you to be is a secure room.
  - a. Your hiding place should:
    - i. Be out of the active shooter's view.
    - ii. Provide protection if shots are fired in your direction (e.g., an office or room with a locked door).
    - iii. Not trap you or restrict your options for movement.
  - b. To prevent an active shooter from entering your hiding place:
    - i. Lock the door.
    - ii. Blockade the door with heavy furniture (keeping in mind that doors open outward and the gain of blockade efforts is that it will serve as an impediment to access).
    - iii. If the active shooter is nearby:
    - iv. Lock the door.
    - v. Silence your cell phone or pager.

- vi. Turn off any source of noise (e.g., radios, televisions).
- vii. Hide behind large items (e.g., cabinets, desks).
- viii. Remain quiet.
- c. If evacuation and hiding out are not possible:
  - i. Remain calm.
  - ii. Dial 911, if possible, to alert police to the active shooter's location.
  - iii. If you cannot speak, leave the line open and allow the Dispatcher to listen.
- 7. As a last resort, and only when your life is in imminent danger, attempt to disrupt or incapacitate the active shooter by:
  - i. Acting as aggressively as possible against him/her.
  - ii. Throwing items and improvising weapons.
  - iii. Yelling.

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

### **AFTER CRISIS HAS BEEN NEUTRALIZED**

#### **TEACHER/STUDENT**

1. Follow procedures for EVACUATION as directed by law enforcement and/or Site Administrator.
  - a. Remain calm and follow the law enforcement officer's instructions.
  - b. Put down any item in your hands (e.g., bag, jacket).
  - c. Immediately raise your hands and spread your fingers to allow the officers to see that your hands are empty and that you are not a threat.
  - d. Keep your hands visible at all times.
  - e. Avoid making quick movements toward officers, such as attempting to hold on to them for safety.
  - f. Avoid pointing, screaming, or yelling.
  - g. Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises.
2. The Student Release Team will follow procedures to oversee reunification of students with parents or authorized adults.
3. If necessary, the Medical Team will work with local authorities to ensure injured students and staff members receive medical attention, particularly those with minor injuries.
4. Staff assigned specific Incident Command roles will follow directives of immediate ICS supervisor.
5. All staff will participate in staff debriefings.

## Airplane Crash

**ANNOUNCEMENT:** EVACUATION or SHELTER-IN-PLACE as appropriate.

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

**-REPEAT-**

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

**-REPEAT-**

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

### PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR/ YARD DUTY
<ol style="list-style-type: none"> <li>1. Assume Incident Commander role.</li> <li>2. Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, and all available details of the situation.</li> <li>3. Determine immediate response procedures, which may include <b>EVACUATION</b> or <b>SHELTER-IN-PLACE</b>.</li> <li>4. Be alert to the possibility of explosion and make decisions accordingly.</li> <li>5. Put on emergency IC/Admin vest and continue as Incident Commander until relieved by emergency personnel.</li> <li>6. Access the "Site Office/First Responders Emergency Bag," in order to provide fire officials and/or law enforcement with maps and keys.</li> </ol>		At direction of Incident Commander: <ol style="list-style-type: none"> <li>1. Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, and all available details of situation.</li> </ol>	

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR/ YARD DUTY
7. Meet Fire Department officials at Incident Command Post. 8. Transfer incident command to fire officials or law enforcement but provide whatever assistance/ information they require. Site administrator becomes part of the ICS Unified Command and must remain at Incident Command Post through duration of event. 9. Instruct Office Manager/Secretary to initiate automated emergency phone message regarding status of emergency, including <b>EVACUATION</b> information if applicable. 10. According to site protocol, implement Student/Staff Accountability procedures. Collect attendance and notify fire officials or law enforcement of any missing persons. 11. Account for all building occupants and determine extent of injuries. 12. Do not re-enter building until the authorities provide clearance to do so. 13. Begin process of counseling and recovery as appropriate.		2. Office Manager/ Secretary to initiate automated emergency phone message regarding status of emergency, including <b>EVACUATION</b> information if applicable.	

### TEACHER/STUDENT

1. Call 911 and alert Site Administrator.
2. Move students away from immediate vicinity of the crash.
3. Follow immediate response action as directed by Fire Department or Site Administrator. **EVACUATION** or **SHELTER-IN-PLACE**.
4. Remove staff ID placard from emergency packet and put it on.
5. If evacuating, use primary and/or alternate fire routes to a safe Assembly Area away from the crash scene. Locate emergency packet/materials including class roster, "Buddy" class roster, and other emergency supplies as appropriate.
6. If safe to do so, Operations Chief initiates Site Sweep Teams to ensure that all students have evacuated all buildings.
7. Once at the Evacuation Assembly Area, implement Student/Staff Accountability procedures according to site protocol.
8. Report missing students to Site Administrator/designee and emergency response personnel.
9. Maintain control of the students a safe distance from the crash site.
10. Care for the injured, if any.
11. Wait for further directives or if **ALL CLEAR** is issued, return to the building.

**REVERSE EVACUATION:** Moving people from outside to the inside. The school public address system can be heard in all areas of the facility, both inside and out. In the event of an emergency, an announcement can be made from the School Office for people to move inside. Depending on the nature and/or urgency of the situation, the announcement can be made for a Lockdown (seek the nearest shelter and lock down), a Shelter-In-Place (return to your classroom immediately and await further instructions), or a simple request to respond to a rallying point such as the gymnasium.

## Animal Disturbance/Bee Swarm

**ANNOUNCEMENT: SHELTER-IN-PLACE, SHELTER-IN-PLACE/ENVIRONMENTAL HAZARD, or EVACUATION as appropriate.**

***SHELTER-IN-PLACE:*** "Your attention please. Students and all staff should remain indoors with windows and doors securely closed. If you are outside, move indoors immediately. Do not go out for any reason until you receive further instructions. This is not a drill."

**-REPEAT-**

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

**-REPEAT-**

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

**-REPEAT-**

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

## IN THE EVENT OF AN ANIMAL DISTURBANCE

### PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR /YARD DUTY
<ol style="list-style-type: none"> <li>1. Assume Incident Commander role.</li> <li>2. Have staff isolate the animal.</li> <li>3. If animal is aggressive, has bitten someone, is injured or sick, instruct Office Manager/Secretary to call 911.</li> <li>4. If the animal is outside, and is sick, injured, or in any way a threat to students, keep students inside and institute <b>SHELTER-IN-PLACE</b>.</li> <li>5. If the animal is inside, and is sick, injured, or in any way a threat to students, initiate <b>EVACUATE</b> to a protected area away from the animal.</li> </ol>	<ol style="list-style-type: none"> <li>1. At Site Administrator's direction, isolate the animal.</li> </ol>	<ol style="list-style-type: none"> <li>1. At Site Administrator's direction, call 911 and Tracy Animal Services Unit at (209)831-6550 if the animal is aggressive, has bitten someone, or is injured or sick.</li> <li>2. If the animal has caused an injury, call 911 and seek medical aid from school nurse.</li> <li>3. Notify parent/guardian and recommended health advisor.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assist other staff with isolating animal.</li> <li>2. Keep students away from animal.</li> </ol>

### TEACHER/STUDENT

1. Alert Site Administrator.
2. If the animal is in any way a threat to the students or staff, and is outside, proceed with **SHELTER-IN-PLACE** protocol. Keep students inside.
3. If the animal is inside, and is a threat to staff or students, **EVACUATE** students to a sheltered area away from the animal.

## IN THE EVENT OF A BEE SWARM

### PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR / YARD DUTY
<ol style="list-style-type: none"> <li>1. Assume Incident Commander role.</li> <li>2. If a bee swarm is identified, but bees are <b>NOT</b> aggressive, initiate procedures for <b>SHELTER-IN-PLACE/ENVIRONMENTAL HAZARD</b> until the swarm has passed.</li> <li>3. If a bee swarm is identified and bees are aggressive, instruct Office Manager/ Secretary to call 911. Designee must be ready to provide location, status of campus, and all available details of situation.</li> <li>4. Initiate procedures for <b>SHELTER-IN-PLACE/ENVIRONMENTAL HAZARD</b>. Direct all students and staff to get inside a building immediately. A few bees will follow indoors, but in a well-lit room, bees will become confused and fly to windows.</li> <li>5. If bee attack is widespread, direct students into a large, well-lit room with high ceilings such as a cafeteria or gymnasium.</li> <li>6. Have a designated staff person available with a vacuum cleaner hose to remove any bees clinging to clothing or hair.</li> <li>7. If no vacuum with hose is available, bees may be controlled with a spray bottle filled with soap and water solution (3%-6% soap).</li> <li>8. Have nurse or health clerk available to assist stinging victims or if there are large numbers of victims, instruct Operations Chief to engage <b>Medical Team</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use provided vacuum cleaner hose to assist staff, remove bees from hair and clothing.</li> <li>2. Assist in closing open windows at Shelter-In-Place locations.</li> <li>3. Open gymnasium and cafeteria if necessary, and turn on all lights to create a well-lit room.</li> </ol>	<ol style="list-style-type: none"> <li>1. Office Manager/ Secretary to call 911. Designee must be ready to provide location, status of campus, and all available details of the situation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Follow procedures for <b>SHELTER-IN-PLACE/ENVIRONMENTAL HAZARD</b>.</li> <li>2. If Medical Team is activated, assist team at their direction.</li> </ol>

### TEACHER/STUDENT

1. Follow procedures for **SHELTER-IN-PLACE/ENVIRONMENTAL HAZARD**. Direct all students and staff to get inside a building immediately. A few bees will follow indoors, but in a well-lit room, bees will become confused and fly to windows.
2. If bee attack is widespread, direct students into a large, well-lit room with high ceilings



such as a cafeteria or gymnasium.

3. Have a designated staff person available with a vacuum cleaner hose to remove any bees clinging to clothing or hair.
4. If no vacuum with hose is available, bees may be controlled with a spray bottle filled with soap and water solution (3%-6% soap).
5. Have nurse or health clerk available to assist stinging victims or if there are a large number of stinging victims, instruct Operations Chief to engage **Medical Team**.

**REVERSE EVACUATION:** Moving people from outside to the inside. The school public address system can be heard in all areas of the facility, both inside and out. In the event of an emergency, an announcement can be made from the School Office for people to move inside. Depending on the nature and/or urgency of the situation, the announcement can be made for a Lockdown (seek the nearest shelter and lock down), a Shelter-In-Place (return to your classroom immediately and await further instructions), or a simple request to respond to a rallying point such as the gymnasium.

## Bomb Threat

**PRE-ANNOUNCEMENT:** "Staff members, Check your area." This will signal teachers and other staff to search their classroom or work space at this time for any object that looks suspicious and would normally not be in their area. Anyone finding a suspicious object will IMMEDIATELY notify the office (within three minutes.) **Do not touch or move a suspicious device.**

After staff members check their areas (within three minutes), an announcement will be made using the intercom system with specific instructions.

**ANNOUNCEMENT:** EVACUATION, LOCKDOWN, SHELTER-IN-PLACE, OR SHELTER-IN-PLACE/ENVIRONMENTAL HAZARD as appropriate.

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

**-REPEAT-**

***LOCKDOWN:*** "LOCKDOWN, LOCKDOWN. Your attention please. We have an emergency situation. Implement LOCKDOWN procedures immediately. This is not a drill." **-REPEAT-**

***SHELTER-IN-PLACE:*** "Your attention please. Students and all staff should remain indoors with windows and doors securely closed. If you are outside, move indoors immediately. Do not go out for any reason until you receive further instructions. This is not a drill."

**-REPEAT-**

***SHELTER IN PLACE/ENVIRONMENTAL HAZARD:*** "Your attention please. We have an environmental hazard in the community and are implementing SHELTER-IN-PLACE procedures.

Students and all staff should remain indoors with windows and doors securely closed. Turn off heating or air conditioning units. If you are outside, move indoors immediately. Do not go out for any reason until you receive further instructions. This is not a drill."

**-REPEAT-**

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

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

1. Listen. Do not interrupt caller.
2. Keep the caller on the line with statements such as *"I am sorry; I did not understand you. What did you say?"*
3. Alert another staff member to call 911.
4. Alert another staff member to notify Site Administrator immediately.
5. Complete the **Bomb Threat Checklist**.

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

1. Note the manner in which the threat was delivered, where it was found, and who found it.

2. Isolate the item and limit its handling. Written threats should be turned over to law enforcement.
3. Caution students against picking up or touching any strange objects or packages.
4. Notify Principal or Site Administrator.

### PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR/ YARD DUTY
<ol style="list-style-type: none"> <li>1. Assume Incident Commander role.</li> <li>2. Initiate a threat inquiry to determine credibility of threat.</li> <li>3. If threat is deemed credible, instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, and all available details of the situation.</li> <li>4. Contact school resource officer or other security personnel and provide available information.</li> <li>5. Put on emergency IC/Admin vest and continue as Incident Commander until relieved by law enforcement.</li> <li>6. Depending on the situation, initiate <b>EVACUATION</b>, <b>SHELTER-IN-PLACE</b>, <b>SHELTER-IN-PLACE/ ENVIRONMENTAL HAZARD</b> or <b>LOCKDOWN</b> as appropriate. Be alert to the possibility of secondary devices. <b>EVACUATION</b> via a secondary route might be advisable as an extra precaution.</li> <li>7. Use the intercom or personal notification by designated persons to evacuate the threatened rooms.</li> <li>8. Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Explosive devices can be triggered by radio frequencies.</li> </ol>	<ol style="list-style-type: none"> <li>1. Check classrooms and work areas, public areas (foyers, offices, bathrooms, and stairwells), unlocked closets, exterior areas (shrubbery, trashcans cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels) for any suspicious items.</li> <li>2. If suspicious item is found, do not attempt to investigate or examine object. Secure and contain area immediately.</li> <li>3. Remember to place a piece of masking tape on the outside of the door frame of each room you have checked in order to notify other searchers that the room has been checked for suspicious items.</li> </ol>	<p>At direction of Site Administrator:</p> <ol style="list-style-type: none"> <li>1. Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, and all available details of situation.</li> <li>2. Contact school resource officer or other security personnel and provide available information.</li> <li>3. When able, alert Superintendent's office.</li> </ol>	<ol style="list-style-type: none"> <li>1. Check classrooms, work areas, public areas (foyers, offices, bathrooms, and stairwells), unlocked closets, exterior areas (shrubbery, trashcans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels) for any suspicious items.</li> <li>2. If suspicious item is found, do not attempt to investigate or examine object. Secure and contain area immediately.</li> </ol>

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR/ YARD DUTY
9. Deploy ICS Safety Officer to oversee <b>EVACUATION</b> . Be alert to any suspicious objects visible along evacuation route. If necessary, direct staff and students to modify evacuation route accordingly. 10. Do not return to school building until it has been inspected and determined safe by proper authorities.			3. Remember to place a piece of masking tape on the outside of the doorframe of each room you have checked in order to notify other searchers that the room has been checked for suspicious items.

### SEARCH TEAM

1. If safe to do so, Operations Chief engages the Search and Rescue Team to conduct a search in advance of law enforcement.
2. Use a systematic and thorough approach to search the building and surrounding areas.

### TEACHER/STUDENT

1. Teachers check their classroom for any suspicious items. If suspicious item is found, make no attempt to investigate or examine object. Secure and contain area immediately.
2. Respond as directed to initiate **EVACUATION, SHELTER IN PLACE, SHELTER IN PLACE/ENVIRONMENTAL HAZARD** or **LOCKDOWN**.
3. Upon exiting their rooms, staff members will place a piece of masking tape on outside of door frame across from the handle as a sign to other search team members that the room has been searched quickly, and no suspicious items were observed.
4. Control all cell phone activity (no outgoing or incoming calls). No exceptions. Radio frequencies can detonate an explosive.
5. If evacuating, alter exit routes as necessary depending on the location of the suspected bomb. Be aware of the possibility of secondary devices.
6. Upon arrival at the designated evacuation site and according to site protocol, implement Student/Staff Accountability procedures. Notify the Incident Command of any missing students.
7. Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine.
8. Use current Bomb Threat Checklist.

**REVERSE EVACUATION:** Moving people from outside to the inside. – The school public address system can be heard in all areas of the facility, both inside and out. In the event of an emergency, an announcement can be made from the School Office for people to move inside. Depending on the nature and/or urgency of the situation, the announcement can be made for a Lockdown (seek the nearest shelter and lock down), a Shelter-In-Place (return to your classroom immediately and await further instructions), or a simple request to respond to a rallying point such as the gymnasium.

## BOMB THREAT CHECKLIST

To be completed by person receiving the call

Calls Received By	Date	Time

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

<b>What time is the bomb set for?</b>
<b>Where has it been placed?</b>
<b>What does it look like?</b>
<b>Why are you doing this?</b>
<b>Who are you?</b>

<b>Words used by caller:</b>	
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**Description of caller:**

	Male		Female		Adult		Juvenile		Estimated Age of Caller
Other Notes:									

## BOMB THREAT CHECKLIST

To be completed by person receiving the call

### Voice Characteristics:

	Loud		Raspy		Deep		High
	Soft		Pleasant		Intoxicated		Nasal

### Speech:

	Rapid		Laughing		Disguised		Normal
	Slow		Slurred		Lisp		Stutter

### Manner:

	Calm		Coherent		Laughing		Excited
	Angry		Incoherent		Crying		Irrational

### Language:

	Excellent		Pleasant		Drawl		Poor
	Good		Fair		Intoxicated		Nasal

### Accent:

	Local		Regional		Regional		Other
	Foreign		Slang		Intoxicated		Nasal

# Bus Accident

**ANNOUNCEMENT:** *Administration will make announcement and advise of special procedures.*

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

## PROCEDURE

### BUS DRIVER

1. Turn off power, ignition, and headlights. Use safety lights, as appropriate.
2. Evaluate the need for **EVACUATION**.
3. Remain with the vehicle. Notify District Transportation Office. If there are one or more students on board, notify California Highway Patrol. If there are no students, notify local law enforcement agency.

SITE ADMINISTRATION	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR/ YARD DUTY
1. 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.		1. At the Site Administrator's direction, notify Superintendent's office.	

### TEACHER/STUDENT ACTIONS AT THE SCENE

1. Call 911, if warranted.
2. Notify Site Administrator.
3. Assist with **EVACUATION** if evacuation is necessary.
4. Implement basic First Aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
5. Move all uninjured students a safe distance from the accident.
6. Document the names of all injured students and their First Aid needs.

## EARTHQUAKE DURING BUS TRIP

### BUS DRIVER ACTIONS:

1. Issue **DROP, COVER and HOLD ON** directive.
2. Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
3. Set brake, turn off ignition and wait for shaking to stop.
4. Check for injuries and provide First Aid, as appropriate.
5. Contact the school administrator and bus dispatch to report location and condition of students and the bus.
6. Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
7. If instructed by authorities or district supervisor, continue route.
8. If heading to school, continue to pick up students.
9. If heading away from school, continue dropping off students, provided there is a responsible adult at the bus stop.
10. If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify immediate supervisor.
11. Remain with students until immediate supervisor issues further throughout the emergency instructions.
12. Account for all students and staff.



# Death of Student or Staff

**ANNOUNCEMENT:** *Administration will make announcement and advise of special procedures.*

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

## PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR / YARD DUTY
<ol style="list-style-type: none"> <li>1. If appropriate, designate for a student or staff call 911.</li> <li>2. Enact Shelter-In-Place procedures. Secure the scene.</li> <li>3. Contact the student/staff member's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.</li> <li>4. Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.</li> <li>5. Meet with front line staff/crisis team as soon as possible.</li> <li>6. Determine whether additional resources are needed and make appropriate requests.</li> <li>7. Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.</li> <li>8. If the death is a student, go to each of the student's classes and notify his/her classmates in person.</li> <li>9. Schedule a staff meeting as soon as possible to share the details that are known. Review procedures for the day including notification of students, availability of support services, and the referral process for students and staff who want or need counseling support and assistance.</li> <li>10. Refer to RECOVERY section of Emergency Plan for complete details of Crisis Recovery.</li> </ol>		<ol style="list-style-type: none"> <li>1. Alert the Superintendent's Office. Verify the death and obtain as much information about it as possible.</li> <li>2. If the death occurred in the evening or during a weekend, implement the staff phone tree (or other communication system, as appropriate) so that all appropriate staff members are informed. Notify teachers prior to notification of students.</li> </ol>	

<b>SITE ADMINISTRATOR</b>	<b>CUSTODIAL STAFF</b>	<b>OFFICE STAFF</b>	<b>CAMPUS SUPERVISOR / YARD DUTY</b>
11. Prepare a parent/guardian information letter and distribute it to students at the end of the day. Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. 12. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students. 13. Make arrangements with the family to remove the student's personal belongings from the school. 14. Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. 15. Thank all those who assisted.			

Should a student or staff member perish in an active shooter situation:

1. Do not do anything without first consulting with law enforcement officers.
2. If and when directed by law enforcement officers, consult with the district office and the Crisis Response Team. Otherwise, follow the guidance listed above.

#### **TEACHER/STUDENT**

1. Allow students who wish to meet in counseling office or other appropriate place to do so.
2. Encourage students to report any other students who might need assistance.
3. Arrange with facilitator/counselor to individually escort each student to the counseling support site.
4. If personally affected by the loss, take advantage of the available support services as soon as possible.

# Earthquake

**ANNOUNCEMENT: DROP, COVER AND HOLD ON, EVACUATION, or SHELTER-IN-PLACE as appropriate.**

***DROP, COVER AND HOLD ON:*** "Attention please. This is not a drill. We are experiencing an earthquake. For your protection, follow ***DROP, COVER AND HOLD ON*** procedures. Get under a table or desk, away from windows or anything that could fall and hurt you. Hold that position until the shaking stops. Do NOT go outside!"  
- REPEAT-

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

***SHELTER-IN-PLACE:*** "Your attention please. Students and all staff should remain indoors with windows and doors securely closed. If you are outside, move indoors immediately. Do not go out for any reason until you receive further instructions. This is not a drill."  
-REPEAT-

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

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

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

## PROCEDURE

### INSIDE BUILDING

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR /YARD DUTY
<ol style="list-style-type: none"> <li>1. Assume Incident Commander role.</li> <li>2. As soon as possible, after recognizing an earthquake, initiate the alarm and make a public address announcement to implement <b>DROP, COVER AND HOLD ON</b> procedures.</li> <li>3. According to site communication protocol, collect classroom status reports. Determine extent of physical injuries and/or structural damage.</li> <li>4. Be prepared to report the types of injuries, and the location of injured persons and/or damage on building to first responders upon their arrival.</li> <li>5. Put on emergency IC/Admin vest and continue as Incident Commander until relieved by first responders.</li> <li>6. If safe to do so, Operations Chief directs Search and Rescue team to look for trapped students and staff. If any students and/or staff have sustained injuries or a hazardous situation is identified, call 911 immediately.</li> <li>7. Deploy ICS Safety Officer to check for fires, status of utilities, and structural and nonstructural damage. Instruct team to shut off any damaged utilities.</li> </ol>	<p>At Site Administrator's direction:</p> <ol style="list-style-type: none"> <li>1. Accompany ICS Safety Officer to check for fires, status of utilities and structural and nonstructural damage. Shut off any damaged utilities.</li> <li>2. If 911 is called, meet fire officials, emergency medical responders, or law enforcement at Incident Command Post. The custodian should accompany administrator to meet fire officials.</li> </ol>	<ol style="list-style-type: none"> <li>1. Call 911 to report building damage and/or suspected breaks in utility lines. At direction of principal if school must be closed, notify staff members, students, and parents and implement Student Release procedures.</li> </ol>	<ol style="list-style-type: none"> <li>1. See TEACHER/ STUDENT actions below.</li> <li>2. Report to ICP if no assigned duties.</li> </ol>

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR/ YARD DUTY
<p>8. Based on available information, decide on the need for evacuation. An EVACUATION should be ordered if the structural integrity of the building is in doubt. Non-structural damage would not necessarily require an evacuation.</p> <ul style="list-style-type: none"> <li>a. Evacuation should NEVER be automatic.</li> <li>b. There may be more danger outside the building or facility than there is inside. There may be no safe Assembly Area outside. There may be no clear routes to get outside, and alternate routes may need to be cleared.</li> <li>c. Before any decision is made to evacuate all or part of a school, someone must find out if there is: <ul style="list-style-type: none"> <li>✓ a safe route out</li> <li><b>AND</b></li> <li>✓ a safe place to assemble the students outside</li> </ul> </li> </ul> <p>9. When able, report campus status to Superintendent's office.</p> <p>10. If 911 is called, meet fire officials, emergency medical responders, or law enforcement at Incident Command Post. The custodian should accompany administrator to meet fire officials.</p> <p>11. Select and post staff members as guards a safe distance away from building entrances to ensure no one re-enters.</p> <p>12. If damage is apparent, confer with District Superintendent to determine whether to close the</p>			

school.			
SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR/ YARD DUTY
<p>13. <b>DO NOT RE-ENTER</b> building until it is determined to be safe by appropriate facilities inspector.</p> <p>14. If damage is significant and school closing will be of some duration, prepare for alternative learning arrangement such as portable classrooms.</p>			

## TEACHER/STUDENT

### A. INSIDE BUILDINGS

1. At first recognition of an earthquake, instruct students to move away from windows.
2. Initiate **DROP, COVER AND HOLD ON** procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
3. Any person in a wheelchair should shelter against an interior wall. Face away from windows, place locks on wheels, and if possible, protect head and neck with arms.
4. Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them against an interior wall. Face away from the windows.
5. After shaking stops and it is safe to do so, check for injuries, and render First Aid.
6. Do NOT move injured students, unless to do so would place students in further danger. Use buddy system to remain with injured students.
7. If shaking is significant and has caused obvious damage to the building, **EVACUATE** immediately.
8. Submit Classroom Status Report to Command Post according to site protocol.
9. Follow procedures for **EVACUATION, SHELTER-IN-PLACE**, or **SHELTER-IN-PLACE/ENVIRONMENTAL HAZARD** as directed by Site Incident Command.
10. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building.
11. DO NOT strike matches or touch any wires. Gas and electricity lines may be damaged.
12. Stay alert for aftershocks.
13. DO NOT re-enter building until it is determined safe to do so.

### B. OUTSIDE BUILDINGS

1. Find a clear spot and drop to the ground. Stay away from buildings, power lines, trees, and streetlights, etc.
2. Commence **DROP AND COVER** in the **DROP, COVER AND HOLD ON** procedures.
3. Place head between the knees; cover back of neck with arms and hands.
4. Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees. Cover back of neck with arms.
5. Remain in place until shaking stops or for at least 20 seconds.
6. Each time an aftershock is felt, **DROP AND COVER**. Aftershocks frequently

- occur minutes, days, even weeks following an earthquake.
7. After shaking stops, check for injuries, and render First Aid.
8. Report injury and damage status to Command Post according to site communications protocol, utilizing Crisis Classroom Reporting Script.
9. **EVACUATE** to evacuation location as directed by Site Incident Commander and/or first responders.
10. Stay alert for aftershocks.
11. Keep a safe distance from any downed power lines.
12. Do NOT re-enter building until it is determined to be safe.
13. Continue to follow directives of Incident Commander.

**REVERSE EVACUATION:** Moving people from outside to the inside. – The school public address system can be heard in all areas of the facility, both inside and out. In the event of an emergency, an announcement can be made from the School Office for people to move inside. Depending on the nature and/or urgency of the situation, the announcement can be made for a Lockdown (seek the nearest shelter and lock down), a Shelter-In-Place (return to your classroom immediately and await further instructions), or a simple request to respond to a rallying point such as the gymnasium.

### **IF WALKING TO OR FROM SCHOOL**

#### **STUDENT ACTIONS:**

1. Do not run.
2. Stay in the open.
3. If going to school, continue to school.
4. If going home, continue home.
5. Upon arrival at destination, be sure to find a trusted adult and follow his/her instructions.

### **Crisis Classroom Reporting Script**

Teachers,

When your room receives a phone call or text during or after a crisis or drill, please immediately report the status of your class using the following systematic format. If email is available, it can be emailed to the office per school policy.

"This is Mrs./Mr. \_\_\_\_\_ in room \_\_\_\_\_

I have \_\_\_\_\_ (number) children KNOWN ABSENT today. Their names are...

There are \_\_\_\_\_ (number) children OUT OF THE ROOM. (R.S., Music, Library, etc.) Their names are...

I have \_\_\_\_\_ (number) children who are MISSING and should be here. Their names are...

I have \_\_\_\_\_ (number) children who are EXTRA and should be in another room. Their names are...

I just counted and have a TOTAL of \_\_\_\_\_ students in my classroom right now.

I have the following OTHERS/ADULTS in my room...





# Explosion

## **ANNOUNCEMENT: EVACUATION, SHELTER-IN-PLACE, or SHELTER-IN-PLACE/ENVIRONMENTAL HAZARD as appropriate.**

**EVACUATION:** “Your attention please. We have an emergency situation. Evacuate all buildings immediately (to your designated on-site location OR to the planned off-site location.) Students are to remain your teacher. Evacuate all buildings immediately.

**This is not a drill.”**

**-REPEAT-**

**SHELTER-IN-PLACE:** "Your attention please. Students and all staff should remain indoors with windows and doors securely closed. If you are outside, move indoors immediately. Do not go out for any reason until you receive further instructions. This is not a drill.”

**-REPEAT-**

**SHELTER IN PLACE/ENVIRONMENTAL HAZARD:** "Your attention please. We have an environmental hazard in the community and are implementing **SHELTER-IN-PLACE** procedures.

Students and all staff should remain indoors with windows and doors securely closed. Turn off heating or air conditioning units. If you are outside, move indoors immediately. Do not go out for any reason until you receive further instructions. This is not a drill.”

**-REPEAT-**

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

## **PROCEDURE**

<b>SITE ADMINISTRATOR</b>	<b>CUSTODIAL STAFF</b>	<b>OFFICE STAFF</b>	<b>CAMPUS SUPERVISOR/ YARD DUTY</b>
<ol style="list-style-type: none"> <li>1. Assume Incident Commander role.</li> <li>2. Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, and all available details of the situation.</li> <li>3. Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to <b>EVACUATE</b> the building. <b>EVACUATION</b> may be warranted in some buildings while other buildings may require <b>SHELTER-IN-PLACE</b> or <b>SHELTER-IN-PLACE/ENVIRONMENTAL HAZARD</b>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shut down gas and electrical service to affected buildings.</li> <li>2. Direct emergency vehicles.</li> </ol>	At the direction of Site Administrator: <ol style="list-style-type: none"> <li>1. Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, and all available details of the situation.</li> </ol>	<ol style="list-style-type: none"> <li>1. See <b>TEACHER/STUDENT</b> actions below.</li> </ol>

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR /YARD DUTY
<ol style="list-style-type: none"> <li>4. Ensure that Student Accounting Procedures are implemented.</li> <li>5. Put on emergency IC/Admin vest and continue as Incident Commander until relieved by law enforcement.</li> <li>6. When able, alert Superintendent's office.</li> <li>7. If warranted and safe to do so, Operations Chief directs Search and Rescue team to look for trapped students and staff. If any students and/or staff have sustained injuries or a hazardous situation is identified, call 911 immediately. If safe to do so, Safety Officer secures the area to prevent unauthorized access until the Fire Department arrives.</li> <li>8. Be alert to secondary explosions. If a gas leak is detected, Search and Rescue Team shuts down main gas supply.</li> <li>9. Select and post staff members as guards a safe distance away from building entrances to ensure no one re-enters.</li> <li>10. Access the "Site Office/First Responders Emergency Bag," in order to provide fire officials and/or law enforcement with maps and keys.</li> <li>11. Meet fire officials or law enforcement at Incident Command Post.</li> <li>12. Transfer incident command to fire officials but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and is expected to remain at Incident Command Post through duration of event.</li> <li>13. Notify emergency response personnel of any missing students.</li> <li>14. Determine if Student Release procedures should be implemented. If so, notify staff, students, and parents.</li> <li>15. 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.</li> </ol>		<ol style="list-style-type: none"> <li>2. Make <b>EVACUATION, SHELTER-IN-PLACE or SHELTER-IN-PLACE/ ENVIRONMENTAL HAZARD</b> announcement.</li> <li>3. Implement Student Accounting procedures.</li> </ol>	

## TEACHER/STUDENT

1. At the sound of an explosion, immediately direct students to turn away from the windows and **DROP, COVER AND HOLD ON**.
2. Check for injuries and render First Aid.
3. If explosion occurs inside the classroom or classroom block, **EVACUATE** to outdoor Assembly Area immediately.
4. Do not move injured students, unless to do so would place students in further danger. Use buddy system to remain with injured students.
5. If directive is to **EVACUATE** follow all **EVACUATION** procedures.
6. Do not stop to collect belongings. Leave the door unlocked.
7. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
8. Do not return to the building until emergency response personnel determine it is safe to do so.
9. If explosion occurs in the surrounding area, initiate procedures for **SHELTER-IN-PLACE or SHELTER-IN-PLACE/ ENVIRONMENTAL HAZARD** and wait for further instructions. Keep students at a safe distance from site of the explosion.

**REVERSE EVACUATION:** Moving people from outside to the inside. The school public address system can be heard in all areas of the facility, both inside and out. In the event of an emergency, an announcement can be made from the School Office for people to move inside. Depending on the nature and/or urgency of the situation, the announcement can be made for a Lockdown (seek the nearest shelter and lock down), a Shelter-In-Place (return to your classroom immediately and await further instructions), or a simple request to respond to a rallying point such as the gymnasium.

## Fire (Off-Site)

**ANNOUNCEMENT: EVACUATION or SHELTER-IN-PLACE as appropriate.**

***EVACUATION:*** “Your attention please. We have an emergency situation. *EVACUATE* all buildings immediately (to your designated on-site location OR to the planned off-site location.) Students are to remain with your teacher. *EVACUATE* all buildings immediately. This is not a drill.”

**-REPEAT-**

***SHELTER-IN-PLACE:*** "Your attention please. Students and all staff should remain indoors with windows and doors securely closed. If you are outside, move indoors immediately. Do not go out for any reason until you receive further instructions. This is not a drill.”

**-REPEAT-**

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

### PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR/ YARD DUTY
<ol style="list-style-type: none"><li>1. Assume Incident Commander Role.</li><li>2. Contact local fire department (call 911) to determine the correct action for school site.</li><li>3. If necessary, begin <b>EVACUATION</b> or <b>SHELTER-IN-PLACE</b> procedures. If needed, contact bus dispatch for transportation by bus to evacuation location.</li><li>4. Direct Operations Chief to engage the Search and Rescue team in order to ensure that all students and staff safely evacuated the building.</li><li>5. Monitor radio stations and other public information sources for current status reports.</li><li>6. Determine if Student Release should be implemented. If so, notify staff, students, and parents.</li></ol>			

**TEACHER/STUDENT**

1. If students are to be evacuated, implement Student/Staff Accountability procedures before leaving the building site.
2. Follow all procedures for **EVACUATION**.
3. Do not stop to collect belongings. Leave the door unlocked.
4. Stay calm. Maintain control of the students at a safe distance from the fire and firefighting equipment.
5. Remain with students until the building has been inspected and it has been determined safe to return.
6. If directive is to implement **SHELTER-IN-PLACE**, gather students inside and close windows and doors. Wait for further instructions.

**REVERSE EVACUATION:** Moving people from outside to the inside. The school public address system can be heard in all areas of the facility, both inside and out. In the event of an emergency, an announcement can be made from the School Office for people to move inside. Depending on the nature and/or urgency of the situation, the announcement can be made for a Lockdown (seek the nearest shelter and lock down), a Shelter-In-Place (return to your classroom immediately and await further instructions), or a simple request to respond to a rallying point such as the gymnasium.

## Fire (On-Site)

### WITHIN SCHOOL BUILDING

#### **ANNOUNCEMENT:**

**“Your attention please. We have an emergency situation. *EVACUATE* all buildings immediately (to your designated on-site location OR to the planned off-site location.) Students are to remain with your teacher. *EVACUATE* all buildings immediately. This is not a drill.”**

**-REPEAT-**

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

#### **PROCEDURE**

<b>SITE ADMINISTRATOR</b>	<b>CUSTODIAL STAFF</b>	<b>OFFICE STAFF</b>	<b>CAMPUS SUPERVISOR /YARD DUTY</b>
<ol style="list-style-type: none"> <li>1. Assume Incident Commander Role.</li> <li>2. Sound the fire alarm to implement <b>EVACUATION</b> of the building.</li> <li>3. Put on emergency IC/Admin vest and continue as Incident Commander until relieved by emergency personnel.</li> <li>4. When able, alert Superintendent's Office.</li> <li>5. Access the "Site Office/First Responders Emergency Bag," in order to provide fire officials and/or law enforcement with maps and keys.</li> <li>6. Transfer incident command to fire officials but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and is expected to remain at Incident Command Post through duration of event.</li> <li>7. Deploy ICS Safety Officer to ensure that access roads are kept open for emergency vehicles.</li> </ol>	<ol style="list-style-type: none"> <li>1. Meet fire officials or law enforcement at Incident Command Post.</li> </ol>	<p>At Site</p> <p>Administrator's direction:</p> <ol style="list-style-type: none"> <li>1. Office Manager/ Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation.</li> </ol>	<ol style="list-style-type: none"> <li>1. See TEACHER/ STUDENT actions below.</li> </ol>

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR /YARD DUTY
8. To ensure that all students and staff have left the building and to check for injuries, direct Operations Chief to engage the Search and Rescue team. 9. If necessary, direct Operations Chief to engage Medical Team to attend to students and staff needing medical attention. 10. If necessary, notify bus dispatch to assist with off-site evacuation. 11. Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.			

#### TEACHER/STUDENT

1. As directed, evacuate students from the building using primary or alternate fire routes. Follow all **EVACUATION** procedures.
2. Maintain control of the students a safe distance from the fire and firefighting equipment.
3. Maintain supervision of students until the Fire Department determines it is safe to return to the school building.
4. Immediately **EVACUATE** the school using the primary or alternate fire routes.

**REVERSE EVACUATION:** Moving people from outside to the inside. – The school public address system can be heard in all areas of the facility, both inside and out. In the event of an emergency, an announcement can be made from the School Office for people to move inside. Depending on the nature and/or urgency of the situation, the announcement can be made for a Lockdown (seek the nearest shelter and lock down), a Shelter-In-Place (return to your classroom immediately and await further instructions), or a simple request to respond to a rallying point such as the gymnasium.

# Flood

**ANNOUNCEMENT:** EVACUATION or SHELTER-IN-PLACE as appropriate.

**EVACUATION:** “Your attention please. We have an emergency situation. *EVACUATE* all buildings immediately (to your designated on-site location OR to the planned off-site location.) Students are to remain with your teacher. Evacuate all buildings immediately. This is not a drill.”

**-REPEAT-**

**SHELTER-IN-PLACE:** "Your attention please. Students and all staff should remain indoors with windows and doors securely closed. If you are outside, move indoors immediately. Do not go out for any reason until you receive further instructions. This is not a drill.”

**-REPEAT-**

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

## PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR /YARD DUTY
<ol style="list-style-type: none"> <li>1. Assume Incident Commander Role.</li> <li>2. Assess the situation: <ol style="list-style-type: none"> <li>a. Does floodwater threaten student/staff safety on campus?</li> <li>b. Does floodwater threaten major transportation routes to and from school?</li> </ol> </li> <li>3. If the threat of floodwater presents a real danger to the school campus, initiate <b>EVACUATION</b> procedures.</li> <li>4. If the threat of floodwater presents a real danger to the surrounding community and/or transportation routes, initiate <b>SHELTER-IN-PLACE</b> procedures.</li> </ol>	<ol style="list-style-type: none"> <li>1. In the event of <b>EVACUATION</b> as directed by the ICS Safety Officer to turn off utilities at the main switches or valves. Disconnect electrical appliances. Do not touch electrical equipment if wet, or standing in water.</li> </ol>	<p>At Site Administrator's direction:</p> <ol style="list-style-type: none"> <li>1. Call 911. Designee must be ready to provide location, status of campus, and all available details of the situation.</li> </ol>	



SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR /YARD DUTY
<p>5. In the event of <b>EVACUATION</b>, direct ICS Safety Officer to turn off utilities at the main switches or valves. Disconnect electrical appliances. Do not touch electrical equipment if wet or standing in water.</p> <p>6. Access the "Site Office/First Responders Emergency Bag," in order to provide fire officials and/or law enforcement with maps and keys, etc. for possible rescue action.</p> <p>7. Meet emergency responders at Incident Command Post.</p> <p>8. Transfer incident command to fire officials or law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and must remain at Incident Command Post through duration of event.</p> <p>9. Implement Student/Staff Accountability procedures according to site protocol and notify fire officials or law enforcement of any missing persons.</p>		<p>3. Notify local law enforcement of intent to <b>EVACUATE</b> and jointly determine the safest evacuation route given the circumstances. When able, alert Superintendent's office to site status.</p> <p>4. In the event of <b>EVACUATION</b>, Office Manager/Secretary to initiate automated emergency phone message regarding status of emergency, including <b>EVACUATION</b> information, if applicable.</p>	

### TEACHER/STUDENT

1. Follow Site Administrator's directive to **EVACUATE** or **SHELTER-IN-PLACE**. Implement appropriate procedures.
2. Remain with and supervise students throughout the duration of the incident.
3. Do not walk through moving water. Six inches of moving water can cause a fall. If walking in water is unavoidable, walk where the water is not moving. Use a stick to check the firmness of the ground.
4. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
5. In the event of **EVACUATION**, as directed by the Operations Chief to engage Search and Rescue team to ensure that all students/staff have safely evacuated. Account for all building occupants and determine extent of injuries.
6. Upon arrival at the safe site, implement Student/Staff Accountability procedures. Report any missing students to principal/site administrator and emergency response personnel.
7. Do not return to school building until it has been inspected and determined safe by authorities.

**REVERSE EVACUATION:** Moving people from outside to the inside. The school public address system can be heard in all areas of the facility, both inside and out. In the event of an emergency, an announcement can be made from the School Office for people to move inside. Depending on the nature and/or urgency of the situation, the announcement can be made for a Lockdown (seek the nearest shelter and lock down), a Shelter-In-Place (return to your classroom immediately and await further instructions), or a simple request to respond to a rallying point such as the gymnasium.

### **AFTER A FLOOD**

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

### **BUS DRIVER ACTIONS**

1. If evacuation is by bus, do not drive through flooded streets and/or roads. Do not cross bridges, overpasses, or tunnels that may be damaged by flooding.
2. If floodwaters rise around the vehicle, and it is safe to do so, quickly evacuate all passengers and walk to higher ground.

# Gas Odor/Leak

## **ANNOUNCEMENT:** (If needed)

**“Your attention please. We have an emergency situation. *EVACUATE* all buildings immediately (to your designated on-site location OR to the planned off-site location.) Students are to remain with your teacher. *EVACUATE* all buildings immediately. This is not a drill.”**

**-REPEAT-**

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

## **PROCEDURE**

<b>SITE ADMINISTRATOR</b>	<b>CUSTODIAL STAFF</b>	<b>OFFICE STAFF</b>	<b>CAMPUS SUPERVISOR/ YARD DUTY</b>
<ol style="list-style-type: none"> <li>1. If gas leak is inside the building, evacuate immediately.</li> <li>2. If it is safe to do so, deploy ICS Safety Officer to shut off gas at the main shut-off station. Individual should be accompanied by Custodian.</li> <li>3. Notify utility company.</li> <li>4. Consult with utility company and fire personnel to determine next steps.</li> <li>5. Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, and all available details of the situation.</li> </ol>	<ol style="list-style-type: none"> <li>1. If it is safe to do so, deployed ICS Safety Officer should be accompanied by custodian to shut off gas at the main shut-off station.</li> </ol>	<p>At Site Administrator's direction:</p> <ol style="list-style-type: none"> <li>1. Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, and all available details of the situation.</li> </ol>	

## **TEACHER/STUDENT**

1. If a gas odor is detected, notify Site Administrator or security personnel immediately.
2. Move students from immediate vicinity of danger.
3. Do not turn on any electrical devices such as lights, computers, fans, etc.
4. If **EVACUATION** is ordered, follow all appropriate procedures.

**REVERSE EVACUATION:** Moving people from outside to the inside. – The school public address system can be heard in all areas of the facility, both inside and out. In the event of an emergency, an announcement can be made from the School Office for people to move inside. Depending on the nature and/or urgency of the situation, the announcement can be made for a Lockdown (seek the nearest shelter and lock down), a Shelter-In-Place (return to your classroom immediately and await further instructions), or a simple request to respond to a rallying point such as the gymnasium.

# Hostage Situation

## **ANNOUNCEMENT:**

**"LOCKDOWN, LOCKDOWN. Your attention please. We have an emergency situation. Implement LOCKDOWN procedures immediately. This is not a drill."  
-REPEAT-**

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

## **PROCEDURE**

<b>SITE ADMINISTRATOR</b>	<b>CUSTODIAL STAFF</b>	<b>OFFICE STAFF</b>	<b>CAMPUS SUPERVISOR/ YARD DUTY</b>
<ol style="list-style-type: none"> <li>1. Assume Incident Commander role.</li> <li>2. Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, and all available details of the situation:               <ol style="list-style-type: none"> <li>a. Number of hostage takers and description</li> <li>b. Types of weapons being used</li> <li>c. Number and names of hostages</li> <li>d. Any demands or instructions the hostage taker has given</li> <li>e. Description of the area</li> </ol> </li> <li>3. Instruct an additional staff member to contact school resource officer or other security personnel.</li> <li>4. Put on emergency IC/Admin vest and continue as Incident Commander until relieved by law enforcement.</li> <li>5. Protect building occupants before help arrives by initiating a <b>LOCKDOWN</b>.</li> <li>6. Access the school "Emergency Response Bucket" in order to provide law enforcement with maps, keys, rosters, etc.</li> <li>7. Meet law enforcement at Incident Command Post.</li> <li>8. Ensure injured students and staff members receive medical attention.</li> </ol>		<ol style="list-style-type: none"> <li>1. Lock all doors leading into administration building.</li> <li>2. When able, alert Superintendent's office.</li> <li>3. At the direction of the Site Administrator, initiate emergency phone message for parents.</li> </ol>	<ol style="list-style-type: none"> <li>1. Follow <b>LOCKDOWN</b> procedures.</li> </ol>

<b>SITE ADMINISTRATOR</b>	<b>CUSTODIAL STAFF</b>	<b>OFFICE STAFF</b>	<b>CAMPUS SUPERVISOR/ YARD DUTY</b>
9. Immediate information regarding Student/Staff Accountability is particularly crucial in a hostage situation. Accelerate this process to help confirm number and identification of hostages. 10. Provide recovery counseling for students and staff.			

### **TEACHER/STUDENT**

1. If you see a person walking onto campus with a weapon, call 911 immediately and then alert the Site Administrator.
2. If you have reason to believe there is a threat of violence on campus, but have not directly witnessed it, alert the Site Administrator or campus security immediately.
3. Follow procedures for **LOCKDOWN** as directed by Site Incident Command and/or law enforcement.
4. Provide First Aid for victims, if needed.
5. Maintain order in Assembly Area or shelter and await further direction from law enforcement.
6. Assist police officers as requested. Provide identity, location, and description of individual and weapons.

### **STAFF AND STUDENTS IN THE PRESENCE OF AN ARMED INTRUDER**

1. Staff should set the example by doing anything possible for students and staff members to survive.
2. If gunfire starts, students and staff should seek cover or run in a zigzag pattern for an exit.
3. Do not initiate a conversation or try to persuade the intruder to leave. **DO NOT** be confrontational.
4. If the intruder directly addresses an individual, that individual should answer.
5. Be alert to a possible law enforcement action.
6. If law enforcement enters the room, be prepared to drop to the floor and direct students to do the same. Remain until law enforcement instructs otherwise. Listen for commands and obey them.

# Kidnapping

**ANNOUNCEMENT:** *Administration will make announcement and advise of special procedures.*

## PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR /YARD DUTY
<ol style="list-style-type: none"> <li>1. Verify information with the source of the abduction report.</li> <li>2. Call 911 to contact law enforcement; provide suspect information to the police, if known. <ul style="list-style-type: none"> <li>• Height</li> <li>• Weight</li> <li>• Hair color</li> <li>• Clothing</li> <li>• Vehicle type, color, and license plate number</li> <li>• Direction of travel</li> </ul> </li> <li>3. Direct appropriate staff to check any surveillance systems for images of kidnapping.</li> <li>4. Contact school resource officer or other security personnel and provide available information.</li> <li>5. 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).</li> <li>6. Contact the parents/guardian of the involved student and establish a communication plan with them.</li> <li>7. Obtain the best possible witness information. Direct appropriate staff member to review video.</li> <li>8. Conduct a thorough search of the school/campus/bus.</li> <li>9. Relay all known and current information to police, parents, and essential school staff.</li> <li>10. When the child is found, contact all appropriate parties as soon as possible.</li> </ol>		<ol style="list-style-type: none"> <li>1. At the Site Administrator's direction, assist staff as needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintain security perimeter around area of abduction.</li> </ol>

## **TEACHER/STUDENT**

1. Notify site administrator, provide essential details:
  - a. Name and description of the student
  - b. Description of the suspect
  - c. Vehicle information
2. Move students away from the area of abduction.

## Missing Student

**ANNOUNCEMENT:** *Administration will make announcement and advise of special procedures.*

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

### PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR/ YARD DUTY
<ol style="list-style-type: none"> <li>1. After an initial search confirms that, a student is unaccounted for, call 911.</li> <li>2. Contact school resource officer or other security personnel and provide available information.</li> <li>3. Conduct an immediate search of the school campus/bus, as appropriate.</li> <li>4. Appoint staff to surveillance points, ask staff to note license plate numbers and look for any unusual activity.</li> <li>5. Gather information about student to provide to law enforcement authorities:               <ol style="list-style-type: none"> <li>a. Photo</li> <li>b. Home address and parent contact numbers</li> <li>c. Class schedule</li> <li>d. Special activities</li> <li>e. Bus route/ walking information</li> </ol> </li> <li>6. Notify parents/ guardians if the student is not found promptly.</li> <li>7. Ensure that all parties who know the student or have participated in the search are available to speak with police when they arrive.</li> <li>8. When the child is found, contact all appropriate parties as soon as possible.</li> <li>9. Arrange for counseling of students, as needed.</li> <li>10. Check any surveillance cameras of campus for images of missing student.</li> </ol>	<p>At Site Administrator's direction:</p> <ol style="list-style-type: none"> <li>1. Assist staff as needed.</li> <li>2. Check restrooms and any other secured areas for student.</li> </ol>		<ol style="list-style-type: none"> <li>1. Review outer fields and open areas for student.</li> </ol>



**TEACHER/STUDENT****A. On Campus**

1. Confirm that student attended school that day. Notify Site Administrator.
2. Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
3. Check classroom for missing student

**B. Off Campus Activity**

1. Confirm student attended activity.
2. Check with other students, staff and chaperones regarding whereabouts.
3. Notify Site Administrator.
4. Check immediate area and keep remaining students together at an appropriate location.  
(Example: conference room, bus, etc.)
4. Notify local law enforcement.

# Motor Vehicle Crash

**ANNOUNCEMENT:** *Administration will make announcement and advise of special procedures.*

A motor vehicle crash may result in a fuel or chemical spill on school property and may cause a utility interruption.

## PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR/ YARD DUTY
<ol style="list-style-type: none"> <li>1. Assume Incident Commander Role.</li> <li>2. Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus and all available details of situation.</li> <li>3. Engage Safety Officer to assist with emergency management.</li> <li>4. Arrange for First Aid treatment and removal of injured occupants from building.</li> <li>5. Account for all building occupants and determine extent of injuries.</li> <li>6. When able, alert Superintendent's office.</li> </ol>	<ol style="list-style-type: none"> <li>1. If there is damage to building, turn off gas and electrical to the building.</li> <li>2. Direct emergency vehicles.</li> </ol>	<ol style="list-style-type: none"> <li>1. Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus and all available details of situation.</li> <li>2. Notify parents of involved student(s).</li> </ol>	<ol style="list-style-type: none"> <li>1. Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.</li> <li>2. Ensure that students and staff remain at a safe distance from the crash.</li> </ol>

## TEACHER/STUDENT

1. Notify Site Administrator.
2. Move students away from immediate vicinity of the crash.
3. If necessary, **EVACUATE** students to a safe Assembly Area away from the crash scene. If possible, take classroom emergency materials including class roster and staff ID.
4. At Principal's direction, implement Student/Staff Accountability procedures.
5. Report missing students to the Principal/designee and emergency response personnel.
6. Care for the injured, if any.
7. Escort students back to the school site once emergency response officials have determined it is safe to return to the building.

## Poisoning/Contamination

**ANNOUNCEMENT:** *Administration will make announcement and advise of special procedures.*

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

### PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR /YARD DUTY
<ol style="list-style-type: none"> <li>1. Assume Incident Command Role.</li> <li>2. Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus and all available details of situation.</li> <li>3. Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.</li> <li>4. Provide staff with information on possible poisonous materials in the building.</li> <li>5. Confer with Department of Health and Human Services before the resumption of normal school activities</li> <li>6. Prepare information for parents and community regarding the emergency, what happened, the manner of emergency response, and the plan for return to school.</li> </ol>		<ol style="list-style-type: none"> <li>1. Maintain a log of affected students and staff, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.</li> <li>2. Establish a list of potentially affected students and staff and provide to responding authorities.</li> <li>3. Dial 911. Be prepared to provide a numbered account of sick persons.</li> <li>4. When able, alert Superintendent's office.</li> </ol>	

### TEACHER/STUDENT

1. Call the Poison Center Hotline 1-800-222-1222.
2. Alert Site Administrator.
3. Administer First Aid as directed by poison information center.
4. Seek additional medical attention as needed. Be prepared to provide a numbered account of sick persons.

# Public Demonstration

**ANNOUNCEMENT:** *Administration will make announcement and advise of special procedures.*

When an advance notice of a planned protest is given, inform staff, local law enforcement, and parent community.

## PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR/YARD DUTY
<ol style="list-style-type: none"> <li>1. Obtain information on when, why and how many people are expected. Identify the spokesperson for the group.</li> <li>2. Contact local law enforcement and coordinate an event management plan.</li> <li>3. Notify staff of the planned demonstration.</li> <li>4. Notify parents of the planned demonstration.</li> <li>5. Direct Liaison Officer to collaborate with law enforcement, media, and possibly the demonstrating group.</li> <li>6. Designate a staff member to handle incoming calls during the demonstration.</li> <li>7. Designate areas where demonstrators can set up without effecting the operation of the school.</li> <li>8. Consider delaying student release time to minimize contact between students and demonstrators.</li> <li>9. Notify district transportation and alert as to any possible impact buses may encounter arriving at or departing from the school.</li> </ol>	<ol style="list-style-type: none"> <li>1. Lock outer gates and any other entrance/exit points.</li> <li>2. Outer gates that are away from protestors can be left unlocked.</li> </ol>		<ol style="list-style-type: none"> <li>1. Assist custodian in locking outer gates.</li> <li>2. Maintain surveillance of protestors. Report to Principal any attempted breach of entry onto school campus.</li> <li>3. Escort persons leaving and arriving via unlocked gate.</li> <li>4. Direct any students attempting to leave the campus to return.</li> <li>5. Do not attempt to physically stop a student who chooses to leave campus. Simply note student's name and report to Site Administrator for disciplinary follow up.</li> </ol>

## TEACHER/STUDENT

1. Maintain school and classroom expectations for academic engagement and behavior.
2. Clearly explain to students that they are to remain on campus as usual and remind them of key aspects of discipline and attendance policy.
3. Do not attempt to physically stop a student who chooses to leave campus. Simply note student's name and report to Site Administrator for disciplinary follow up.

# Severe Weather

**ANNOUNCEMENT:** EVACUATION, SHELTER-IN-PLACE or DROP, COVER AND HOLD ON as appropriate.

**EVACUATION:** “Your attention please. We have an emergency situation. Evacuate all buildings immediately (to your designated on-site location OR to the planned off-site location.) Students are to remain with your teacher. *EVACUATE* all buildings immediately. This is not a drill.”

**-REPEAT-**

[If evacuation occurs during lunch or passing period, students should report to their 4th period teacher.]

**SHELTER-IN-PLACE:** "Your attention please. Students and all staff should remain indoors with windows and doors securely closed. If you are outside, move indoors immediately. Do not go out for any reason until you receive further instructions. This is not a drill."

**-REPEAT-**

**DROP, COVER AND HOLD ON:** "Attention please. This is not a drill. For your protection, follow *DROP, COVER AND HOLD ON* procedures. Get under a table or desk, away from windows or anything that could fall and hurt you. Hold that position until otherwise directed. Do NOT go outside!"

**- REPEAT-**

## PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR/ YARD DUTY
1. Assume Incident Commander Role. 2. Determine immediate response procedures, which may include <b>EVACUATION</b> or <b>SHELTER-IN-PLACE</b> or <b>DROP, COVER AND HOLD ON</b> .	1. Be alert for signs of heat exhaustion, heat stroke, and/or hypothermia in students and staff members.	1. Be alert for signs of heat exhaustion, heat stroke, and/or hypothermia in students and staff members.	1. Be alert for signs of heat exhaustion, heat stroke, and/or hypothermia in students and staff members. 2. Assist with moving students to shelter as needed.

## TEACHER/STUDENT

12. Follow immediate response action as directed by Site Administrator. **EVACUATION, SHELTER-IN-PLACE** or **DROP, COVER AND HOLD ON**.
13. If outdoors, stop all activities and seek shelter.
14. If weather becomes severe enough, crawl under a sturdy table or desk and close eyes, clasp hands behind neck, and cover ears and head with forearms.
15. Report wet or broken electrical lines. Be aware of hazardous debris and contaminated food and water.

**REVERSE EVACUATION:** Moving people from outside to the inside. The school public address

system can be heard in all areas of the facility, both inside and out. In the event of an emergency, an announcement can be made from the School Office for people to move inside. Depending on the nature and/or urgency of the situation, the announcement can be made for a Lockdown (seek the nearest shelter and lock down), a Shelter-In-Place (return to your classroom immediately and await further instructions), or a simple request to respond to a rallying point such as the gymnasium.

### **Storm, Tornado, Extreme Wind**

Severe winds can bring down trees and power lines, damage signs, turn unsecured objects into dangerous projectiles, and destroy electrical supply systems. The safest locations within the school include: locations away from windows; small, interior rooms (if available), bathrooms and windowless, interior hallways away from exterior doors (if available).

#### **If you or your students are caught outside during high winds:**

- Stop all activities and take cover next to a building or under a secure shelter.
- Use handrails where available and avoid elevated areas such as roofs.
- If weather becomes severe enough, direct students to crawl under desks, close eyes, clasp hands behind neck, and cover ears and head with forearms.

#### **In the event of a downed power line:**

- Report downed lines to site administration.
- Avoid anything that may be touching downed lines, including vehicles or tree branches.

### **Electrical Storm**

If thunder is heard or lightning observed, outdoor activities should be stopped. Outdoor activities should not resume until an electrical storm has passed and thunder and lightning has not been observed for at least 10 minutes.

# Student Riot

## **ANNOUNCEMENT:**

**"LOCKDOWN, LOCKDOWN. Your attention please. We have an emergency situation. Implement LOCKDOWN procedures immediately. This is not a drill."**

**-REPEAT-**

When the conduct of an assembly of students threatens the safety and security of the school community and/or school property, follow the protocol for "Student Riot." Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions.

## **PROCEDURE**

<b>SITE ADMINISTRATOR</b>	<b>CUSTODIAL STAFF</b>	<b>OFFICE STAFF</b>	<b>CAMPUS SUPERVISOR /YARD DUTY</b>
<ol style="list-style-type: none"> <li>1. Assume Incident Commander role.</li> <li>2. Notify school resource officer or campus security.</li> <li>3. If situation is judged to be beyond the scope of the school resource officer, instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, and all available details of situation.</li> <li>4. Initiate <b>LOCKDOWN</b>, if warranted. Alert all site administrators about the incident.</li> <li>5. 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.</li> <li>6. Access the "Site Office/First Responders Emergency Bag," in order to provide fire officials and/or law enforcement with maps and keys, etc. for possible rescue action.</li> <li>7. If situation warrants, meet emergency responders at Incident Command Post.</li> </ol>	<ol style="list-style-type: none"> <li>1. Direct emergency vehicles.</li> </ol>	<p>At direction of Site Administrator:</p> <ol style="list-style-type: none"> <li>1. Notify school resource officer or campus security.</li> <li>2. Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, and all available details of situation.</li> <li>3. Initiate <b>LOCKDOWN</b>, if warranted. Alert all site administrators about the incident.</li> <li>4. Access the "Site Office/First Responders Emergency Bag" in order to provide fire officials and/or law enforcement with maps and keys, etc. for possible rescue action.</li> </ol>	<ol style="list-style-type: none"> <li>1. Move students away from area of agitation.</li> </ol>

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR /YARD DUTY
<p>8. If situation warrants, transfer incident command to fire officials or law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and must remain at Incident Command Post through duration of event. Notify parents about the incident, as appropriate.</p> <p>9. After ensuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.</p>			

#### TEACHER/STUDENT

1. Initiate **LOCKDOWN** procedures at the direction of the Site Administrator.
2. In a violent situation, immediately notify the first available adult.
3. Do not retaliate or take unnecessary chances.
4. Move away from the area of agitation.
5. 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.
6. Stay calm and reassure fellow students.
7. Share all relevant information with law enforcement, teachers, and school staff.
8. Follow directions from site administrator or law enforcement about where to go.
9. Do not perpetuate rumors or repeat unsubstantiated information.



# Suicide Attempt

**ANNOUNCEMENT:** *Administration will make announcement and advise of special procedures.*

Suicide, attempted suicide, and suicidal gestures have a significant effect, on both the involved student and the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, despair, or hopelessness. School staff with reasonable cause to believe a student/staff member may be suicidal should begin the intervention process immediately.

## PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR /YARD DUTY
<ol style="list-style-type: none"> <li>1. Assume Incident Commander Role.</li> <li>2. If necessary, instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, and all available details of the situation.</li> <li>3. Calm and reassure student by talking until police arrive. Try to have the student relinquish devices for, and means of, harming self. If individual is armed with any type of weapon, <b>USE EXTREME CAUTION</b>. Do not attempt to remove the weapon from the possession of the individual.</li> <li>4. After crisis, follow up with student and family to ensure they have access to appropriate resources.</li> </ol>	<ol style="list-style-type: none"> <li>1. Direct emergency vehicles as needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. At Site Administrator's direction, call 911.</li> </ol>	<ol style="list-style-type: none"> <li>1. Follow TEACHER/STUDENT actions below.</li> </ol>

## TEACHER/STUDENT

1. Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g. gun, knife, drugs, etc.). If possible, calmly remove them from the student and the immediate environment. If student resists, do not struggle.
2. Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
3. Inform the Site Administrator of what is written, drawn; spoken and/or threatened that indicates a student's suicidal thoughts or intentions.

## Suspicious Package

**ANNOUNCEMENT:** EVACUATION or SHELTER-IN-PLACE as appropriate.

***EVACUATION:*** “Your attention please. We have an emergency situation. Evacuate all buildings immediately (to your designated on-site location OR to the planned off-site location.) Students are to remain with your teacher. *EVACUATE* all buildings immediately. This is not a drill.”

**-REPEAT-**

***SHELTER-IN-PLACE:*** “Your attention please. Students and all staff should remain indoors with windows and doors securely closed. If you are outside, move indoors immediately. Do not go out for any reason until you receive further instructions. This is not a drill.”

**-REPEAT-**

The following list gives examples of types of parcels that should draw immediate concern:

- Foreign mail and/or special delivery
- Restrictive markings: i.e. "Personal"
- Handwritten or poorly typed addresses
- Discoloration
- Titles but no names
- Excessive Postage
- Oil

**A. IF PACKAGE IS UNOPENED AND IS NOT LEAKING**

1. Do not open package. Do not pass it around to show other people.
2. Do not bend, squeeze, shake, or drop package.
3. Put package in a container such as a trashcan can to prevent leakage. Move it a safe distance from other people.
4. Leave the room promptly and prevent anyone from entering.

**B. IF PACKAGE IS LEAKING**

1. Do not sniff, touch, taste, or look closely at the spilled contents.
2. Do *not* clean up the powder.
3. Leave the room promptly and prevent anyone from entering.
4. Alert Site Administrator.
5. Wash hands thoroughly with soap and water.

## PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR /YARD DUTY
<ol style="list-style-type: none"> <li>1. Assume Incident Commander Role.</li> <li>2. If situation necessitates, instruct Office Manager/ Secretary to call 911. Designee must be ready to provide location, status of campus, and all available details of situation.</li> <li>3. Secure and contain a perimeter around the package. If suspicious are high that the package contains explosives, initiate <b>EVACUATION</b> procedures.</li> <li>4. Direct that a list of all persons who came into contact with the package is prepared. Include work and home phone numbers for any necessary follow-up.</li> <li>5. If any substance spills out, direct custodial staff to shut down the ventilation system, heating system, or air conditioning.</li> <li>6. Wait for emergency responders to determine the need for decontamination.</li> <li>7. Advise staff when the emergency is over. If the event involved a hazardous material, instruct everyone to go home, take a shower, and wash clothes. Do not use bleach on skin.</li> </ol>	<p>At Site</p> <p>Administrator's direction:</p> <ol style="list-style-type: none"> <li>1. Shut down the ventilation system, heating system, or air conditioning.</li> <li>2. Direct emergency vehicles.</li> </ol>	<p>At Site</p> <p>Administrator's direction:</p> <ol style="list-style-type: none"> <li>1. Develop a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.</li> </ol>	<ol style="list-style-type: none"> <li>1. Follow TEACHER/ STUDENT actions below.</li> </ol>

### TEACHER/STUDENT

1. Move away from any suspicious package.
2. Notify Site Administrator.

**REVERSE EVACUATION:** Moving people from outside to the inside. – The school public address system can be heard in all areas of the facility, both inside and out. In the event of an emergency, an announcement can be made from the School Office for people to move inside. Depending on the nature and/or urgency of the situation, the announcement can be made for a Lockdown (seek the nearest shelter and lock down), a Shelter-In-Place (return to your classroom immediately and await further instructions), or a simple request to respond to a rallying point such as the gymnasium.

# Terrorist Action

## **ANNOUNCEMENT:** (if warranted)

**"Attention please. This is not a drill. For your protection, follow *DROP, COVER AND HOLD ON* procedures. Get under a table or desk, away from windows. Hold that position until otherwise directed. Do NOT go outside!"**  
**- REPEAT-**

Thorough emergency planning should include response to a terrorist incident during school hours. A terrorist attack may result in the following:

- Damage beyond school boundaries.
- Victims who are contaminated or seriously injured.
- Widespread fear and panic.
- A crime scene to protect.

## **CIVIL DEFENSE WARNING OF POSSIBLE ENEMY ATTACK**

### **PROCEDURE**

<b>SITE ADMINISTRATOR</b>	<b>CUSTODIAL STAFF</b>	<b>OFFICE STAFF</b>	<b>CAMPUS SUPERVISOR /YARD DUTY</b>
1. Move students to closest suitable shelter. 2. If the above is not advisable, remain in school building as place of shelter. 3. Coordinate further actions with District Office Administrators. 4. Direct Public Information Officer to monitor news reports and emergency bulletins from the County Office of Emergency Services.			

### **TEACHER/STUDENT**

1. Keep students calm.
2. If available, close all curtains and blinds.
3. Stay alert and ready to respond to directives from Site Administrator or emergency responders.

## **ENEMY ATTACK WITHOUT WARNING**

### **TEACHER/STUDENT**

1. Instruct students to **DROP, COVER AND HOLD ON.**
2. Keep students calm.
3. If available, close all curtains and blinds.
4. Stay alert and ready to respond to directives from Site Administrator or emergency responders.

# Toxic Agent

**BIOLOGICAL AGENT, CHEMICAL AGENT, HAZARDOUS MATERIALS**

**ANNOUNCEMENT: EVACUATION or SHELTER-IN-PLACE as appropriate.**

***EVACUATION:* “Your attention please. We have an emergency situation. Evacuate all buildings immediately (to your designated on-site location OR to the planned off-site location.) Students are to remain with your teacher. *EVACUATE* all buildings immediately. This is not a drill.”**

**-REPEAT-**

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

**-REPEAT-**

This is an incident involving the discharge of a biological/chemical substance in a solid, liquid, or gaseous state. Such incidents may include the release of radioactive materials. A toxic agent can be introduced through:

- Postal mail, via a contaminated letter or package
- A building’s ventilation system
- A small explosive device to help it become airborne
- A contaminated item such as a backpack or other parcel left unattended
- The food supply
- Aerosol release (for example, with crop duster or spray equipment)

Multiple victims suffering from the following symptoms might be an indicator of the release of a biological or chemical substance contaminating the environment:

- Watery eyes
- Choking
- Breathing difficulty
- Twitching or loss of coordination
- Presence of distressed animals or dead birds

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

The nature of the material and the proximity of the incident to the school site will determine which emergency action should be implemented.

## OUTSIDE BUILDINGS

### PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR /YARD DUTY
<ol style="list-style-type: none"> <li>1. Assume Incident Commander Role.</li> <li>2. Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, and all available details of the situation.</li> <li>3. Notify Fire Department and the Department of Public Health. Provide the following information: <ul style="list-style-type: none"> <li>• School name and address, including nearest cross street(s).</li> <li>• Location of the spill and/or materials released</li> <li>• Characteristics of spill (color, smell, visible gases)</li> <li>• Name of substance, if known</li> <li>• Injuries, if any</li> </ul> </li> <li>4. Initiate <b>SHELTER-IN-PLACE</b>.</li> <li>5. Direct Custodial Staff to shut off HVAC units.</li> <li>6. Move to central location where windows and doors can be sealed with duct tape.</li> <li>7. When able, alert Superintendent's office.</li> <li>8. If gas is entering the administration building, protect everyone with a wet cloth or towel over the mouth and nose. Direct all staff and students to breathe in short, quick, shallow breaths.</li> <li>9. Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.</li> </ol>	<p>At Site</p> <p>Administrator's direction:</p> <ol style="list-style-type: none"> <li>1. Shut down HVAC units.</li> </ol>	<ol style="list-style-type: none"> <li>1. At direction of Site Administrator, develop a list of all persons who came into contact with toxic agent. Include home phone numbers.</li> <li>2. Initiate automated emergency phone message regarding status of emergency, including <b>EVACUATION</b> information, if applicable.</li> </ol>	

### TEACHER/STUDENT

1. Alert Site Administrator.
2. Follow immediate response action as directed by Site Administrator or emergency services personnel.
3. If gas is entering the classroom, protect everyone with a wet cloth or towel over the

- mouth and nose. Direct all staff and students to breathe in short, quick, shallow breaths.
4. If it is possible to move deeper into the building, do so; otherwise, if interior of building is becoming dangerously contaminated, consider **EVACUATION**.

## INSIDE BUILDINGS

### PROCEDURE

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR/ YARD DUTY
<ol style="list-style-type: none"> <li>1. Assume Incident Commander Role.</li> <li>2. Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, and all available details of situation.</li> <li>3. Initiate <b>EVACUATION</b> procedures.</li> <li>4. Access the "Site Office/First Responders Emergency Bag" in order to provide fire officials and/or law enforcement with maps and keys.</li> <li>5. Direct Site Safety Officer to engage Site Safety Team to isolate and restrict access to potentially contaminated areas.</li> <li>6. When able, alert Superintendent's Office.</li> <li>7. If situation warrants, meet first responders at Incident Command Post.</li> <li>8. If situation warrants, transfer incident command to fire officials or law enforcement but provide whatever assistance/information they require. Site administrator becomes part of the ICS Unified Command and must remain at Incident Command Post through duration of event.</li> <li>9. Instruct Office Manager/Secretary to initiate automated emergency phone message regarding status of emergency, including <b>EVACUATION</b> information, if applicable.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shut down HVAC units.</li> </ol>	<p>At Site Administrator's direction:</p> <ol style="list-style-type: none"> <li>1. Initiate automated emergency phone message regarding status of emergency, including <b>EVACUATION</b> information, if applicable.</li> <li>2. Develop a list of all persons who came into contact with toxic agent. Include home phone numbers.</li> </ol>	

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR/ YARD DUTY
10. Wait to return to the building until it has been declared safe by local Fire Department Officials, or appropriate agency.			

### TEACHER/STUDENT

1. Alert Site Administrator.
2. If contamination is inside a specific classroom/area, **EVACUATE** students away from affected area immediately.
3. Otherwise, follow immediate response action as directed by Site Administrator or Emergency Services personnel.
4. Follow standard student assembly, accounting, and reporting procedures.

**REVERSE EVACUATION:** Moving people from outside to the inside. The school public address system can be heard in all areas of the facility, both inside and out. In the event of an emergency, an announcement can be made from the School Office for people to move inside. Depending on the nature and/or urgency of the situation, the announcement can be made for a Lockdown (seek the nearest shelter and lock down), a Shelter-In-Place (return to your classroom immediately and await further instructions), or a simple request to respond to a rallying point such as the gymnasium.

### THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

1. Wash affected areas with soap and water.
2. Immediately remove and contain contaminated clothing.
3. Do not use bleach on potentially exposed skin.
4. Remain in safe, but separate area, isolated from those who are unaffected until emergency response personnel arrive.

### THOSE WHO DISCOVER A CHEMICAL SPILL:

1. Alert those in immediate area to leave the area.
2. Close doors and restrict access to affected area.
3. Notify Site Administrator.
4. **DO NOT** eat or drink anything or apply cosmetics.



# Weapons Possession

**ANNOUNCEMENT: EVACUATION or LOCKDOWN as appropriate.**

***EVACUATION:* “Your attention please. We have an emergency situation. Evacuate all buildings immediately (to your designated on-site location OR to the planned off-site location.) Students are to remain with your teacher. *EVACUATE* all buildings immediately. This is not a drill.”**

**-REPEAT-**

***LOCKDOWN:* "LOCKDOWN, LOCKDOWN. Your attention please. We have an emergency situation. Implement *LOCKDOWN* procedures immediately. This is not a drill."**

**-REPEAT-**

Taking into consideration the actions of the subject and all circumstances, the brandishing of any weapon can pose an immediate threat to students and staff. All kinds of weapons can be included as long as it was used in a threatening manner. Response is the same whether the weapon is used, seen, or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials to arrive.

## PROCEDURE

<b>SITE ADMINISTRATOR</b>	<b>CUSTODIAL STAFF</b>	<b>OFFICE STAFF</b>	<b>CAMPUS SUPERVISOR /YARD DUTY</b>
<ol style="list-style-type: none"> <li>1. Assume Incident Commander Role.</li> <li>2. Depending on how the situation unfolds, initiate <b>LOCKDOWN</b> or <b>EVACUATION</b>, as needed. Do not confront the suspect.</li> <li>3. Instruct Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus, all available details of situation.</li> <li>4. Access the "Site Office/First Responders Emergency Bag", in order to provide fire officials and/or law enforcement with maps and keys.</li> <li>5. Accompany law enforcement to the student suspected of having a weapon.</li> <li>6. If suspect has left, have custodians secure all exterior doors to prevent re-entry.</li> <li>7. Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive.</li> </ol>	<p>At Site</p> <p>Administrator's direction:</p> <ol style="list-style-type: none"> <li>1. Direct emergency vehicles.</li> <li>2. Secure all exterior doors.</li> </ol>	<p>At Site</p> <p>Administrator's direction:</p> <ol style="list-style-type: none"> <li>1. Office Manager/Secretary to call 911. Designee must be ready to provide location, status of campus and all available details of situation.</li> <li>2. Initiate <b>LOCKDOWN</b> or <b>EVACUATION</b></li> <li>3. Notify parents/guardians of involved students.</li> </ol>	

SITE ADMINISTRATOR	CUSTODIAL STAFF	OFFICE STAFF	CAMPUS SUPERVISOR /YARD DUTY
<ol style="list-style-type: none"> <li>8. Gather information about the incident for the police: name of student with weapon, location of witness when weapon was seen, what did the student do with the weapon after it was displayed, current location of the student with the weapon.</li> <li>9. Reserve a private area for the student to be taken and questioned. Allow police officer to thoroughly search student with another adult witness present.</li> <li>10. Police officer should take possession of and secure any weapon located.</li> <li>11. Assign an administrator to remove all of the suspected student's belongings (book bag, clothing, etc.) from the classroom.</li> <li>12. Notify parents/guardians.</li> <li>13. Follow procedures for student disciplinary actions. Take photo of weapon to be included in the expulsion proceedings.</li> <li>14. Secure a detailed written statement from witnesses including staff.</li> <li>15. Provide informational updates to staff, students and their families during the next few days to suppress rumors.</li> <li>16. Provide post-event trauma counseling for students and staff, as needed.</li> </ol>			

#### TEACHER/STUDENT

1. Remain calm. Take immediate action to prevent casualties. Secure and **LOCKDOWN** the classroom or move self and others to a safe area out of harm's way.
2. Alert the Site Administrator.
3. Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon.
4. Provide First Aid for victims, if needed.
5. Follow all site procedures for **LOCKDOWN** and/or **EVACUATION** as directed.
6. Assist law enforcement as needed - provide identity, location and description of individual and weapons.

**REVERSE EVACUATION:** Moving people from outside to the inside. – The school public address system can be heard in all areas of the facility, both inside and out. In the event of an emergency, an announcement can be made from the School Office for people to move inside. Depending on the nature and/or urgency of the situation, the announcement can be made for a Lockdown (seek the nearest shelter and lock down), a Shelter-In-Place (return to your classroom immediately and await further instructions), or a simple request to respond to a rallying point such as the gymnasium.

## PHASE FOUR: RECOVERY



### Recovery

Restore learning in a safe school environment

*Share - Repair - Restore*

# **RECOVERY**



The most important part of recovery after any kind of incident is to restore confidence of its completion, and that the school as a whole will recover. It is extremely important to focus on student recovery and recovery of the facilities.

There are emotional impacts that need to be assessed immediately including the students, staff and even the first responders. The most important part is showing a caring and supportive school and community environment.

## **ACTION**

Include a recovery plan in all aspects of preparedness. If not included in these plans, after an incident the school will be overwhelmed by offers from those who care, but might be not be in the school's best interest. Anticipating recovery needs includes ensuring those assisting are qualified.

If your school has a Crisis Intervention Team (CIT) make sure they are prepared for a large scale or focused incident. The school district needs to meet and agree to help other districts by sharing resources in regard to CIT teams. If a large incident takes place, the Superintendent needs to be authorized to allocate more resources to this part of the recovery.

Professionals who have examined a number of critical incidents on school campuses agree 100% that the first order of business following a crisis is to return students to learning as quickly as possible. This helps students, families and others cope with the separation from one another. Students and staff are incredible support systems.

A communication plan to keep students, families and media informed is critical. You must be very clear about what steps have been taken to ensure the general safety of students. Inform the community what steps the district or school has made in providing support services, and where those services are being offered. Ensure the messages are age appropriate. Translation of your messages might be needed, and some cultural differences might need to be addressed. Have a media plan in place before a crisis happens.

A school building for so many is a special place where memories are created and is a focal point for a community. It is important to conduct safety inspections as soon as possible to demonstrate the school's safety for occupancy. Repairing, repainting, landscaping and other related tasks are also important to recovery. A safety audit needs to be conducted and your media plan needs to be able to discuss what it is you are inspecting and why you are either opening or not opening a portion of the campus.

There needs to be a continual assessment of the emotional needs of staff, students, families and first responders. Assess the emotional needs of all of these individuals and determine who needs intervention by a professional. These professionals need to be on your ready list well in advance of a potential incident. They could be a school counselor, social workers, school psychologist or other mental health professional. Identify all these providers to families for those who might seek out help outside of the school. If you do any group activities they need to always be age appropriate.

Don't forget about stress management during class time. Trauma experts emphasize the need to create caring, warm and trusting places for students following a critical incident. This allows for students to talk about what they felt and experienced during this critical time. Younger kids without being told can express their feelings through creative activities. Older kids might have feelings of guilt as if they could have stopped what took place or could have taken some preventive action.

Communication should not stop after the initial days following an incident. Conduct daily briefings for staff to assist in the recovery. This is called 'psychological First Aid' by providing daily opportunities to share and cope with their feelings.

There is not a clock for recovery. People recover after an incident at different rates. Recovery goes up and down and can take months to years. It is important to remember anniversaries of the crisis. There will be many things that will remind all those who were involved. There will also be those outside of the crisis who will bring it up for various reasons, including the media. The school as a whole, and all individuals involved need to be aware of how they react to the anniversary. There are a number of ways to remember those involved in the incident from tree planting to memorial services. It should be noted that it is not encouraged to hold memorials for suicide victims so as to avoid glorification or sensationalizing of these deaths.

Evaluating recovery efforts will help prepare for potential future incidents. You can use any number of methods to accomplish the evaluation, including asking staff these questions:

- Which classroom-based interventions proved most successful and why?
- Which assessment and referral strategies were the most successful and why?
- What were the most positive aspects of staff debriefings and why?
- Which recovery strategies would you change and why?
- Do other professionals need to be tapped to help with a future crisis?
- What additional training is necessary to enable the school community and the community at large to prepare for a future crisis?
- What additional equipment is needed to support recovery efforts?
- What other planning actions will facilitate future recovery?

# FORMS



# Teacher Notification of Student Conduct

**DATE:** \_\_\_\_\_

**TO:** \_\_\_\_\_

**FROM:** \_\_\_\_\_

**RE:** \_\_\_\_\_  
Name of Student

Pursuant to Education Code §49079\*, you are hereby informed that, based on records received in the school office and placed in the student's record, the above-named student has engaged in, or is reasonably suspected to have engaged in, one or more of the acts below, marked by a (X). Because you are granted access to this student's record, you may review the student's record if you need more specific information.

Please be advised that any information received by a teacher regarding this notice shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated (Educ. Code §49079(e)).

[ X ]	Date of Act (Mo/Yr)	Student Act or Suspected Student Act (Educ. Code §48900)
[ ]		a.1. Caused, attempted to cause, or threatened to cause physical injury to another person.
[ ]		a.2. Willfully used force or violence upon the person of another, except in self-defense.
[ ]		b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
[ ]		c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with §11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
[ ]		d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with §11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
[ ]		e. Committed or attempted to commit robbery or extortion.

[ ]		f. Caused or attempted to cause damage to school property or private property.
[ ]		g. Stolen or attempted to steal school property or private property.
[ ]		h. (Excluded from notification requirement.)
[ ]		i. Committed an obscene act or engaged in habitual profanity or vulgarity.
[ ]		j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in §11014.5 of the Health and Safety Code.
[ ]		k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
[ ]		l. Knowingly received stolen school property or private property.
[ ]		m. Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
[ ]		n. Committed or attempted to commit a sexual assault as defined in §§261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in §243.4 of the Penal Code.
[ ]		o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
[ ]		Committed sexual harassment as defined in Education Code §212.5. This conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. (Educ. Code §48900.2)
[ ]		Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of §33032.5. (Educ. Code §48900.3)
[ ]		Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile education environment. (Educ. Code §48900.4.)

Received by \_\_\_\_\_

Date \_\_\_\_\_

*\*The reporting period of the information required by Educ. Code §49079 shall be for the previous three school years.*



# **Crisis Classroom Reporting Script**

Teachers,

When your room receives a phone call or text during or after a crisis or drill, please immediately report the status of your class using the following systematic format. If email is available, it can be emailed to the office per school policy.

"This is Mrs./Mr. \_\_\_\_\_ in room \_\_\_\_\_

I have \_\_\_\_\_ (number) children KNOWN ABSENT today. Their names are...

There are \_\_\_\_\_ (number) children OUT OF THE ROOM. (R.S., Music, Library, etc.) Their names are...

I have \_\_\_\_\_ (number) children who are MISSING and should be here. Their names are...

I have \_\_\_\_\_ (number) children who are EXTRA and should be in another room. Their names are...

I just counted and have a TOTAL of \_\_\_\_\_ students in my classroom right now.

I have the following OTHERS/ADULTS in my room...

# **Bomb Threat Checklist**

**To be completed by person receiving the call**

<b>Calls Received By</b>	<b>Date</b>	<b>Time</b>

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

<b>What time is the bomb set for?</b>
<b>Where has it been placed?</b>
<b>What does it look like?</b>
<b>Why are you doing this?</b>
<b>Who are you?</b>

	<b>Words used by caller:</b>
--	------------------------------

**Description of caller:**

<input type="checkbox"/>	<b>Male</b>	<input type="checkbox"/>	<b>Female</b>	<input type="checkbox"/>	<b>Adult</b>	<input type="checkbox"/>	<b>Juvenile</b>	<input type="checkbox"/>	<b>Estimated Age of Caller</b>
<b>Other Notes:</b>									

# BOMB THREAT CHECKLIST

To be completed by person receiving the call

## Voice Characteristics:

	Loud		Raspy		Deep		High
	Soft		Pleasant		Intoxicated		Nasal

## Speech:

	Rapid		Laughing		Disguised		Normal
	Slow		Slurred		Lisp		Stutter

## Manner:

	Calm		Coherent		Laughing		Excited
	Angry		Incoherent		Crying		Irrational

## Language:

	Excellent		Pleasant		Drawl		Poor
	Good		Fair		Intoxicated		Nasal

## Accent:

	Local		Regional		Regional		Other
	Foreign		Slang		Intoxicated		Nasal

## Student Release Form – Multiple Students

Incident Date \_\_\_\_\_ Location \_\_\_\_\_

Accountability Recorder/Scribe \_\_\_\_\_

[illegible]

# Hazard Mitigation/School Safety Annual Checklist

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

**If an element is:**

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

## SCHOOL EXTERIOR AND STUDENT AREAS

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

# Hazard Mitigation/School Safety Annual Checklist

## SCHOOL EXTERIOR AND PLAY AREAS

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

# Hazard Mitigation/School Safety Annual Checklist

## SCHOOL EXTERIOR AND SECURITY

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

# Hazard Mitigation/School Safety Annual Checklist

## SCHOOL INTERIOR

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



# Hazard Mitigation/School Safety Annual Checklist

## SCHOOL INTERIOR

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

## DEVELOPMENT AND ENFORCEMENT OF POLICIES

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

# Hazard Mitigation/School Safety Annual Checklist

## DEVELOPMENT AND ENFORCEMENT OF POLICIES

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

## DATA COLLECTION PROCEDURES

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

# Hazard Mitigation/School Safety Annual Checklist

## DATA COLLECTION PROCEDURES

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

## INTERVENTION AND PREVENTION PLANS

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

# Hazard Mitigation/School Safety Annual Checklist

## STAFF DEVELOPMENT

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

# Hazard Mitigation/School Safety Annual Checklist

## STUDENT INVOLVEMENT

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

## PARENT AND COMMUNITY INVOLVEMENT

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

# Hazard Mitigation/School Safety Annual Checklist

## PARENT AND COMMUNITY INVOLVEMENT

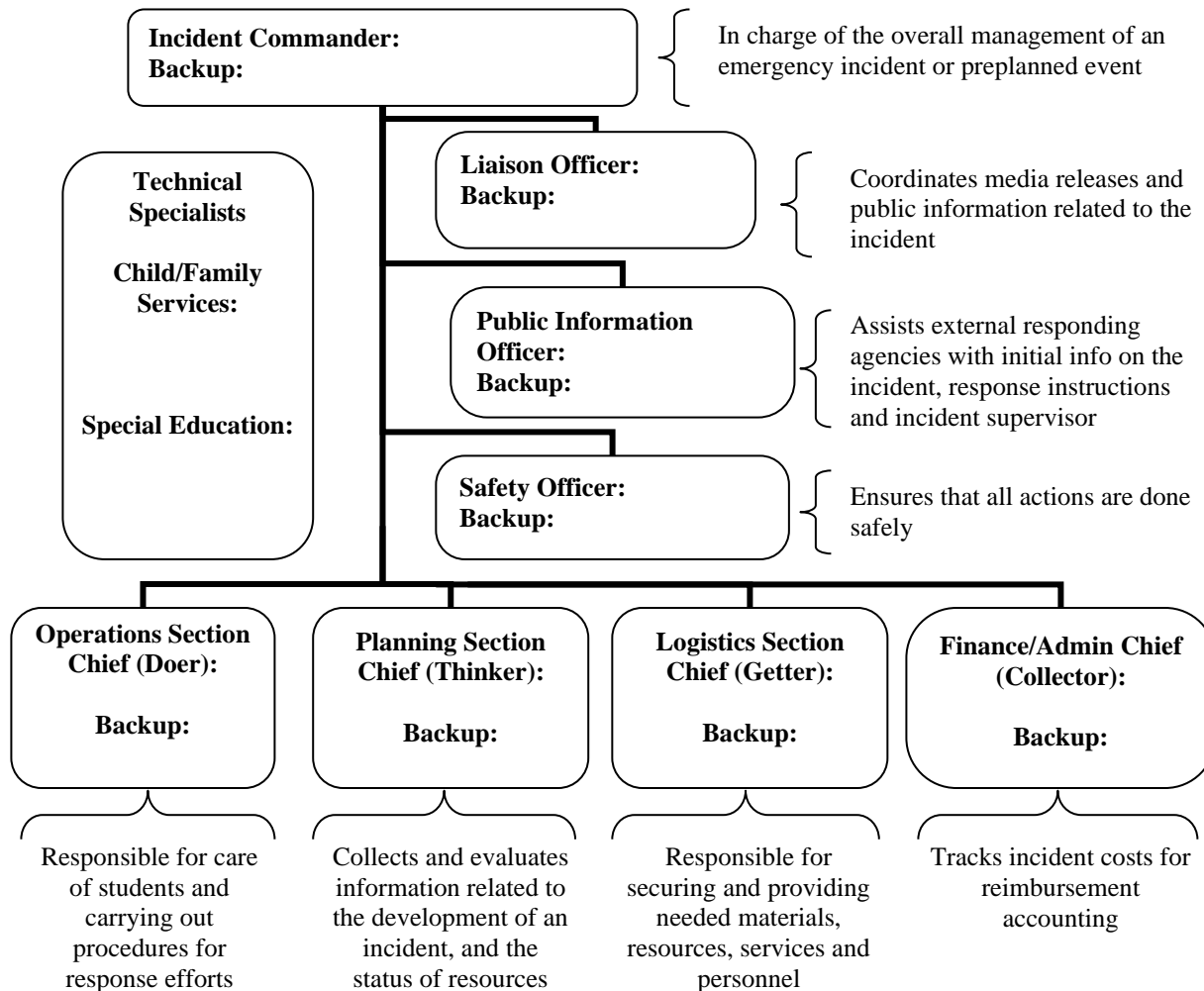
Parent and Community Involvement	YES	IMPROVE	NO	IMPLEMENT
The school's communication plan includes an efficient method of informing parents when an emergency situation arises.				
The school's Emergency Management Plan includes a Memorandum of Understanding with at least one community partner regarding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

## THE ROLE OF LAW ENFORCEMENT

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

# Incident Response Team Chart

*To be completed by each school with the name of individuals filling each roll as well as their backup.*



# Appendices





## **Appendix A: Student Code of Conduct (Student Handbook)**

The Student Conduct Code that governs the behavior of students varies by the grade spans associated with each school (elementary school, middle school, and high school), and are delineated in the student handbook for each grade span. The student handbook and the related Student Conduct Code may be accessed at: <https://www.tracy.k12.ca.us/departments/student-services>.

**To facilitate a review of this document, attach a copy of the student handbook here:**



## **Appendix B: Suspected Child Abuse Reporting**

**To facilitate a review of this document, attach a copy of Board Policy and Administrative Regulation 5141.4 here:**

## Appendix C: Bullying Prevention Policy

Adopted 02.13.13

The Tracy Unified School District believes that all students have a right to a safe and healthy school environment. The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. The district, schools, and community have an obligation to promote the six pillars of character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate cyber-bully, cause bodily injury to, or commit hate violence against any other student or school personnel.

### Definition

The Tracy Unified School District will not tolerate bullying which shall be defined as:

“Bullying” means 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 as defined in §48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (A) Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
  - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
  - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
  - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) (A) “Electronic act” means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- (i) A message, text, sound, or image.
  - (ii) A post on a social network Internet Web site, including, but not limited to:
    - (I) Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
    - (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (3) “Reasonable pupil” means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

## Bullying Prevention

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

The Tracy Unified School District expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying shall be promptly investigated. This policy applies to students whose behavior is related to school activity, students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

## Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5131.2 –Bullying Prevention.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyber-bullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyber-bullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

#### Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Tracy Unified School District will adopt a Student Code of Conduct to be followed by every student.

The Student Code of Conduct includes, but is not limited to:

Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.

Students are expected to immediately report incidents of bullying to the principal or staff. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the principal. If the complaint is not resolved at the school site/principal level the Office of Student Services should be contacted (830-3280). The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following: All staff, students, and their parents will receive a summary of this policy prohibiting bullying at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.

The school will make reasonable efforts to keep a report of bullying and the results of the investigation confidential.

Staff are expected to immediately intervene when they see a bullying incident occur. People witnessing or experiencing bullying are encouraged to report the incident. Such reporting will not reflect on the victim or witnesses in any way.

## **Appendix D: Teacher notification of student conduct**





**Notice Regarding Violent Students**  
(see also *Forms section*)

**TEACHER NOTIFICATION OF STUDENT CONDUCT**

**DATE:** \_\_\_\_\_

**TO:** \_\_\_\_\_

**FROM:** \_\_\_\_\_

**RE:** \_\_\_\_\_  
Name of Student

Pursuant to Education Code §49079\*, you are hereby informed that, based on records received in the school office and placed in the student's record, the above-named student has engaged in, or is reasonably suspected to have engaged in, one or more of the acts below, marked by a (X). Because you are granted access to this student's record, you may review the student's record if you need more specific information.

Please be advised that any information received by a teacher regarding this notice shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated (Educ. Code §49079(e)).

<input checked="" type="checkbox"/>	Date of Act (Mo/Yr)	<b>Student Act or Suspected Student Act (Educ. Code §48900)</b>
<input type="checkbox"/>		a.1. Caused, attempted to cause, or threatened to cause physical injury to another person.
<input type="checkbox"/>		a.2. Willfully used force or violence upon the person of another, except in self-defense.
<input type="checkbox"/>		b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
<input type="checkbox"/>		c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with §11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
<input type="checkbox"/>		d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with §11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
<input type="checkbox"/>		e. Committed or attempted to commit robbery or extortion.

[ ]		f. Caused or attempted to cause damage to school property or private property.
[ ]		g. Stolen or attempted to steal school property or private property.
[ ]		h. (Excluded from notification requirement.)
[ ]		i. Committed an obscene act or engaged in habitual profanity or vulgarity.
[ ]		j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in §11014.5 of the Health and Safety Code.
[ ]		k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
[ ]		l. Knowingly received stolen school property or private property.
[ ]		m. Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
[ ]		n. Committed or attempted to commit a sexual assault as defined in §§261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in §243.4 of the Penal Code.
[ ]		o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
[ ]		Committed sexual harassment as defined in Education Code §212.5. This conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. (Educ. Code §48900.2)
[ ]		Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in subdivision (e) of §33032.5. (Educ. Code §48900.3)
[ ]		Intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile education environment. (Educ. Code §48900.4.)

Received by \_\_\_\_\_

Date \_\_\_\_\_

*\*The reporting period of the information required by Educ. Code §49079 shall be for the previous three school years.*

## **Appendix E: Communicable Disease/Pandemic Preparedness**

A communicable disease is any disorder of structure or function in a human body that produces specific signs or symptoms and is not simply a direct result of physical injury, and that is spread from one person to another by: contact with blood and bodily fluids; breathing in an airborne virus; or by insect infestation (such as lice). A pandemic, which means *all* (*pan-*) the *people* (*-demos*), is the incidence of a communicable disease that exists over a wide geographic area affecting a large proportion of the population.

Any known or suspected case of a communicable disease or pandemic should be reported to the Student Services Department.

San Joaquin County Public Health is the lead agency involved in planning, preparing and responding to health issues (California Education Code 49403).

The Student Services Department will work with the San Joaquin County Health Department to determine what response is appropriate.