

Bellevue Union School District

COMPREHENSIVE SCHOOL SAFETY PLAN

2022-2023

3150 Education Drive

Santa Rosa, CA 95407

707-542-5197

**Bellevue Elementary, Meadow View Elementary & Annex, Kawana
Springs Elementary, Early Learning Center, Taylor Mountain
Elementary, and District Office**



Standardized Emergency Management System (SEMS)

National Incident Command System (NIMS)

Title IV Safe and Drug Free School Compliant

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CHAPTER 1: INTRODUCTION

The Bellevue Union School District is committed to fostering a culture of safety. The District has established a Comprehensive School Safety Plan that is reviewed and revised by each school site and approved by the Board of Trustees annually. The Comprehensive School Safety Plan addresses safety concerns and issues through a collaborative, systematic planning process. Throughout the revision process, staff consults with law enforcement agencies, local fire departments, safety experts, and educational partners for the most current guidance and safety updates. The districtwide Comprehensive School Safety Plan is applicable to all of the school sites, and each campus's School Site Council reviews and approves the plan prior to board approval.

BUSD works to maintain high levels of school safety and has established policies and procedures to comply with existing laws and best practices. In addition to physical safety, Bellevue strives to continue to increase its response to the social-emotional safety of all of its students. The Bellevue Union School District provides a positive and safe learning environment for all students so they can flourish and reach their full academic and social potential.

BUSD focuses upon five major components in the Comprehensive School Safety Plan:

- Prevention - Build a positive school climate
- Protection - Set policies and rules
- Mitigation - Educate students, teachers, staff, and families
- Response - Stop an incident
- Recovery - Support students, teachers, staff, and families impacted in an incident

Every school district is responsible for the creation of a comprehensive school safety plan for its schools. (Ed. Code 32281) Bellevue Union School District has developed a districtwide comprehensive school safety plan that is applicable to each of its school sites. Bellevue Union is considered a small school district, as its overall enrollment is under 2,501 students, allowing for the creation of a districtwide safety plan. The Comprehensive School Safety Plan is updated and reviewed annually by each site's School Site Council. Upon completion of the review, the plan is presented to the Board of Trustees for review and approval by March 1.

A Comprehensive School Safety Plans is required under SB 719 & AB 115 and contain the following elements:

1. An assessment by the Safety Planning Committee and the School Site Councils of the school climates as they relate to the current status of school crime committed on school campuses and at school-related functions. This assessment may include office referrals, attendance rates, discipline data, California Healthy Kids survey data, property damage data, and local juvenile

crime data. This assessment will shape the safety goals for the upcoming school year.

2. The annual review and evaluation of the comprehensive school safety plan which is certified by the Safety Planning Committee, the School Site Council Presidents, and the school principals before its presentation to the Board of Trustees for final review and approval. This review includes the following mandated components:

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

IMPLEMENTATION OF THE PLAN

The [BUSD Comprehensive School Safety Plan](#) is posted on the district's and each school's website, and is available to all staff, students, parents, and the community. A copy of the BUSD Comprehensive School Safety Plan will be located at each school site's main office.

CHAPTER 2: SCHOOL SAFETY PLANNING COMMITTEE

The School Site Council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. (Ed. Code 35294.1)

The Safety Planning Committee shall be composed of the following members: a principal/designee, teacher, parent of child who attends school, classified employee, and others. (Ed. Code 32281 (b)(2)).

The School Site Councils/Safety Planning Committee must consult with a law enforcement agency, a fire department, and other first responders each year when updating the Comprehensive School Safety Plan and notify each entity of any updates that occur during the year. (Ed. Code 32281(b)(3)).

The School Site Councils/Safety Planning Committee may include additional members including the following individuals:

- A representative from the local law enforcement agency (Fire and emergency agencies)
- School Resource Officers
- Guidance Counselor
- Special Education Educator
- Mental Health Specialist
- Nurse
- Multilingual Community Liaison
- Food Staff
- Custodian
- Transportation Specialist
- Local Business and/or Nonprofit Representative

Bellevue Union School District

Safety Plan Signature Page

2022-2023

The undersigned members of the Bellevue Union School District Safety Planning Committee certify that the requirements of the SB 187 Comprehensive School Safety Plan have been met.

Director of Maintenance and Operations

Principal

Teachers Association Representative (Bellevue Education Association)

Classified Association Representative (CSEA)

Parent Representative

Safety Coordinator

Reviewed by Law Enforcement: Sergeant Summer Gloeckner

Reviewed by Fire Department Official: Division Chief Paul Lowenthal

CHAPTER 3: ANNUAL SAFETY GOALS

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed Code 35924.2)

While the School Safety Planning Committee reviews school, district, and community crime data trends, other data is utilized to enhance the functionality of the safety plan. Such data may include:

- State, District, or Site Surveys (such as the Youth Truth Survey)
- Disciplinary Data
- Mental Health Data
- Information from the Readiness and Emergency Management for Schools Technical Assistance Center
- Research Regarding Policies and Procedures Related to Active Shooter Protocols

Based on data analysis, the School Safety Planning Committee identifies one to two safety-related goals for the school year and identifies the strategies and/or programs that will be used to accomplish those goals. The objective is to create goals to improve school climate.

The goals are detailed in the Comprehensive School Safety Plan and presented to the Board of Trustees. The goals are shared with the district staff and community.

The goals and objectives are discussed throughout the school year and progress is reported to the School Site Councils. The discussions will help shape the goals and objectives for the following school year.

SAFETY PLAN GOALS: 2022-2023

GOAL 1

All schools will implement the districtwide social-emotional learning curriculum to help foster a safe school environment and reduce incidents of school discipline.

Baseline Data: As measured by staff participation in professional development training.

Action 1.1: Train staff on the elements of the Character Strong curriculum.

Action 1.2: Implement the daily and monthly components of the curriculum.

Action 1.3: Review current discipline data to determine areas of concern.

Action 1.4: Administer the Youth Truth Survey to students and analyze results.

Action 1.5: Meet with staff to determine levels of need and areas for improvement.

Assessment: Student and staff surveys; school discipline data; empathy interviews

GOAL 2

All schools will engage in increasing student attendance and reduce the number of students who are considered chronically absent/truant.

Baseline Data: Chronic Absenteeism

School Data	Chronic Absentee Rate (20-21)	Chronic Absentee Rate (21-22)
Bellevue Elementary	18.9%	39.5% (156 students)
Kawana Springs Elementary	20.7%	39.1% (111 students)
Meadow View Elementary	23.2%	39.6% (153 students)
Taylor Mountain Elementary	18.1%	43.4% (181 students)

Action 2.1: Sites will focus on creating a positive attendance program.

Action 2.2: Sites will look to partner with local agencies for attendance support.

- Action 2.3:** Sites will utilize their Family Engagement Facilitators to increase communication and focus on attendance.
- Action 2.4:** Attendance improvements will be celebrated and acknowledged.
- Action 2.5:** District will research A2A to support attendance monitoring.
- Assessment:** Site attendance data, student engagement data, and staff feedback regarding school climate will be gathered and analyzed

GOAL 3

All schools will collaborate to research and discuss alternative actions and responses to suspension to ensure students do not miss key instructional learning.

- Action 3.1:** Sites will focus on alternative means to suspension to correct student behavior.
- Action 3.2:** Sites will study current research and best practices regarding alternatives to suspension and discuss possible applications.
- Action 3.3:** Sites will utilize their counselors to enhance and reinforce appropriate behavior expectations.
- Action 3.4:** Sites will develop protocols and processes that address the personal, collective, and systemic levels to address the unmet needs and underlying issues of students in difficulty.
- Action 3.5:** Sites will continue to be proactive in centering strong relationships and belonging in their daily practices and policies to reduce harm, conflict, and misbehavior schoolwide.
- Assessment:** Site suspension data, Youth Truth survey data, implementation of social-emotional learning curriculum, and staff feedback regarding student behavior will be gathered and analyzed.

CHAPTER 4 : ASSESSMENT OF SCHOOL CRIME

SCHOOL CRIME

The District has conducted a thorough analysis of the current status of school crime and crimes at school related functions. The most significant school crimes that have occurred on the school campuses are related to minor graffiti issues and occasional window breakage. The District installed fencing and comprehensive security camera systems at all of the campuses which has served as a significant deterrent to major destructive events, crimes, or incidents.

SCHOOL IMPROVEMENT

In order to ensure safe and well-maintained facilities at all of the sites, the District reviews its campuses annually through the use of the Facilities Inspection Tool (FIT). The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2).

During June and July of 2021, three of the District's campuses were rated in the "Exemplary" status category (Bellevue Elementary, Meadow View Elementary, and Taylor Mountain), and Kawana Springs Elementary received a "Good" status rating. Kawana Springs Elementary is currently experiencing substantial construction and renovation, and the projects under construction are scheduled to be completed during the 2023-2024 school year.

STUDENT DISCIPLINE (SUSPENSION AND EXPULSION)

As an elementary district, student discipline issues have been minimal. The office referrals that most commonly surface at all of the sites are behavioral infractions. These infractions are predominantly related to the students' inability to keep their hands to themselves and manage conflict. The infractions include minor physical altercations, inappropriate words directed towards others, and refusals to follow behavioral expectations. In the past two school years, there have been minimal suspensions and 0 expulsions. The sites are implementing the Positive Behavioral Interventions and Supports (PBIS) framework, and as a result, suspensions and expulsions have not been a significant issue.

Through parent, staff, and student surveys, a request for additional support for social emotional learning curriculum surfaced. The District appropriately responded to the need, and in the 2022-2023 school year, the Character Strong curriculum was purchased. Professional development was provided for the staff to build capacity with the curriculum and enhance the PBIS support. Teachers are utilizing the curriculum to support a positive learning environment and develop important character traits that focus upon respect, kindness, accountability, and conflict resolution.

SCHOOL ATTENDANCE

To support school engagement, the Bellevue Union School District employs the use of School Attendance Review Teams (SART) and School Attendance Review Board (SARB) meetings to address issues of truancy and absenteeism. Monthly meetings are held with families to discuss solutions to attendance challenges and any impediments that are preventing students from attending school. The District has procured the A2A (Attention 2 Attendance) program to help notify families regarding absences and school attendance. This program helps the District monitor attendance trends and engage in proactive notification of attendance concerns. In addition to proactive notification, A2A may be used to send home positive reinforcement letters to students who have improved attendance or exemplary attendance.

The District has noted an issue with chronic absenteeism as reported in the 2020-2021 school year with a chronic absentee rate of 20.1%. COVID-related illnesses and mandated quarantines have obviously been a major factor in attendance rates but this is a tremendous area of concern for the District. Data is obviously lagging for the 2021-2022 school year, but the District is aware of the attendance challenges from that year as well.

YOUTH TRUTH SURVEY DATA

In January 2022, the District implemented the Youth Truth Survey. Students in grades 3-6, parents throughout the District, and all staff completed the survey or were provided the opportunity to do so. The response rates were as follows:

Group	Survey Population	Responses Received	Response Rate
Family	1461	571	39%
Student	771	721	94%
Staff	155	161*	104%*

*At the time this survey was given, the District had hired additional staff members that were not counted in the initial 155 survey population when data was provided to Youth Truth.

The survey sought to gather information regarding student, family, and staff perceptions in a variety of areas including school safety, student engagement, relationships, and school culture. Survey data indicated that 81% of families had positive perceptions of school safety.

Perceptions of school safety for students and staff was encompassed in a variety of areas including relationships, respect, and orderly classroom environments. The staff and students

were very closely aligned with the perceptions of school safety and strong supportive relationships with their teachers.

Students have indicated that school culture and belonging are areas of growth for the District. Student responses highlight that greater attention needs to be focused on establishing orderly and respectful classroom environments. Students also reported that they desire a greater sense of belonging to the school community. For elementary students, belonging refers to a sense of feeling welcome at their school campuses. With the information from these two indicators, the District has taken steps to increase both school culture and belonging through the implementation of a social/emotional learning curriculum, increased instruction of conflict management strategies, and additional counseling services. The District has also employed four Family Engagement Facilitators to help with communication for both students and families.

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Each of the schools in the District creates a School Plan for Student Achievement. The plans utilize the goals of the Local Control Accountability Plan to ensure they are in alignment with the District's mission and vision of improving student outcomes. The School Plan for Student Achievement (SPSA) seeks to increase the overall effectiveness of the school programs and support student achievement. Data across the school sites indicate a need for enhancing support for school attendance, improving academic instruction and intervention, increasing the number of Multi-language Learners/English Learners eligible for reclassification, and bolstering the opportunities for students and families to engage in school-related activities and events.

The District and school sites are making a concerted effort to address these issues that have surfaced through data reviews, feedback surveys from students, staff, and families, and input from various stakeholders involved in school-connected organizations such as the Parent Teacher Associations, School Site Councils, and both the English Language Advisory Committee (ELAC) and the District English Language Advisory Committee (DELAC). Goals and action steps have been created to better serve our students and community. These goals and steps are detailed in the LCAP and site SPSAs. These plans are monitored annually and reports are provided to the community regarding the District's progress on meeting the learning targets and objectives specified in the plans.

CHAPTER 5: POLICIES AND PROCEDURES

The School Safety Planning Committee has reviewed the Comprehensive School Safety Plan and made the necessary updates and revisions. (Ed. Code 35294.2). The CSSP contains the following components:

CHILD ABUSE REPORTING

- ① Child abuse reporting is consistent with Penal Code 11164
- ① Administrative Regulation [5141.1](#): Child Abuse Prevention And Reporting
- ① Additional Resources from the [Office of Child Abuse Prevention](#)

SUSPENSIONS & EXPULSIONS

- ① Policies pursuant to Education Code 48915 and other school-designated serious acts which would result in suspension, expulsion, or mandatory expulsion recommendations
- ① Administrative Regulation [5144.1](#): Suspension And Expulsion/Due Process
- ① Administrative Regulation [5144.2](#): Suspension And Expulsion/Due Process (Students with Disabilities)

NOTIFICATION OF DANGEROUS STUDENTS

- ① Procedures to notify teachers (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079; Board Policy [4112.9](#): Employee Notifications
- ① All teachers participate in training and are given notice of students with prior suspensions at the start of the academic year as well as when new students enroll in the school.

DISCRIMINATION AND HARASSMENT

- ① Administrative Regulation [5145.3](#): Nondiscrimination/Harassment
- ① Board Policy [5145.9](#): Hate-Motivated Behavior

DRESS CODE

- ① Administrative Regulation [5132](#): Dress And Grooming
- ① Students in the Bellevue Union School District dress for success in [Common Dress](#).

BULLYING

- ① Policies pursuant to Education Code 234.1
- ① Administrative Regulation [5131.2](#): Bullying

SAFE INGRESS and EGRESS

- ① Students arrive safely to school and return home under supervised conditions.

Parking lots are monitored by staff as students walk/bike to and from school, parents drop-off and pick-up children, and school bus transportation deliver and retrieve students. Local law enforcement partners with the District to support student safety as they regularly enforce the speed limit in the school zone areas. Signage regarding directing traffic and prohibiting turning in a particular direction during morning drop-off and afternoon pick-up are prominently displayed in the campus parking areas.

Select staff supervises all students after school, whether they are waiting to be picked-up by a parent, taking a bus home, or starting the afterschool program on-site. Parents/Guardians or other adults who pick-up students must be identified on the student's emergency card. School office staff look at the ID cards of adults signing-out students.

Thirty minutes before school, all students are supervised on the playground, or while eating breakfast in designated locations.

Campus supervision includes playground/after-school supervisors.

Students and staff who require assistance with safe ingress and egress to the campus have been identified, and staff have been trained to assist these individuals.

- ① Campus Visitor Procedures; Information about the crossing guard program; Pedestrian/Vehicle/Bicycle policies/Traffic Safety Information; Campus visitors must report to the main office of each school site. Visitors are required to sign in at the office and will receive a sticker identifying their visitor status. Visitors are required to sign out from the office once they leave the campus.

MAINTENANCE OF A SAFE AND ORDERLY ENVIRONMENT

- ① Administrative Regulation [5144](#): Discipline
- ① Board Policy [5131](#): Conduct

SCHOOL DISCIPLINE

- ① Administrative Regulation [5144](#): Discipline

ROUTINE AND EMERGENCY DISASTER PROCEDURES

- ① Emergency and Disaster Preparedness Plan
- ① Fire Drills
- ① Bomb Threats
- ① Earthquake Emergency Procedure System

- ① Transportation Safety and Emergencies
- ① Coordination with American Red Cross/Public Agencies

The Safety Committee and School Site Councils review the mandated components and utilize the following questions to ensure the components meet appropriate compliance standards:

- ① What is the policy of procedure?
- ① How are the staff, students, and/or parents notified that this policy exists?
- ① How are the staff, students, and/or parents notified relative to a specific incident?
- ① What staff/student training(s) have been completed?
- ① What additional trainings are needed?

CHAPTER 6: DISASTER PROCEDURES - DRILLS

Disaster procedures, routine and emergency crisis response training, and required drills are implemented, practiced, and reviewed.

The Bellevue Union School District maintains an Emergency Response Plan that is separate from the Comprehensive School Safety Plan. The Emergency Response Plan details responses and action steps that encompass school emergencies and threats. The Emergency Response Plan is kept confidential and is not for public viewing. The plan is not shared as the District maintains its right to keep evacuation locations and tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses, confidential.

Each school site maintains a copy of the Emergency Response Plan that is specific to the respective school. The Emergency Response Plan details evacuation locations, protocols for specific emergency situations, codes for radio communications and law enforcement numbers, and maps that indicate target locations for emergency procedures.

EARTHQUAKE DRILLS

The earthquake emergency procedure system shall, but not be limited to, all of the following:

An Emergency Operations Response Plan, ready for implementation at any time, for maintaining the safety and care of students and staff.

A drop procedure. A drop procedure is an activity in which students and staff take cover under a desk or table, dropping to his/her knees, the head protected by the arms, and back to the windows. A drop procedure practice shall be held at least once each quarter in elementary schools.

Protective measures to be taken before, during, and following an earthquake.

A program to ensure that the students and that the staff are aware of, and properly trained in, the earthquake emergency procedure system.

(Code of Regulations, Section 35297)

FIRE DRILLS

Principals shall conduct a fire drill at least once every calendar month at the elementary level. (Education Code 32001).

1. Whenever the fire alarm sounds, all students, teachers, and other site employees shall follow the prescribed steps and procedures outlined in the District's Emergency Response Plan.
2. The appropriate evacuation information and instructions are posted in the respective classrooms and buildings.
3. Staff is responsible for the safety of all students and will follow all necessary procedures for accounting for students and release to family members if required.
4. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent or designee.

ACTIVE SHOOTER DRILLS

Active shooter training/drills are conducted annually with the school staff. Prior to the training/drill, a staff meeting is conducted and expectations and standards are reviewed and discussed. The staff engages in scenario situations and reviews the following information:

1. Locking Doors
2. Covering Windows
3. Turning Off Lights
4. Building Barricades
5. Reviewing Classroom and All-Clear Procedures
6. Discussing Evacuation Expectations and Reunification Procedures

THREAT ASSESSMENT TEAM

The District has also created a District Threat Assessment Team that is composed of district and school administrators, counselors, the district psychologist, staff familiar with the student/incident, and law enforcement. The Threat Assessment Team works to ensure that incidents that arise on school campuses are immediately addressed and consultation with law enforcement occurs. The Threat Assessment Team responds to a variety of issues and situations to ensure students or families experiencing difficulty or having significant challenges are either served or provided with referrals to the appropriate agencies to ameliorate the situation.

SCHOOL BUILDING DISASTER PLANS

School building disaster plans that are detailed in the Emergency Response Plan include responses to the following additional emergencies:

- Bomb Threats

- Bioterrorism/Hazardous Materials
- Flood/Fire
- Power Failure/Blackouts
- Intruders on Campus
- Weapons/Assault/Hostage
- Explosions/Gas/Fumes

CHAPTER 7: DISASTER PROCEDURES - OVERVIEW

THE BASIC PLAN

The Basic Plan (Emergency Operations Plan) addresses the Bellevue Union Elementary School District's responsibilities in emergency situations associated with natural disasters, emergencies, and technological incidents. It details coordination responses and recovery efforts within the District in conjunction with local, state, and federal agencies. The Plan establishes an emergency organizational structure to direct and control operations at all sites during a period of emergency by assigning specific responsibilities to staff.

The Emergency Operations Plan:

- Conforms to the federally mandated National Incident Management System (NIMS), the state mandated Standardized Emergency Management System (SEMS), and details the emergency response at all levels in compliance with the Incident Command System (ICS)
- Establishes response policies and procedures, providing sites with clear guidance for planning purposes
- Describes and details procedures to protect students and staff and mitigate loss of life and damage
- Outlines coordination requirements
- Provides a basis for unified training and response to exercises to ensure compliance

REQUIREMENTS

The Emergency Operations Plan meets the requirements of Sonoma County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and outlines the roles of the District and schools in after-incident damage assessment and reporting requirements.

OBJECTIVES

- Protect the safety and welfare of students, staff, and family
- Provide for a safe and coordinated response to emergencies
- Protect the District's facilities and property
- Enable rapid responses to incidents
- Provide coordination between the District and sites
- Provide the American Red Cross access to District facilities if necessary
 - 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 in impacted areas to establish mass care facilities, and local governments have a

right to use schools for the same purpose. This is arranged through the superintendent/designee at the District office.

AUTHORITIES AND REFERENCES

California Emergency Services Act (Chapter 7, Title 2, California Government Code)

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

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

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their supervisors or by law.

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 will be required to serve as Disaster Service Workers by their supervisors, 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 District. These circumstances apply only when a local or state emergency is declared.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render 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).

It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

California Civil Code, Chapter 9, Section 1799.102

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

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042

Requires that a school site disaster plan outlines roles, responsibilities, and procedures for students and staff. It also requires that the school site's emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan

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

DEFINITIONS: INCIDENTS, EMERGENCIES, DISASTERS

INCIDENT

An *incident* is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be large or small. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions.

EMERGENCY

The term *emergency* is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

DISASTER

A *disaster* is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and the local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

EARTHQUAKE OVERVIEW

MAJOR EARTHQUAKE THREAT SUMMARY

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expendable, if not predictable, events. Every occupant and developer in Sonoma County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted the San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geological effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

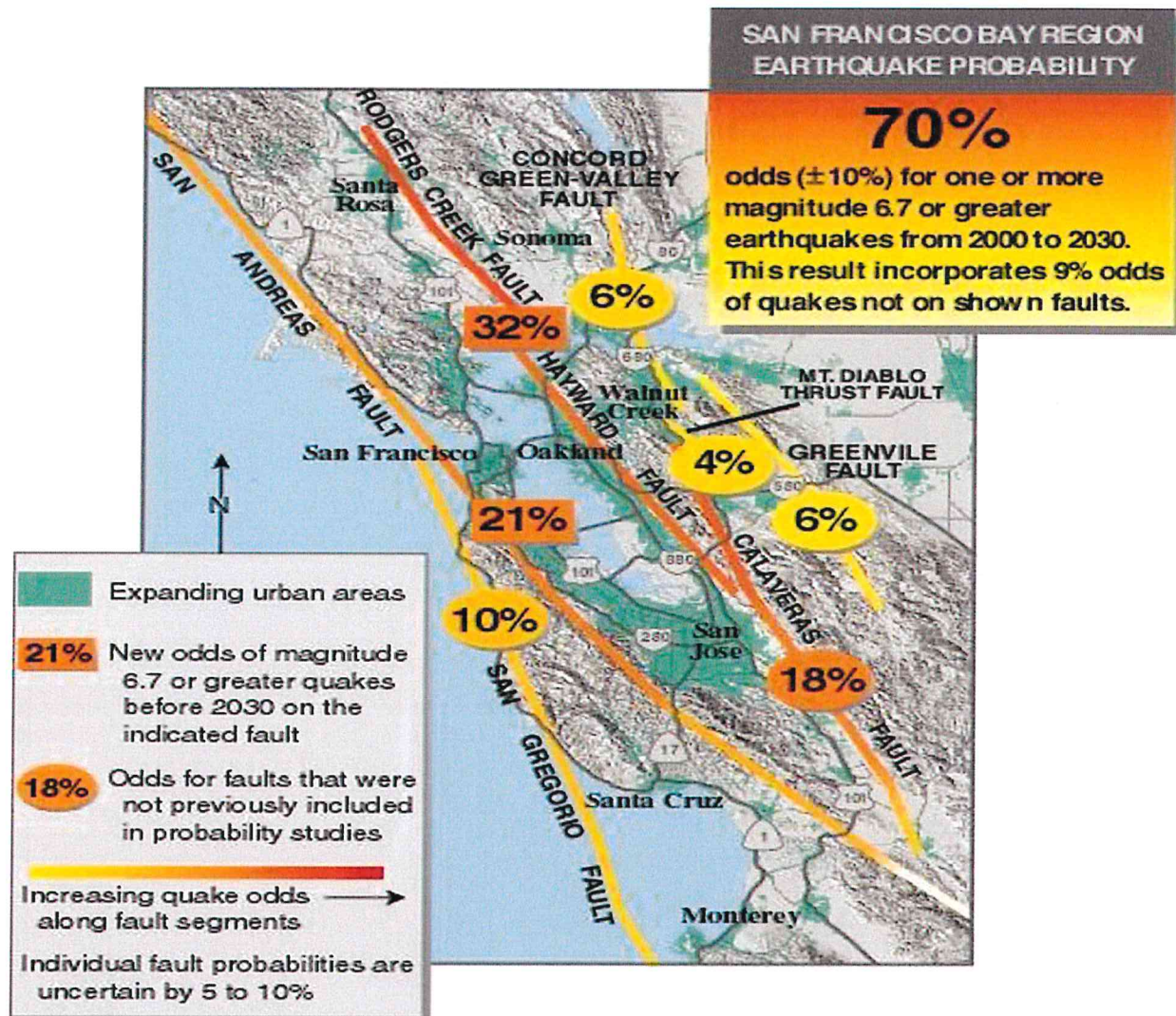
A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have a high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Earthquake Size Descriptions

Descriptive Title	Richter Magnitude	Intensity Effects
Minor Earthquake	1 to 3.9	Only observed instrumentally or felt only near the epicenter.
Small Earthquake	4 to 5.9	Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage.

Moderate Earthquake	6 to 6.9	Moderate to severe earthquake range; fault rupture probable.
Major Earthquake	7 to 7.9	Landslides, liquefaction and ground failure triggered by shock waves.
Great Earthquake	8 to 8+	Damage extends over a broad area, depending on magnitude and other factors.



LEVELS OF RESPONSE

RESPONSE LEVELS ARE USED TO DESCRIBE THE TYPE OF EVENT:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the school district. Response levels are closely tied to Emergency Proclamations issued by the head of the local government.

Response Level 0 - Readiness & Routine Phase

Ongoing routine response by the school district to daily emergencies or incidents. Stand-by alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, medical emergency, bomb threat, toxic spill, shooting, etc. occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Bellevue Union School District to respond. The affected cities and the county will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive state and federal resources are required. The cities and the County of Sonoma will proclaim a local emergency. The State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. When local jurisdictions declare a State of Emergency, the district board can declare the same.

EMERGENCY PHASES

Some emergencies will be preceded by a warning period, providing sufficient time to warn the population and implement mitigation measures designed to reduce the loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must

be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. Not every disaster necessarily includes all indicated phases.

PREVENTION/MITIGATION PHASE

Prevention/Mitigation is perhaps the most important phase of emergency preparedness and management. Mitigation includes taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of students, staff, and families.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in fewer casualties and lower response costs.

PREPAREDNESS PHASE

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and are trained in activation and execution.

RESPONSE PHASE

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained Impact: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce the secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

RECOVERY PHASE

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. Planning for recovery is a part of the response phase.

FIRST THINGS FIRST

Preparing the District and school sites for emergencies begins with staff preparedness. As district employees are considered emergency responders, personal preparedness for such situations helps during emergencies.

Staff members should prepare their families for an extended absence in the event of an emergency and students are unable to be retrieved by their guardians or emergency contacts. Staff should/may consider being in possession or planning the following items:

- A 72-hour supply kit for the home
- A Car Kit or To-Go-Bag, including comfortable clothes/shoes and medications
- Non-perishable food items for both the home and classroom/office
- A plan for reunification for family members or arranging child care during an absence

Preparedness brochures are available at www.redcross.org, www.prepare.org, and www.ready.gov

DISTRICT AND PARENT RESPONSIBILITIES FOR STUDENTS

DISTRICT RESPONSIBILITIES

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATIVE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

1. Until regular dismissal time and released only if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
 - a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.

- b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized persons may be taken by district personnel to another site where consolidated care facilities are provided. This information will be given to the media stations and posted on the district website to keep families informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released **ONLY** to persons designated on this form. Parents/Guardians are responsible for ensuring that information on the Student Health/Emergency Form is current at all times.

Families are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents/Guardians need to give specific directions to each student to follow the policy outlined above and to follow all directions of school personnel.

School authorities will do everything possible to care for each student while he/she/they are under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy at school and authorized release in case of a severe emergency.

CHAPTER 8: EMERGENCY RESPONSE PROCEDURES

BASIC ACTIONS

Most emergency responses are covered by the following basic actions:

Action: **STAND BY**

STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

Action: **LEAVE BUILDING**

LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety.

LEAVE BUILDING may apply to the following situations:

- Fire
- Bomb Threat
- Chemical Accident
- Explosion or Threat of an Explosion
- Following an Earthquake

Other similar occurrences that might make a building uninhabitable.

Action: **TAKE COVER**

TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, **TAKE COVER** consists of hiding behind any solid object or moving immediately to a location which is upwind and uphill in the event of a chemical threat

TAKE COVER is appropriate for, but not limited to, the following:

- Severe Windstorm (short warning)
- Biological or Chemical Threat
- Active Shooter
- Rabid/Dangerous Animal on School Grounds

Action: **DROP WARNING**

The warning for this type of emergency is the beginning of the disaster itself.

DROP WARNING (INSIDE SCHOOL BUILDINGS)

Immediately **TAKE COVER** under desks or tables and turn away from all windows.

Remain in a sheltered position for at least 60 seconds. Be silent and listen to/for instructions.

DROP WARNING (OUTSIDE)

Earthquake: Move away from buildings, take a protective position if possible.

Explosion/Chemical Attack: Take a protective position, or get behind any solid object; lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by authorized school personnel: maintenance and school administrators, and if applicable, police, fire, or city inspectors.

In the event the drinking water is unsafe, water valves will be turned off and the drinking fountains will be sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and the lead custodian.

ACTION: DIRECTED TRANSPORTATION

Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

DIRECTED TRANSPORTATION consists of loading students and staff into school buses, cars, and other means of transportation, and taking them from a danger area to a designated safety area. **DIRECTED TRANSPORTATION** is considered appropriate only when directed by the superintendent or designee, site administrator, police, fire, or OES. It may be appropriate for, but not limited to, movement away from:

- Fire
- Chemical & Biological Gas Alert
- Flood
- Fallout Area
- Blast Area
- Specific Man-Made Emergency (shooting, fire, etc.)

ACTION: GO HOME

GO HOME consists of :

- Dismissal of all classes
- Return of students to their homes in the most expedient manner possible

GO HOME is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, NIXLE alert, phone distribution lists, and district communications will occur.

ACTION: CONVERT SCHOOL

The District will engage in school or facility conversion to support the American Red Cross.

BUSD has established a Memorandum of Understanding (MOU) with the City of Santa Rosa. This MOU establishes the framework for a collaborative effort between the City and District to provide various facilities, equipment, and/or services following an emergency or disaster, including, without limitation emergency temporary mass care shelters for displaced community members, emergency medical treatment and/or inoculation sites, and logistic staging areas (including for food service and other critical supplies) for emergency response and recovery efforts.

The duration of this MOU has been established for five years from the date of signature.

The MOU appears in the Appendix of this document.

EARTHQUAKES

EARTHQUAKE PROCEDURES IN THE CLASSROOM OR OFFICE

At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.

You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until the ground movement ends. Be prepared to DROP, COVER, and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

EARTHQUAKE PROCEDURES IN OTHER PARTS OF THE BUILDING

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

EARTHQUAKE PROCEDURES WHILE OUTSIDE

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of

aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside the school building and individual classrooms:

1. The teacher or other person in authority shall implement the DUCK, COVER, AND HOLD ON action. Each student shall:
 - a. Get under equipment (desk, table, etc.) where available. Otherwise get next to an inside wall or under an inside doorway.
 - b. Drop to knees with back to the windows and knees together.
 - c. Hold onto the desk.
 - d. Bury face in arms, protecting the head. Close the eyes tightly.
 - e. Stay there until the procedure or emergency is over or until subsequent instructions are given. Such instructions will depend upon circumstances and the extent of damage to the buildings.
2. As soon as possible, teachers shall move the students away from windows and out from under heavy suspended light fixtures.
3. Teachers shall implement an action to LEAVE THE BUILDING when the earthquake is over, unlock and close the door, and make their way to the designated area on the blacktop. Teachers will take with them their class roll sheets and emergency supplies. Teachers shall ensure that students walk quietly and do not run.

Earthquake While on School Grounds

When an earthquake occurs, the following actions shall be taken if teachers and students are on school playgrounds:

1. The teacher, instructional aide or other person in authority shall direct the students to WALK away from buildings, trees, poles, or exposed wires.
2. The teacher shall implement the DUCK, COVER, AND HOLD ON action. Teachers and students shall cover their heads as much as possible, and close their eyes.
3. Teachers and students shall stay in the open until the earthquake is over, or until further directions are given.
4. Teachers/Instructional Aides will walk the children to the designated area on the blacktop. Students will be instructed to line up on their classroom numbers. Under no circumstances will students be allowed to return to the classrooms.

Subsequent Emergency Procedures

1. Teachers shall see that students avoid touching electrical wires that may have fallen.
2. Teachers or students shall not turn on/off any light after the earthquake until the area is declared safe.
3. Teachers shall render first aid if necessary.
4. Teachers shall take roll of their classes.
5. The principal shall see that guards are posted at a safe distance from all building entrances to see that no one reenters for any reason until the buildings are declared safe. Guards may be custodians, teachers, or students.
6. The principal shall direct the custodian to shut off water and gas to facilities, as necessary.
7. The principal shall request assistance as needed, through appropriate channels, from the county or city Office of Emergency Services or fire and police departments.
8. The principal shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.
9. The principal shall, if possible, contact the district office for further instructions.
10. The principal (in consultation with the superintendent) shall determine the advisability of closing the school, with the advice of the City Building Inspector, Fire Department, etc.
11. Following the quake, the principal and custodian shall inspect all buildings for safety in accordance with inspection procedures below.
12. If the building is safe for use, the principal or designee shall clear debris in order to resume educational activities as soon as possible.
13. Until such time as the buildings are safe for use, the principal shall provide educational facilities outside so that the educational program may be continued with as little interruption as possible.

FIRE

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

FIRE (INDOORS)

In the event that a fire is detected within a school building, use the following procedures:

- a. The Principal or Designee will:
 - Order an evacuation if the fire alarm doesn't work
 - Call 9-1-1
 - Notify the superintendent
- b. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.
- c. Teachers will close doors upon evacuating.
- d. Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/ Administrator.
- e. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
- f. The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.
- g. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

FIRE (NEAR A SCHOOL)

The Principal or designee shall:

- Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
- Notify the Fire Department by calling 911.
- Notify the superintendent's office.
- Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

POWER OUTAGE/ROLLING BLACKOUTS

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- **STAGE 1 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- **STAGE 2 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.
- **STAGE 3 EMERGENCY** indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to the (KSRO) 1350 AM, 96.9 FM, or 103.5 FM or (KCBS) 740 AM or 106.9 radio stations as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- ☐ Print each student's emergency card including contacts, allergies, and medication.
- ☐ Print attendance rosters for each class.
- ☐ Determine availability of portable lighting at site, i.e. flashlights & batteries.
- ☐ Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- ☐ Clear away materials and boxes from hallways and pathways.
- ☐ Check the school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- ☐ Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- ☐ Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- ☐ Plan alternative communication methods such as runners, cell phones, or radios.
- ☐ Develop a site plan such as a buddy system or chaperone, for restrooms or any other

necessary leave during this period.

- ☐ Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- ☐ Ask your staff and students to have seasonal warm clothing available.
- ☐ Use surge protectors for all computer equipment, major appliances and electronic devices.
- ☐ Organize a team to check the status of individuals in buildings and fires during the blackout.

DURING AN OUTAGE

CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.

- ☐ Sites are equipped with emergency cell phones and radios.
- ☐ If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building including checking for fires.
- ☐ Use a buddy system when going to the restrooms.
- ☐ DO NOT USE barbeques, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- ☐ DO NOT USE candles or gas lanterns.
- ☐ Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- ☐ Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

SHELTER-IN-PLACE

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- ☐ **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- ☐ **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- ☐ **LISTEN.** Remain quiet to hear critical instructions from school officials.
 - If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- ☐ Advise students to cover their mouths and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- ☐ A school official (or student if no official present) should close all vents and turn off ventilation systems. *The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.*
- ☐ Turn off all motors and fans. *Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.*
- ☐ Advise students to remain sheltered until the “all-clear” signal is given by a school or local official.

BOMB THREAT

THE PERSON RECEIVING THE BOMB THREAT WILL:

- ☐ Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.

Use the "**bomb threat checklist**" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions ☐ about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

- ☐ **When will the bomb explode and where is the bomb located?**
- ☐ Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- ☐ Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- ☐ Call 9-1-1. Give the following information:
 - ✓ Your name
 - ✓ Your call-back phone number
 - ✓ Exact street location with the nearest cross street
 - ✓ Nature of incident
 - ✓ Number and location of people involved and/or injured
- ☐ Notify the Superintendent's Office.
- ☐ Evacuate involved buildings using fire drill procedures. Principal must have the Superintendent's permission to evacuate the entire site.
- ☐ Implement a systematic inspection of the facilities to determine if everyone is out.
- ☐ Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- ☐ Maintain an open telephone line for communications.

- ☐ Secure all exits to prevent re-entry to buildings during the search period.
- ☐ Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- ☐ Re-occupy buildings only when proper authorities give clearance

INTRUDER ON CAMPUS

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- ☐ Have the person(s) under suspicion kept under constant covert surveillance.
- ☐ Approach and greet the intruder in a polite and non-threatening manner.
- ☐ Identify yourself as a school official.
- ☐ Ask the intruder for identification.
- ☐ Ask them what their purpose is for being on campus.
- ☐ Advise intruder of the trespass laws.
- ☐ Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- ☐ If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- ☐ If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on playground or grounds at brunch or lunch time:

- ☐ Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- ☐ Lock exit doors to the cafeteria/gym.
- ☐ Spread SHELTER IN PLACE or LOCKDOWN alarm throughout the rest of school as appropriate.

HOSTAGE SITUATION

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

❑ **Do not engage in a conversation or try to persuade the intruder to leave your classroom or school.** Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/ herself as being sane.

❑ If the intruder speaks to you or to your students, then answer him or her. **Do not provoke him or her.** Don't try to take matters into your own hands. Students should be told not to whisper to one another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

❑ Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access to a room, they should, depending on the situation, initiate Action "**TAKE COVER**" position or run in a zig-zag fashion to the staging areas and **STAY CALM.**

❑ If and when possible, call Administration and/or 9-1-1.

LOCKDOWN: ACTIVE SHOOTER

A Lockdown Alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and respond to the situation based upon the Active Shooter training and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Lockdown response is a partnership with local law enforcement.

Immediate actions should include:

- ☐ Students and staff go into classrooms/buildings or run to off-site evacuation areas.
- ☐ LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.
- ☐ Notify administration.
- ☐ Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.
- ☐ Administration notifies the Superintendent.

Intermediate activities:

- ☐ Place a red card under the door/in a window if you have a serious injury in the classroom.
- ☐ Take roll
- ☐ Conduct anxiety-reducing activities

Evacuation:

- ☐ Prepare students and yourself for a quick evacuation
- ☐ Follow directions of law enforcement when they arrive

POISONING, CHEMICAL SPILLS, HAZARDOUS MATERIALS

POISONING

If a student ingested a poisonous substance:

- ☐ Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- ☐ Call parents.
- ☐ Notify the Superintendent.

Following any emergency, notify the District Superintendent's Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

- ☐ Evacuate the immediate area of students and staff
- ☐ Determine whether to initiate Shelter In Place Protocol
- ☐ Secure the area (block points of entry)
- ☐ Identify the chemical and follow the procedures for that particular chemical.
- ☐ Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- ☐ Notify the District Office with the following information:
 - ✓ Date, time, and exact location of the release or threatened release
 - ✓ Name and telephone number of person reporting
 - ✓ Type of chemical involved and the estimated quantity
 - ✓ Description of potential hazards presented by the spill
 - ✓ Document time and date notification made
 - ✓ Emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- ☐ Locate a fire extinguisher and have present, should the need arise
- ☐ Place reflective triangles or traffic cones if in street or highway. **DO NOT LIGHT FLARES!**

- ☐ If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office for directions. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

Gasoline, Solvents, Motor Oil, Diesel Fuel, Kerosene, Anti-Freeze, Airborne Gasses/Fumes, Lacquer Thinner, Paint, Agricultural Spray, Paint Thinner, Stain, and Brake Fluid

Always call for assistance and:

- ☐ Extinguish all ignition sources
- ☐ Shut off main emergency switch to fuel pump, if appropriate
- ☐ Move appropriate fire extinguishing equipment to area
- ☐ If possible, contain the spill to prevent further contamination
- ☐ Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the District Office Maintenance Department.

Staff and students will evacuate the area immediately, if appropriate. **Move uphill, upwind, upstream if possible.**

VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- ☐ Shut off emergency switch
- ☐ Avoid skin contact

- ☐ Isolate the spill from people and vehicles by blocking all points of entry
- ☐ Stop and evaluate any hazards
- ☐ Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- ☐ Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY
- ☐ Take care of any injured
- ☐ Notify the District Office.
- ☐ If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- ☐ Date, time, and exact location of the release
- ☐ Name and telephone number of persons reporting the release
- ☐ The type of fuel spilled and the estimated quantity
- ☐ Description of potential hazards presented by the fuel spill
- ☐ Document the time and date notification was made and the information provided
- ☐ A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this Report.

EMERGENCY EVACUATION ROUTES AND PROCEDURES

In an Emergency Building Evacuation all employees will:

- ☐ Upon emergency alert, secure work area and depart/report to assigned area.
- ☐ Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- ☐ DO NOT re-enter the building without permission or request of emergency service authorities.
- ☐ Remain in the general assembly areas and calm students if not assigned another duty.
- ☐ When signaled to re-enter safe areas of the school, quickly do so.
- ☐ Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

- ☐ Upon alert, assemble students for evacuation using designated routes and account for all students.
- ☐ Secure room.
- ☐ If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- ☐ Upon arrival at the assembly area, account for all students.
- ☐ Secure medical treatment for injured students.
- ☐ Report any students missing or left behind because of serious injuries.
- ☐ Stay with and calm students.

- ☐ If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- ☐ Check room and report anything amiss to the Team Leader and/or Operations Chief.
- ☐ Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- ☐ Notify the Superintendent of the campus evacuation.
- ☐ Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- ☐ Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

MEDICAL EMERGENCIES

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

RESCUE BREATHING

- ☐ Gently tilt the head back and lift the chin to open the airway.
- ☐ Pinch the nose closed.
- ☐ Give two slow breaths into the mouth.
- ☐ Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- ☐ If you are doing the procedure correctly, you should see the chest rise and fall.

TO STOP BLEEDING

- ☐ Apply direct pressure to the wound.
- ☐ Maintain the pressure until the bleeding stops.
- ☐ If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- ☐ If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

TREATMENT FOR SHOCK

- ☐ Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- ☐ Attempt to rule out a broken neck or back.
- ☐ If no back or neck injury is present, slightly elevate the person's legs.

CHOKING

- ☐ Stand behind the person.
- ☐ Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- ☐ Grasp your fist with your other hand, give an abdominal thrust.
- ☐ Repeat until the object comes out.
- ☐ If required, begin rescue breathing.

TRIAGE GUIDELINES

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the emergency medical services response time, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (**S**imple **T**riage **A**nd **R**apid **T**reatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities	
Highest Priority - RED TAG	
1. Airway and breathing difficulties	
2. Cardiac arrest	
3. Uncontrolled or suspected severe bleeding	
4. Severe head injuries	
5. Severe medical problems	
6. Open chest or abdominal wounds	
7. Severe shock	
Second Priority - YELLOW TAG	
1. Burns	
2. Major multiple fractures	
3. Back injuries with or without spinal cord damage	

Third Priority - GREEN TAG	
1.	Fractures or other injuries of a minor nature
Lowest Priority - BLACK	
2.	Obviously mortal wounds where death appears reasonably certain
3.	Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial contact

- ☐ Identify self, and direct all patients who can walk to gather and remain in a safe place.
Tag these people **GREEN**
- ☐ Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- ☐ If absent, open airway to see if breathing begins
- ☐ If not breathing, tag **BLACK** (dead) DO NOT PERFORM C P R
- ☐ If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- ☐ If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- ☐ Use the capillary refill test to check radial (wrist) pulse
- ☐ If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- ☐ If capillary refill is less than 2 seconds, or radial pulse is present, go to the next step.
- ☐ Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- ☐ Use simple commands/tasks to assess
- ☐ If patient cannot follow simple commands, tag **RED**
- ☐ If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- ☐ This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

SUICIDE

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do

- Listen** to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.
- Observe** the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
- Ask** whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
- Get Help** by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.
- Stay** with the person. Take the person to a CRT member and stay with that person for awhile. The person has placed trust in you, so you must help transfer that trust to the other person.

Don't

- Don't** leave the person alone for even a minute.
- Don't** act shocked or be sworn to secrecy.
- Don't** underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.
- Don't** let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.
- Don't** take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

MASS CASUALTY

In the event of a Mass Casualty Incident (MCI):

- ☐ Determine what the problem is and **call 9-1-1** for local emergency services.

Note: A casualty is a victim of an accident or disaster.

- ☐ Identify the problem and give the school address.
- ☐ Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- ☐ Determine if the problem will continue or if it is over.
- ☐ Notify the Superintendent's Office.
- ☐ School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine the exact nature of the incident.
- ☐ Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- ☐ Keep calm, reassure students.
- ☐ Fire Department will notify appropriate agencies for additional help.
- ☐ Crisis Team will convene.
- ☐ Contact the Superintendent to determine the need to send students home.

PATIENT TRACKING SHEET MASS CASUALTY

Page _____

Hospitals: KSR - Kaiser Santa Rosa
 SSR - Sutter Santa Rosa
 SJM - Saint Joseph Memorial Santa Rosa
 PV - Petaluma Valley
 PDHS - Palm Drive Hospital Sebastopol

Paramedic Tag #	Victim Name	Student ID #	Time of Departure	Hospital

SIGNED:

DATE:

BIO TERRORISM

ANTHRAX THREAT

How to identify suspicious letters or packages:

- ✓ Excessive postage
- ✓ Handwritten or poorly typed addresses
- ✓ Incorrect titles
- ✓ Title, but no name
- ✓ Misspellings of common words
- ✓ Oily stains, discolorations or odors
- ✓ No return address
- ✓ Excessive weight
- ✓ Lopsided or uneven envelop
- ✓ Protruding wires or aluminum foil
- ✓ Excessive security material such as masking tape, string, etc.
- ✓ Visual distractions
- ✓ Ticking sound
- ✓ Marked with restrictive endorsements, such as "Personal" or "Confidential."
- ✓ Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as "Anthrax":

- ☐ Do not shake or empty the contents of any suspicious envelope or package.
- ☐ Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- ☐ If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- ☐ Then leave the room and close the door, or section off the area to prevent others from entering.
- ☐ Wash your hands with soap and water to prevent spreading any powder to your face.

- ☐ If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- ☐ List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface:

- ☐ Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.
- ☐ Leave the room and close the door or section off the area to prevent others from entering.
- ☐ Wash your hands with soap and water to prevent spreading any powder to your face.
- ☐ If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.
- ☐ Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.
- ☐ Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.
- ☐ If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol:

(Examples: small devices triggered warning that air handling systems are contaminated, or warning that a biological agent is released in a public space.)

- ☐ Turn off local fans or ventilation units in the area.
- ☐ Leave the area immediately.
- ☐ Close the door or section off the area to prevent others from entering.
- ☐ **Move upwind, uphill, upstream.**
- ☐ If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- ☐ Shut down air handling systems in the building if possible.
- ☐ If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

BOTULISM

Botulism infection is extremely rare, with fewer than 200 cases report in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Foodborne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalation Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of foodborne botulism, except that the gastrointestinal signs sometimes associated with foodborne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

SMALLPOX

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

CHAPTER 9: STUDENTS WITH SPECIAL NEEDS

EMERGENCY PLANNING

Planning for students with special needs before, during and after an emergency is essential to ensure both student and staff safety while mitigating hazardous situations. School staff, which may include administrators, teachers, education specialists, psychologists, paraprofessionals, nurses, and maintenance personnel, work collectively to consider the visual, communication-related, mobility-related, cognitive, attentional and emotional needs of students with special needs during emergency situations. Teams takes the following course of action when planning and preparing for students with special needs during an emergency:

- Identify students' special needs
- Maintain a confidential roster of students with special needs
- Build upon current accommodations, modifications, and services
- Teach students with special needs emergency response strategies
- Inform and train adults

IDENTIFYING STUDENTS' SPECIAL NEEDS & CREATION OF A CONFIDENTIAL ROSTER

The staff planning team determines which students will require additional support during emergency situations and determines the specific needs of the individual students at their respective school sites. A confidential roster is created that describes each student's physical and emotional needs during an emergency. This roster is critical as it details the specific medications, accommodations, and accessories required by the student during the emergency event. Once the team has created the list, the education specialist and/or teacher creates an Emergency Go-Kit that contains the emergency items in addition to the necessary sensory toys, soundproof headphones, medications, and activity materials/toys (books, coloring books, crayons, stress balls, etc.). This roster and Emergency Go-Kit accompany the staff and students in the event of an emergency.

BUILDING UPON CURRENT ACCOMMODATIONS, MODIFICATIONS, AND SERVICES

The planning team considers the students' Individualized Education Plan and 504 accommodations when developing goals, objectives, and courses of action. Teams discusses potential accommodations including:

- Supervision during transitions; adult one-to-one assigned to student
- Simple instructions in multiple modalities that are practiced in nonemergency situations
- A pre-identified quiet place for a student to self-regulate
- Fidget items/Sensory toys
- Food items
- Access to sanitation/handwashing stations and hand sanitizer
- A peer buddy system

- Access to emergency medications/medication management
- Access to noise-canceling headphones
- Assigned seating accommodations during an emergency situation

Teams will also consult with parents, caregivers, and the students with special needs to help them best meet the needs of the identified student. Creating a partnership among the student, family, and school team to ensure safety is a crucial factor in the safety plan.

TEACHING EMERGENCY RESPONSE STRATEGIES

Emergency response training will be provided to students with special needs and the staff responsible for their care. Students and staff must learn ways to communicate with safety partners in case of a separation from their caregivers; be able to communicate specifics regarding their special needs; and use any necessary tools, such as evacuation equipment, visual aids, administration of medication, and use of accessory items.

Routine drills will be administered to allow for ample time to practice responses to emergency scenarios. To the greatest extent possible, these drills will be discussed at an age-appropriate level with the students prior to their administration. Teachers may use assistive technology, social stories, picture cards, sensory materials and other tools to teach students what to expect and how to respond during an emergency.

Staff must consider the unique needs of children with special needs when conducting drills. Staff must take into account that students in motorized wheelchairs will require practice with evacuation routes, and students on the spectrum or students with sensory integration issues may require extra support dealing with loud noises, bright lights, etc.

Sites may collaborate with community partners in non-emergency settings to allow for opportunities of interaction and relationship building to help students become comfortable and at ease prior to drills.

INFORM AND TRAIN ADULTS

Staff is trained on the courses of action required to support students with special needs during an emergency. Staff is made aware of their responsibilities in meeting the students' needs and how to communicate with community partners in the event of an emergency. Staff review the safety procedures and discuss how specific actions will affect the students in regards to access, functional needs including required medications, wayfinding, evacuation assistance, personal assistance services, and supporting those who may experience severe anxiety during traumatic events. Training includes discussions regarding all types of emergency scenarios. The team discusses the possible threats and hazards of these scenarios and assesses the risks and vulnerabilities of the situation. Supporting children with special needs during an emergency requires a multifaceted and collaborative approach that involves all key stakeholders.

SCHOOL EMERGENCY EVACUATION PLANNING CHECKLIST STUDENTS WITH SPECIAL NEEDS		
Please answer the following questions to help you prepare for an emergency.	YES	NO
Is your roster of your students with special needs complete and up-to-date?		
Have you identified the medical needs of your students and their medication schedules?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Have multiple evacuation sites been identified that are accessible to students/staff?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for students?		
Have you identified any necessary tools such as personal response plans, evacuation equipment, or visual aids for students?		
Have you identified all of your communication needs for your students?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Has a "peer support system" been developed for students?		
Have you been trained, trained staff on proper lifting techniques?		
Have students and families been encouraged to provide 72 hour medications?		
Is your Emergency Go-Kit equipped with all of the necessary tools and items including sensory toys, soundproof headphones, medications, and activity materials?		
Have you contacted additional support staff to help provide services to students during an emergency (school counselor, psychologist, nurse)?		
Have you contacted your site administrator with any additional needs you may have to support your students in an emergency?		

CHAPTER 10: INCIDENT COMMAND SYSTEM

RESPONSIBILITIES FOR A SCHOOL DISASTER

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

MAJOR CONCEPTS AND COMPONENTS

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called *Management, Planning, Operations, Logistics, and Finance/Administration*.

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the *Incident Commander* or *School Commander*.

No one person should supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under *Operations*, however.

Common terminology:

All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known *before* a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording.

HOW ICS FUNCTIONS

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- Reduces the incidence of ineffective coordination and communications, and

avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

Primary Incident Command System Functions:

Incident/School Commander (The "leader")

The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the school district. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (The "doers")

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (The "thinkers")

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

Logistics Section (The "getters")

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The "collectors")

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

Unified Command Structure

Unified Command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command

- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-Designated Incident Facilities

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

INCIDENT COMMAND CENTER TEAMS

Each designated site is responsible for the continual updating and review of their respective Incident Command System's Organizational Chart. Each of the site's ICS Chart is included in the appendix of this document.

The sites have designated locations for Command Posts, Mass Care Centers, and Evacuation Centers. Emergency Response Teams oversee Operations, Student Staging Areas, Planning, Logistics, and Finance.

In the event of an emergency, the District and Sites' emergency communications system will be activated.

EMERGENCY COMMUNICATIONS

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

EMERGENCIES WITHIN A SCHOOL:

Internal communications will be via:

- ☐ Public address systems
- ☐ Emails
- ☐ Message runner
- ☐ District telephone/emergency radio to administration offices

External communications will be via:

- ☐ The main communications network
- ☐ News bulletins, as needed, by appointed personnel only

EMERGENCIES AFFECTING TWO OR MORE SCHOOLS:

In-district communications will be via:

- ☐ Telephone, if operable
- ☐ District internal communications
- ☐ Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open.

- ☐ Use established communication channels to keep employees, students, parents, essential communicators and community informed.

- ❑ Keep secretaries briefed on situation changes and what to tell people who phone the School District.
- ❑ Hold briefings with employees, labor association leaders, Board President, school site leadership and other key communicators.
- ❑ Enact telephone tree in order to communicate updates.
- ❑ Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed.
- ❑ Supply Superintendent's office and public information offices with a copy of each bulletin.

WORKING WITH THE NEWS MEDIA

- Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.
- News media personnel are not to be on school grounds, except in designated areas.
- Staff is to report any news media personnel that appear elsewhere on campus to the principal/incident commander.

RECOVERY

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, Sonoma County Mental Health and the agencies working under its umbrella are available to support schools.

Numerous agencies under the Sonoma County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase, faith-based, private and public school have agreed that:

- (1) Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the Sonoma County Mental Health Department before reporting to their assigned campuses.
- (2) In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or designee can notify the Sonoma County Mental Health Department.
- (3) The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.
- (4) The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.
- (5) In police, fire or district debriefings with school staff, parents and impacted students, a representative from the Sonoma County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

(6) In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

MENTAL/SOCIAL SUPPORTS CONTACTS

ORGANIZATION	PHONE NUMBER
Sonoma County Department of Health Services; Mental Health Services	(707) 565-6900 (800) 870-8786
Sonoma County Department of Health Services; 24 Hour Crisis Services	(707) 576-8181
24 Hour Suicide Prevention Hotline	(855) 587-6373
Sonoma County Sheriff	Call 911 or Non-Emergency (707) 565-2121
Santa Rosa Police Department	Call 911 or (707) 543-3600 or Non-Emergency: (707) 528-5222

APPENDICES

Emergency Responder Contact Information	
In the event of an EMERGENCY dial 9-1-1	
Non-Emergency Contact Information	
(707) 543-3600	Santa Rosa Police Department
(707) 528-5222	SRPD Non-Emergency Dispatch Line *Treated like 911 if calling from a cell phone
(707) 565-2121	Sonoma County Sheriff
(707) 641-8300	Sonoma County CHP
(707) 565-7100	Animal Control
(707) 543-3500	Santa Rosa Fire Department
(707) 528-5151	SRFD/Ambulance Non-Emergency Dispatch Line
(707) 543-3525	Santa Rosa City Emergency Management
(707) 565-1152	Sonoma County Department of Emergency Management
(707) 565-4304	Child Protective Services
(800) 222-1222	Poison Control
<p><u>Bellevue and Taylor Mountain Elementary</u> are under the County of Sonoma jurisdiction and would call the Sonoma County Sheriff or Sonoma County Department of Emergency Management.</p> <p><u>Meadow View and Kawana Springs Elementary</u> are under the City of Santa Rosa jurisdiction and would call Santa Rosa Police Department or Santa Rosa Fire Department/Ambulance.</p> <p>*Note: The surrounding neighborhoods to Taylor Mountain Elementary are under the City of Santa Rosa jurisdiction. Some of the surrounding neighborhoods to Kawana Springs Elementary are under the County of Sonoma jurisdiction.</p>	

[Emergency Go-Kits for Classrooms](#)

https://rems.ed.gov/docs/EmergencyGoKitsFactSheet_508C.pdf

OPERATIONS

Incident Chief/Cood.:

ina Craig
mate: Angela Grenier

Communications Team:

ina Craig
atasha Simpson

ch & Rescue Team: Trained S&R
omnel who are physically capable.
ardonio Mondragon
mber MacLean

Aid Team:

illy Ramirez
lanca Ramirez
ned in CPR/First Aid:
1 Pelot

ent Release/Staff Accounting Team:

arina Martinez
ny Flores

imply/Shelter Team:

ardonio Mondragon
stavio Mondragon

INCIDENT COMMANDER/ MANAGEMENT

Incident Commander/EOC Director: Nina Craig

- Principal or Designee
1. Open EOC.
 2. Establish communication with all Coordinators and PIO.
 3. Coordinate all functions during emergency until relieved by Superior IC.
 4. Responsible for overall policy decisions & coordination of all activities.
 5. Communicate directly with city, county office or OES Office of Emergency Services.

Public Information Officer (PIO):

1. Michael Kellison or Superintendent Designee

Safety Officer:

1. Bill Jerub
2. Carrie Boyce

Liaison:

1. Julie Synyard
2. Angela Grenier

LOGISTICS

Section Chief/Cood.:

1. Gustavo Hernandez

PLANNING/INTELLIGENCE

Section Chief/Cood.:

1. Angela Grenier
Alternate: Carrie Boyce

FINANCE/ADMIN

Section Chief/Cood.:

1. Chris Kim or Designee

Food/Water/Supplies Team:

1. Gustavo Hernandez
2. Chelsy Carillo
3. Student Supervisors

Situation Status Team:

1. Nina Craig
2. Karina Martinez

Record Keeping Team:

1. District Office

Documentation Team:

1. Ashley Bridges

Transportation Team:

1. Gina Barnes
2. Emma McBride

Security/Fire Inspection/Maintenance:

1. Mardonio Mondragon

Bellevue Elementary School
Incident Command System
2022-2023

NOTE: This flowchart is to be used by school districts as a general guide in determining staffing of Emergency Operations Center Teams. Each school or district is responsible for coordinating all emergency response efforts with local & state agencies using the Standardized Emergency Management System.

OPERATIONS

Incident Chief/Cood.:

Gennifer Caven
Alternate: Lucelene Jaimes Perez

Communications Team:

Isana Bradley
Denise McCullough
District Office

Search & Rescue Team: Trained S&R personnel who are physically capable. Custodians and PE teachers

Aid Team:

Iska Corrales, Michelle Williams, Dayana Barajas, Jasmine Hernandez, Lizette Gopar, Griselda Rivera, Anahi Partida

Event Release/Staff Accounting Team:

Isana Bradley
Michelle Williams
Iska Corrales

Shelter/Relief Team:

Isabelly Soriano
Jenny Duarte
Ariel Duncan
Isa Martin
Limon Baeza Calderon

INCIDENT COMMANDER/ MANAGEMENT

Incident Commander/EOC Director: Denise McCullough, Principal

Alternate: Gennifer Caven

1. Open EOC.
2. Establish communication with all Coordinators and PIO.
3. Coordinate all functions during emergency until relieved by Superior IC.
4. Responsible for overall policy decisions & coordination of all activities.
5. Communicate directly with city, county office or OES Office of Emergency Services.

Public Information Officer (PIO):

1. Michael Kellison - Supt. or Designee

Safety Officer:

1. Bill Jerab

Liaison:

1. Julie Syntard

LOGISTICS

Section Chief/Cood.:

1. Susana Bradley
Alternate: Michelle Williams

PLANNING/INTELLIGENCE

Section Chief/Cood.:

1. Lucelene Jaimes Perez

FINANCE/ADMIN

Section Chief/Cood.:

1. Chris Kim or Designee

Food/Water/Supplies Team:

1. All unassigned staff members, volunteers, substitutes available to be assigned by the Logistics team as needed

Situation Status Team:

1. Staff as needed
Crisis Intervention/Care & Comfort:
1. Magali Barajas, Griselda Rivera, Alondra Plancarte, Marygrace Ahern

Record Keeping Team:

1. Staff as needed

Documentation Team:

1. Staff as needed

Transportation Team:

1. West County Transportation; staff as needed

Kawana Springs Elementary Incident Command System 2022-2023

Security/Fire Inspection/Maintenance:
1. Enrique/Custodian, Juan Pablo Carrillo

NOTE: This flowchart is to be used by school districts as a general guide in determining staffing of Emergency Operations Center Teams. Each school or district is responsible for coordinating all emergency response efforts with local & state agencies using the Standardized Emergency Management System.

OPERATIONS

Incident Chief/Cood.:
Luzanne Bethel

Communications Team:
Isabel Luna

Search & Rescue Team: Trained S&R personnel who are physically capable.
Ed Tolks
Martin Calderon
Ricente Sosa
Cyle Davidson

First Aid Team:
Isabel Luna
Lynndi Chapman

Student Release/Staff Accounting Team:
Luzanne Ramirez
Isabel Hernandez

Assembly/Shelter Team:
Luzanne Mondragon
Peter Jamarillo

INCIDENT COMMANDER/ MANAGEMENT

Incident Commander/EOC Director: Jean Walker
Principal or Designee

1. Open EOC.
2. Establish communication with all Coordinators and PIO.
3. Coordinate all functions during emergency until relieved by Superior IC.
4. Responsible for overall policy decisions & coordination of all activities.
5. Communicate directly with city, county office or OES Office of Emergency Services.

Public Information Officer (PIO):
1. Michael Kellison or Superintendent Designee

Safety Officer:
1. Bill Jereb

Liaison:
1. Julie Synyard

LOGISTICS

Section Chief/Cood.:
1. Ellana Silva
2. Christine Brito

Food/Water/Supplies Team:
1. Donna Rimmel
2. Agueda Becerra

Transportation Team:
1. Natali Ramirez

Security/Fire Inspection/Maintenance:
1. Lidefonso Mondragon
2. Peter Jamarillo

PLANNING/INTELLIGENCE

Section Chief/Cood.:
1. Sarah Goodin
2. Suzanne Bethel

Situation Status Team:
1. Isabel Luna
Crisis Team:
1. Mark Bunnell
2. Shari Byers-Gith

Documentation Team:
1. Sofia Diaz

Section Chief/Cood.:
1. Chris Kim or Designee

Record Keeping Team:
1. Ashley Johnson

Meadow View Elementary School
Incident Command System
2022-2023

NOTE: This flowchart is to be used by school districts as a general guide in determining staffing of Emergency Operations Center Teams. Each school or district is responsible for coordinating all emergency response efforts with local & state agencies using the Standardized Emergency Management System.

Taylor Mountain Elementary School Incident Command System Leadership 2022-23

MANAGEMENT

Incident Commander: Margaret Jacobson Alternate: Genevieve Walker

OPERATIONS	LOGISTICS	PLANNING/INTELLIGENCE	FINANCE/ADMIN	PIO--District office staff
Section Chief: Becky Hansen Alternate 1: Tiffany Kampann	Section chief: Amber Everson 1. Carolyn West 3. Nancy Radcliffe	Section Chief: Tony Pennacchio Alternate 1: Kelly Fitzgerald-Dimsho	Section Chief: Margaret Jacobson Alternate 1: Julie Roza	SAFETY OFFICER: Julie Roza, Bismark
Assembly/Shelter Team: 1. Kelly Evans 2. Dale Killilea 3. Jeremiah Clements 4. Kristin Roza	Supplies & Staffing Team: 1. Olivia Baldwin and Cool School Staff 2.	Documentation Team: 1. Julie McMurtie 2. Rosie O'Brien	Recordkeeping Team: Staffed as needed Julie Roza Bismark, Custodial Staff	LIAISON OFFICER: Julie Roza
Crisis Intervention/Care Comfort Team: 1. Gabby Gachet 2. Colleen Campbell 3. Bettina Miller 4. Jackie Martinez 5. Molly Brown	Transportation Team: 1. Olivia Baldwin and Cool School Staff	Situation Status Team: 1. Julie Roza		Staff to watch students and help with finding students to release: Reiley Obedin Kristi Slayback Linda Jensen Kailee Silacci Elysa Bravo Katie Finkbeiner Jeanise Eisenmann Diana Avila Suzi O'Rear Mary Ellen Pastorino
First Aid Team: 1. Dominic Messimore 2. Gloria de Souza 3. Laura Gomez 4. Mary Des Chenes 5. Janet Lebaro				Staff to monitor perimeter: Maria H-- Luz Maria G Alexa Aquino Maria C Lorena L Erika B Bella Hoffman Melissa M
Maintenance/Fire/Site Security: 1. Bismark Torres 2. Ruben Cuevas				STOP SIGN at Crosswalk to cross students to off site evac: Rick Davey/Joe Trombetta Melissa Maples Natalia Aguilar
Search & Rescue Team: 1. Chris Wilson 2. Gabe Hernandez				
Student Release/Staff Accounting Team: 1. Hope Leon 2. Elida Guerrero 3. Amber Solbakken 4. Katy Edson				
Communications Team: 1. Margaret Jacobson 2. Julie Roza				

Bellevue Union School District

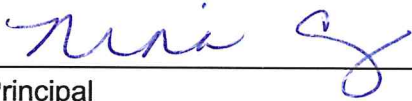
Safety Plan Signature Page

2022-2023

The undersigned members of the Bellevue Union School District Safety Planning Committee certify that the requirements of the SB 187 Comprehensive School Safety Plan have been met.



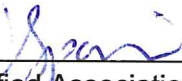
Director of Maintenance and Operations



Principal



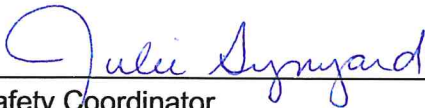
Teachers Association Representative (Bellevue Education Association)



Classified Association Representative (CSEA)



Parent Representative



Safety Coordinator

Reviewed by Law Enforcement: Sergeant Summer Gloeckner

Reviewed by Fire Department Official: Division Chief Paul Lowenthal

Comprehensive School Safety Plan

2022-2023

School Year

District: Bellevue Union School District


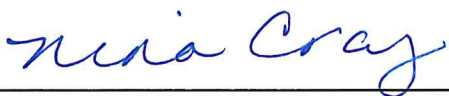
District Code: 49706150000000

Address: 3150 Education Drive, Santa Rosa, CA 95407

Date of Approval: January 25, 2023

Date of Review: January 25, 2023

Approved By:

Name	Title	Signature	Date
Bill Jereb	Director of Maintenance and Operations		1/25/23
Paula Hernandez	Parent		1/25/23
Erika Corrales	Parent		1/25/23
Elida Guerrero	Parent		1/25/23
Rebecca Hansen	Certificated Representative		1/25/23
Jennifer Spain	Classified Representative		1/25/23
Nina Craig	Principal Representative		1/25/23
Jean Walker	Principal Representative		1/25/23
Julie Synyard	Safety Coordinator		1/25/23

Comprehensive School Safety Plan

**2022-2023
School Year**

School: Meadow View Elementary

CDS Code: 49706156115695



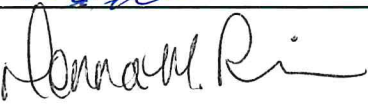


District: Bellevue Union School District


Address: 2665 Dutton Meadow, Santa Rosa, CA 95407

Date of Update: December 12, 2022

Date of Review: December 12, 2022

Approved By:

Name	Title	Signature	Date
Cody Hawkins	President		12/18/23
Nikigiovanni Seems-Rogers	Parent	Nikigiovanni Seems-R.	1/19/23
Norma Velarde	Parent		12/16/22
Donna Rinnels	Classified Representative		12/14/22
Karen Corwin	Certificated Representative		
Hugh Brown	Certificated Representative		12/16/22
Paula Hernandez	ELAC Representative		12/13/22

Jean Walker	Principal		12/13/22

Comprehensive School Safety Plan

**2022-2023
School Year**

School: Kawana Springs Elementary

CDS Code: 49706156051593

District: Bellevue Union School District

Address: 2121 Moraga Drive, Santa Rosa, CA 95404

Date of Update: December 15, 2022

Date of Review: December 15, 2022

Approved By:

Name	Title	Signature	Date
<i>Zede Becker</i>	President	<i>Zede Becker</i>	1/26/23
Alanya Navaro	Parent	<i>Alanya Navaro</i>	1/26/23
Holly Cumbie	Parent	<i>Holly Cumbie</i>	1/26/23
<i>Erika Corrales</i>	Classified Representative	<i>Erika Corrales</i>	1/26
<i>Magali Barajas</i>	Certificated Representative	<i>Magali Barajas</i>	1/26
Juan Pablo Carrillo	Certificated Representative	<i>Juan Pablo Carrillo</i>	1/27
<i>Adrian Zeng</i>	ELAC Representative	<i>Adrian Zeng</i>	1-27

Denise McCullough	Principal	<i>Denise McCullough</i>	1/26/23

Comprehensive School Safety Plan

**2022-2023
School Year**

School: Bellevue Elementary

CDS Code: 49 70615 6051585

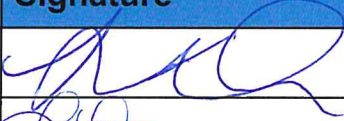

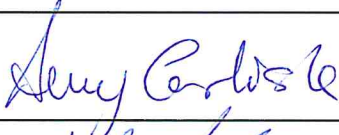
District: Bellevue Union School District

Address: 3223 Primrose Avenue, Santa Rosa, CA 95407

Date of Update: January 23, 2023

Date of Review: January 23, 2023

Approved By:

Name	Title	Signature	Date
Vernica Hermosillo	President		1/23/23
Lisa Lopez	Parent		1/23/23
	Parent		
Amy Carlisle	Classified Representative		1/23/23
Stephanie Gerde	Certificated Representative		1/23/23
Ashley Bridges	Certificated Representative		1/23/23
	ELAC Representative		

Nina Craig	Principal	Nina Craig	1-23-23
Celeste King	Certificated Rep	Celeste King	1-23-23

Comprehensive School Safety Plan

**2022-2023
School Year**

School: Taylor Mountain Elementary

CDS Code: 49 70615 0113506




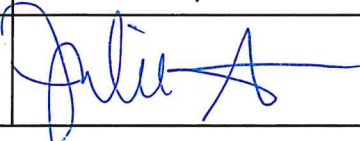
District: Bellevue Union School District

Address: 1210 East Bellevue Avenue, Santa Rosa, CA 95407

Date of Update: January 9, 2023

Date of Review: January 9, 2023

Approved By:

Name	Title	Signature	Date
Shana Mendoza	President		1-9-23
Laura Gomez	Parent		
Karina Valencia	Parent	Karina A. Valencia H.	1-9-23
Elida Guerrero	Classified Representative		
Amber Solbakken	Certificated Representative		
Colleen Campbell	Certificated Representative	Colleen Campbell	1/9/23
Julie McMurtrie	Certificated Representative		

Blanca Orozco Pulido	ELAC Representative	<i>Blanca O.</i>	<i>1-9-23</i>
Margaret Jacobson	Principal	<i>Margaret Jacobson</i>	<i>1-9-23</i>

Kawana Spring Elementary School Site Council (SSC) Meeting

The meeting of the School Site Council (SSC) will be held on:

When: December 15, 2022

Where: Kawana Springs Library

Time: 2:50-3:50 P.M.

AGENDA

1. Review/Approval of Comprehensive Safety Plan
2. Student Data Review
3. Monitoring of School Plan for Student Achievement Goals

We are looking forward to seeing you at the meeting! If you would like to comment during Public Announcements, you may join our meeting and share your comment. Comments are limited to 2 minutes. You may also submit a comment (300 word limit) in writing to dmccullough@busd.org to be read aloud by an SSC member.

Bellevue Union School District
School Site Council
Summary of discussion/action(s) taken
Taylor Mountain Elementary ~ 2022-23

Item	Date(s) when item discussed	Notes/ Parent Advice/Input/Comments
<i>Approval of Minutes</i>	11-7-22 1-9-23	NA 7 Ayes 7Ayes
<i>Announcements</i>	11-7-22 1-9-23	Pozole Night in December Family Game Night: Jan. 20, 2023 Family Formal Dance: Feb. 10, 2023
<i>Admin ~Member Annual Training</i>	7-29-22	Admin Training
<i>Officer Elections</i>	9-12-22	Shana Mendoza confirmed as President , 10 ayes
<i>Parent Compact Family Engagement Policy</i>	11-7-22	Vote to affirm: 7 Ayes
<i>Comprehensive School Safety Plan</i>	1-9-23	Comprehensive School Safety Plan Presentation by Julie Synard. Questions and concerns were brought up and addressed: keeping gates secured at dismissal and during Cool School; cameras are in place; classroom doors can be locked by teachers from the inside. Approved 7 ayes
<i>School Plan for Student Achievement (SPSA)</i>	9-12-22	Review of Goals and presentation of baseline data for each goal

Bellevue Union School District

School Site Council

<i>School Site Needs (Needs Assessment) Parent Survey</i>	9-12-22	Review of Family Engagement Goal/Building Community. Brainstorm of monthly activities to increase family/school engagement.
	11-7-22	
	1-9-23	Share community engagement calendar of events Youth Truth Survey window is open; messaging and survey link has been sent to all families via Blackboard connect, on website and and on social media.
<i>Student Data Review Improving Student Achievement</i>	9-12-22	Presentation of STAR Data for beginning of year, Gr 1-6; reclassification goal in numbers
	11-7-22	Update of 1st trimester progress in reading, EL reclassification, and family engagement activity calendar
<i>Title I Meeting</i>	August 31, 2022	Parent Welcome Meeting- Title I Meeting
<i>Input from ELAC</i>	9-12-22	Introduction of ELAC reps and DELAC representative
	1-9-23	Superintendent worked with ELAC committee to facilitate roundtable brainstorm activity for improvement for student programs, facilities, and community engagement
<i>Adjourned</i>	9-12-22	3:40 pm
	11-7-22	3:35 pm
	1-9-23	3:28 pm

School Site Council (SSC) Meeting

The meeting of the School Site Council (SSC) will be held on:

When: December 12th, 2022

Where: Conference room

Time: 3:00-4:00 P.M.

AGENDA

1. Welcome
2. Review and accepts, minutes from Nov meeting
3. [Comprehensive Safety Plan](#)
4. Brainstorm needs assessment
5. Communication to and from the English Learner Advisory Committee (ELAC)

We are looking forward to seeing you at the meeting! If you have any questions, please call Mrs. Walker @ 541-3715.

Bellevue Elementary
School Site Council Meeting
January 23, 2023
4pm

- | | | | | |
|----|------------------------|---------|----------------|---------|
| I. | Call to Order: 4:03 pm | 1/23/23 | Aimee Carlisle | |
| | Time | Date | | By Whom |
-
- II. Role Call of member (sign in sheet)
 - III. Changes/additions to agenda
 - IV. Approval of Minutes of Meeting of November 14, 2023
 - V. Opportunity for Public Input
 - VI. Committee Reports - none
 - VII. Agenda Calendar Items
 - 1. Review Comprehensive Safety Plan
 - 2. Provide Input for Comprehensive Safety Plan
 - 3. Approve Comprehensive School Site Safety Plan
 - 4. Confirm Upcoming Meeting Dates
 - VIII. Announcements
 - a. Next meeting: March 13, 2023

**MEMORANDUM OF UNDERSTANDING
BETWEEN THE CITY OF SANTA ROSA AND
THE BELLEVUE UNION SCHOOL DISTRICT FOR EMERGENCY RESPONSE**

This Memorandum of Understanding for Emergency Response ("MOU") is made on September 13, 2022 ("**Effective Date**") by and between the City of Santa Rosa, a municipal corporation located at 100 Santa Rosa Avenue, Santa Rosa, CA 95404 ("**City**") and the Bellevue Union School District located at 3150 Education Drive, Santa Rosa, CA 95407 ("**District**"). City and District are sometimes referred to individually as "**Party**" and collectively as "**Parties**".

RECITALS

A. This MOU, along with its supporting exhibits and addendum, provide the framework for a collaborative effort between the City and District to provide various Facilities, Equipment and/or Services following and emergency or disaster (both hereinafter referred to as "**Emergency**"), including, without limitation emergency temporary mass care shelters for displaced community members, emergency medical treatment and/or inoculations sites, and logistic staging areas (including for food service and other critical supplies) for emergency response and recovery efforts (collectively, "**Emergency Response**").

B. Now, therefore, City and District agree as follows:

AGREEMENT

Section 1. SCOPE OF EMERGENCY RESPONSE

- A. Facilities, Equipment and Services Defined. For purposes of this MOU, "**Facilities**", "**Equipment**" and/or "**Services**" means those locations, items and/or tasks specified on an Emergency Response Request(s).
- B. Emergency Response Requests
- (i) For purposes of this MOU, an "**Emergency Response Request**" from City is a written request from City, in advance for Emergency Response from District.
 - (ii) An Emergency Response Request from City may be provided to District substantially in the form of Addendum No.1 or in other written form; provided, however, that District will not provide Emergency Response prior to receiving an Emergency Response Requests from City that, at a minimum:
 - (a) Is written, and provided by City to District in advance of the provision of Facilities, Equipment and/or Services;
 - (b) Includes information regarding Facilities and Equipment to be used, and Services to be provided; and
 - (c) Be signed or expressly initiated (including via email) by an authorized City representative.
 - (iii) The City is under no obligation to issue Emergency Response Requests under this MOU.

- (iv) After the City provides an Emergency Response Request, District agrees to respond with information about its available resources related to the requested Facilities, Equipment and/or Services, including, where possible inventory, delivery timelines and availability.
- (v) Where an Emergency Response Request is accepted by City and District, the Parties agree, upon execution of that Emergency Services Request by the Parties, the Emergency Services Request is a separate contract for services and that the Emergency Response Request incorporates all terms and conditions of this MOU.

C. No Self-Deployment Under an Emergency Response Request

- (i) For purposes of this MOU, “**Self-Deployment**” means District responds without an Emergency Response Request from City and/or otherwise provides Facilities, Equipment and/or Services beyond those authorized by City in an Emergency Response Request.
- (ii) District will only provide disaster related Facilities, Equipment and/or Services upon receiving specific, advance written direction of the City under an Emergency Response Request. District will not engage in Self-Deployment to provide any Facilities, Equipment or Services under this MOU without prior written City authorization using an Emergency Response Request.
- (iii) District understands and agrees that City does not take such responsibility for any such self-deployment, and that self-deployment without advance City authorization may result in District costs not being reimbursed, by City; provided, however, that City recognizes that Self-Deployment may occur during chaotic or catastrophic circumstances where District sees a need and has the ability to assist. Under such circumstances, District shall at the earliest opportunity notify the City, and provide any documentation requested by City and the City agrees to cooperate with District to seek reimbursement for such Emergency Response, where it is available.

Section 2. RESPONSIBILITIES UNDER THE MOU

A. For City:

- (i) Except as identified in an express cost-allocation set forth in an Emergency Response Request, City agrees to reimburse all actual, reasonable and documented City-incurred, and or District-incurred costs associated with Emergency Response provided subject to an Emergency Response Request. Self-Deployment will not be reimbursed by City.
- (ii) City agrees to provide all equipment and supplies necessary for operations, if the District cannot furnish same.
- (iii) City agrees to provide additional personnel, as needed, to support District when those resources are available to the City.
- (iv) City agrees to reimburse District for actual costs for damage (beyond normal wear and tear) related to Emergency Response, where District provides to City’s reasonable satisfaction, inventory information, actual cost information, and/or other information establishing such damage

B. For District:

- (i) District, after meeting its Emergency Response needs for its faculty/staff and students, desires to permit, to the extent possible and upon receipt of an Emergency Service Request from City, the use of certain District Facilities and Equipment and/or to provide certain Services for various Emergency Response purposes, as described herein. Such Facilities and Equipment may be used and/or Services provided as Emergency Response.
- (ii) District warrants that it is authorized and that the Facilities and/or Equipment are suitable for use for Emergency Response purposes and that District has the skills, training and expertise necessary to perform any Services requested for Emergency Response.
- (iii) Except as specified in an Emergency Response Request, District agrees that it will provide its own personnel with necessary Emergency Response training.
- (iv) District agrees that prior to releasing a Facility or Equipment for use by City, it will evaluate the Facility, document its current condition (including with photos where possible) and, to the extent possible, secure any valuable property not required for Emergency Response.
- (v) All District records submitted to City must clearly identify the Facilities, Equipment, and/or Services (including all goods and supplies) and the date provided, and any other information reasonably requested by City to ensure compliance with local, state and federal recordkeeping and retention requirements.

Section 3. TERM, TERMINATION

- A. Term of MOU. The term of this MOU begins on the Effective Date and ends when all Emergency Response Requests have expired or been terminated, or no later than five (5) years from the Effective Date, whichever is longer.
- B. Termination. Either party has the right to terminate an Emergency Response Request and/or this MOU at any time by giving thirty (30) days advance written notice of termination to the other party. A notice of termination with respect to the MOU shall effect a termination of any and all outstanding Emergency Response Requests, unless otherwise specified in the notice. A notice of termination with respect to an Emergency Response Request shall not terminate this MOU or any other outstanding Emergency Response Request. If a party gives notice of termination, the other party will take reasonable steps to stop incurring costs.

Section 4. MOU ADMINISTRATOR

For City, this MOU shall be administered by the Director of Emergency Services (City Manager), Emergency Preparedness Manager or designee, who will act as City's representative. For District, this MOU shall be administered by the Superintendent or designee who will act as the District's representative. These points of contact, or their documented designees are the only representatives under this MOU with the authority to act, or to request or deploy Facilities, Equipment and/or Services under this MOU.

Section 5. COMPENSATION & INVOICING

- A. Not-to-Exceed Amount. Notwithstanding any other provision of this MOU to the contrary, the total amount City agrees to expend under this MOU shall in no event exceed one hundred and fifty thousand dollars (\$150,000).
- B. Invoices/Documentation of Costs. District agrees to document all costs related to its Emergency Response in response to a City Emergency Response Request in a form reasonably acceptable to City and to submit such documentation to City on a timeline reasonably requested by City, and as soon as practicable after the Emergency Response has concluded.

Section 6. INDEMNIFICATION

- A. District shall, to the fullest extent permitted by law, indemnify, protect, defend and hold harmless City, and its employees, officials and agents ("Indemnified Parties") from all claims, demands, costs or liability (including liability for claims, suits, actions, arbitration proceedings, administrative proceedings, regulatory proceedings, losses, expenses or costs of any kind, interest, defense costs, and expert witness fees), that arise out of, pertain to, or relate to the negligence, recklessness, or willful misconduct of District, its officers, employees, or agents, in said performance of professional services under this MOU, excepting only liability arising from the sole negligence, active negligence or intentional misconduct of City.
- B. The existence or acceptance by City of any of the insurance policies or coverages described in this MOU shall not affect or limit any of City's rights under this Section, nor shall the limits of such insurance limit the liability of District hereunder. The provisions of this Section survive any expiration or termination of this MOU.

Section 7. INSURANCE

District and any District contractors agree to obtain and maintain in full force and effect during the Term of this MOU and/or an Emergency Response Request, insurance types with limits reasonably acceptable to City, including without limitation covering City as an additional insured, to cover the Emergency Response contemplated under this MOU. District agrees to provide City with documentation reasonably satisfactory to City to ensure District carries adequate insurance, including through evidence of self-insurance that is provided and deemed satisfactory to City. District agrees to maintain and/or renew such coverage over the Term, (ii) provide the City notice of any changes, modifications, or reductions in coverage, and/or (iii) to provide City with evidence of renewal as requested.

Section 8. FEDERAL PROVISIONS

In its provision of Facilities, Equipment and/or Services under this MOU and/or any Emergency Response Request(s), District is aware of and agrees to comply with all applicable federal and state provisions, including those specifically set forth in Addendum No. 2 to this MOU, and in an Exhibit to an Emergency Response Request (as necessary). In the event of a conflict or inconsistency between any provision in any such Exhibit with federal and state provisions and any other provision of this MOU and/or an Emergency Response Request, the more stringent provision shall control and prevail.

Section 9. NOTICE. Any written notices under this MOU should be sent to:

A. For City: Neil Bregman, Emergency Preparedness Manager
2373 Circadian Way
Santa Rosa, CA 95407

With copies to: Office of the City Attorney
ATTN: City Attorney
100 Santa Rosa Avenue
Room 8
Santa Rosa, CA. 95404

B. For District: Michael Kellison, Superintendent
3150 Education Drive
Santa Rosa, CA. 95407

Section 10. MISCELLANEOUS

- A. Order of Precedence. In the event of any conflict or inconsistency between this MOU and the attached Addenda or Emergency Response Requests, the order of precedence is as follows: this MOU, Addenda and then the Emergency Response Request.
- B. Amendments. Changes to the MOU may be authorized only by written amendment to this MOU, signed by both Parties.
- C. Compliance with Law. Parties shall comply with all applicable federal, state and local laws, regulations, statutes and policies applicable to the Services provided under this MOU.
- D. Assignment and Delegation. Parties shall not assign, delegate, sublet, or transfer any interest in, or duty under, this MOU without the prior written consent of the other Party.
- E. Survival of Terms. All express representations, waivers, indemnifications, and limitations of liability included in this MOU will survive its completion or termination for any reason.
- F. No Waiver of Breach. The waiver of any breach of any term or promise contained in this MOU shall not be deemed to be a waiver of such term or provision or any subsequent breach of the same or any other term or promise contained in this MOU.
- G. Severability. If a court of competent jurisdiction finds any provision of this MOU is invalid, void or unenforceable, the provisions of this MOU not so adjudged will remain in full force and effect.
- H. No Third-Party Beneficiaries. Nothing contained in this MOU shall be construed to create and the Parties do not intend to create any rights in third parties.
- I. Independent Organization Status. At all times, the District shall be an independent agency working at the request and direction of the City to provide disaster related services for the benefit of disaster survivors.
- J. Interpretation. All Recitals set forth above are fully incorporated into this MOU. The captions in this MOU are for convenience only and shall have no effect upon the construction or interpretation of the MOU.

- K. Counterparts & Electronic Signature. This MOU and future documents relating thereto may be executed in two or more counterparts, each of which will be deemed an original and all of which together constitute one agreement. Counterparts and/or signatures delivered by facsimile, pdf or City-approved electronic means have the same force and effect as the use of a manual signature. Both City and District wish to permit this MOU and future documents relating thereto to be electronically signed in accordance with applicable federal and California law. Either party to this MOU may revoke its permission to use electronic signatures at any time for future documents by providing notice pursuant to the MOU. The Parties agree that electronic signatures, by their respective signatories are intended to authenticate such signatures and to give rise to a valid, enforceable, and fully effective MOU. The City reserves the right to reject any digital signature that cannot be positively verified by the City as an authentic electronic signature.

IN WITNESS WHEREOF, City and District have executed this MOU as set forth below.

CITY:

CITY OF SANTA ROSA,
a municipal corporation

By: _____

Date: _____

APPROVED AS TO FORM FOR CITY:

By: _____
Office of the City Attorney

DISTRICT:

By: Michael Kelly
Date: 9/15/22

APPROVED AS TO FORM FOR DISTRICT:

By: _____
District Counsel

- Addendum No. 1 –** Form of Emergency Response Request
Addendum No. 2 – Exhibit A - Additional Description of Scope (*Optional*)
Applicable Federal and/or State Provisions (*If any*)

ADDENDUM NO. 1 - Form of City Emergency Response Request

EMERGENCY RESPONSE REQUEST ("ERR")

ERR No. _____

A State of Emergency due to {enter name of specific disaster; and FEMA DR number, if available} and the City has determined that extraordinary assistance is needed to provide life critical services to disaster survivors and has submitted a request for support to District.

City Contact with Authority to Act Under this ERR:

District Contract with Authority to Act Under this ERR:

Target Start Date: _____ **Target End Date:** _____

Not-to-Exceed Amount for ERR: _____

ERR Scope of Services: See Exhibit A to this ERR. DISTRICT WILL NOT SELF-DEPLOY AND PROVIDE FACILITIES, EQUIPMENT AND/OR SERVICES BEYOND THOSE SET FORTH IN EXHIBIT A.

TERMS AND CONDITIONS: This ERR is issued and entered into as of _____ ("ERR Effective Date") in accordance with the terms and conditions set forth in the "Memorandum of Understanding between the City of Santa Rosa and the Bellevue Union School District for Emergency Response" dated September 13, 2022, which is hereby incorporated and made part of this ERR.

Any other written requests related to this ERR are incorporated into this ERR by attachment as Exhibit A to this ERR. The Parties agree all Facilities, Equipment and/or Services will be provided in accordance with all applicable local, state and/or federal requirements, including, without limitation those attached to the MOU as Addendum No. 2. Where there is a conflict between the MOU, this ERR, or the Exhibits, the stronger provision will control.

IN WITNESS WHEREOF, City and District have executed this MOU as set forth below.

CITY OF SANTA ROSA,
a municipal corporation

BELLEVUE UNION SCHOOL DISTRICT

By: _____

By: Michael Kellison 9/15/22

Date: _____

Date: _____

APPROVED AS TO FORM FOR CITY:

APPROVED AS TO FORM FOR DISTRICT:

By: _____
Office of the City Attorney

By: _____
District Counsel

EXHIBIT A - Additional Description of Scope (Optional – Attach any email or other written request)

Exhibit A to ERR No. _____

[to be attached with issuance of ERR]

ADDENDUM NO. 2

FEDERAL AND/OR STATE PROVISIONS

[By way of example, see City's current FEMA provisions used for prior disaster below, currently under revision to account for 2020 changes to federal regulations]

A. Definitions

1. **Government** means the United States of America and any executive department or agency thereof.
2. **FEMA** means the Federal Emergency Management Agency.
3. **Third Party Subcontract** means a subcontract at any tier entered into by Contractor or subcontractor, financed in whole or in part with Federal assistance originally derived from the Federal Emergency Management Agency.

B. Federal Changes

1. Contractor shall at all times comply with all applicable regulations, policies, procedures, and FEMA Directives as they may be amended or promulgated from time to time during the term of this Agreement, included but not limited to those requirements of 2 C.F.R. §§ 200.317 through 200.326 and more fully set forth in Appendix II to Part 200 – Contract Provisions for Non-Federal Entity Contracts Under Federal Awards, which is included herein by this reference. Contractor's failure to so comply shall constitute a material breach of this Agreement.
2. Contractor agrees to include the above clause in each third-party subcontract financed in whole or in part with Federal assistance provided by FEMA. It is further agreed that the clause shall not be modified, except to identify the subcontractor who will be subject to its provisions.

C. Compliance with the Contract Work Hours and Safety Standards Act.

Pursuant to section 3701 of title 40 of the United States Code, this Section C shall apply to Contractor in the event the amount payable under this Agreement exceeds \$100,000 and may involve the employment of mechanics or laborers.

1. Overtime requirements. No contractor or subcontractor contracting for any part of the contract work which may require or involve the employment of laborers or mechanics shall require or permit any such laborer or mechanic in any workweek in which he or she is employed on such work to work in excess of forty hours in such workweek unless such laborer or mechanic receives compensation at a rate not less than one and one-half times the basic rate of pay for all hours worked in excess of forty hours in such workweek.
2. Violation; liability for unpaid wages; liquidated damages. In the event of any violation of the clause set forth in paragraph (1) of this section Contractor and any subcontractor responsible therefor shall be liable for the unpaid wages. In addition, such contractor and subcontractor shall be liable to the United States (in the case of work done under contract for the District of Columbia or a territory, to such District or to such territory), for

liquidated damages. Such liquidated damages shall be computed with respect to each individual laborer or mechanic, including watchmen and guards, employed in violation of the clause set forth in paragraph (1) of this section, in the sum of \$10 for each calendar day on which such individual was required or permitted to work in excess of the standard workweek of forty hours without payment of the overtime wages required by the clause set forth in paragraph (1) of this section.

3. Withholding for unpaid wages and liquidated damages. City shall upon its own action or upon written request of an authorized representative of the Department of Labor withhold or cause to be withheld, from any moneys payable on account of work performed by Contractor or subcontractor under any such contract or any other Federal contract with the same prime contractor, or any other federally-assisted contract subject to the Contract Work Hours and Safety Standards Act, which is held by the same prime contractor, such sums as may be determined to be necessary to satisfy any liabilities of such contractor or subcontractor for unpaid wages and liquidated damages as provided in the clause set forth in paragraph (2) of this section.
4. Subcontracts. Contractor or subcontractor shall insert in any subcontracts the clauses set forth in paragraphs (1) through (4) of this section and also a clause requiring the subcontractors to include these clauses in any lower tier subcontracts. The prime contractor shall be responsible for compliance by any subcontractor or lower tier subcontractor with the clauses set forth in paragraphs (1) through (4) of this section.

D. Clean Air Act and Federal Water Pollution Control Act

This Section D shall apply in the event the amount payable under this Agreement exceeds \$150,000.

Clean Air Act

1. Contractor agrees to comply with all applicable standards, orders and regulations issued pursuant to the Clean Air Act, as amended, 42 U.S.C. §§ 7401 *et seq.*
2. Contractor agrees to report each violation to City and understands and agrees that City will, in turn, report each violation as required to assure notification to the State of California, Federal Emergency Management Agency, and the appropriate Environmental Protection Agency Regional Office.
3. Contractor agrees to include these requirements in each subcontract exceeding \$150,000 financed in whole or in part with Federal assistance provided by FEMA.

Federal Water Pollution Control Act

1. Contractor agrees to comply with all applicable standards, orders and regulations issued pursuant to the Federal Water Pollution Control Act, as amended, 33 U.S.C. §§ 1251 *et seq.*
2. Contractor agrees to report each violation to City and understands and agrees that City will, in turn, report each violation as required to assure notification to the State of California, Federal Emergency Management Agency, and the appropriate Environmental Protection Agency Regional Office.
3. Contractor agrees to include these requirements in each subcontract exceeding \$150,000 financed in whole or in part with Federal assistance provided by FEMA.

E. Suspension and Debarment

1. This Agreement is a covered transaction for purposes of title 2 Code of Federal Regulations parts 180 and 3000. As such, Contractor is required to verify that none of Contractor, its principals (defined at 2 C.F.R. § 180.995), or its affiliates (defined at 2 C.F.R. § 180.905) are excluded (defined at 2 C.F.R. § 180.940) or disqualified (defined at 2 C.F.R. § 180.935).
2. Contractor represents and warrants that it is not debarred, suspended, or otherwise excluded from or ineligible for participation in Federal assistance programs under Executive Order 12549 "Debarment and Suspension." Contractor agrees that neither Contractor nor any of its third-party subcontractors shall enter into any third-party subcontracts for any of the work under this Agreement with a third-party subcontractor that is debarred, suspended, or otherwise excluded for or ineligible for participation in Federal assistance programs under executive Order 12549.
3. Contractor must comply with title 2 Code of Federal Regulations, part 180, subpart C and title 2 Code of Federal Regulations, part 3000, subpart C and must include a requirement to comply with these regulations in any lower tier covered transaction it enters into.
4. This certification is a material representation of fact relied upon by City. If it is later determined that Contractor did not comply with title 2 Code of Federal Regulations, part 180, subpart C or title 2 Code of Federal Regulations, part 3000, subpart C, in addition to remedies available to the State of California and the City of Santa Rosa, the Federal Government may pursue available remedies, including but not limited to suspension and/or debarment.

F. Procurement of Recovered Materials

1. In the performance of this Agreement, Contractor shall make maximum use of products containing recovered materials that are EPA- designated items unless the product cannot be acquired—
 - (a) Competitively within a timeframe providing for compliance with the Agreement performance schedule;
 - (b) Meeting Agreement performance requirements; or
 - (c) At a reasonable price.
2. Information about this requirement, along with the list of EPA- designate items, is available at EPA's Comprehensive Procurement Guidelines web site, <https://www.epa.gov/smm/comprehensive-procurement-guideline-cpg-program>.

G. Byrd Anti-Lobbying Amendment, 31 U.S.C. § 1352 (as amended)

Contractors who apply or bid for an award of \$100,000 or more shall file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant, or any other award covered by section 1352 of title 31 of the United States Code. Each tier shall also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the recipient.

H. MBE/WBE REQUIREMENTS

1. Contractor shall take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible through the "Good Faith Effort" process in 2 C.F.R. § 200.321. Contractor shall document and report its Good Faith Effort processes. Contractor shall also ensure that all of its subcontractors take the affirmative steps required under 2 C.F.R. § 200.321. Affirmative steps must include:
 - (a) Placing qualified small and minority businesses and women's business enterprises on solicitation lists;
 - (b) Assuring that small and minority businesses, and women's business enterprises are solicited whenever they are potential sources;
 - (c) Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses, and women's business enterprises;
 - (d) Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses, and women's business enterprises;
 - (e) Using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and
 - (f) Requiring all subcontractors to take the affirmative steps listed in paragraphs (a) through (e) above.

I. MISCELLANEOUS PROVISIONS

1. DHS Seal. Contractor shall not use the Department of Homeland Security ("DHS") seal(s), logos, crests, or reproductions of flags or likenesses of DHS agency officials without specific FEMA pre-approval.
2. FEMA Assistance. Contractor acknowledges that FEMA financial assistance will be used to fund this Agreement only. Contractor shall comply with all applicable federal laws, regulations, executive orders, FEMA policies, procedures, and directives.
3. Federal Government Not Party. The Federal Government is not a party to this Agreement and is not subject to any obligations or liabilities to City, Contractor, or any other party pertaining to any matter resulting from this Agreement.
4. False Claims. Contractor acknowledges that Title 31 United States Code Chapter 38 (Administrative Remedies for False Claims and Statements) applies to Contractor's actions pertaining to this Agreement.

J. EQUAL EMPLOYMENT OPPORTUNITY

During the performance of this Agreement, Contractor agrees as follows:

1. Contractor will not discriminate against any employee or applicant for employment because of race, color, religion, sex, or national origin. Contractor will take affirmative

action to ensure that applicants are employed, and that employees are treated during employment without regard to their race, color, religion, sex, or national origin. Such action shall include, but not be limited to the following: Employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. Contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided setting forth the provisions of this nondiscrimination clause.

2. Contractor will, in all solicitations or advertisements for employees placed by or on behalf of Contractor, state that all qualified applicants will receive considerations for employment without regard to race, color, religion, sex, or national origin.
3. Contractor will send to each labor union or representative of workers with which he has a collective bargaining agreement or other contract or understanding, a notice to be provided advising the said labor union or workers' representatives of Contractor's commitments under this section, and shall post copies of the notice in conspicuous places available to employees and applicants for employment.
4. Contractor will comply with all provisions of Executive Order 11246 of September 24, 1965, and of the rules, regulations, and relevant orders of the Secretary of Labor.
5. Contractor will furnish all information and reports required by Executive Order 11246 of September 24, 1965, and by rules, regulations, and orders of the Secretary of Labor, or pursuant thereto, and will permit access to his books, records, and accounts by the administering agency and the Secretary of Labor for purposes of investigation to ascertain compliance with such rules, regulations, and orders.
6. In the event of Contractor's noncompliance with the nondiscrimination clauses of this Agreement or with any of the said rules, regulations, or orders, this Agreement may be canceled, terminated, or suspended in whole or in part and Contractor may be declared ineligible for further Government contracts or federally assisted construction contracts in accordance with procedures authorized in Executive Order 11246 of September 24, 1965, and such other sanctions as may be imposed and remedies invoked as provided in Executive Order 11246 of September 24, 1965, or by rule, regulation, or order of the Secretary of Labor, or as otherwise provided by law.
7. Contractor will include the portion of the sentence immediately preceding paragraph (1) and the provisions of paragraphs (1) through (7) in every subcontract or purchase order unless exempted by rules, regulations, or orders of the Secretary of Labor issued pursuant to section 204 of Executive Order 11246 of September 24, 1965, so that such provisions will be binding upon each subcontractor or vendor. Contractor will take such action with respect to any subcontract or purchase order as the administering agency may direct as a means of enforcing such provisions, including sanctions for noncompliance: Provided, however, that in the event a contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the administering agency, Contractor may request the United States to enter into such litigation to protect the interests of the United States.

**K. PROHIBITION ON CONTRACTING FOR COVERED
TELECOMMUNICATIONS EQUIPMENT OR SERVICES**

1. Definitions. As used in this clause, the terms backhaul; covered foreign country; covered telecommunications equipment or services; interconnection arrangements; roaming; substantial or essential component; and telecommunications equipment or services have the meaning as defined in FEMA Policy 405-143-1, Prohibitions on Expending FEMA Award Funds for Covered Telecommunications Equipment or Services (Interim), as used in this clause—
2. Prohibitions.
 - (a) Section 889(b) of the John S. McCain National Defense Authorization Act for Fiscal Year 2019, Pub. L. No. 115-232, and 2 C.F.R. § 200.216 prohibit the head of an executive agency on or after Aug.13, 2020, from obligating or expending grant, cooperative agreement, loan, or loan guarantee funds on certain telecommunications products or from certain entities for national security reasons.
 - (b) Unless an exception in paragraph (c) of this clause applies, the contractor and its subcontractors may not use grant, cooperative agreement, loan, or loan guarantee funds from the Federal Emergency Management Agency to:
 - (i) Procure or obtain any equipment, system, or service that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology of any system;
 - (ii) Enter into, extend, or renew a contract to procure or obtain any equipment, system, or service that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology of any system;
 - (iii) Enter into, extend, or renew contracts with entities that use covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology as part of any system; or
 - (iv) Provide, as part of its performance of this contract, subcontract, or other contractual instrument, any equipment, system, or service that uses covered telecommunications equipment or services as a substantial or essential component of any system, or as critical technology as part of any system.
3. Exceptions.
 - (a) This clause does not prohibit contractors from providing—
 - (i) A service that connects to the facilities of a third-party, such as backhaul, roaming, or interconnection arrangements; or
 - (ii) Telecommunications equipment that cannot route or redirect user data traffic or permit visibility into any user data or packets that such equipment transmits or otherwise handles.

- (b) By necessary implication and regulation, the prohibitions also do not apply to:
 - (i) Covered telecommunications equipment or services that:
 - (I) Are not used as a substantial or essential component of any system; and
 - (II) Are not used as critical technology of any system.
 - (ii) Other telecommunications equipment or services that are not considered covered telecommunications equipment or services.
- 4. Reporting requirement.
 - (a) In the event the contractor identifies covered telecommunications equipment or services used as a substantial or essential component of any system, or as critical technology as part of any system, during contract performance, or the contractor is notified of such by a subcontractor at any tier or by any other source, the contractor shall report the information in paragraph (d)(2) of this clause to the recipient or subrecipient, unless elsewhere in this contract are established procedures for reporting the information.
 - (b) The Contractor shall report the following information pursuant to paragraph (4)(a) of this clause:
 - (i) Within one business day from the date of such identification or notification: The contract number; the order number(s), if applicable; supplier name; supplier unique entity identifier (if known); supplier Commercial and Government Entity (CAGE) code (if known); brand; model number (original equipment manufacturer number, manufacturer part number, or wholesaler number); item description; and any readily available information about mitigation actions undertaken or recommended.
 - (ii) Within 10 business days of submitting the information in paragraph (4)(b)(i) of this clause: Any further available information about mitigation actions undertaken or recommended. In addition, the contractor shall describe the efforts it undertook to prevent use or submission of covered telecommunications equipment or services, and any additional efforts that will be incorporated to prevent future use or submission of covered telecommunications equipment or services.
- 5. Subcontracts. The Contractor shall insert the substance of this clause, including this paragraph (5), in all subcontracts and other contractual instruments.

L. DOMESTIC PREFERENCE FOR PROCUREMENTS

- 1. As appropriate, and to the extent consistent with law, the contractor should, to the greatest extent practicable, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States. This includes, but is not limited to

- iron, aluminum, steel, cement, and other manufactured products.
2. For purposes of this clause:
- (a) Produced in the United States means, for iron and steel products, that all manufacturing processes, from the initial melting stage through the application of coatings, occurred in the United States.
 - (b) Manufactured products mean items and construction materials composed in whole or in part of non-ferrous metals such as aluminum; plastics and polymer-based products such as polyvinyl chloride pipe; aggregates such as concrete; glass, including optical fiber; and lumber.