

# **Bellevue Union School District**

## **COMPREHENSIVE SCHOOL SAFETY PLAN 2023-2024**

**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 2023-2024**

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.

**SEE SIGNATURES ON PAGE 79**

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Director of Maintenance and Operations

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Principal

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Teachers Association Representative (Bellevue Education Association)

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Classified Association Representative (CSEA)

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Parent Representative

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Superintendent

Currently Under Review by Law Enforcement: Sergeant Matt Crosbie

Currently Under Review 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: 2023-2024**

### **GOAL 1**

All schools will continue to 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 utilization of the adopted curriculum.

**Action 1.1:** Train all new 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**

<b>School Data</b>	<b>Chronic Absentee Rate (21-22)</b>	<b>Chronic Absentee Rate (22-23)</b>
Bellevue Elementary	39.5%	37.9%
Kawana Springs Elementary	39.1%	32.4%
Meadow View Elementary	39.6%	32%
Taylor Mountain Elementary	43.4%	30.8%

**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.
- Action 2.6:** District will hire a District Family Engagement Facilitator and contract with a SARB expert to focus on improving attendance rates district-wide.
- 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 December of 2023, 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 made significant progress in reducing the rates of chronic absenteeism across all four elementary campuses. During the 2022-23 school year, all four school sites realized a decline in the percentage of students who were chronically absent. Further efforts during the 2023-24 school year include the hiring of a District Family Engagement Facilitator and contracting with a SARB consultant to identify students prior to being Chronically Absent and to work with families to eliminate barriers to regular and consistent attendance.

## 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

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

### SUSPENSIONS & EXPULSIONS

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

### NOTIFICATION OF DANGEROUS STUDENTS

- ☐ Procedures to notify teachers (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079; Board Policy [4112.9](#): Employee Notifications
- ☐ 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

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

### DRESS CODE

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

### BULLYING

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

## SAFE INGRESS and EGRESS

- ☐ 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.

- ☐ 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

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

## SCHOOL DISCIPLINE

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

## ROUTINE AND EMERGENCY DISASTER PROCEDURES

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

- ☐ Transportation Safety and Emergencies
- ☐ 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:

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

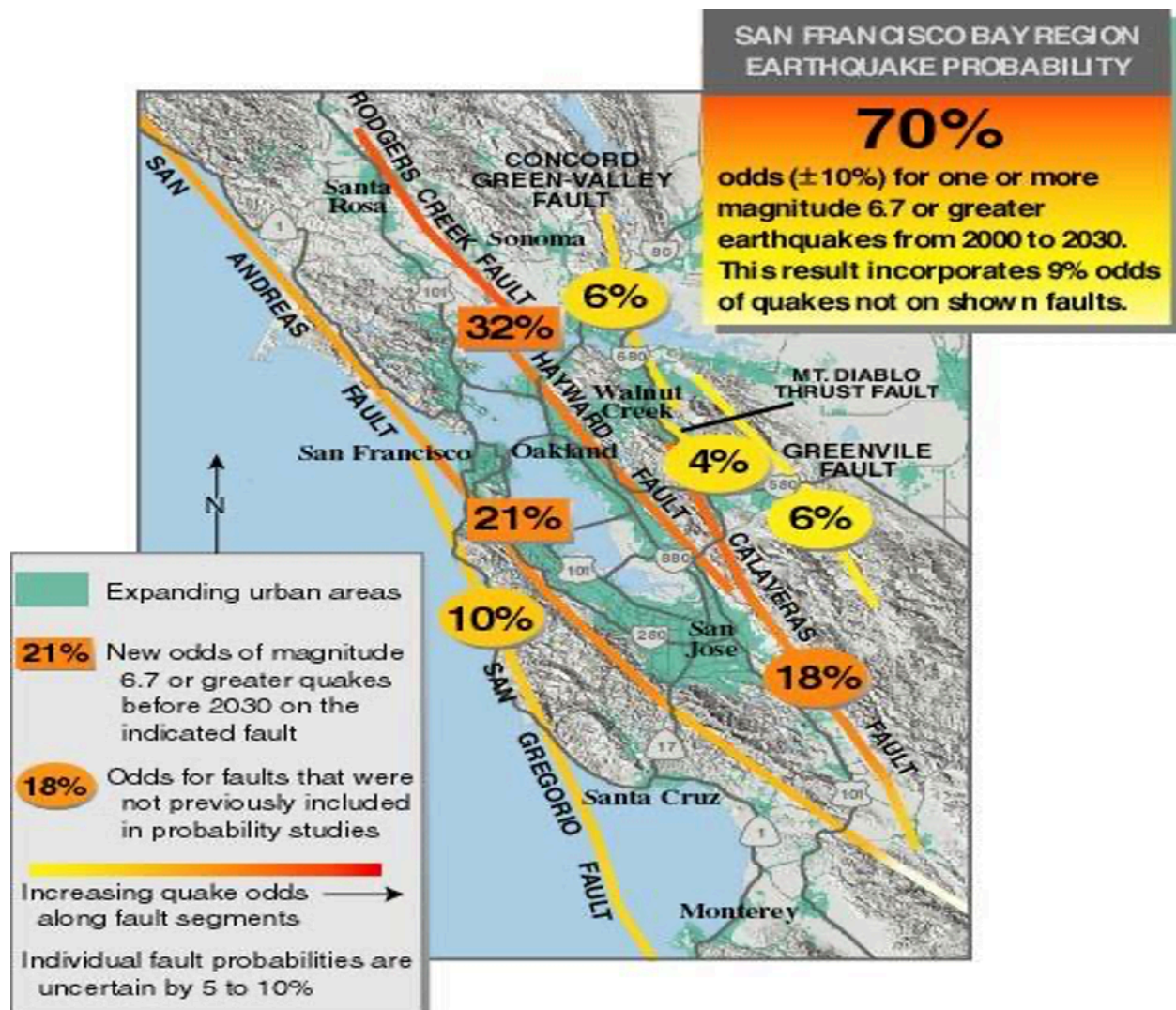
A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have a high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces 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.

<b>Moderate Earthquake</b>	<b>6 to 6.9</b>	Moderate to severe earthquake range; fault rupture probable.
<b>Major Earthquake</b>	<b>7 to 7.9</b>	Landslides, liquefaction and ground failure triggered by shock waves.
<b>Great Earthquake</b>	<b>8 to 8+</b>	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](http://www.redcross.org), [www.prepare.org](http://www.prepare.org), and [www.ready.gov](http://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 take 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 discuss 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.

<b>SCHOOL EMERGENCY EVACUATION PLANNING CHECKLIST</b> <b>STUDENTS WITH SPECIAL NEEDS</b>		
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 <a href="#">Emergency Go-Kit</a> 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**

<b>ORGANIZATION</b>	<b>PHONE NUMBER</b>
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 <b>EMERGENCY</b> dial <b>9-1-1</b>	
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><b><u>Bellevue and Taylor Mountain Elementary</u></b> are under the County of Sonoma jurisdiction and would call the Sonoma County Sheriff or Sonoma County Department of Emergency Management.</p> <p><b><u>Meadow View and Kawana Springs Elementary</u></b> are under the City of Santa Rosa jurisdiction and would call Santa Rosa Police Department or Santa Rosa Fire Department/Ambulance.</p> <p><b>*Note:</b> 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](https://rems.ed.gov/docs/EmergencyGoKitsFactSheet_508C.pdf)

## OPERATIONS

**1. Nina Craig**  
**Alternate: Angela Grenier**

1. Nina Craig
2. Natasha Simpson

1. Mardonio Mondragon
2. Amber MacLean

1. Kelly Ramirez  
2. Blanca Ramirez  
Trained in CPR/F  
Nora Pelot

1. Karina Martinez
- 2 Amy Flores
3. Lilia Hueramo

1. Mardonio Mondragon
2. Octavio Mondragon

## INCIDENT COMMAND/ MANAGEMENT

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.

### 1. Bill Jereb

1.

## LOGISTICS

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1. Gustavo Hernandez.

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

1. Gina Barnes
2. Emma McBride

## 1.Mardonio Mondragon

## FINANCE/ADMIN

1. Angela Grenier  
Alternate: Carrie B

1. Nina Craig
2. Karina Martinez

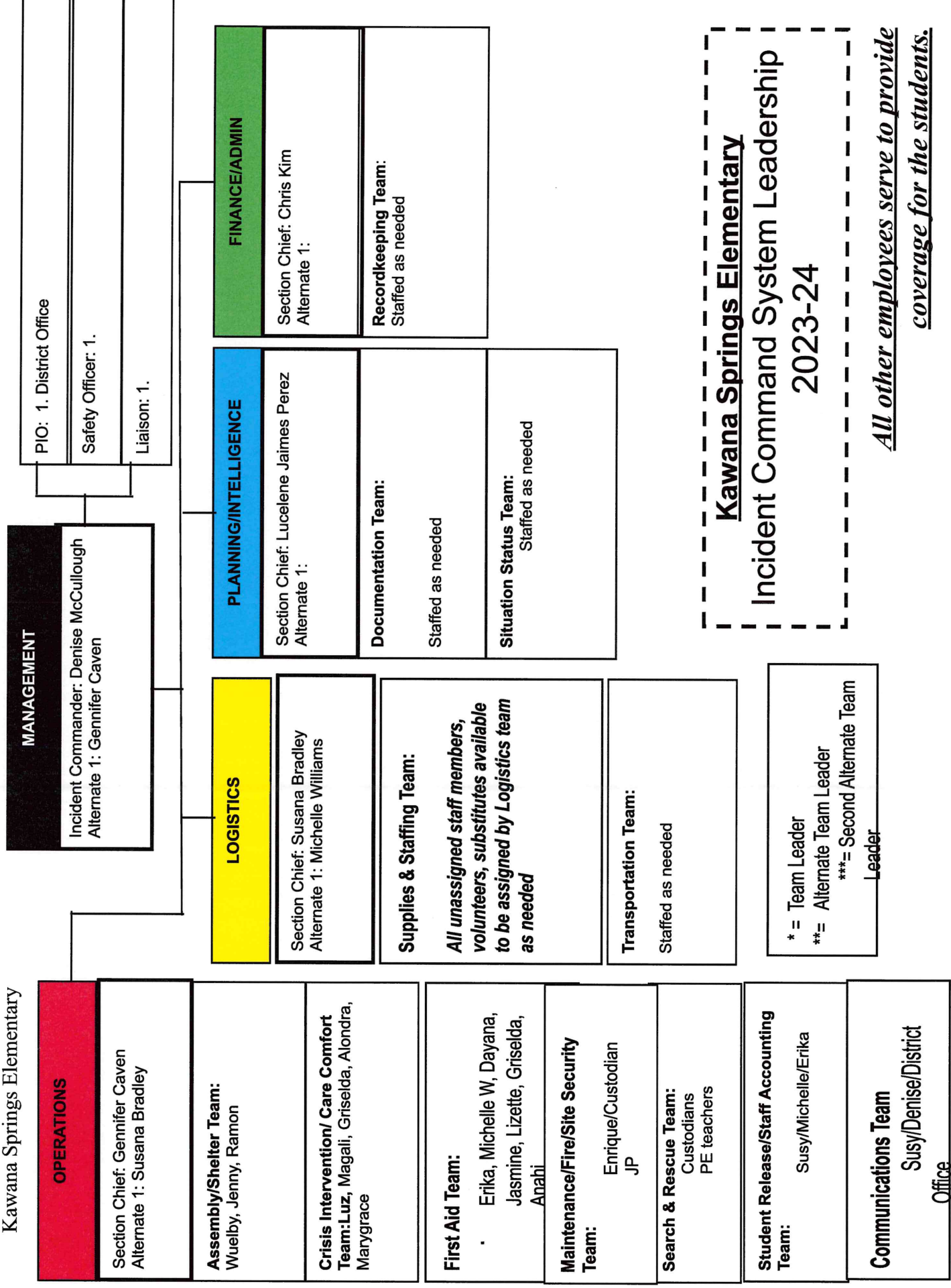
## 1. Ashlev Bridges

1 Chris Kim or Designee

## 1. District Office

2023/24

**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

## 1. Suzanne Bethel

1. Isabel Luna

personnel who are physically capable.

- First Aid Team:**  
1. Isabel Luna

1. Natali Ramirez
- 2 Paula Hernandez

1. Sarah Goodin
2. Peter Jamarillo

## INCIDENT COMMAND/ MANAGEMENT

Principal or Designee

- ## 1. Jean Walker

1. Donna Rinnel
2. Agueda Becera

1 Natali Ramirez

1. Ildefonso Mondragon  
Peter Jamarillo

## I. CBO or Designee

1. Isabel Lina

1 Paula Hernandez

**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.

# EOC/ICS Quick Reference Guide

## INCIDENT COMMANDER/MANAGEMENT

**Incident Commander/EOC Director:**

- Margaret Jacobson (Genevieve Walker, alternate)**
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.

## IC.

4. Responsible for overall policy decisions & coordination of all activities.
5. Communicate directly with city, county office or OES Office Emergency Services.

**EMERGENCY SERVICES.**

# LOGISTICS

- Section Chief/Cood.:**  
1. Amber Everson  
2. Carolyn West  
3. Nancy Radcliffe

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P

- |    |                   |
|----|-------------------|
| 1. | Olivia Baldwin    |
| 2. | Cool School Staff |
| 3. | Taylor Krenwinkel |
| 4. | Rachel Danjele    |

**Transportation Team:**

1. Olivia Baldwin
2. Cool School Staff
3. Maddie Campbell

**Taylor Mountain Elementary School  
Incident Command System  
2023-24**

**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.

**Security/Fire Inspection/Maintenance:**

1. Bismark Torres
2. Reuben Cuevas

# Comprehensive School Safety Plan 2023-2024 School Year

District: Bellevue Union School District


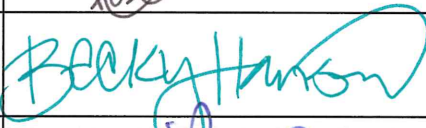
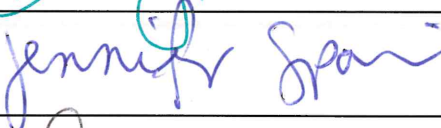
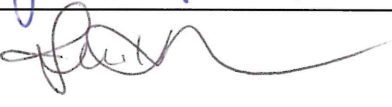

District Code: 49706150000000

Address: 3150 Education Drive, Santa Rosa, CA 95407

Date of Approval: February 14, 2024

Date of Review: February 14, 2024

Approved By:

Name	Title	Signature	Date
Bill Jereb	Director of Maintenance and Operations	ABSENT	2/14/24
Paula Hernandez	Parent		2/14/24
Rebecca Hansen	Certificated Representative		2/14/24
Jennifer Spain	Classified Representative		2/14/24
Jean Walker	Principal Representative		2/14/24
Michael Kellison	Superintendent/ Safety Coordinator		2/14/24



# Comprehensive School Safety Plan

**2023-2024  
School Year**

**School: Bellevue Elementary**

**CDS Code: 49 70615 6051585**

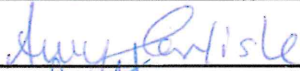



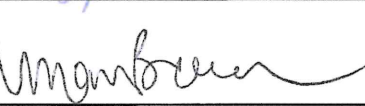
**District: Bellevue Union School District**

**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
Veronica Hermisillo	President		1/22/24
Amy Carlisle	Parent		1/22/24
Alma Gutierrez	Parent		1/22/24
Amy Flores	Classified Representative		1/22/24
Stephanie Gerke	Certificated Representative		1/22/24
Mary Brown	Certificated Representative		1/22/24
	ELAC Representative		

Nina Craig	Principal	<i>Nina C</i>	1-23-24

# Comprehensive School Safety Plan

**2023-2024  
School Year**

**School: Kawana Springs Elementary**

**CDS Code: 49706156051593**

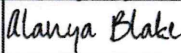
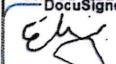
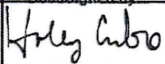
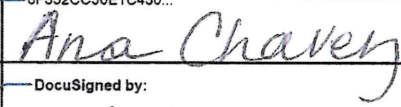

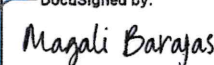

**District: Bellevue Union School District**

**Address: 2121 Moraga Drive, Santa Rosa, CA 95404**

**Date of Update: January 25, 2024**

**Date of Review: January 25, 2024**

**Approved By:**

Name	Title	Signature	Date
Alanya Blake	President	<small>DocuSigned by:</small>  <small>58F1CB188E0C18E...</small>	1/25/24
Elisabeth Friedeman	Parent	<small>DocuSigned by:</small>  <small>A148F77BD0F94E3...</small>	1/25/24
Holly Cumbie	Parent	<small>DocuSigned by:</small>  <small>6F552CC50ETC430...</small>	1/25/24
Ana Chavez	Parent		1/25/24
Erika Corrales	Classified Representative	<small>DocuSigned by:</small>  <small>9CB372ADC4E6437...</small>	1/25/24
Magali Barajas	Certificated Representative	<small>DocuSigned by:</small>  <small>484FD2F2F48D413...</small>	1/25/24
Michelle Toth	Certificated Representative		1/25/24

<b>Adriana Zuniga</b>	<b>ELAC Representative</b>	<i>Adriana Zuniga</i>	1/25/24
<b>Denise McCullough</b>	<b>Principal</b>	DocuSigned by: <i>Denise McCullough</i> 4C9601B5F49A472...	1/25/24

# Comprehensive School Safety Plan

**2023-2024  
School Year**

**School: Meadow View Elementary**

**CDS Code: 49706156115695**

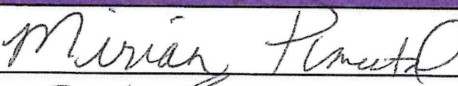


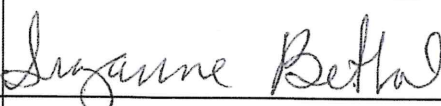


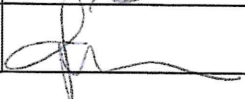
**District: Bellevue Union School District**

**Address: 2665 Dutton Meadow, Santa Rosa, CA 95407**

**Date of Update: January 22, 2024**

**Date of Review: January 22, 2024**

**Approved By:**

Name	Title	Signature	Date
Miriam Pimental	President		1/22/24
Norma Velarde	Parent		1/22/24
Donna Rinnels	Classified Representative		1/22/24
Suzanne Bethel	Certificated Representative		1/22/24
Hugh Brown	Certificated Representative		1/22/24
Paula Hernandez	ELAC Representative		01/22/24
Jean Walker	Principal		1/22/24



# Comprehensive School Safety Plan

**2023-2024  
School Year**

**School:** Taylor Mountain Elementary

**CDS Code:** 49 70615 0113506




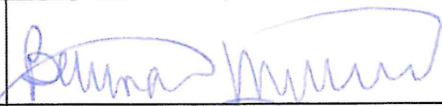

**District:** Bellevue Union School District


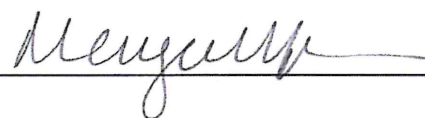
**Address:** 1210 East Bellevue Avenue, Santa Rosa, CA 95407

**Date of Update:** January 22, 2024

**Date of Review:** January 22, 2024

**Approved By:**

Name	Title	Signature	Date
Blanca Orozco	President		1-22-24
Laura Gomez	Parent	absent	
Karina Valencia	Parent	absent	
Elida Guerrero	Classified Representative		1/22/24
Amber Solbakken	Certificated Representative		1/22/24
Bettina Miller	Certificated Representative		01/22/24
Kelly Fitzgerald Dimsho	Certificated Representative		01/22/24

<b>Shana Loyola</b>	<b>ELAC Representative</b>		1/22/24
<b>Margaret Jacobson</b>	<b>Principal</b>		1/22/24