

Laurel Elementary School
CDS Code [6001994]

Phone: (510) 879-2131
Fax: (510) 627-9131

3750 Brown Avenue
Oakland, CA 94619

School Year: 2024-2025

Comprehensive School Safety Plan

(Education Code Section 32280-32288)

Rebecca Littlejohn, Director, Risk Management
Vilma Bermudez, Emergency Preparedness Manager

JOHN STANGL Principal

Each school district and county office of education is responsible for the overall development of all school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive. The ***OUSD Comprehensive District Safety and Climate Plan*** brings together all of the elements of school safety to help meet our goal of providing a safe environment, both physical and social/emotional, that is conducive to learning. The district safety plan is used as a framework to assist site administrators with the development of their ***School Safety Plan***. As a framework, we encourage site Administrators to enhance and expand their site safety plans that is specific to their site's safety needs.

SECTION 1: School Safety / Climate Team

1.1 School Safety / Climate Team

1.2 Emergency Telephone Number Directory

SECTION 2: School Safety Plan Goals

2.1 School Safety Plan Goals

SECTION 3: District Safety Policies & Procedures

3.1 Child Abuse Policy & Procedure

3.2 Sexual Harassment Policy & Procedure

3.3 Bullying and Cyberbullying

3.4 Suspension and Expulsion / Due Process

3.5 Dress and Groom Policy

3.6 Employee Security Policy

3.7 School site emergency supplies

3.8 Emergency Phone

3.9 Mandatory Safety Protocols

SECTION 4: Emergency Disaster Procedures & Drills

4.1 Emergency Disaster Procedures & Drills

4.2 Emergency Lockdown

4.3 Fire and Earthquake Drill Schedule

4.4 Emergency Evacuation: Principal's check list

4.5 Emergency Evacuation: Employee's check list

4.6 Emergency Evacuation: Teacher's check list

SECTION 5: Chain of Command

5.1 Chain of Command

5.2 School Site Chain-of-Command Organization Chart

SECTION 6: Safe Ingress and Egress

6.1 Safe Ingress and Egress

6.2 Special Needs Students

6.3 On Campus Evacuation - Rally Point Map

6.4 Off Campus Evacuation - Rally Point Map

SECTION 7: OUSD Emergency Response and Notification Protocol

7.1 OUSD Emergency Response and Notification Protocol

SECTION 8: Other Programs/Services on Campus

8.1 Site Profile & Special Needs Students

8.2 Fire and Earthquake Drill Schedule

8.3 School Site Chain-of-Command Organization Chart

APPENDIX

Planning for Special Needs Students

The school site safety team or committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization, one parent/guardian whose child attends the school, one classified employee who is a representative of the recognized classified employee organization, other members if desired. (Ed Code 32281)

Site Responsibilities:

1. Establish School Safety/Climate Team
2. Update your site map including evacuation routes
3. Create a School Site Safety Plan including:
 - Strategies for improving school safety/climate: goals, data, timeline, evaluation
 - Fire Drill Schedule - Once per month at the elementary and middle school levels, and two times per

year at the high school level.

Earthquake Drill Schedule – 4 times a year at the elementary and middle school levels and 2 times a year at high school level.

Lockdown Drill - Twice per year (once a semester) at all school levels.

Update School Phone Tree

4. Update the templates in this section of the plan to reflect current areas of responsibilities at your site: (1) Incident Command Team, (2) Goals, Strategies and Activities for School Climate and Physical Environment 5. Work closely with the school site council. Remember the school site council has the responsibility of approving the final plan and must be involved in its development.

6. Submit your Site Safety Plan to the OUSD Office of Emergency Services for review and Board submission/approval.

Principal or Designee: JOHN STANGL - Principal, Elem School Large

Teacher: PATIENCE NWADUGBO - TSA Classroom 10Mos Classified: ARACELI RAMOS VEGA - Administrative Assist II Bil

Parent desired: Bakari Kafele - Parent Representative:

Other members, if

Emergency Telephone Number Directory

	Name	Home	Work	Cell
Principal: JOHN STANGL - Principal, Elem School Large		510-735-7710	510-735-7710	510-735-7710
Assistant Principal: NA		510-000-0000	510-879-2131	706-254-8205
Custodian: ERIC SMITH - Lead Custodian		510-000-0000	510-879-2131	323-286-6104
Secretary/Other: ARACELI RAMOS VEGA - Administrative Assist II Bil				

The school safety committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed Code 32282)

To be considered:

- Office referrals
- Suspensions
- Expulsions
- Attendance
- Notice of Truancy Letters
- CHKS student and staff data results
- California Safe Schools Assessment
- Surveys
- Observations
- Student and Parent input
- Staff input; including School Safety Officers

Based on data analysis, the Safety/Climate Team identifies one or two safety related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate. At least one goal must be based on current school crime statistics.

Must address the following areas:

Discipline

Please include your assessment outcomes here and data source(s) used:

No incidents of crime on campus. CHKS data; attendance data

Goal 1: Reduce the number of behaviors leading to office referrals and out of school suspension by 20%

- Strategy 1.1: Caring School Communities curriculum.
- Strategy 1.2: Staff awareness training on trauma, the social/emotional needs of students and strategies for building positive and supportive relationships with students.
Strengthen tier 1 strategies across the schools. Each class will hold daily community meetings and fully implement

Goal 2: Reduce the daily tardy rate and the number of students who are chronically absent by 20%

- Strategy 2.1: Weekly meetings and the creation of a site SART team that will reach out to families of students who are chronically absent to identify root causes and create a support plan; SARB referrals when necessary.
- Strategy 2.2: Monitor monthly attendance rates by holding biweekly attendance meetings and early identification of students who are chronically absent.

District Policies and Procedures

3.1 Child Abuse

Sexual Assault (Child assaulted on or near school property):

- q Accompany victim to safe place at school and remain with her/him
- q Protect evidence of sexual assault
- q Notify Child Protective Services (CPS), Police without delay (Oakland Police Department Sexual Assault number: (510) 637-0298
- q Notify police and school nurse or appropriate staff immediately

Sexual Abuse (Suspicion of past sexual incidents):

- q Notify CPS and describe evidence, CPS will advise you of next steps, including if you should call the Oakland Police Department
- q Notify school nurse or appropriate staff immediately. (Staff should not treat unless the victim's life is threatened)
- q Leave notification of family to CPS or the Police

Do not Destroy Evidence of Sexual Abuse:

- q Do not wash clothes or victim's body or underwear. Do not have victim undress.
- q Do not allow victim to wash or wipe body
- q Do not wipe away dirt, semen or dried blood
- q Stay with the victim and reassure her/him of safety

Suspected Physical Abuse or Significant Neglect:

- q Notify appropriate staff and CPS immediately.
- q Notify CPS and describe evidence. CPS will advise you of next steps. Follow their directions.
- q Notify immediate director/supervisor

Child Protective Services (CPS) Crisis Line (510)259-1800

Remember: Failure to report a suspected incident of child abuse, within 48 hours can result in criminal prosecution. Protect the victim and protect yourself.

3.2 Sexual Harassment

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation. The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation and correction of sexual harassment, including but not limited to:

1. Providing periodic training to all staff regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures in order to avoid harm.
2. Publicizing and disseminating the district's sexual harassment policy to staff.
3. Ensuring prompt, thorough and fair investigation of complaints.
4. Taking timely and appropriate corrective/remedial actions after completion of investigation. This may require interim separation of the complainant and the alleged harasser, and subsequent monitoring of developments.

Any district employee or job applicant who feels that he/she has been sexually harassed, or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately contact his/her supervisor, the principal, district administrator or Superintendent to obtain procedures for filing a complaint.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment.

An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or take other subsequent necessary action. (5 CCR4964)

Any district employee who engages or participates in sexual harassment, or who aids, abets, incites, compels or coerces another to commit sexual harassment against a district employee, job applicant or student, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

3.3 Bullying and Cyberbullying

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. (BP 5131.2)

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying on campus to bully or harass other students or staff member is prohibited. Discipline will be imposed in accordance with Board policy and administrative regulations in the event that a student harasses, including by cyberbullying, another student or staff member.

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds or images on the Internet, social media, or other technologies using a telephone, computer or any wireless communication device. Cyberbullying, also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation. (cf. 5145.2 - Freedom of Speech/Expression)

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans. (cf. 0450 - Comprehensive Safety Plan) (cf. 0460 - Local Control and Accountability Plan) (cf.

0420 - School Plans/Site Councils) (cf. 1220 - Citizen Advisory Committees)

As appropriate, the Superintendent or designee, may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying (cf. 1020 - Youth Services)

Bullying Prevention

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks, and other appropriate means, of district and school rules related to bullying, mechanism available for reporting incidents or threats, and the consequences for engaging in bullying. (cf. 5137 - Positive School Climate)

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual difference, self-esteem development, assertiveness skills, and appropriate online behavior (cf. 5137 - Positive School Climate)

Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response. (cf. 4131 - Staff Development)

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

Interventions

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact lawenforcement.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, where or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 - Uniform Complain Procedure.

When a report of bullying is submitted, the principal or district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints

Any complaints of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedure specified in AR 1312.3.

If during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take necessary actions to resolve the complaint.

Discipline

Corrective actions for a student who commits an act of bullying or any type may include counseling, behavioral intervention and education, and if behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations. (cf. 5138 - Conflict Resolution/Peer Mediation) (cf. 5144 - Discipline) (cf. 5144.1 - Suspension and

Expulsion/Due Process) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)) (f. 6159.4 - Behavioral interventions for Special Education Students)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal. (cf. 4118/4218 - Dismissal/Suspension/Disciplinary Action) (cf. 41192.21/4219.21/4319.21 - Professional Standards)

3.4 Suspension & Expulsion/Due Process

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the period of suspension or expulsion.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915)

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be specified in administrative regulation.
Student Due Process

The Board does not support a zero tolerance approach. The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and law. (Education Code 48911, 48915, 48915.5)

On-Campus Suspension Program

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom.

The Superintendent or designee shall establish a supervised in-house suspension program which meets the requirements of law for suspended students who pose no imminent danger or threat at school and for whom an expulsion action has not been initiated.

The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Whenever a student is removed from a class because he/she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the classroom from which the student was removed may provide that the student's parent/guardian attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code 48900.1)

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have

the parent/guardian visit the class voluntarily. The teacher also may inform the parent/guardian about available resources and parent education opportunities. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior. The teacher shall apply this policy uniformly to all students within the classroom. This policy shall apply only to a parent/guardian who lives with the student. (Education Code 48900.1)

Parental attendance may be requested on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented for reasons such as serious illness/injury/disability, absence from town, or inability to get release time from work.

District regulations and school-site rules for student discipline shall include procedures for implementing parental attendance requirements.

Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

Grounds for Suspension and Expulsion

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a))

A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(q))

2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (Education Code 48900(b))

3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058 alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058 alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid, substance or material and represented same as controlled substance, alcohol beverage or intoxicant. (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion. (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property. (Education Code 48900(f))

7. Stole or attempted to steal school property or private property. (Education Code 48900(g))

8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products. (Education Code 48900(h))

9. Committed an obscene act or engaged in habitual profanity or vulgarity. (Education Code 48900(i))

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (Education Code 48900(j))

11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

12. Knowingly received stolen school property or private property. (Education Code 48900(l))

13. Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

14. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4. (Education Code 48900(n))

15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (Education Code 48900(o))

16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (Education Code 48900(p))

17. Engaged in, or attempted to engage in, hazing as defined in Education Code 32050. (Education Code 48900(q))

18. Made terrorist threats against school officials and/or school property. (Education Code 48900.7)

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

19. Committed sexual harassment as defined in Section 212.5 (Education Code 48900.2)

20. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Section 233 (Education Code 48900.3)

21. Intentionally engaged in harassment, threats or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

Nondiscrimination/Harassment

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school under the jurisdiction of the Superintendent or principal or within any other school district, including but not limited to the following circumstances: (Education Code 48900)

1. While on school grounds

2. While going to or coming from school

3. During the lunch period, whether on or off the school campus

4. During, going to, or coming from a school-sponsored activity

The Superintendent or principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to, counseling and an anger management program. (Education Code 48900(r))

Alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

Notifications to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10. (Education Code 48902) Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code 48902)

Outcome Data

The Superintendent or designee shall maintain the following data and report such data annually to the California Department of Education, using forms supplied by the California Department of Education: (Education Code 48900.8, 48916.1)

1. The number of students recommended for expulsion
2. The specific grounds for each recommended expulsion
3. Whether the student was subsequently expelled
4. Whether the expulsion order was suspended
5. The type of referral made after the expulsion
6. The disposition of the student after the end of the expulsion period

3.5 Dress and Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

The Board of Education seeks to provide educational experiences which assure that students are academically prepared, that they accept civic and social responsibilities and that they are qualified for future entry into the work place. The clothing and accessories worn by students and staff should reflect the serious goals of an academic environment.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel

In accordance with the California Constitution, all students and staff of public primary, elementary, junior high and senior high schools have a right to attend campuses which are safe, secure and peaceful. Where there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities, the Board of Education authorizes the principal, staff and parents/guardians at the school to establish a reasonable dress code that prohibits students from wearing gang-related apparel.

Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to

the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide.

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

[3.6 Employee Security](#)

The Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

When violence is directed against an employee by any individual and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted.

When the employee notifies the Superintendent or designee of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution.

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately.
2. Immediately notify the principal, who shall take appropriate action.
3. Immediately notify the local law enforcement agency and the principal.

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure. Pursuant to Education Code 49334, school employees who notify law enforcement regarding students or adults who are in possession of injurious objects while on school grounds or under the jurisdiction of school personnel are immune from prosecution.

Notification to Teachers about potentially dangerous student

Notification to teacher; pupil who has engaged in acts constituting grounds for suspension or expulsion; civil or criminal liability; misdemeanor; fine; confidential information; application of section. Ed. Code 49079.

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

in this section

b) No school district, or school district officer or employee, shall be civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew that the information was false, or was made with a reckless disregard for the truth or falsity of the information provided. c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a), is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

A school district must inform any teacher, counselor or administrator in a supervisory or disciplinary position when, based on records maintained by the district or received from law enforcement, it has information that, during the three previous school years, a pupil has engaged in, or is reasonably suspected to have engaged in, the following criminal or disruptive conduct at school, while going to or from school, or during a school sponsored activity:

- a) Causing, attempting, or threatening physical injury to another;
- b) Possessing, selling, or otherwise furnishing, a firearm, knife, or other dangerous object;
- c) Possessing, using or selling illegal drugs, alcohol, or drug paraphernalia;
- d) Committing or attempting to commit robbery or extortion;
- e) Damaging or attempting to damage school property;
- f) Stealing or attempting to steal school or private property;
- g) Committing an obscene act or engaging in habitual profanity or vulgarity; h) Possessing, offering, arranging or negotiating to sell, any drug paraphernalia; i) Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties;
- j) Knowingly receiving stolen school or private property.

3.7 School Site Emergency

PURPOSE: every classroom should have a yellow stormcase iM2500 emergency roll kit. The equipment provided should only be used **in the event of a disaster emergency**, do not open the sealed box inside the kit. The contents are adequate to sustain a classroom of 25 students until more help arrives. **CONTENTS INCLUDE:**

- q 60 Individually Wrapped WaterPackets.
- q 2 - 2400 Calorie Food Bars - these items have a five-year shelf life.
- q Users are instructed not to distribute food or water for the first 6-8 hours unless medically necessary. Water may also be used for first aid purposes.
- q Basic First Aid Kit General supplies are provided with a First Aid Guidebook.
- q 6-Mylar Blankets - (1) blanket is included in the Sanitation Kit to be used as a privacy screen. (5) separately packed 52" x 84" blanket - use for first aid, to cover broken windows, slow smoke or dust seeping through air vents, or group students together to provide warmth.
- q Two 10-Hour Light Sticks In the event of a power outage or if students are entrapped through the night, the light sticks will provide enough light for the teacher in charge to keep the group secure.
- q One Sanitation kit including:

- 6 - Trash bag liners
- 1 - Bio Hazard Bag

6 - Cleansing Wipes

Q Packet of Fluid Solidifier -this packet is wrapped individually and contains instructions.

Q One collapsible toilet, sturdy enough to support 250 pounds. Teachers may not have restroom facilities available. This unit is equipped with a toilet and should be assembled in the event of longterm entrapments or lockdowns. Complete instructions are provided.

3.8 Emergency Phone

Monthly Emergency Phone Testing

Monthly emergency phone testing is on the **first Tuesday of every month** at 9:00am. On the PUSH TO TALK FEATURE ON YOUR PHONE, in the EMERGENCY GROUP, you will hear "This is your monthly emergency phone drill, please DO NOT respond, your site will be called individually." Please email vilma.bermudez@ousd.org if you need assistance with your phone settings.

When your school name is called, please respond with the following script:

"This is {YOUR SITE NAME} responding."

If you miss the emergency phone drill, DO NOT call the emergency group, please call "Emergency Services"

through the PUSH TO TALK feature on your emergency phone.

MANDATORY SAFETY PROTOCOLS

PLEASE READ - there is no discretion to deviate from these protocols.

A call to 911 (or 510-777-3211) shall be made for any "in progress crime" where the safety of the school site is at risk. School sites should refer to BP 5145.13 and BP 5145.14 regarding student and law enforcement contacts.

Additionally, it is mandatory to notify the Culture and Climate Unit at 510-874-7777 for all of the following incident types:

- Any incident involving guns, knives, or weapons
- Any recovery of weapons
- Injuries to students or staff
- Theft or loss of District property
- Disturbances or disruptions of the learning environment
- Individual or group demonstrations
- Assaults which cause physical injury to any person on a school site
- Gang related activity
- Any recovery of drugs
- Missing persons
- Mandatory reporting incidents
- Abductions, attempted abductions, including parental abductions & custody disputes
- Intoxicated students, staff, or other adults on school sites
- Any person who poses a threat to the safety of the campus, students, or staff
- All fires
- Any major property damage
- Gang, ethnic, hate, racial, vulgar, or objectionable graffiti found on District property
- Anytime there is a perceived need for Emergency Services

Below are step-by-step instructions for the most commonly asked questions regarding safety on campus. You will also find these protocols outlined in every Comprehensive School Site Safety Plan. Please ensure that all OUSD staff receives a copy of these safety protocols.

Thank you for your part in fostering a safe environment for all students and staff at OUSD!

1 - Protocol for Lockdowns

Principal or designee shall take the following steps, in the stated order:

- Step 1: Contact OUSD Dispatch number (510-874-7777), if immediate threat contact 911
- Step 2: Implement a School-Initiated Lock Down, **“This is a Lockdown/Barricade.”** Step
- 3: Contact the Network Superintendent's Office with details by email and phone

Network Superintendent Office shall:

- Forward “Incident Report” to Emergency Preparedness Manager and Superintendent's Office;
- Provide the Principal with follow-up steps if needed

[End of Lockdowns]

2 – Protocol for Secure School

In the Event of a Secure School, the Principal or Designee Will Carry Out All or Some of the Following:

Law enforcement notifies school of police activities in the area OR you have firsthand account of threat to student and/or staff safety.

Make announcement **“Secure School! Secure the perimeter.”**

Designated staff will secure all perimeter access points.

Teachers/staff will continue with class instructions or business inside the building.

Contact law enforcement to assess the situation, who will advise of “All Clear.”

After Emergency:

IMPORTANT: On-scene law enforcement personnel will deactivate Lockdown by verbally providing “All Clear” and not by a phone call or any other method. Teachers will not release students until “All Clear” is provided from an on-scene law enforcement personnel.

Students may return to regular schedule.

If student release is necessary, follow Parent Release Protocols as outlined in the school site safety plan.

District Office may provide psychological services to assist in the counseling of staff and students. Be prepared to provide input in After Action Report to Principal or designee.

Please Note: in violent or extremely dangerous situations, law enforcement may evacuate staff and students room by room. In this case, teachers and staff can expect to be escorted from their room by armed law enforcement or whose weapons may be drawn when the classroom door is opened. This may cause anxiety and fear among students, so do your best to calm the students students prior to a law enforcement evacuation. [end of Secure School]

3 - Protocol for Student Injuries

Principal or designee shall:

(For minor injuries only)

- Administer first aid, contact school nurse;
- Contact parent/guardian as necessary.

(For major injuries: broken limbs, head trauma, dizziness, or life-threatening incidents) Determine if 911 needs to be called

If 911 call is NOT necessary, contact school nurse & parent or guardian immediately If

parent/guardian is not available, leave a detailed voice message and call emergency contacts on the Emergency Card

If injury is caused by structure or the physical grounds (e.g. pothole), have custodian to mark off or cover the area and place a work order in the system

Complete the "Incident Report" form; document your initial action steps and FAX or PDF a copy directly to the Legal Department or and to the Network Superintendent's Office

Network Superintendent Office shall:

Forward "Incident Report" to Risk Management and Superintendent's Office;
Provide the Principal with follow-up steps if needed

[end of student injuries]

4- Protocol for Threats of Physical Harm on a School Site

Principal or designee shall take the following steps, in the stated order:

Step 1: If immediate threat contact 911; if not an immediate threat, enlist support from the Culture & Climate Unit at dispatch number 510-874-7777

Step 2: Implement a School-Initiated Lockdown-Barricade/Secure School if the situation warrants it

Step 3: Contact the Network Superintendent's Office with details by email and phone.

Network Superintendent Office shall take the following steps, in the stated order:

Step 1: Contact police if necessary.

Step 2: Contact Communications Department.

Step 3: Legal Office (Initiate a Restraining Order, where indicated)

Step 4: Alert school of next steps or follow-up via email/phone

Step 5: If a District employee is involved, Contact Tara Gard, Human Resources (Investigate & Issue Employee Discipline)

[end of threats of physical harm]

5 - Protocol for Suspected Child Abuse, Endangerment, or Sex Crimes

ALL District employees shall take the following steps, in the stated order:

Step 1: Ensure child's physical, social, and emotional safety needs are met

Step 2: Document student statement on CPS report form

Step 3: Call CPS ([510-259-1800](tel:510-259-1800)) immediately with the written report completed and file the report with CPS within 36 hours

Step 4: Notify Principal or Principal's Designee

Step 5: Contact Regional or Network Mental Health Program Manager

Step 6: If the suspect is an employee, contractor, or volunteer - contact the Network Office with details of the incident, name of employee, contractor, or volunteer.

NOTE:DO NOT prolong the notification time to CPS and Law Enforcement. This **MUST** be done prior to any other OUSD notifications

Network Superintendent Office shall take the following steps, in the stated order:

Step 1: Notify Superintendent's Office and Legal Department

Step 2: Contact Communications Department at (510) 879-8200

Step 3: Contact HRSS (if employee, contractor, or volunteer is involved)

CPS shall:

Coordinate with the Law Enforcement response to the incident.

Law Enforcement shall:

Follow OPD guidelines and regulations for investigating child abuse, sex crimes and/or endangerment

[end of suspected child

abuse]

6 - Protocol for Allegation of Weapons on Campus

Principal or designee shall take the following steps, in the stated order:

Step 1: If someone in possession of a weapon is posing an immediate threat, or if there is an explosive device, call 911.)

Step 2: If applicable, follow the directions of OPD.

Step 3: Contact your Network Superintendent's Office with all the details of the incident and/or allegations.

Step 4: If a student is verified to have firearm, firearm muzzler, firearm silencer, bomb, grenade, rocket, missile, or mine, a written referral that includes the student's name must be made to law enforcement/criminal justice authority.

Step 5: If firearms are recovered call OPD Non-Emergency Line (510-777-3333) in order to promptly remove from campus.

Please note, that if a student or non-student is in possession of weapons on or within 1,000 feet of a school site (does not apply to imitation firearms), this information must be included in a quarterly written notification to the City Police or County Sheriff (this is an aggregate report that need not include student names).

Principal shall:

Begin the proper Discipline Hearing Process (DHP)

Complete the "Incident Report" form; document your initial action steps and FAX or PDF a copy directly to the Legal Department and to the Network Superintendent's Office

Network Superintendent Office shall take the following steps, in the stated order:

Step 1: Contact Communications Director

Step 2: Contact Regional Mental Health Program Manager

Step 3: Contact Risk Management and Superintendent's Office

Step 4: Alert school of next steps or follow-up via email/phone

[end of allegations of weapons]

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 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 re-enter buildings until it is determined safe to do so.

While in a vehicle, you should pull over to the side of the road and stop. If you are on a bridge, overpass, or under power lines, continue on until you are 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.

Fire Procedures

- Evacuate the buildings immediately for any fire or suspected fire.
- Sound alarm if it has not already been done.
- Call 9-1-1**, identify problem, school building address and location of fire (if known).

Never attempt to fight a fire larger than a wastebasket size. Even a small fire can generate enough smoke to cause serious injury. Never attempt to fight a fire by yourself. Call for help. Always stay between the fire and the exit.

Fire Extinguisher Instructions:

- P** Pull safety pin from the handle
- A** Aim at the base of the fire
- S** Squeeze the trigger handle
- S** Sweep from side to side

If your clothes (or someone else's) catch fire, STOP, DROP AND ROLL!

- Upon arrival, the Fire Department will assume command.
- Principal will be accountable for teachers and school district staff. Teachers will be accountable for students.
- Notify Superintendent's Office.

Emergency Lockdown

If it is determined that the safety and health of students and staff are in jeopardy, an announcement will be made to alert of potential danger. The Shelter-In-Place alert shall be given by the District.

All schools will use the following announcement format "This is Lockdown-Barricade." A messenger must be sent to outdoor fields and tracks. Upon hearing this announcement, the following steps must be implemented:

- Teachers should quickly check halls and get students into classrooms or if safe to do so, evacuate away from incident.
- Lock doors, close blinds.
- Teachers will keep all students in the classroom until an all clear has been sounded.
- Teachers will maintain (as best they can) a calm atmosphere in the classroom, keeping alert to emotional needs of students.
- Staff without students will report to the office for instruction or as otherwise directed.
- Head secretary will operate the phones and radio. Please use site communication system (radio, Crisis Go, etc) to keep staff informed.
- Staff will not evacuate or leave their assigned area unless authorized by Principal or Emergency Services.

- When the emergency is over, a coded "all clear" will be announced.
- The Crisis Response Team will meet to determine needs of school.
- Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

Secure School

In the Event of a Secure School, the Principal or Designee Will Carry Out All or Some of the Following:

- Law enforcement notifies school of police activities in the area OR you have firsthand account of threat to student and/or staff safety.
- Make announcement "Secure School! Secure the perimeter."
- Designated staff will secure all perimeter access points.
- Teachers/staff will continue with class instructions or business inside the building.
- Contact OPD to assess the situation. OPD will advise of "All Clear."

After Emergency:

- IMPORTANT:** On-scene law enforcement personnel will deactivate Lockdown-Barricade and Secure School by verbally providing "All Clear" and not by a phone call or any other method. Teachers will not release students until "All Clear" is provided from an on-scene law enforcement personnel.
- Students may return to regular schedule.
- If student release is necessary, follow Parent Release Protocols as outlined in the school site safety plan.
- District Office may provide psychological services to assist in the counseling of staff and students. Be prepared to provide input in After Action Report to Principal or designee.

Please Note: in violent or extremely dangerous situations, law enforcement may evacuate staff and students room by room. In this case, teachers and staff can expect to be escorted from their room by armed law enforcement or whose weapons may be drawn when the classroom door is opened. This may cause anxiety and fear among students, so do your best to calm the students prior to arrival of Law enforcement.

Shelter-in-Place

When instructed or when an alerting system triggers to shelter-in-place, please:

- SHELTER.** Go inside the nearest building or classroom and remain there. You are looking for enclosed protection from the outside.
 - Students should also be advised to do the following when possible:
 - Select rooms on higher floor levels and avoid basements.
 - Select an internal room or a room with as few windows as possible.
 - Choose a room with bathroom facilities and water. You may need to shelter in place for an extended period of time.
- 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. Close curtains and then stay away from the windows.
- LISTEN.** Remain quiet to hear critical instructions from school officials.

School Sites as Mass Care Shelters

Use of School Buildings: California law, as stated by the "Katz Bill", requires public and private school districts and school authorities to make their facilities available as public shelter sites in a declared disaster. This makes school facilities, especially larger high school buildings, a logical first choice for shelter operations in an event where there has been widespread destruction. However, use schools as public shelters only when other resources are unavailable. First, schools may already be sheltering their own student population. Second, a community needs to resume normal activities as soon as possible after a disaster. Therefore, in short time the shelter population will need to be moved from the school, so that students can ultimately return to classes.

Oakland Unified School District has a Memorandum of Understanding with the City of Oakland and the American Red Cross to use OUSD school sites as mass care shelters in the case of an emergency or a catastrophe.

Section 4: Emergency Lockdown

This is a barricade-lockdown.

Section 4: Fire and Earthquake Drill Schedule

Month Date Time Fire/Earthquake August 8/13/2024 10:00 AM Both September
9/10/2024 10:00 AM Both October 10/8/2024 10:00 AM Both November 11/12/2024 10:00 AM
Both December 12/10/2024 10:00 AM Both January 1/14/2025 10:00 AM Both February 2/11/2025
10:00 AM Both March 3/11/2025 10:00 AM Both April 4/8/2025 10:00 AM Both May 5/13/2025
10:00 AM Both

Date Time

Fall 9/10/2024 10:00 AM Spring 1/14/2025 10:00 AM

Emergency Evacuation: Principal's checklist

- Determine appropriate evacuation areas that have been pre-designated.
- Activate alarm/PA system or send messenger, if safe to do so.
- Telephone emergency service personnel:
 - **9-911**
 - **Superintendent's office**
 - **Utilities**

Activate key personnel to:

- Attend to the injured.
- Assure complete evacuation and student/staff are accounted for.
- Ensure special needs students are evacuated accordingly.
- Secure school for specific emergency.
- Clear road/fire lanes for emergency vehicles (pre-assigned).
- Assure that injured students/staff are reported to medical services for care and transportation to hospital/emergency medical center.
- Be contact person for emergency services, District, utility and/or news media personnel and provide needed aid (pre assigned).
- Direct employees to aid those from the emergency services, District, utilities and other authorities. Avoid entering damaged areas unless specifically asked.
- Assure the facility is thoroughly inspected by the custodian, fire officials and District Operation personnel before re-entry is allowed.
- Seek Superintendent or designee approval for school closure if damage cannot be immediately restored or repaired. If possible, have students/staff re-enter parts of the school that are declared safe.
- Make sure all students/staff are accounted for once outside.

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

- Contact the Superintendent or designee.
- 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.

Emergency Student Release Procedures

1. The Oakland Unified School District will keep and care for all students in an emergency situation (such as loss of electrical power, wind/rain storms, earthquakes, etc.) until the end of the school day or longer if the emergency dictates.
2. Should conditions exist that make transportation impossible, students will be kept at school until the parent, guardian or an authorized adult comes to check the student out of school. In such conditions it is expected that parents/authorized adults will come as soon as possible to pick up their student(s).
3. If electrical power has not been disrupted, only high school parents/legal guardians may have their student(s) released, as per normal absence/release procedures.
4. In all situations, the superintendent may make other decisions dependent on the type of emergency. During any community-wide emergency, please listen to the radio for pertinent information.
5. Those who arrive during an emergency to check a student out of school will go through the designated release procedures: typically the school will record the time, student's name, and the name of adult to whom the student is being released and address or destination.

If the emergency situation does not extend beyond normal school hours, students will be released as usual at the end of the school day.

Emergency Evacuation: Employees checklist

- Upon emergency alert, secure work area as advised 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. If dismissed, inform Principal of departure.

- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the Principal.

Emergency Evacuation: Teachers checklist

- Upon alert, assemble students for evacuation using designated routes and account for all students
- Secure room as advised
- 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 closure is ordered with no re-entry, when advised, release walkers and car/passengers (unless drivers are needed to evacuate students from the site) accounting for those who have left. Stay with bus riders until buses arrive.
- 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 Principal.
- Debrief students to calm fears about the evacuation.

Laurel Elementary School

JOHN STANGL

COREY SALTER JAMIE WILLIAMS

ARACELI RAMOS VEGA STEVEN MCDANIELS PATIENCE NWADUGBO BRANDIE PITTMAN
YOLANDA WASHINGTON

WENDY XAYTHAVONE

STEVEN MCDANIELS

JANE NYLUND

ARACELI RAMOS VEGA ERIC

ERIC SMITH

SMITH

BRIAN GREEN

ader:

Situation Status Leader:

Cost & Time Team Leader:

JONICK

ader:

Communications Team Leader:

Documentation Team Leader:

Tayla Muise

510-368-9112

After School Coordinator:

Phone#:

Hours:

3:00-6:00

BRANDIE PITTMAN

PATIENCE NWADUGBO

NICHOLAS SOENYUN KELLY

located? 3) Description of disabilities. 4) Any other relevant info

N/A

Special Needs Population In Detail.

List the specific number of each special needs type on site.

Special Needs Type Abbreviation Total

Intellectually Disabled ID 0

Hard of Hearing HH 0

Deaf DEA 0

Speech & Language Impairment SLI 0

Visually Impaired VI 0

Emotionally Disturbed ED 0

Orthopedically Impaired OI 0

Other Health Impaired OHI 0

Specific Learning Disability SLD 30

Deaf / Blind DB 0

Multipally Disabled MD 0

Traumatic Brain Injury TBI 0

Autism ATSM 0

Est Medical Disability EMD 0

Determine proper signage and equipment.

(What equipment and signage is on-site to help people with disabilities?)

There are two disabled persons parking areas, one off Kansas and the other near the cafeteria in the staff parking lot. There are ASA compliant ramps leading into the front and back of the building. There is an elevator between the 1st and 2nd floor and a lift near the entryway.

Training staff to assist individuals with disabilities.

At least 1 name / title combination must be complete.

Name: Steven McDaniels Title: Teacher

Name: Brian Green Title: Teacher

Section 6: On Campus Evacuation - Rally Point Map

Schools must identify and clearly mark "rally point location" on campus map with evacuation routes (indicated with arrows) pointing to the assembly location.

On-Campus Assembly/Rally Point Location

Describe on-campus evacuation/assembly/rally point location.

Along main building. Line up area with numbers painted on asphalt corresponding to the classrooms.

Upload Copy of Map Use Last Years Map



Section 6: Off Campus Evacuation - Rally Point Map

Schools must identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

Off-Campus Evacuation/Assembly/Rally Point Location

a-1. Description/Name of location: Allendale Park and Rec

Establish a memorandum of agreement with the evacuation site.

Name of person or organization memorandum was established with:

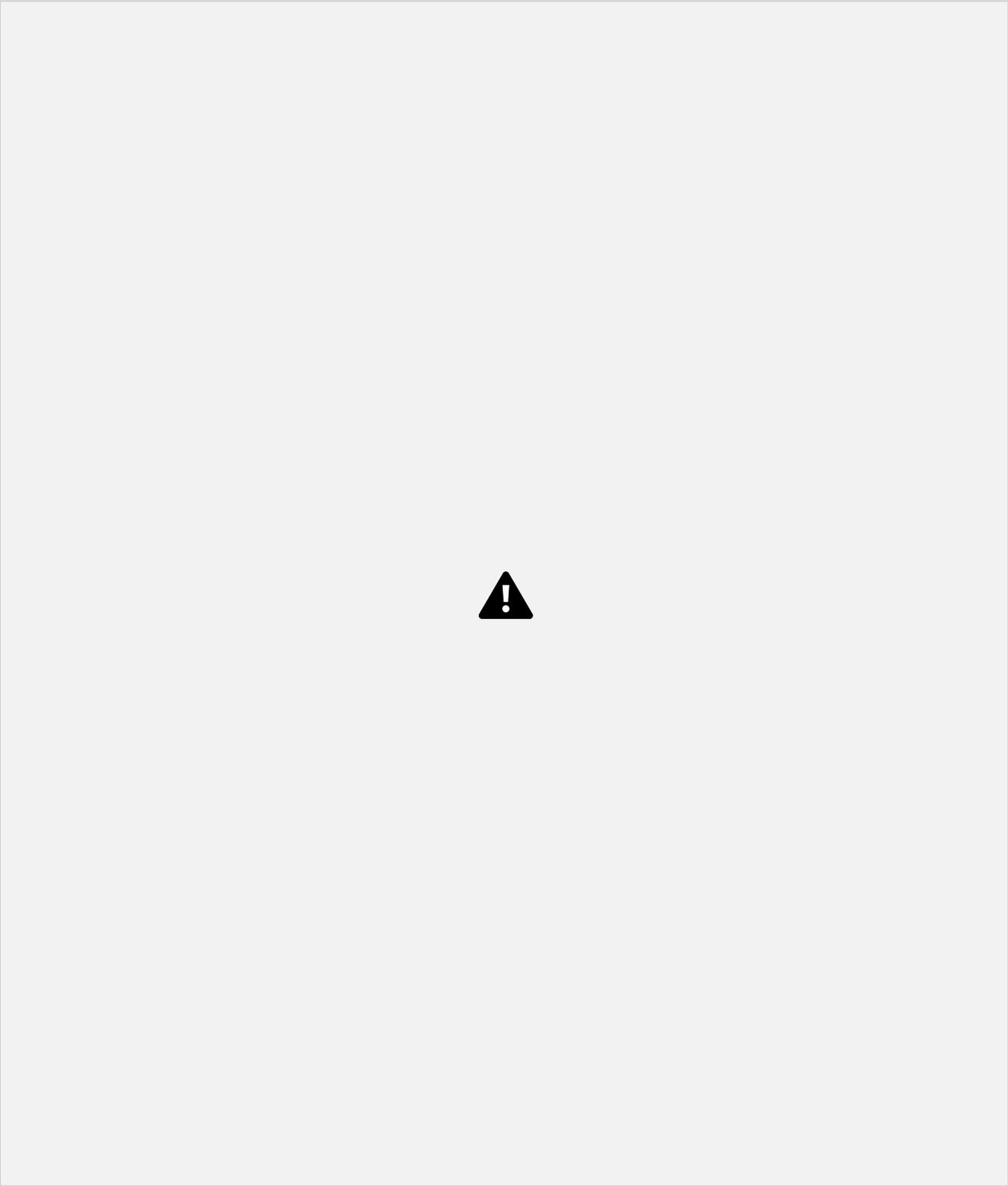
Allendale Park and Rec

C. Date of Agreement: 10/1/2012

a-2. Please enter the Street Address of the Off-Site Campus Evacuation/Rally Point Location. Please don't enter the city, state, or zip code.

A. School Street Address: 3750 Brown Avenue , Oakland, CA

B. Evacuation/Rally Point Street Address: 3711 Suter St. , Oakland, CA



A large, empty rectangular box with a light gray background, intended for a map or additional information. A warning icon (a black triangle with a white exclamation mark) is centered within the box.





After School Coordinator Name:John Stangl **Phone:**510-735-7710

After School Coordinator Name:Tayla Muise **Phone:**510-368-9112

Hours of Operation: MTThF 2:45-6;W1:10-6

of Staff: 15

of students: 200

of Staff: 15

of special needs students: 0

of special needs coordinators: 0

Primary on-campus evacuation location: upper yard

Secondary off-campus evacuation location: same as school day

Notification sent to Parents? Yes parent meeting and mailer

Emergency Staff Notification Method: cell phone; walkie talkie

Student reunification policy established? Yes

After School Safety team established? Yes

After School Safety Team Name:Josefina Alvarez **Phone:**

After School Safety Team Name:Tayla Muise **Phone:**

After School Safety Team Name:Sophia Barze **Phone:**

After School Safety Team Name:Emiliano Mena **Phone:**

After School Safety Team Name:Jeremiah Carreon

Phone:

Month Date Time Fire/Earthquake

Date Time

Fall

Spring





**EMERGENCY PLAN
FOR STUDENTS
WITH SPECIAL NEEDS**

OAKLAND UNIFIED SCHOOL DISTRICT

July 2016

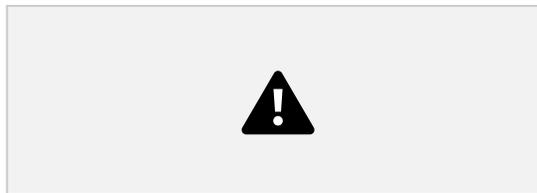


TABLE OF CONTENTS

	Page No.
I. PURPOSE OF PLAN A. Presidential Mandate	4
.....	
..... B. Planning Assumptions	5
II. STATUTES FOR SERVICES IN SCHOOL	6
Americans with Disabilities Act	6
with Disabilities Education Act	6
Rehabilitation Act	7
.....	
III. MITIGATION AND PREVENTION.....	10
A. Teacher Survey: Students Needing Special Assistance.....	10
B. Mitigation Strategies	11
IV. PREPAREDNESS	12
A. General Strategies.....	12
B. Buddy System	12
C. Medication Management	13
D. Access to Communication	14
E. Time	14

Management.....	15	F. Preparedness
Supplies.....	15	G. Drills
.....	16	H. Key Practices
for Certain Impairments.....	16	I. Developing a Special
Needs EvacuationPlan	19	

V. RESPONSE	22	
A. Shared Leadership	22	B.
Assess the Situation	22	C.
Announce the Emergency	22	D.
Lockdown/Shelter-in-PlaceStrategies	23	E.
Implement Evacuation	23	F.
Transport Students	24	G.
Reassess Needs	25	H. Other
Considerations for Special Needs Populations.....	25	

VI. RECOVERY.....	26	A.
Restoration	26	B.
Supportive Services.....	26	C.
Reassurance	27	

Model Emergency Annex for Students with Special Needs 2

VII. APPENDICES	28	A.
School Emergency Evacuation Planning Checklist	28	B.
Emergency Information Form for Students with Special Needs.....	29	C.
Emergency Medical Information Card	31	D.
72-Hour Medication Forms (English and Spanish).....	32	E.
Online Resources.....	34	F.
Acronyms.....	36	

Model Emergency Annex for Students with Special Needs 3

Emergency Plan for Students with Special Needs

Emergency Management Plan

The Emergency Management Plan consists of several components including the

Model Plan, Appendices with Checklists, Forms, Sample Memos and Agreements, and Annexes. The Emergency Annex for Students with Special Needs is an incident management strategy that serves to augment the Oakland Unified School District Emergency Management Plan. In order to ensure efficient and effective emergency management, the Model Plan must be implemented in its entirety.

I. PURPOSE OF THE PLAN

The information contained in this document will assist school administrators, teachers, special education staff, parents, and students in planning for the support that may be required for students with special needs in the event of an emergency. For the purposes of this annex, students with special needs are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary.

This plan includes procedures ensuring the full participation of students and staff with special needs and disabilities through the planning and implementation of mitigation, preparedness, response and recovery strategies as part of the overall management of school emergencies and disasters. Current thought identifies this population as those with access and functional needs (AFN).

A. Presidential Mandate

On July 22, 2004, President George W. Bush signed Executive Order 13347, Individuals with Disabilities in Emergency Preparedness, which added to existing legislation policy to ensure that the safety and security of individuals with disabilities are appropriately supported and requires public entities to include the unique needs of individuals with disabilities in their emergency preparedness planning.

Model Emergency Annex for Students with Special Needs 4

B. Planning Needs and Assumptions

For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced.

Communication

may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- **have sound working knowledge** of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
- **know the special needs demographics** of the students attending classes on site;
- **involve students** with different types of disabilities, staff, and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
- **consider emergency accommodations** for those with temporary disabilities;
- **identify existing resources** within the school and local community that meet the special needs of these students;
- **develop new community partners** and resources, as needed;
- **inform parents** about the efforts to keep their child safe at school;
- **identify medical needs** and make an appropriate plan;
- **determine transportation needs**, special vans and buses for students;
- **identify any necessary tools** such as personal response plans, evacuation equipment or visual aids;
- **include local responders** and establish a relationship with individual students with disabilities and their teachers.

Model Emergency Annex for Students with Special Needs 5

II. STATUTES FOR SERVICES IN SCHOOL

Federal law mandates that every child will receive a free and appropriate public education (FAPE) in the least restrictive environment. Children who experience difficulties in school due to physical or psychiatric disorders, emotional or behavioral problems and/or learning disorders or disabilities are entitled to receive special services or accommodations through the public schools. To support their ability to learn in school and participate in the benefits of any district program or activity, including emergency preparedness and school safety plans, three Federal laws apply to children with special needs:

- Americans with Disabilities Act of 1990 (amended 2008)

· Individuals with Disabilities Education Act of 1975 (amended 2006) ·
Section 504 of the Rehabilitation Act of 1973 (revised 1978)

A. Americans with Disabilities Act of 1990

The Americans with Disabilities Act (ADA) of 1990, including amendments which became effective in 2009, provides “a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities.” The ADA prohibits the exclusion of any qualified individual with a disability, by reason of such disability, from participation in or benefits of educational services, programs or activities.

B. Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a 1975 federal law, amended by the Office of Special Education Programs in 2006, which ensures services to children with special needs throughout their lifetime.

IDEA specifies 13 primary categories under the lead definition of a “child with a disability.” (See Table 1, Categories of Disability Under IDEALaw.) These federal definitions guide how states define who is eligible for a free, appropriate public education under special education law. The IDEA requires the school to provide an individualized educational program (IEP) that is designed to meet the child's unique needs and provide the child with educational benefit.

Individual Education Program (IEP)

IDEA requires that planning for the educational success of these students is done on an individual, case-by-case basis through the development of an Individual Education Program (IEP). The IEP is a written statement developed for each child with a disability that outlines measurable annual goals for each child's academic achievement and functional performance and specifies accommodations and modifications to be provided for the student.

Model Emergency Annex for Students with Special Needs 6

Students with special needs who are self-sufficient under normal circumstances may have to rely on others in an emergency. They may require additional assistance during and after an incident in functional areas, including, but not limited to: communication, transportation, supervision, medical care and reestablishing independence. While not explicitly stated, a component of the IEP for related services must consider the particular needs of the child to ensure his or her safety during an emergency that includes evacuation from a classroom and building.

C. Section 504 of the Rehabilitation Act of 1973

In 1978, the U.S. Department of Education (DOE) issued regulations to implement Section 504 of the Rehabilitation Act of 1973. These regulations applied to

institutions receiving federal funds. Section 504, as revised, states in part: “No otherwise qualified individuals with disabilities in the United States . . . shall, solely by reason of the disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Under Section 504, any student who has a physical or mental impairment that substantially limits one or more major life activities*, has a record of such an impairment and is regarded as having such an impairment is considered disabled. Typically, children covered under Section 504 either have impairments that do not fit within the eligibility categories of IDEA or that may not be as apparent as those covered under IDEA.

The Individualized School Healthcare Plan (ISHP) articulates the healthcare accommodations required for each student qualified for service under the Section 504 regulation. The ISHP assists in the safe and accurate delivery of healthcare services in school. It is specifically a nursing care plan, developed by the school nurse with parent input. A copy of this plan is included in the school disaster plan and attached to the IEP.

* Major life activities are those basic activities that the average person in the general population can perform with little or no difficulty, such as caring for one’s self, performing manual tasks, walking seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, thinking, concentrating, interacting with others and reading.

Table 1. Categories of Disability under IDEA Law

Federal Disability Term	Alternative Term	Brief Description/ Factors that Elevate Risk in Emergencies	Factors that Reduce Risk in Emergencies
Autism	Autism spectrum disorder (ASD)	Characterized by extraordinary difficulty in social responsiveness; often resistant to environmental change or change in daily routine and experience anxiety over interruption; unusual responses to sensory experiences. May be non-verbal or use argumentative communication.	Structure, routine, normalcy and familiarity with activity

Deaf-blindness		A simultaneous significant hearing and vision loss. Limits the speed of movements.	Guidance from a sighted person
Deafness	Hearing impairment, hard of hearing	A complete or partial loss of hearing that adversely affects a child's educational performance. May not respond to auditory cues.	Written instructions, sign language, specialized communication for direction in an emergency
Emotional disturbance	Behavior disorder, emotional disability	Has limited ability to understand environmental events, situations, or procedures. Needs are categorized as mild, moderate or severe. May disobey or resist direction.	Regulated sensory input
Intellectual disability	Intellectual disability, cognitive impairment	panic. Significant limitations in intellectual ability and adaptive behavior. This disability occurs in a range of severity.	Regulated sensory input
Multiple disabilities		The simultaneous presence of two or more impairments, the combination of which causes such severe educational needs that they cannot be accommodated in a special education program solely for one of the impairments. Does not include deaf-blindness.	
Orthopedic impairment	Physical disability	A significant physical limitation that impairs complete motor activities, strength, vitality or an alertness to environmental stimuli.	Adaptive physical equipment: cane, walker, wheelchair. May require alternative, accessible evacuation route
Other health impairment		A disease or disorder so significant that it negatively affects learning; examples include cancer, sickle- cell anemia, and diabetes.	Continuity of medication management regime
Specific learning disability	Learning disability	A disorder related to processing information that leads to difficulties in reading, writing and computing.	
Speech or language	Communication disorder, stuttering	A disorder related to accurately producing or	Sign language, hand signals, specialized

impairment		sounds of language to communicate.	communication for response in an emergency
Traumatic brain injury	TBI	An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both that may affect cognition, behavior, social skills and speech.	
Visual impairment	Low vision, blindness	A partial or complete loss of vision	Guidance from a sighted person

Source: U.S. Department of Education: IDEAat
<http://idea.ed.gov/explore/view/p/,root,regs,300,A,300%252E8,c>,

In addition to students with disabilities specified under IDEA law, the school site administrator or designee must identify individuals with a temporary impediment such as a broken leg or hidden impairments such as asthma, panic attacks, significant allergies or heart conditions. Students with such documented medical conditions may not have an IEP in place that would highlight the need for continuing a special medical regime, particularly during a crisis or disaster.

III. MITIGATION AND PREVENTION

Mitigation is the action districts and schools take to identify barriers students with special needs may face during an emergency and eliminate or reduce their adverse effects. A hazards and vulnerability assessment of the site will help in preparing the emergency plan and identifying improvements for safety.

A. Teacher Survey - Students Needing Special Assistance

At the beginning of each year, teachers should provide to the main office the name(s) of students/staff that will require special assistance in the event of an emergency. The type of assistance needed as a result of an injury is also required (e.g., broken leg during the year, etc.).

- **Review** how an emergency may impact the daily routine of students with special needs.
- **Know who is on your school site:** Identify students and staff on the site with special needs and disabilities. The school principal must be aware of all students with special needs using school facilities and services.
- **Identify the students** who are severely handicapped and who might need extra support in emergency crises.
- **Make a list** of the students on the school site who are on medication and their

medication schedule.

Model Emergency Annex for Students with Special Needs 9

- **Maintain a list of all resources** regularly relied upon and determine how a disaster might affect the use of them. Examples include use of mobility aids, communication devices and electrically-dependent equipment.
- **Identify all the stakeholders** who should be considered in the plan (i.e., family, friends, service providers, personal attendants, physicians and others).
- **Determine what short term accommodations** to provide for students with temporary disabilities (e.g., broken legs, panic attacks, etc.).
- **Assess** potential hazards. Review evacuation equipment.

B. Mitigation Strategies

- **Learn about the types of hazards** that may impact the school (e.g., earthquakes, floods, wildfires, etc.) and assure that emergency response procedures address each one.
- **Identify a pre-evacuation site** that is accessible to students with disabilities.
- **Plan a primary and secondary evacuation route** from each location the student is in during the course of the day.
- **Arrange sufficient transportation** ahead of time to accommodate the entire special needs/staff population.
- **Develop a schedule** of daily activities and classes that identifies where a special needs student may be located each period of the day.
- **Consider classroom location** in placement of students with disabilities. Evaluate the handicap accessibility of nearby exits and proximity to the school nurse.
- **Conduct a test of the family notification system** to assure that contact information is up-to-date to help decrease parent anxiety during a disaster.
- **Complete the annual Site Safety Plan** to ensure that your site has written information regarding the plan in the event of an emergency. During completion of the annual Site Safety Plan, alert the District if the Site requires safety supplies (e.g., wheelchairs, signage, portable ramps, etc.)

IV. PREPAREDNESS

Preparedness focuses on what steps need to be taken to facilitate a rapid, coordinated, effective response when an emergency occurs to keep the students safe. Collaboration with first responders in preparedness strategies and ongoing communications is essential and facilitates the safe integration of students with disabilities into emergency procedures.

A. General Strategies

Use the forms in APPENDIX A to collect information [see III.A] about individuals with special needs on site (e.g., students with a disability, nature of disability, implications for the student concerning full participation in school emergency planning, etc.). Include teachers, schedules, classrooms, potential needs during an emergency, relevant strategies enabling student to participate successfully with peers in general school activities.

- **Build on current accommodations**, modifications and services.
- **Develop a policy** and consent form for the release of medical information. The Americans with Disabilities Act (ADA) allows medical information to be given to people responsible for assisting in evacuating disabled individuals.
- **Consult parents or guardians** concerning care considerations if the special needs student is isolated at school for a short term or long-term basis. Inform parents about efforts to keep their child safe at school.
- **Incorporate pre-negotiated contracts** for services that may be needed in case of an emergency (e.g., transportation, food, etc.).
- **Obtain necessary equipment and supplies**, create evacuation maps and facilities information.
- **Inform and train staff** about emergency response protocols. Encourage teachers to discuss emergency procedures with parents as part of IEP meeting or other review.

B. Buddy System

Pairing students up with special needs students for emergency response (the “buddy system”) can help with critical backup when a skilled assistant is

unavailable or separated from the class. Buddies need to be willing and able to assist students in an evacuation by accompanying the individual to a safer enclosure or waiting for emergency responders. The buddy must be acceptable to the student with a special need. Also, teachers in adjacent classrooms can be pre-assigned joint responsibility for both classes if one of the teachers is busy with an injured student.

Model Emergency Annex for Students with Special Needs 11

To have an effective buddy system:

- Give the student the opportunity to select his or her own buddy. •

Identify a buddy who is appropriate (e.g. strong, responsible, etc.). •

Designate a backup buddy.

- Train for the specific need of the special needs student.
- Hold practice sessions to assure that buddies can handle their tasks.
- Train the buddies on how to communicate with the students and how to safely evacuate.

Buddies must be able to make contact quickly with the special needs student when the need arises. The following situations may interfere with this critical communication. Use the suggested strategy as an alternative.

- The buddy is in the building, but away from the customary work area.
Have a trained backup buddy in place.
- The buddy cannot locate the person with a special need because the person is absent.
Keep an updated roster of who is at school each day. Assign a temporary buddy when the primary buddy is absent.
- The buddy has left the class/program, and a new one has yet to be identified.
Make an effort to find a replacement as soon as possible. Assign a temporary buddy until there is a permanent buddy.
- The buddy forgets or is frightened and abandons the special needs person.
Check on each special needs student to assure he/she is accounted for during an evacuation. Practice drills will help diffuse real-time fright.

C. Medication Management

Most students with special needs have very individualized medication schedules that cannot be interrupted without serious consequences. Medicines or medical devices may not be available in emergency shelters. Make alternative arrangements to meet these needs. Consider how medicines can be stored in an emergency. Heat waves and power outages can affect the potency and integrity of some medications. Include an ice chest and cold packs among the school emergency supplies. If there is a power outage, the ice packs can extend the safe temperature range of medications requiring cold storage until

the power is restored.

Model Emergency Annex for Students with Special Needs 12

- **Ask caregivers to supply a 72-hour supply** of medication in a Ziploc bag with instructions; a refrigerated kit is also advised for medication if needed with instructions.
- **Gather all medications** before evacuation.
- **Transport special medications**, supplies and equipment with the special needs student.
- **Carry contact and medical information** for all students and provide individual medical information on a laminated card with a lanyard to be worn around the neck. See **Appendix C** for an example of the Emergency Medical Card.

D. Access to Communication

Communication access enables effective interaction with people who are deaf or blind or who have speech, vision or hearing limitations. Make written materials available in alternative formats (e.g., Braille, large print, disks, and audio cassettes, etc.) and provide hearing-assistive technologies such as amplified phones. Include auxiliary aids and services such as sign language interpreters. Alarm systems for fires and other emergencies will benefit most people if they incorporate both audible and visual elements. The hearing impaired students may be best alerted by flashing light alarms. **An emergency is not the time to learn how to work a rarely-used assistive device. The most effective communication systems are those used daily.**

- Give **clear, succinct** verbal instructions.
- **Use gestures** to communicate important information.
- **Pictorial representations**, where appropriate, can provide quick and easily understood instruction to many individuals with limited English proficiency, and some individuals with cognitive disabilities.
- **Guide students** with low vision or blindness.
- **Utilize electronic variable messaging boards**, short message systems (SMS), teletypewriters (TTY) or telecommunications display devices (TDD), if you have them.
- **Identify staff** with foreign language skills, if needed.
- **Practice basic American Sign Language** with aides, buddies, volunteers and evacuation for emergency words and instructions such as:

- *important,*
- *must leave now*
- *keep calm*
- *fire exit*
- *emergency*
- *fire*

- *elevator closed* • *stairs there* • *okay*

E. Time Management

Following a crisis, children with special needs are likely to respond to any form of stress with more extreme reactions. **Allow extra time** for them to make necessary preparations in an emergency.

Some students with special needs will need more time to comprehend the emergency. The earlier the notification, the better the chances are for a successful evacuation. Consider the triggers and cues for these students and anticipate their reactions. Prepare students for changes in routine. Some students may need to be more protected or isolated to minimize distractions and sources of agitation during the height of a crisis. Adult supervision may need to be more intense for a while.

Allow time for discussion of the traumatic events in a safe and familiar setting. Provide choices in activities to the extent feasible to give these students some sense of control over even a small part of their lives.

F. Preparedness Supplies

Classroom Supplies. A classroom that is used for teaching students with special needs should store disability-related supplies, assistive equipment and tools that may be required in an emergency. Parents should provide for students with dietary restrictions. Among the basic supplies to have in the classroom are:

- Batteries in different sizes, for adaptive equipment
- Lockdown kit, including portable toilet, privacy screen, toilet paper, toilet bowl liners disinfectant, and plastic bag for disposal
- Water pouches for drinking
- Water for hygiene purposes
- Copies of all students' Emergency Information Forms (secured)
- Backup copies of medical prescriptions (secured)
- Hand tools (e.g., screwdriver, wrench, pliers, etc.)
- Heavy work gloves
- Whisk broom
- Tarp
- Solar/crank/battery radio
- Cell phone and phone charger
- Flashlight and extra batteries or crank flashlight
- First aid kit
- Small ice chest for refrigerated medications
- Evacuation assistive equipment
- Protein bars (without nuts or nut oil)
- Canned fruit
- Carbohydrate-free foods for meals (e.g. canned meat, nuts, jerky, etc.)*
- Feminine hygiene supplies
- Household chlorine bleach to kill bacteria or antibacterial soap
- Facial tissues
- Whistle/noisemaker

Model Emergency Annex for Students with Special Needs 14

Go Kits. Portable preparedness supplies individualized for each student's needs, called "Go Kits", are an integral part of preparedness planning. Ask parents and caretakers to provide Go Kits at the beginning of the school year. Plan for a child with special dietary needs. Designate which staff members are responsible for reminding parents to replenish their child's kit and notify the school of changes. Each Go Kit should include, as a minimum:

- Lightweight uncomplicated backpack
- Emergency Information Form – see *Appendix B* for example
- Medication for up to 36 hours
- Emergency Medical Card, laminated and attached to a lanyard to be worn during an emergency. See *Appendix C* for example. Card should include:
 - contact information
 - medical requirements
 - allergies and sensitivities
 - adaptive equipment used
 - assistance needs and limitations

G. Drills

Drill practice is very important; it increases skills and instills confidence in each individual's ability to cope during an emergency. Educational techniques such as role-playing or the use of audio visual aids can also be helpful.

- Hold regular drills so that students become familiar with the procedures.
- Know how to get to all the exits.
- Practice using evacuation and assistive devices.
- Give clear, concise instructions
 - Practice dealing with different circumstances and unforeseen situations, such as blocked paths or exits or buddies that cannot be located.

H. Key Practices for Certain Impairments

Emergency planning for students with special needs should be as individual as the students. Some students may be at increased risk during an emergency and will need extra assistance or special attention. If possible confer with students and parents regarding their preference for emergency situations. Assess capabilities, limitations and needs and to determine what type of evacuation assistance will be required in an emergency for each student.

Children with disabilities generally have specific "triggers"—words, images, sounds—that signal danger or disruption to their feelings of safety and security. If adults miss these cues, children may escalate their behavior to a point where they completely lose control. *It is essential that parents/caregivers and teachers work*

together to share information about triggers and cues. This is best

Model Emergency Annex for Students with Special Needs 15

done on a regular basis, such as during the IEP meeting or a periodic review meeting, rather than in response to a crisis.

There is no one-size-fits-all approach. However, there are key practices that should be considered for certain impairments.

1. Cognitive/Developmental: Some students may not comprehend the nature of the emergency and could become disoriented or confused about the proper way to react. Students with hypertension, dyslexia or learning disabilities will have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety. Train your staff how to assist those who become upset. Check that evacuation routes have directional signs that are easy to follow. Practice evacuation route(s) with students regularly. Use simple diagrams or pictures to give non-reading or overstressed students sufficient information to get to safety. **Preparedness kits should include:** • comfort items

- pen and paper
- visual communication instructions

2. Hearing: Provide sign language training to some staff for students who may not be able to hear emergency warnings. Have teachers practice basic hand signals with hearing impaired students for emergency communications. Alerting devices, such as strobe lights and vibrating pagers, can be used to supplement audible alarms and are useful for students with hearing impairments. Install both audible and visual smoke alarms in the classroom and building. **Preparedness kits should include:**

- pen and paper
- flashlight to communicate in the dark
- extra hearing aid batteries
- batteries for TTY and light phone signaler

3. Mobility: Limited mobility may impair egress and access to locations. Arrange and secure furniture and other items to provide barrier-free paths of travel. Disaster debris may obstruct evacuation. Store a lightweight manual wheelchair, if available. Train the staff the proper way to move an individual in a wheelchair. Mobility impaired students should practice moving their wheelchairs or having them moved into doorways, locking their wheels and covering their heads with a book or with their arms or hands. **Preparedness kits for those who use wheelchairs should include:**

- heavy gloves for making way over glass or debris
- extra battery for electric wheelchairs recommended but may not be practical
- patch kit for punctured wheels
- flashlight and whistle

4. Respiratory: Students with respiratory impairments may have difficulty breathing when walking distances or descending stairs. Smoke, dust, fumes, chemicals, and other odors often exacerbate such limitations. For these students, include emergency evacuation masks and respirators in

classrooms. Have oxygen and respiratory equipment readily available.
Students and staff

Model Emergency Annex for Students with Special Needs 16

should practice putting on and removing this equipment as part of an emergency drill. **Preparedness kits should include:**

- medical schedule and dosages
- medical mask, if student can wear one
- any medical equipment needed for 72 hours
- note paper and pen

5. Medically Fragile: Many illnesses can be aggravated by stress. In the event of a disaster that requires students to be at school for an extended period of time, medication may need to be administered to students with a healthcare plan. Schools should consider who will administer these medications in the event a nurse is not available during a disaster. Keep medications, authority to administer the medication forms, and healthcare plans in the vicinity of the medically fragile student.

It is the parent's responsibility to maintain medical supplies, notify the school of changes and provide new doctor's orders. It is the nurse's responsibility to remind the parent to provide medications and update orders when notified.

6. Speech/Auditory: Determine in advance the best way for the student to communicate with others during an emergency. Provide written emergency and evacuation instructions on a card, carried at all times and placed in an easy to see location. **Preparedness kits should include:**

- extra batteries for communication equipment
- note paper and pen
- comfort items

7. Visual: Those with visual impairments may have to depend on others to lead them to safety during a disaster and may be reluctant to leave familiar surroundings. Employ Braille signage or audible directions for students who are blind or have low vision. Emergency back-up lighting systems, especially in stairwells and other dark areas, will benefit those students with limited visual acuity. Mark emergency supplies with large print or Braille. Students should know where the nearest telephones and alarm boxes are located and how to describe their location. **Preparedness kits should include:**

- extra folding white cane
- heavy gloves for feeling the way over glass or debris
- colored poncho worn for visibility
- comfort items

I. Developing a Special Needs Evacuation Plan

Creation of an Evacuation Plan should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

1. Review all paths of travel and potential obstacles.

- Know your school grounds, paths, exits and potential obstacles.
- Determine the primary and secondary paths of exit to be used during emergencies. Individuals with mobility impairments will need a smooth, solid, level walking surface; an exit that avoids barriers such as stairs, narrow doors, and elevators; and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations.
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.

2. Install appropriate signage and visual alarms.

- Place evacuation information indicating primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT".
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are. In order to comply with ADA Accessibility Guidelines for Buildings and Facilities requirements, the signage should be:
 - approximately 60 inches above the floor;
 - in a location that is not obscured in normal operation such as a swinging door;
 - in all primary function areas

3. Identify the students and staff with special needs and they type of assistance they will require in an emergency.

- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with special needs. Include individuals, who may be temporarily disabled (e.g., a student with a broken leg, etc.).

4. Train staff in general evacuation procedures.

- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.

- Provide in-depth training to those designated to evacuate students with special needs.

Model Emergency Annex for Students with Special Needs 18

- Train the staff in proper lifting techniques when lifting a person for evacuation. Anyone can assist a student with a visual impairment.
- Check on each special needs student to assure he/she is accounted for during an evacuation.

5. Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.

- Identify “areas of rescue” in your school for students to wait for evacuation assistance from emergency personnel.
- Before school begins in the fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue. These areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with special needs during an emergency.

6. Complete all contracts and Statements of Understanding with key emergency support providers

- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the district in case of an emergency. Emergency response for special needs requires special vans and special equipment. Specify who will do what to address these transportation needs.
- Develop a list of school-owned vehicles, staff vehicles and parent vehicles that are available and make prior arrangements for their use in the event of an emergency.

7. Review the evacuation plan with students and staff to be familiar with the process and identify any problems.

- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electricity dependent machines may not function (i.e., elevator).
- Special pre-planned assistance must be provided and reviewed regularly. Classrooms should have emergency activity kits with items familiar to the

students.

Model Emergency Annex for Students with Special Needs 19

- Include students with special needs in the selection of emergency evacuation devices.
- Mobility-impaired students should practice getting in doorways, locking wheel chair wheels and covering their head with a book, arms or hands.
- Train all aides who are assigned to students with special needs in evacuation procedures.
- Provide procedures for receiving students with special needs at the pre designated evacuation site.
- Remind parents and caregivers that they are responsible for updating emergency information with the schools.

IV. RESPONSE

The Response phase is the immediate reaction to an emergency to save lives and protect property. Proactive efforts in the Mitigation-Prevention and Preparedness phases will impact the quality of response. Responses will vary depending upon the severity and intensity of the event.

A. Leadership by District of Service

In an emergency, the site administrator has responsibility for the safety of all children on the site.

B. Assess the Situation

- Determine the immediacy of the emergency.

- Remove anyone with respiratory complications from smoke and vapors immediately.
- If not in immediate danger, stay in place until staff personnel determine the nature of the situation.
- If trapped, get the attention of others by calling out or striking object together to make noise.

C. Announce the Emergency

1. To Alert Deaf and Hearing Impaired – The primary goal is to effectively communicate the nature of the situation and direct them to the appropriate route of evacuation. Students with hearing impairments will most likely be able to follow the same exit route as those who can hear. Communicate with a notepad and pen, with simple, concise speech or with sign language. Regardless of the method of communication used, convey two key messages:

- there is an emergency
- how to exit

2. To Alert Blind or Visually Impaired – Someone who is blind or visually impaired will generally be able to evacuate the same route as sighted students, but may need some assistance. Describe the nature of the emergency and offer to guide him/her to the nearest emergency exit and evacuation assembly area.

- Touch the person on the elbow gently.

Model Emergency Annex for Students with Special Needs 21

- Identify yourself and quickly explain the situation.
- Ask if the individual has any preferences regarding how to be guided.
- Clearly describe where you are going and any approaching obstacles or protruding objects which will require a change in your walking path or pattern.
- Be protective of your space as there may be many people using the same route to evacuate.

3. To Alert Cognitively or Emotionally Impaired – It is likely that students with cognitive or emotional impairments will be able to use the same evacuation routes as the other students. The challenge is to keep them calm as you exit. If there is a buddy or companion assistant, quickly describe the situation and how to involve him or her in the evacuation. Let the student know what is happening. Keep him/her reassured.

D. Lockdown/Shelter-in-Place Strategies

- Set up screens/curtains for those needing privacy for emotional issues and personal hygiene.
- Use Go Kits for immediate necessities.
- Keep students away from windows and doors.
- Use the buddy system to provide comfort and reassurance.

E. Implement Evacuation

- Carry all medication, supplies, equipment and dietary needs with student, including the 72-hour disaster kit that has been prepared ahead of time for individual student needs.
- Ask the student how he/she would like to be assisted.
- Use the buddy system.
- Inform emergency personnel of intended destination and type of assistance needed. If unable to contact emergency personnel, ask others to make the notification for assistance.
- Move to designated evacuation area. The path should be unobstructed. •

Be careful of falling debris as you leave the building.

- Provide priority assistance to wheelchair users with electrical respirators. Evacuate mobility devices with the person if possible.

Model Emergency Annex for Students with Special Needs 22

To Evacuate Persons Using Wheelchairs

If the person wants to be moved in his/her chair, keep the following considerations in mind:

- Turn off the wheelchair's power before lifting.
- Turn the wheelchair so it is lowered down the stairs backwards (person facing up the stairs), so the occupant cannot slip forward out of the chair and down the stairs.
- Powered wheelchairs have very heavy batteries; an evacuation chair for stairs may be needed with the powered chair to be retrieved later.
- If a seatbelt is available, use it. If the person needs to be removed from his/her wheelchair for an evacuation, ask the following:
 - how he/she prefers to be moved from the chair;
 - whether pain or harm will result from moving extremities;
 - if any equipment is needed for immediate safety of life-support, e.g. backup

generator for respirator.

F. Transport Students

Transportation is a well-established component of emergency response plans, and requires planning and detailed focus for children with access and functional needs. Special transport is not provided for students with Section 504 eligibility.

- **Maintain a transportation resources** list by type and availability, including vehicle accessibility and capacity information.
 - **Develop procedures for the acquisition of additional accessible transportation equipment**, securement devices, supplies, and resources before a disaster.
 - **Provide staff training**, including a review of procedures for transporting persons with a variety of assistance needs, as well as the transport of service animals.
 - **Identify strategies for tracking individuals** who are evacuated. Information should include the passenger's name, point of origin, departure time, final destination, and arrival time.
 - **Maintain a master list of drivers** by status and availability.
 - **Provide drivers with an operational roster** to complete and maintain, at minimum, with the following information:
 - Name of driver
 - Driver's telephone number
 - Time departed staging area
 - Time arrived at sheltering location
- Model Emergency Annex for Students with Special Needs 23
- Vehicle number
 - Sheltering location
 - Trip mileage
- **Determine the appropriate transportation response** for persons unable to reach a pick up/drop off location or staging area on their own.
What entity will handle such needs, and what types of vehicles/equipment will be required?
Check with the school district regarding the transportation contracts and agreements.
 - **Account for all students** before transportation occurs and after arrival at the destination.
 - **Transport all passengers** to the pre-designated evacuation destination by the safest route. Use alternative routes only as necessary.
 - **Use buses.** Consider other modes of transportation only if buses are unable to

get to the school quickly or are not available. Refer to the list of school-owned vehicles, staff vehicles and parent vehicles that are available.

G. Reassess Needs

Request additional support, if needed.

H. Other Considerations for Special Needs Populations • **Store** extra batteries for electric wheelchairs and hearing aids. • **Lead** evacuees to a safe place with other teachers and staff.

- **Remain** with the special needs student after the evacuation.
- **Recognize** that the fine details are unique to each student;

IV. RECOVERY

The Recovery phase is designed to assist students, teachers, staff and visitors to restore educational operations in school. Recovery is an ongoing process that includes not only the mental, emotional and physical healing process of students, teachers and staff, but also restoration of the physical assets of the school (buildings and grounds) to a safe and habitable environment.

A. Restoration

- **Account** for all the students, teachers, and staff.
- **Meet the medical needs.**
- **Conduct daily debriefing** for staff, responders, and others assisting in recovery.
- **Provide stress management support** during class time.

- **Discuss recovery**, what to do with students if they must remain on site for 2-3 days.
- **Communicate with parents**, guardians and the local community.
- **Conduct after-action briefing** to capture key lessons learned and recommendations for improvements to the school plan.

B. Supportive Services

- **Needs Assessment** – quickly identify needs and the support necessary to meet them.
- **Information** – provide important information on community resources that connects school families who need help with available services and assistance.
- **Language** – ensure that critical information is conveyed in a language appropriate for non-English speaking families that the standard media may not reach.
- **Transportation** – support the mobility needs with accessible transportation resources to disaster service areas.
- **Replacement Equipment** – support students with special needs with the guidance to acquire replacement of vital personal equipment (e.g., crutches, hearing aides, wheelchairs,

C. Reassurance

Experiencing a disaster can be overwhelming. Stress often exacerbates existing medical conditions and may alter thought and behavior. Reassurance is the key to helping children through a traumatic time. Support individuals with access and functional needs by providing verbal reassurance and information to help orient them to new surroundings and new routines.

- **Make sure physical needs are addressed** and medical assistance is provided, as needed.
- **Reconnect students** with family and other support systems as early as possible.
- **Address concerns** about safety. Talk to each child at his or her developmental age, not chronological age. Use language the child understands.
- **Provide information through pictures** and allow children time to see,

hear, talk and draw.

- **Expect some regression** (increase in problem behaviors).
- **Deal with inappropriate behaviors** calmly and consistently—Keep emotional equilibrium.
- **Minimize the disruption.** If the normal routine is unavoidably altered, create a new one.
- **Offer concrete/immediate solutions** to abstract problems. Use clear examples. Repeat responses patiently.

After the danger has passed, the school will be anxious to return to normal. Both people and resources are needed to speed recovery. The talents of individual with disabilities should not be underestimated. Every member of a community can provide some support.

APPENDIX A

School Emergency Evacuation Planning Checklist		
	YES	NO
Do you have a roster of your students with special needs?		
Have you identified students with special needs on site from other school districts?		
Have you identified the medical needs of your students with special needs and their medication schedule?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Has an evacuation site been identified that is accessible to students and staff with special needs?		
Is the primary evacuation path marked to clearly show the route?		

Is there sufficient oxygen for 72 hours?		
Have you identified any necessary tools such as personal response plans, evacuation equipment or visual aids for students with special needs?		
Have you identified communication needs with students who have limited English proficiency?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you identified an evacuation site that is accessible to students and staff with special needs?		
Have you identified a secondary evacuation site?		
Has a "buddy system" been developed for each student?		
Have you identified all of your communication needs for your students with special needs?		
Have you trained the staff on proper lifting techniques?		
Have staff, students and families been encouraged to provide 72 hour medications?		
Has evacuation route information been compiled and distributed to staff?		

APPENDIX B



Name: Birth date: Nickname:	
Home Address: Home/Work Phone:	
Parent/Guardian:	Emergency Contact Names & Relationship:
Signature/Consent*:	
Primary Language:	Phone Number(s):
Physicians:	

Primary Care Physician:	Emergency Phone:
	Fax:
Current Specialty Physician: Specialty:	Emergency Phone:
	Fax:
Current Specialty Physician: Specialty:	Emergency Phone:
	Fax:

*Consent for release of this form to health care providers

Form Courtesy of: © American College of Emergency Physicians and American Academy of Pediatrics. Permission to

reprint granted with acknowledgment.

Model Emergency Annex for Students with Special Needs 28

Diagnoses/Past Procedures/Physical Exam

Medications/Dosages:

1.		
2.		
3.		Prostheses/Appliances/ Technology Devices:
4.		
5.		

Management Data:

Allergies: Medications/Foods to be avoided and why:

1.

2.

3.	
Procedures to be avoided	and why:
1.	
2.	
3.	

Common Presenting Problems/Findings With Specific Suggested Managements		
Problem	Suggested Diagnostic Studies	Treatment Considerations

Comments on child, family, or other specific medical issues:
Physician/Provider Signature: Print Name:

Model Emergency Annex for Students with Special Needs 29

APPENDIX C

Laminate this card and affix it to a lanyard for the special needs student to wear during an emergency.

Emergency Medical Information
Student Name:
School: Grade : School Phone:

FRONT

Medical Condition:	
Parent/Guardian:	Home Phone:
Home Address:	Work Phone: Cell Phone:
Parent:/Guardian:	Home Phone:

cut or fold here

BACK

Emergency Medical	
Student Name:	
Blood Type:	Allergies:

Model Emergency Annex for Students with Special Needs 30
APPENDIX D

Physical Limitations:	
Communication Difficulties:	
Adaptive Equipment::	
Primary Care Physician:	En
Specialty Physician:	En
Insurance Company :	Pe





American Red Cross, *People with Disabilities*

<http://www.redcross.org/prepare/location/home-family/disabilities>

Americans with Disabilities Act of 1990, as amended

<http://www.ada.gov/pubs/ada.htm>

[m](#)

An Investigation of Best Practices for Evacuating and Sheltering

Individuals with Special Needs and Disabilities, National Clearinghouse for Educational Facilities, Washington, DC (Oct 2008)

http://www.ncef.org/pubs/evacuating_special_needs.pdf

California Governor's Office of Emergency Services, *Meeting the Needs of Vulnerable People in Times of Disaster* (May 2000)

<http://www.caloes.ca.gov/AccessFunctionalNeedsSite/Documents/Vulnerable%20Populations.pdf#search=Meeting%2520the%2520Needs%2520of%2520Vulnerable%2520People>

Center for Disability Issues in Health Profession, *Evacuation Preparedness Guide*

http://webhost.westernu.edu/hfcdhp/wp-content/uploads/Emergency_Evacuation.pdf

Federal Emergency Management Agency, *Preparing for Disaster for People with Disabilities and Special Needs*

http://www.fema.gov/pdf/library/pfd_all.pdf

Department of Homeland Security, Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness* (July 26, 2004)

https://www.dhs.gov/xlibrary/assets/CRCL_IWDEP_AnnualReport_2005.pdf

National Association of School Psychologists, *Coping with Crisis – Helping Children with Special Needs*

<https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/war-and-terrorism/helping-children-cope-with-terrorism>

National Fire Protection Association, *Personal Emergency Evacuation Planning Tool for School Students with Disabilities*

http://www.preventionweb.net/files/8882_EvacStudentDisabilities.pdf

Nobody Left Behind, Report on Exemplary and Best Practices in Disaster Preparedness and Emergency Response For People with Disabilities (March 2007)

http://www2.ku.edu/~rrtcpbs/findings/pdfs/bestpractices_3-21-072.pdf

Talking to Children with Special Needs About Tragedy

Model Emergency Annex for Students with Special Needs 33

<http://specialchildren.about.com/od/inthecommunity/a/tragedy.htm>

U.S. Department of Education, Administration for Children and Families, *Coping With Disaster: Suggestions for Helping Children with Cognitive*

Disabilities <https://ici.umn.edu/products/impact/201/over9.html>

U.S. Department of Education, ERCM Express, *Integrating Students with Special Needs and Disabilities into Emergency Response and Crisis Management Planning* (Volume 2, Issue 1, 2006)

http://rems.ed.gov/docs/Disability_NewsletterV2I1.pdf

Acute and Functional Needs **ASC** Advisory
Steering Committee **CDE** California Department of
Education **ED** Emotionally Disturbed
FAPE Free and Appropriate Public Education **FERPA**
Family Education Rights and Privacy Act **HI** Hearing
impairment
IDEA Individuals with Disabilities Education Act **IEP**
Individual Education Program **ISHP** Individualized
School Healthcare Plan **ITP** Individual Transition Plan
LRE Least Restrictive Environment **NSH**
Not severely handicapped
OSEP Office of Special Education Programs **RSP**
Resource Specialist Program **SDC** Special Day
Class
SELPA Special Education Local Plan Area **SH**
Severely Handicapped
SLD Specific Learning Disability
SLI Speech/Language Impairment **TBI**
Traumatic Brain Injury
VI Visually Impaired