



Reed Union School District
277 A Karen Way,
Tiburon, CA 94920
PH (415) 381-1112
FAX (415) 384-0890
www.reedschools.org

Reed Union School District

SB 187

Comprehensive School Safety Plan - PUBLIC VERSION 2024-2025

Reed Elementary School

1199 Tiburon Blvd.
Tiburon, CA 94920
PH 415-435-7840

Bel Aire Elementary School

277 A Karen Way
Tiburon, CA 94920
PH 415-388-7100

Del Mar Middle School

105 Avenida Mira Flores
Tiburon, CA 94920
PH 415-435-1468

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IMPLEMENTATION OF PLAN

The written plan will be distributed to all departments and will be made available to all staff, students, parents, and the community to review in the main offices. It is also available to staff in a shared Google Drive.

School Safety Planning Committee

The Safety Committee is responsible for approving the school site safety plan or for delegating the responsibility to a school safety planning committee. (Ed. Code 35294.1). Our goal is to maintain a safe and orderly environment, conducive to learning at schools.

As we assess district and school site crime, we have not had any criminal incidents in the recent past or in the last school year.

The school site safety 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 35294.1)

Local law enforcement has been consulted (Ed. Code 39294.1) Other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

Policies and Procedures

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

- ☐ Child abuse reporting consistent with Penal Code 11164.
- ☐ Policies pursuant to Education Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- ☐ Procedures are in place to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079. The Threat Determination Protocol and Supplement are included in the appendices.
- ☐ A sexual harassment policy pursuant to Education Code 212.6
- ☐ Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
- ☐ The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- ☐ If the school has adopted a dress code prohibiting students from wearing “gang related apparel,” the provisions of that dress code.
- ☐ Routine and Emergency Disaster Procedures that include:
 - Emergency and Disaster Preparedness Plan
 - Fire Drills
 - Bomb Threats
 - Earthquake Emergency Procedure System
 - Transportation Safety and Emergencies

Child Abuse Reporting

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of- home care.

1. Child Abuse

- a. Injury inflicted by another person.
- b. Sexual Abuse.
- c. Neglect of child's physical, health, and emotional needs.
- d. Unusual and willful cruelty; unjustifiable punishment.
- e. Unlawful corporal punishment.

Annual training is required for all employees. An online course is provided for employees to complete within the first six weeks of the school year.

2. Not Considered Child Abuse

- a. Altercation between minors
- b. Injury caused by reasonable and necessary force used by a peace officer:
 - To quell a disturbance threatening physical injury to a person or damage property
 - To prevent physical injury to another person or damage to property
 - For the purposes of self-defense
 - To obtain possession of weapons or other dangerous objects within the control of a child
 - To apprehend an escapee

B. Mandated Child Abuse Reporting

a. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.

b. All school employees, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practicably possible.

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency.

c. Any school employee health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

d. When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

e. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

f. This entire section on Child Abuse was been taken from *California Laws Relating To Minors* manual.

C. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

D. Child Abuse Reporting Number: (415) 473-7153

See Appendix A - BP 5141.4 Child Abuse Prevention And Reporting
or go to this [LINK](#).

Suspension and Expulsion Policies

See Appendix B - BP 5144.1 Suspension and Expulsion/Due Process
or go to this [LINK](#)

Sexual Harassment Policy

A. Policy Pertaining to Sexual Harassment

See Appendix C - BP 4119.11 Sexual Harassment ([LINK](#)) and BP 5145.7 Sexual Harassment (Students) ([LINK](#))

1. Student vs. Student
2. Student vs. Staff Member
3. Staff Member vs. Student
4. Staff Member vs. Staff member
5. Knowledge of Student-to-Student or Staff-to-Student Sexual Harassment

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Follow the “Shelter-in-Place” procedures.

A. Staff Training

Personnel will receive training on the Ingress and Egress procedures as a routine part of their school year safety training.

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Daily Ingress/Egress Routes

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Emergency Evacuation Routes

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School Discipline

A. Statement of Rules and Procedures On School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Bullying

The school district has implemented comprehensive anti-bullying policies that outline clear procedures for reporting and addressing incidents. The district provides ongoing training and education to students, staff, and parents on bullying prevention and bystander intervention. The district fosters a culture of respect and inclusivity through school-wide initiatives and programs that promote positive relationships among students. There are policies and procedures that are aimed at the prevention of bullying.

Those policies are linked here: [BP 5131.2 Bullying](#) and [AR 5131.2 Bullying](#)

C. Notification to Students and Parents

Education Code 35291:

1. Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
2. The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.
3. See [Appendix D - BP 5144 Discipline](#) or go to this [LINK](#).

D. Staff Training

All personnel will review the discipline procedures and policies at the beginning of the new school year.

Dress Code

RUSD Student Dress Philosophy:

- We believe that appropriate dress and grooming contribute to a productive learning environment.
- We expect students to wear clothes that are suitable for the school activities in which they participate.
- The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s).
- To ensure effective and equitable enforcement of these dress guidelines, school staff shall enforce the guidelines consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.
- Student dress guidelines should support equitable educational access and should not reinforce gender stereotypes.

Our values are:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.

Our student dress guidelines are designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as science (eye or body protection), or PE (athletic attire / shoes).
- Allow students to wear clothing of their choice that is comfortable.
- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

The following guidelines shall apply to attendance at school and all school activities and events:

Reed School

Basic Principle

- Clothing must fully cover private areas including buttocks and breasts with opaque fabric
- Clothing must allow students a full range of motion - sitting, bending, reaching, running - without requiring readjustment to cover up said private areas
- All items listed in the “must wear” and “may wear” categories below must meet this basic principle

Must Wear

- Shirt - must have fabric in the front, back, both sides under arms, and over the shoulder without requiring readjustment to cover private areas
- Shirt must touch the top of pants/shorts/skirt or the equivalent when both arms are down
- Pants/shorts/skirt or the equivalent - for example, a skirt, shorts, pants, jeans, leggings, dress
- Shoes must be worn at all times

May Wear - as long as the items do not violate the basic principle above

- Shorts - shorts of all types are allowed, including athletic shorts and cut-off shorts
- Shirts - Tank tops with spaghetti straps are allowed
- Religious headwear

May Not Wear

- Dress, accessories, and jewelry which contain obscene symbols, signs or slogans, and/or which slur or degrade on the basis of race, religion, ethnicity, sex, disability or sexual orientation, contain language or symbols supporting sex, drugs, alcohol, or tobacco, and impose a threat of imminent violence or disruption to the orderly operation of the school shall not be worn
- Masks - students' faces must be fully visible at all times unless student has medical need
- No swimwear

Bel Aire School

Basic Principle

- Clothing must fully cover private areas including buttocks and breasts with opaque fabric
- Clothing must allow students a full range of motion - sitting, bending, reaching, running - without requiring readjustment to cover up said private areas
- All items listed in the “must wear” and “may wear” categories below must meet this basic principle

Must Wear

- Shirt - must have fabric in the front, back, both sides under arms, and over the shoulder without requiring readjustment to cover private areas
- Shirt must touch the top of pants/shorts/skirt or the equivalent when both arms are down
- Pants/shorts/skirt or the equivalent - for example, a skirt, shorts, pants, jeans, leggings, dress

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- Shoes must be worn at all times

May Wear - as long as the items do not violate the basic principle above

- Shorts - shorts of all types are allowed, including athletic shorts and cut-off shorts
- Shirts - Tank tops with spaghetti straps are allowed
- Religious headwear

May Not Wear

- Dress, accessories, and jewelry which contain obscene symbols, signs or slogans, and/or which slur or degrade on the basis of race, religion, ethnicity, sex, disability or sexual orientation, contain language or symbols supporting sex, drugs, alcohol, or tobacco, and impose a threat of imminent violence or disruption to the orderly operation of the school shall not be worn
- No swimwear

Del Mar Middle School

Basic Principle

- Clothing must fully cover private areas including buttocks and breasts with opaque fabric
- Clothing must allow students a full range of motion - sitting, bending, reaching, running - without requiring readjustment to cover up said private areas
- Underwear and bras must not be visible
- All items listed in the "must wear" and "may wear" categories below must meet this basic principle

Must Wear

- Shirt - must have fabric in the front, back, both sides under arms, and over the shoulder without requiring readjustment to cover private areas
- Shirt must touch the top of pants/shorts/skirt or the equivalent when both arms are down
- Pants/shorts/skirt or the equivalent - for example, a skirt, shorts, pants, jeans, leggings, dress
- Shoes must be worn at all times

May Wear - as long as the items do not violate the basic principle above

- Shorts - shorts of all types are allowed, including athletic shorts and cut-off shorts
- Shirts - Tank tops with spaghetti straps are allowed
- Shoes - sandals may be worn, however, a second pair of closed-toed shoes must be brought for PE and/or during a science lab
- Hats - are allowed on campus, however, hats in the classroom are up to the discretion of the teacher
- Religious headwear

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May Not Wear

- Dress, accessories, and jewelry which contain obscene symbols, signs or slogans, and/or which slur or degrade on the basis of race, religion, ethnicity, sex, disability or sexual orientation, contain language or symbols supporting sex, drugs, alcohol, or tobacco, and impose a threat of imminent violence or disruption to the orderly operation of the school shall not be worn
- No swimwear

Routine and Emergency Disaster Procedures: Drills

Earthquake Drills

The earthquake drill at a minimum will be held in October of each year in coordination with the California Shake-Out date. The community, including parents and other stakeholders, will be notified ahead of the drill and practice/sample communications will be sent as part of the drill.

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

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff members.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(Code of Regulations, Section 35297)

Whenever an earthquake alert is activated, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Predetermined evacuation areas should be in open areas, without overhead hazards and

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removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]) Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

Evacuations shall occur when directed over the loudspeaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc, shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary schools and at least four times a school year in middle schools. Hold drills at different times of the school day.

(Code of Regulations, Title 5, Section 550)

(Cal Ed code Section 32001)

1. An evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. Whenever the fire alarm is triggered, assess the situation.
2. When evacuating classrooms, bring your emergency bag, roll book and close doors.
3. Designated evacuation routes shall be posted in each room.
4. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
5. Students are to remain with their teacher in the evacuation area. Designated teachers are to take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
6. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee in Maintenance and Operations.

Standards for a Successful Fire Drill:

1. The fire alarm and all verbal announcements can be heard by all staff and students.
2. Orderly evacuation is completed within **5** minutes of the initial assessment, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
5. Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Active shooter/Lockdown Drills

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Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the Reed Union School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Reed Union School District clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

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

Objectives

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC). Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

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Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

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

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

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

Liability for Inadequate Training

The Governor's Office of Emergency Services has stated that inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

The law applies to public school employees in the following cases:

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

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

California Civil Code, Chapter 9, Section 1799.102

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

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

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

California Emergency Plan

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

Emergency Preparedness

Definitions: Incidents, Emergencies, Disasters

Incident

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

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

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

Emergency

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

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

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

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

Disaster

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

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

Earthquake Overview

Major Earthquake Threat Summary

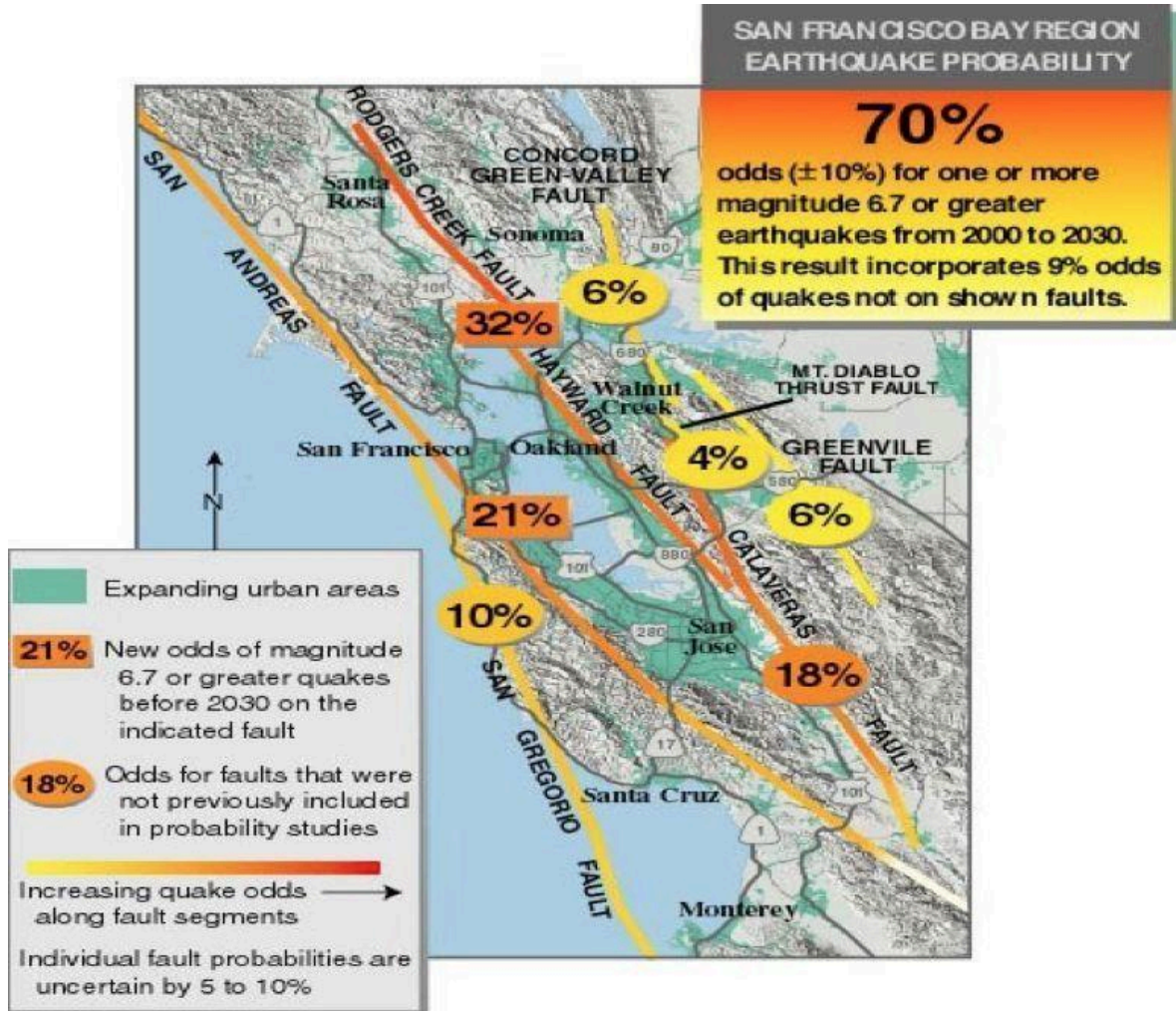
Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However,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

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

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

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

<u>Earthquake</u> <u>Size</u> <u>Descriptions</u>		
Descriptive Title	Richter Magnitude	Intensity Effects
Minor Earthquake	1 to 3.9	Only observed instrumentally or felt only near the epicenter.
Small Earthquake	4 to 5.9	Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage.
Moderate Earthquake	6 to 6.9	Moderate to severe earthquake range; fault rupture probable.
Major Earthquake	7 to 7.9	Landslides, liquefaction and ground failure triggered by shock waves.
Great Earthquake	8 to 8+	Damage extends over a large area. Severe damage or collapse of all buildings. Permanent changes in ground topography.



Levels of Response

Response Levels are used to describe the type of event:

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

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

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

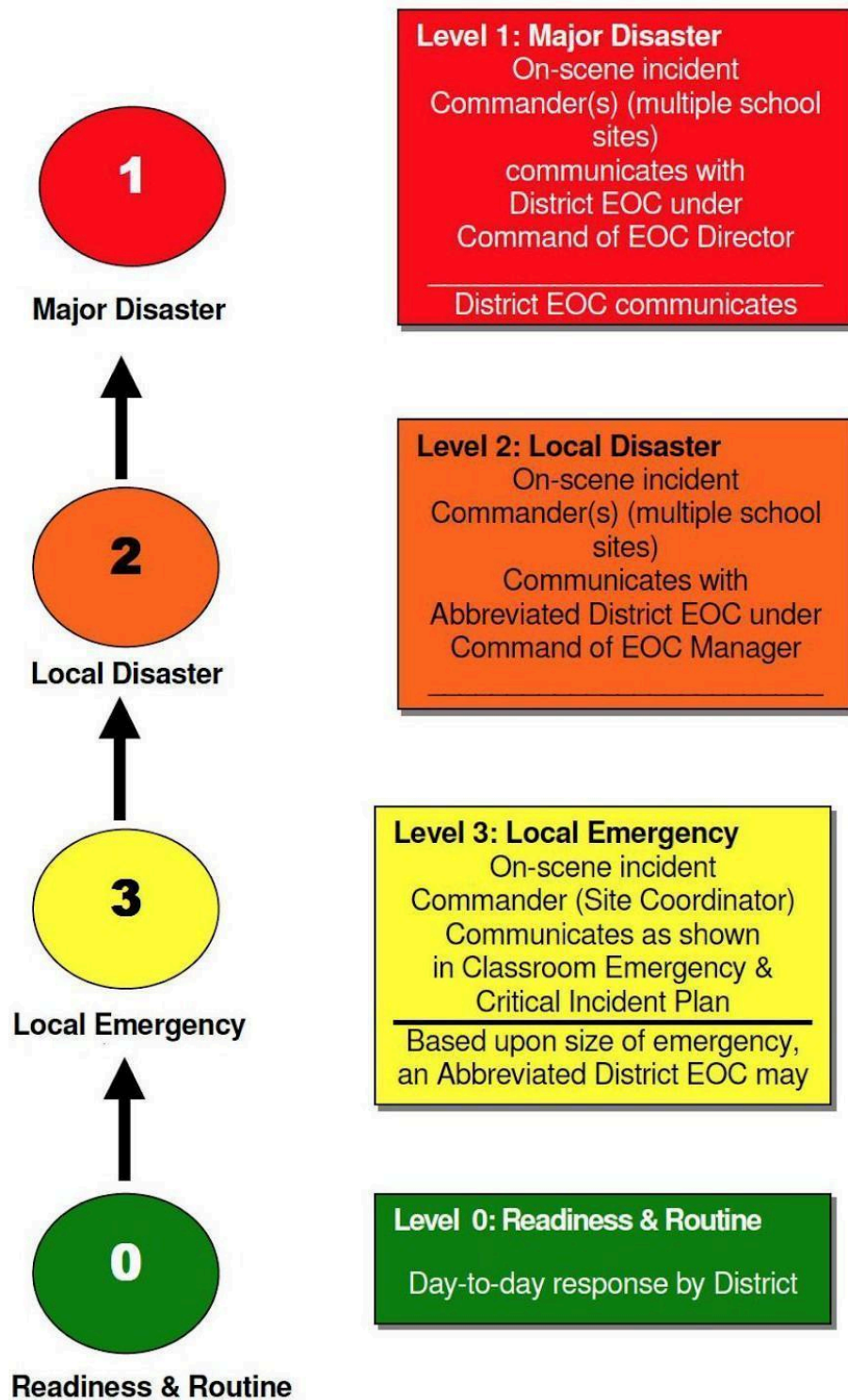
Response Level 2 - Local Disaster

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

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of Marin will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

Response Level Diagram



Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

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

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

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

Preparedness Phase

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

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

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

Recovery Phase

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

FIRST THINGS FIRST

Preparing your school for emergencies starts with staff preparedness. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

Each staff member needs

To prepare their family and home for earthquakes and other emergencies

- ☐ A 72-hour supply kit for the home
- ☐ A Car Kit, including comfortable clothes/shoes and medications
- ☐ To develop a plan to reunite with their family
- ☐ A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross, Marin County Office of Emergency Services, school district website, www.redcross.org, www.prepare.org or www.ready.gov.

If the disaster occurs during school time, Emergency Management recommends the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your Family Plan without you.

Disaster Service Worker Status: California Government Code Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by the superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, state agency or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

1. When a local emergency has been proclaimed,
2. When a state of emergency has been proclaimed, or
3. When a federal disaster declaration has been made.

District and Parent Responsibilities for Students

District Responsibility

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

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

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

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

Parent Responsibility

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

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel. School authorities will do everything possible to care for each student while he/she is under district supervision.

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

Emergency Response Definitions

Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: Remain in class / Wait in your classroom

Action: bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: Leave the building

Leave the building consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation sites.

Action: LEAVE BUILDING is appropriate for—but not limited to—the following Emergencies:

- a. Fire
- b. Bomb Threat
- c. Chemical Accident
- d. Explosion or Threat of an Explosion
- e. Following an Earthquake
- f. Other similar occurrences that might make the building uninhabitable

C. Action: TAKE COVER

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

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

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

- a. Severe Windstorm (short warning)
- b. Biological or Chemical Threat
- c. Sniper Attack
- d. Rabid Animal on School Grounds

D. Action: DROP

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

Action: DROP consists of:

- a. Inside school buildings
 - Immediately TAKE COVER under desks or tables and turn away from all windows
 - Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions
- b. Outside of School Buildings
 - Earthquake: move away from buildings
 - Take a protective position, if possible
- c. Explosion/Nuclear Attack:
 - Take protective position, OR,
 - Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. Action: Wait for All Clear

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

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

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

F. Action: DIRECTED TRANSPORTATION

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

Action: **DIRECTED TRANSPORTATION** consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: **DIRECTED TRANSPORTATION** is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

- a. Fire
- b. Chemical & Biological Gas Alert
- c. Flood
- d. Fallout Area
- e. Blast Area
- f. Chemical & Biological Gas Alert
- g. Specific Man-Made Emergency (shooting, fire, etc.)

G. Action: GO HOME

Action: GO HOME is to be considered only if there is time for students to go safely to their homes including notification of parents/guardians by proper communication channels.

Action: **GO HOME** consists of:

- a. Dismissal of all classes
- b. Return of students to their guardians based on evacuation procedure

H. ACTION: CONVERT SCHOOL

Action: **CONVERT SCHOOL** to a Red Cross emergency facility will be initiated by City officials.

Earthquake

DROP, COVER, and HOLD

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. An announcement will be made to move to the gathering location. 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. In any location, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

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

Earthquake procedures while outside

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

An earthquake will be indicated by the Standard Emergency Tone followed by a verbal Earthquake notification.

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

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continue to the school. If going home, the student should continue home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire

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

Fire Within A School Building:

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

- a. The Principal or Designee will:
 - i. Activate alert systems and procedures.
 - ii. Activate the fire alarm manually if it does not automatically
 - iii. Order an evacuation if the fire alarm doesn't work
 - iv. Call 9-1-1
 - v. Notify Custodian to initiate their duties
 - vi. Notify the superintendent
 - vii. Notify Maintenance and Operations
 - viii. Ensure all students and staff are safe
 - ix. Designate a staff member to ensure all staff are safe and accounted for
 - x. Designate staff member to direct the Fire Department
 - xi. Notify tech department for communication to initiate outside communication
 - xii. Update communication every 15 minutes
 - xiii. Continue to assess incident conditions and review. Evaluate and revise response.
- b. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.
- c. Teachers will close doors upon evacuating.
- d. A designated staff member will place an updated roster in teachers' emergency backpacks for them to take roll. Teachers will use the Red Card/Green Card in the backpack to report any missing student(s) to their Administrator.
- e. The Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
- f. The Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Custodian or designee will also keep access entrances open for emergency vehicles.
- g. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near School

a. The Principal or designee shall:

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

Power Outage / Rolling Blackouts

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

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

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

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

Preparing for an Outage

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

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- ☐ Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- ☐ Ask your staff and students to have seasonal warm clothing available.
- ☐ Use surge protectors for all computer equipment, major appliances and electronic devices.
- ☐ If you have electric smoke detectors, use a battery-powered smoke detector as a back up.

During an Outage

- ☐ CONTACT MAINTENANCE & OPERATIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- ☐ If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- ☐ Use a buddy system when going to the restrooms.
- ☐ DO NOT USE barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- ☐ DO NOT USE candles or gas lanterns.
- ☐ Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- ☐ Shut off lights in unoccupied rooms.

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

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

Shelter-in-Place

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

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

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

Additional Steps for Teachers and Staff if Appropriate:

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

Bomb Threat

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REMOVED FOR PUBLIC VERSION

REMOVED FOR PUBLIC VERSION

Intruder on Campus

REMOVED FOR PUBLIC VERSION

Hostage Situation

REMOVED FOR PUBLIC VERSION



Lockdown - Active shooter

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Poisoning, Chemical Spills, Hazardous Materials

Poisoning:

If a student ingested a poisonous substance:

- ☐ Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- ☐ Call 911.
- ☐ Call parents.
- ☐ Notify the Health Services Office.

Following any emergency, notify the District Superintendent's Office

Chemical Spill on Site:

The following are guidelines for Chemical Spills:

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

Chemical Spill Off Site Involving District Property or Equipment:

- ☐ Notify the District Office with the following information:
 - Date, time, and exact location of the release or threatened release
 - Name and telephone number of person reporting
 - Type of chemical involved and the estimated quantity
 - Description of potential hazards presented by the spill
 - Document time and date notification made
 - Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
- ☐ Locate a fire extinguisher and have present, should the need arise
- ☐ Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!
- ☐ If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

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

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at 415-381-1112. The cleanup will be coordinated through a designated contractor.

Hazardous Substances:

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

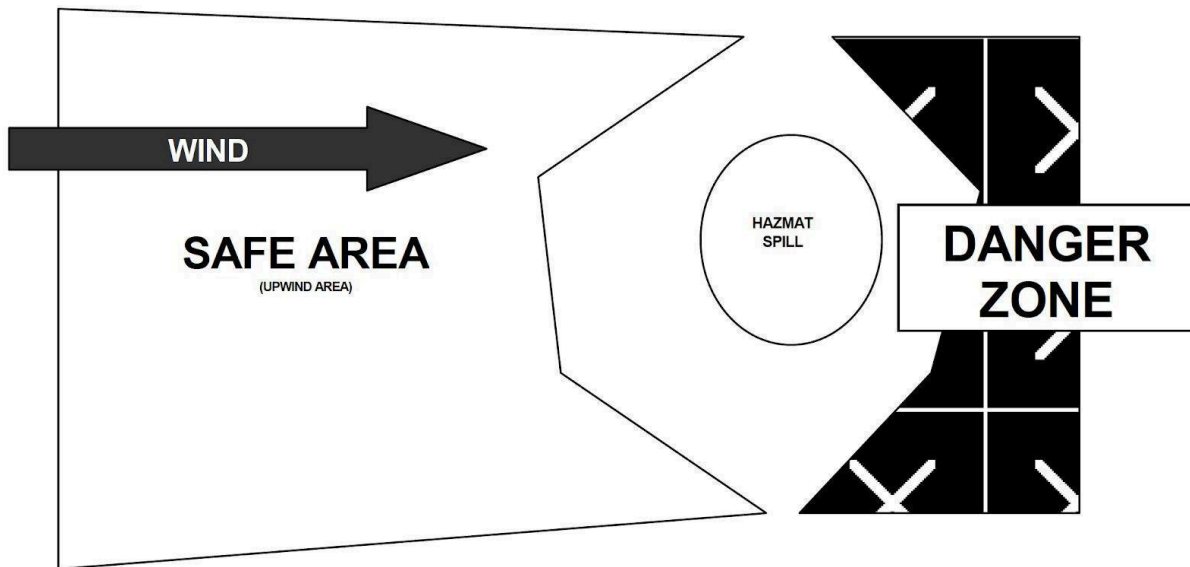
Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray
Diesel Fuel	Paint Thinner
Kerosene	Stain
Anti-Freeze	Brake Fluid
Airborne Gases/Fumes	

Always call for assistance and:

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

area If the spill is too great to handle, contact the District Office

415-381-1112



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

Vehicle Fuel Spill

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

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

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

- ☐ Date, time, and exact location of the release and telephone number of persons reporting the release
- ☐ The type of fuel spilled and the estimated quantity
- ☐ Description of potential hazards presented by the fuel spill

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- ☐ Document the time and date notification was made and the information provided
- ☐ A written report to the appropriate office of the California Department of Health Services is required within 15 days after the incident. Contact the District for assistance with this report.

Emergency Evacuation Routes and Procedures

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REMOVED FOR PUBLIC VERSION

REMOVED FOR PUBLIC VERSION

In an Emergency Building Evacuation all employees will:

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

In an Emergency Building Evacuation teachers will also:

- ☐ Upon alert, assemble students for evacuation using designated routes and account for all students.
- ☐ Secure room.
- ☐ If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- ☐ Upon arrival at the assembly area, account for all students.
- ☐ Secure medical treatment for injured students.
- ☐ Report any students missing or left behind because of serious injuries.
- ☐ Stay with and calm students.
- ☐ If signaled to re-enter school, assure students do so quickly and calmly.
- ☐ Account for all students.
- ☐ Check room and report anything amiss to the Team Leader and/or Operations Chief.
- ☐ Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

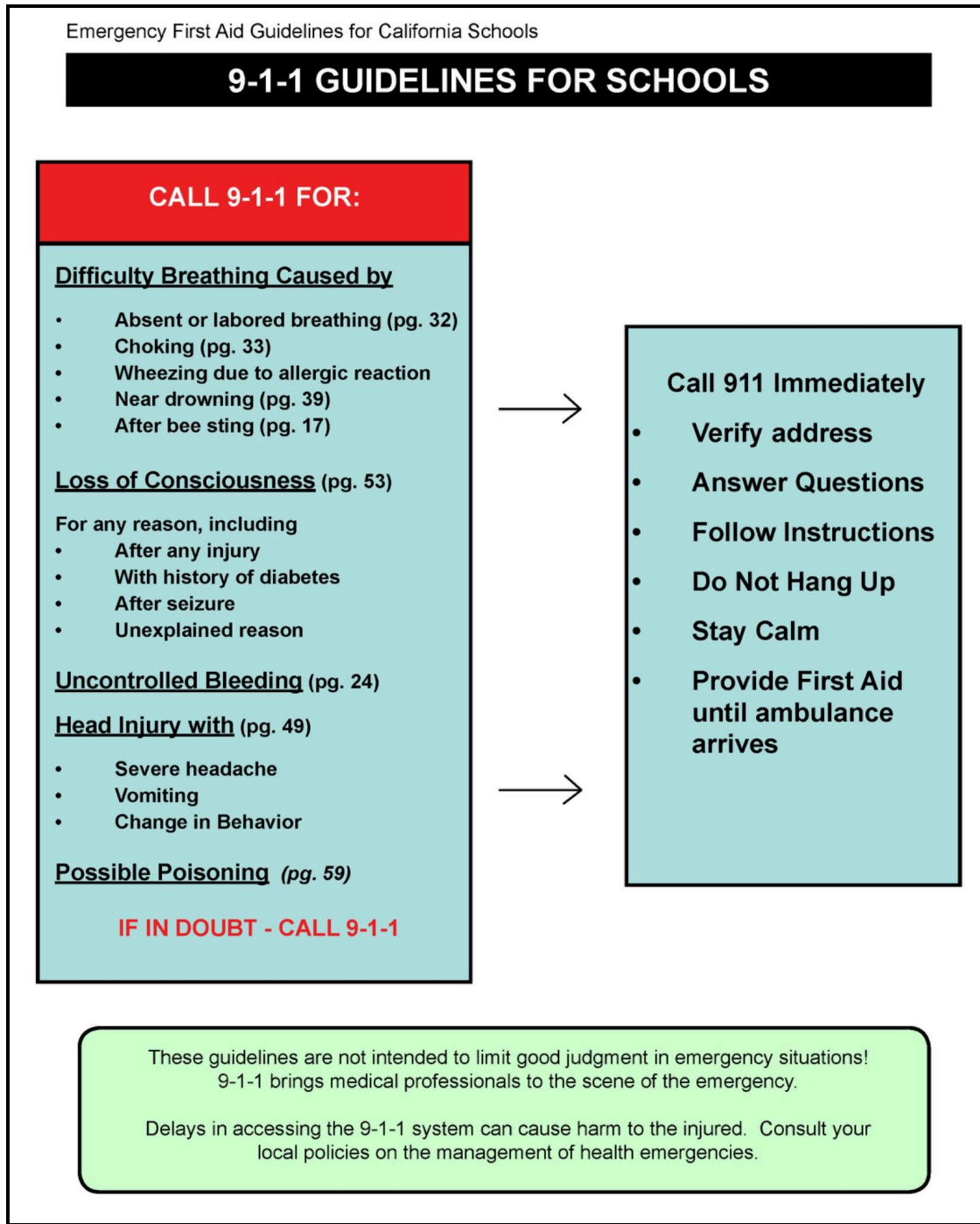
If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

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

Medical Emergencies

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

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



WHEN TO CALL EMERGENCY MEDICAL SERVICES (9-1-1)

Call EMS if:

- ☒ The person is not breathing.
- ☒ The person is having difficulty breathing, shortness of breath or is choking.
- ☒ The person has no pulse.
- ☒ The person is unconscious, semi-conscious or unusually confused.
- ☒ The person has bleeding that won't stop.
- ☒ The person is coughing up or vomiting blood.
- ☒ The person has chest pain or pressure persisting more than 3-5 minutes, or has chest pain that goes away and comes back.
- ☒ The person has been poisoned or taken an overdose.
- ☒ The person has a seizure for the first time, a seizure that lasts more than 5 minutes, multiple seizures, or has a seizure and is pregnant or diabetic.
- ☒ The person has received anti-seizure medication as allowed under the provisions of Education Code Section 49414.7.
- ☒ The person has injuries to the head, neck or back.
- ☒ The person has sudden, severe pain anywhere in the body.
- ☒ The person has an open wound over a suspected fracture or where bone or muscle is exposed.
- ☒ The person's condition is limb-threatening or other injuries that may leave the person permanently disabled unless he/she receives immediate care; for example: lack of feeling or normal color on injured limb (arm or leg); amputation; severe eye injury or chemical exposure to the eye.
- ☒ Moving the person could cause further injury.
- ☒ The person needs the skills or equipment of paramedics or emergency medical technicians.
- ☒ Distance or traffic conditions would cause a delay in getting the person to the hospital.

If any of the above conditions exist, or if you are not sure, it is best to call EMS (9-1-1).

Sources: American Red Cross & American College of Emergency Physicians

PLANNING FOR PERSONS WITH SPECIAL NEEDS

Some persons in your school may have special emergency care needs due to their medical conditions or functional needs.

Medical Conditions:

Some persons may have special or chronic conditions that put them at risk for serious or life-threatening emergencies. For example, persons who have:

- Seizures
- Life-threatening or severe allergic reactions
- Diabetes
- Technology-dependent or medically fragile conditions

Your school nurse or other duly qualified supervisor of health, along with the person's parent or legal guardian and personal physician, should develop individual emergency care plans for these persons when they are enrolled. These emergency care plans should be made available to appropriate staff at all times. In the event of an emergency situation, refer to the person's emergency care plan. The American College of Emergency Physicians (ACEP) and the American Academy of Pediatrics (AAP) have created an *Emergency Information Form for Children with Special Needs*. It can be downloaded from www.aap.org or www.acep.org.

Physical Abilities:

Other persons in your school may have special emergency needs due to physical disabilities. For example, persons who are:

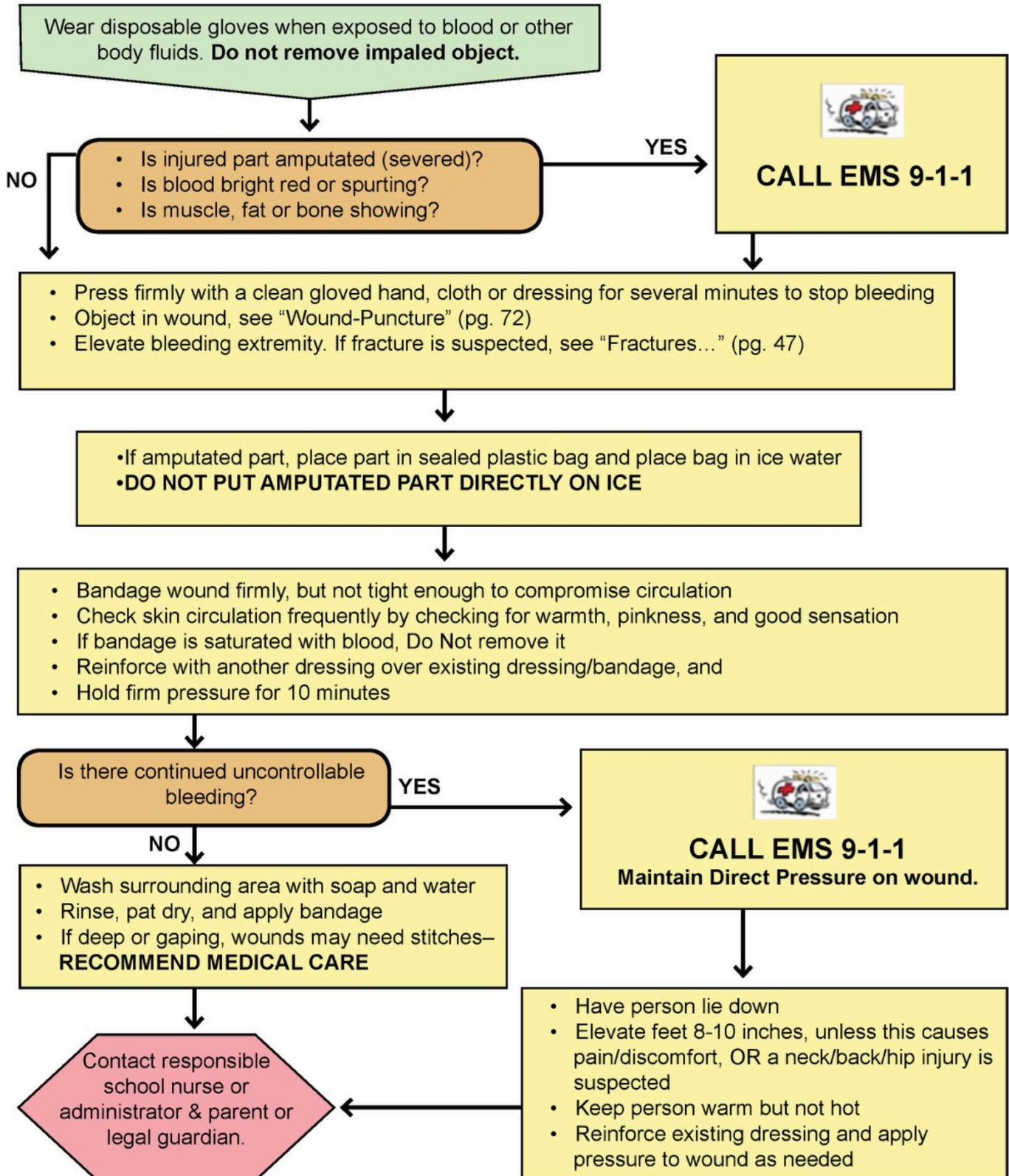
- Deaf
- Blind
- In wheel chairs or using other assistive devices
- Unable or have difficulty walking up or down stairs
- Temporarily on crutches

These persons will need special arrangements in the event of a school-wide emergency (e.g., fire, tornado, earthquake, building collapse, evacuation, etc.).

A plan should be developed and a responsible person should be designated to assist these persons and staff to safety. All appropriate staff should be aware of this plan.

Emergency First Aid Guidelines for California Schools

BLEEDING



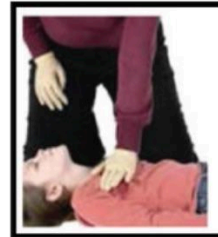
LAY PERSON CPR

CHECK FOR UNRESPONSIVENESS
(Call out, rub arms/chest).
If responsive, no CPR needed.

Additional written directions
and pictures on next page
(pg. 32).



Infant CPR



Child CPR



Adult CPR

If unresponsive, call 9-1-1.
If anyone else available, have them call
for help and an AED.

- **BEGIN CHEST COMPRESSIONS AT A RATE OF 100/MIN; deliver 30 compressions**
- Infants: use 2 fingers in middle of breast bone and compress ½" -1" inch
- Small children: use heel of hand, compress 1½"-2"
- Adults: use both hands – one on top of other in middle of breast bone and compress at least 2" – allow for full recoil of chest

If Breathing →

Place on left side and
protect airway



CALL 9-1-1

See "Loss of
Consciousness" and
provide first aid as
needed (pg. 53).

- If trained - Give 2 rescue breaths
- Tilt head back and open jaw
 - Cover mouth with your mouth
 - Give breaths until chest rises
 - Continue with 30 compressions and 2 breaths

If untrained – continue "Hands only"

- Continue breathing and chest compressions as needed
- **REASSESS EVERY 2 MINUTES** for responsiveness; if unresponsive, continue CPR
- If patient starts breathing, place on left side and protect airway



Head Tilt



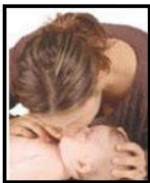
CHOKING

FOR CONSCIOUS VICTIMS

Call 9-1-1 or activate EMS after starting rescue efforts.

INFANTS UNDER ONE YEAR OF AGE

Begin the following if the infant is choking and is unable to breathe. However, if the infant is coughing or crying, DO NOT do any of the following, but call EMS 9-1-1, try to calm the child and watch for worsening of symptoms. If cough becomes ineffective (loss of sound), begin step 1 below.

1. Position the infant, with head slightly lower than chest, face down on your arm and support the head (support jaw; do NOT compress throat). 
2. Give up to 5 back blows with the heel of the hand between infant's shoulder blades.
3. If object is not coughed up, position infant face up on your forearm with head slightly lower than rest of body. 
4. With 2 or 3 fingers, give up to 5 chest thrusts near center of breastbone, about one finger width below the nipple line.
5. Open mouth and look. If foreign object is seen sweep it out with finger. 
6. Tilt head back and lift chin up and out to open the airway. Try to give 2 breaths.
7. Repeat steps 1-6 until object is coughed up, infant starts to breathe or infant becomes unconscious.

IF INFANT BECOMES UNCONSCIOUS, LAY ON BACK AND GO TO PAGE 32, RIGHT COLUMN, STEP 6 OF CPR INSTRUCTIONS USING 2 FINGERS IN MIDDLE OF BREAST BONE FOR COMPRESSIONS.

CHILDREN OVER ONE YEAR OF AGE & ADULTS

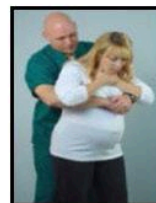
Begin the following if the child/adult is choking and is unable to breathe. However, if the child/adult is coughing or crying, DO NOT do any of the following, but call EMS 9-1-1, try to calm the child/adult and watch for worsening of symptoms. If cough becomes ineffective (loss of sound), begin step 1.

1. Stand or kneel behind person and place your arms under the armpits to encircle the chest.
2. Place thumb side of fist against middle of abdomen just above the navel. DO NOT place your hand over the very bottom of the breastbone. Grasp fist with other hand. Press with quick backward and upward thrusts. 
3. Give up to 5 quick inward and upward thrusts.
4. Repeat steps 1-2 until object is coughed up, or person starts to breathe or becomes unconscious.

IF PERSON BECOMES UNCONSCIOUS, LAY ON BACK AND GO TO PAGE 32, RIGHT COLUMN, STEP 6 OF CPR INSTRUCTIONS.

FOR OBESE OR PREGNANT PERSON

Stand behind person and place your arms under the armpits to encircle the chest. Place thumb side of fist against lower half of breastbone and thrust backwards.



1. Reproduced with permission, Pediatric Basic Life Support, © 1997, Copyright American Heart Association
2. Text based on Community First Aid & Safety, 2002, American Red Cross

Triage Guidelines

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

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

TRIAGE Priorities	
Highest Priority - RED TAG	
1. Airway and breathing difficulties	
2. Cardiac arrest	
3. Uncontrolled or suspected severe bleeding	
4. Severe head injuries	
5. Severe medical problems	
6. Open chest or abdominal wounds	
7. Severe shock	
Second Priority - YELLOW TAG	
1. Burns	
2. Major multiple fractures	
3. Back injuries with or without spinal cord damage	
Third Priority - GREEN TAG	
1. Fractures or other injuries of a minor nature	
Lowest Priority - BLACK	
2. Obviously mortal wounds where death appears reasonably certain	
3. Obviously deceased	

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

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

Initial contact

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

Assess respiration (normal, rapid, absent)

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

Assess perfusion (pulse, bleeding)

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

Assess Mental Status (commands, movement)

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

Suicide & Self Harm

REMOVED FOR PUBLIC VERSION

REMOVED FOR PUBLIC VERSION

REMOVED FOR PUBLIC VERSION

Mass Casualty

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

- ☐ Determine what the problem is and **call 9-1-1** for local emergency services.
Note: A casualty is a victim of an accident or disaster.
- ☐ Identify the problem and give the school address.
- ☐ Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- ☐ Determine if the problem will continue or if it is over.
- ☐ Notify the Superintendent's Office.
- ☐ School representatives will meet the Incident Command Officer (Fire Department or Police Official) who will determine the exact nature of the incident.
- ☐ Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- ☐ Keep calm, reassure students.
- ☐ The Fire Department will notify appropriate agencies for additional help.
- ☐ The Crisis Team will convene.
- ☐ Contact the Superintendent to determine the need to send students home.

Mass Casualty

PATIENT TRACKING SHEET

Page: ____

HOSPITALS:

MGH - Marin General

KM - Kaiser Marin

NCM - Novato Community

PARAMEDIC TAG #	VICTIM NAME	STUDENT ID#	TIME OF DEPARTURE	HOSPITAL
Signed: _____			Date: _____	

Bio Terrorism

REMOVED FOR PUBLIC VERSION

REMOVED FOR PUBLIC VERSION

REMOVED FOR PUBLIC VERSION

REMOVED FOR PUBLIC VERSION

REMOVED FOR PUBLIC VERSION

Reed Union School District - PUBLIC

Public Health Department contacts City OES who then initiates contact with appropriate School district authorized contact (see emergency contact list for school district)

1. Superintendent's Office: Dr. Kimberly McGrath 415-381-1112
2. Custodial Services or Facilities: Eduardo Muñoz 415-725-2042

The City OES informs the Police Department that authorization has been given to open the appropriate site(s). Only gymnasiums will be utilized. The school district official then follows the guidelines shown below:

1. Authorized school official contact will inform the Superintendent or designee of the opening of the school site(s) as an immunization center (mass prophylaxis center).
2. If school is not in session or if mass prophylaxis center opening occurs after hours, school site personnel or authorized City Police Department will be present to actually unlock the site for Public Health Department
3. Contact principal of the school site being converted into an immunization center (mass prophylaxis center)
4. Prior to turning school site over to the Public Health Department as a mass prophylaxis center, school site personnel will:
 - a. Perform a site check to record current condition of the area to be used as an immunization center (mass prophylaxis center)
 - b. Inventory useable materials within the center's designated area (see Site Inventory form in this section), i.e. toilet tissues, paper towels, soap
 - c. Ensure all other areas of the school sites are not accessible to mass prophylaxis center personnel or public.
5. Reed Union School District site personnel will unlock the school site upon arrival of Public Health Department and their staff

Closing the Center

Upon closing of the center, the Public Health Department ensures the site is secure and the center manager has tracked school supplies and materials used.

1. School site personnel compares supplies and materials used, physical property loss and damages
2. Both Public Health Department City and school site personnel inspect shelter site for
 - a. Material and supplies used
 - b. Property loss
 - c. Property damage
3. When inspection is completed, school site personnel give the Business Services Department a report of materials used and property damage/loss (photograph)
4. Business Services
 - a. Gives property loss/damage to Risk Management to determine cost of property loss and repair costs
 - b. Formalizes letter Public Health Department to file a claim covering loss and material usage

Del Mar Middle School Portion of School Used as a Mass Prophylaxis Center (Gymnasium)				
Current Useable Inventory			Inventory Used by Mass Prophylaxis Center	
Date Inventory Taken:			Date Inventory Taken:	
Description	Quantity on Hand	✓	Quantity Used	Comments
Paper Goods				
Toilet Paper				
Hand Towels				
Sanitary Seat Covers				
Other				
Liquid Soap				
Sanitary Supplies				

The signatures of both school personnel & center Manager verifies materials used and will be reimbursed.

 RUSD Site Personnel Signature

Date: _____

 Mass prophylaxis center Manager Signature

Date: _____

Incident Command System

Responsibilities for a School Disaster

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

Major Concepts and Components

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

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

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

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

Common terminology:

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

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

How ICS Functions

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

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- Reduces the incidence of ineffective coordination and communications, and avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

Primary Incident Command System Functions:

Incident/School Commander (The "leader")

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

Operations Section (The "doers")

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

Planning/Intelligence Section (The "thinkers")

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

Logistics Section (The "getters")

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

Finance and Administration Section (The "collectors")

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

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

Unified Command Structure

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

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

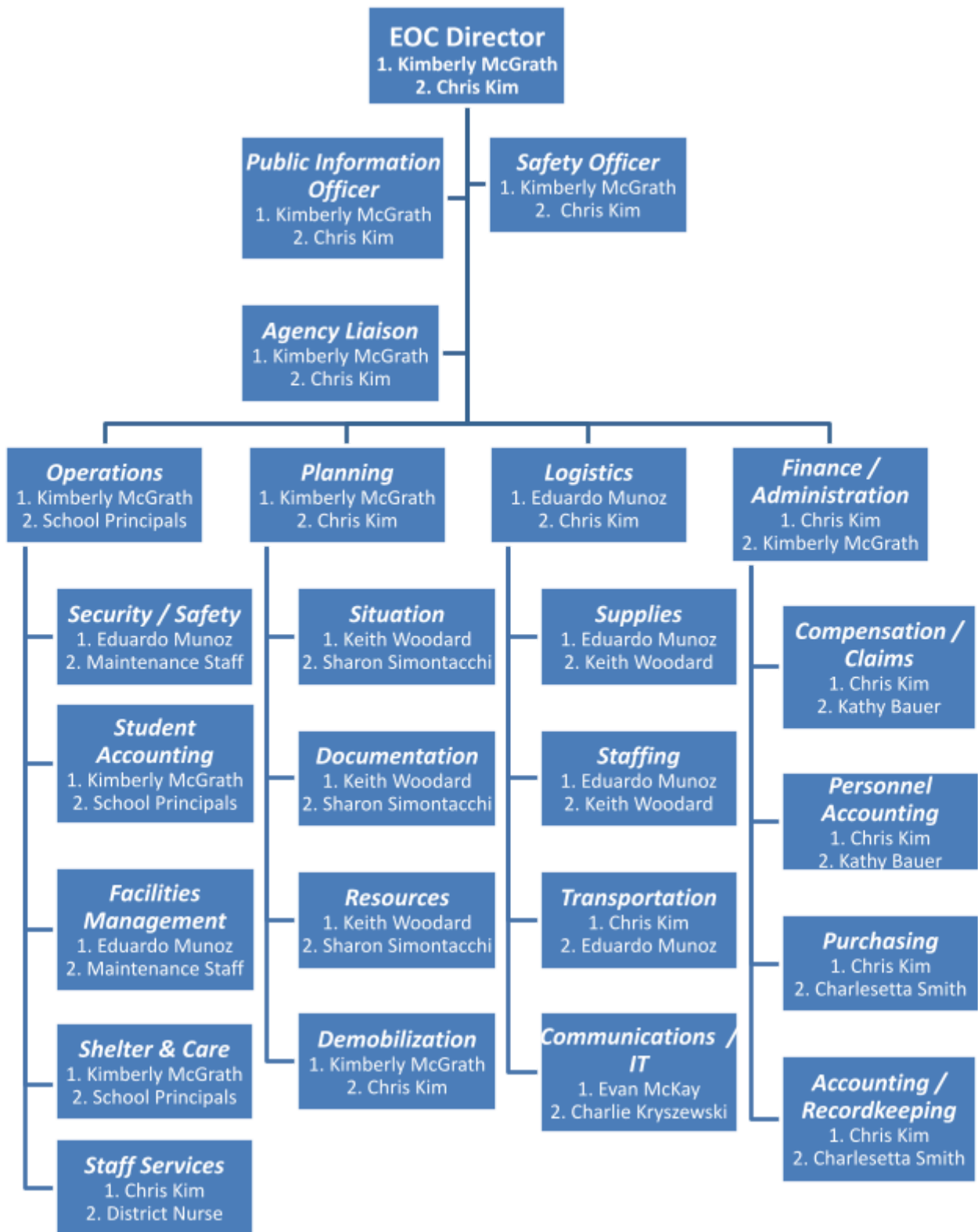
Advantages of using Unified Command

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

Pre-Designated Incident Facilities

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

Reed Union School District ICS TEAM 2024-2025



EMERGENCY RESPONSE AT DEL MAR MIDDLE SCHOOL

Command Center

General Command	Chad Stuart
Communications	Michael Song
Roll Call	Laurie Kristy
Note Taker/Support	Lisa Grinnell
<ol style="list-style-type: none"> 1. Office staff takes walkies/medical supplies/cell to blacktop (Campus walkies - Channel 2) 2. Teachers take attendance and report to office staff 3. Teachers begin Search & Rescue/First Aid Station 4. If needed Teachers set up facilities - shelter, sanitation, move food and supplies from shed 5. When needed office staff sets up release tables 	
Search & Rescue Team 1:	Search & Rescue Team 2:
Snyder, Sonnevile	Nielsen
First Aid:	Shelter & Care:
Childress, Deppe/Spike	Armstrong, Deppe/Spike, Chase
Food/Supplies:	Sanitation:
Sargent, Shern, Casey	Smith, Harrington
Student Release (Request):	Student Release (Release Table):
Grinnell	Kristy, Marshall, Rhodes

Bel Aire Emergency Plan

COMMAND CENTER - details					
FUNCTION: gather information, determine needs, provide direction, manage teams					
* all members need a small walkie talkie - turn to channel 5					
TEAM LEADER:	(role)	TEAM MEMBERS:	(role)	TEAM MEMBERS:	(role)
Principal	Incident Commander	Assistant Principal	Communication	3rd Grade GLC	Student Supervision + Food
LOCATION:	inside: Staff Development Room outside: Lower Lunch Tables	School Secretary	Attendance	4th Grade GLC	Student Request
		Executive Secretary	Phones	5th Grade GLC	Student Release
		Psychologist	Communication	Specialist GLC	Search & Rescue #2
		Media Specialist	Recorder + Communication	PE Teacher	Facilities/Maintenance + Security
		Intervention Specialist	Search & Rescue #1		
DUTIES:					
1	Secretaries: set up Emergency Command Center				
2	Media Specialist: bring all support staff red/green cards to line-up + chart paper, pens & iPad/computer for recording				
3	Instructional Aides: turn in walkies & grab red/green cards; then line up				
4	All Command Center Team Members: grab a walkie and turn to channel 5				
5	Office Secretary: bring emergency binder + take attendance of all students & personnel				
6	3rd Grade GLC: leads Student Care				
7	Media Specialist: records notes throughout entire evacuation w/ specific times and details				
8	Psychologist: communicate directly to Executive Secretary				
9	Principal: maintain communication with Executive Secretary, District Office, Police, Fire, Hospital, & entire Command Center Team				
10	Assistant Principal: consultant / runner - as necessary				
11	GLCs & PE Teacher: wait for instructions + initiate teams as necessary				
12	Nurse: standby for instructions + activate First Aid station as necessary				

Bel Aire Emergency Plan

COMMUNICATION & SECURITY - details			
FUNCTION: communicate information with parents entering campus + prevent unauthorized access			
<i>*Team Members communicate only with Team Leader</i>			
<i>** Indicates lead w/ walkie</i>			
TEAM LEADER:	<i>(role/location)</i>	TEAM MEMBERS:	<i>(role/ location)</i>
** Media Specialist	<i>MPR gate</i>	**Assistant Principal	<i>Bottom of hill</i>
		ELL & Speech	<i>Bottom of hill</i>
LOCATION:		TOSAs	<i>Bottom of hill</i>
<i>MPR gate</i>		**Psychologist	<i>Green gate</i>
<i>Bottom of hill</i>		Music Teacher B	<i>Green gate</i>
<i>Green gate</i>		**GLC Specialist	<i>Upper stairs</i>
<i>Upper stairs</i>		Spanish Teacher	<i>Upper stairs</i>
<i>MPR stairs</i>		**School Secretary	<i>MPR stairs</i>
<i>Upper shed</i>		Resource Aide	<i>MPR stairs</i>
<i>Field stairs</i>		**PE Teacher	<i>Upper shed</i>
<i>Office / phones</i>		**Music Teacher A	<i>Field stairs</i>
		**Executive Secretary	<i>Office / phones</i>
		Art Teacher	<i>MPR gate</i>
DUTIES:			
1	Communicate information with parents entering campus		
2	Provide location of Student Request tables (behind kitchen)		
3	Explain Student Release procedures		
4	Provide Reunification location (bottom of MPR stairs)		

Bel Aire Emergency Plan

SEARCH & RESCUE - details				
FUNCTION: Search & rescue assigned buildings (including bathrooms). Report injuries and findings to Command Center				
<i>*if Search & Rescue needs to be activated, Principal will contact Team Leaders</i>				
<i>*all members should have walkies</i>				
<i>*Team Members communicate only with Team Leader</i>				
TEAM LEADER:	(role)		TEAM MEMBERS:	(role)
Intervention Specialist	Team #1 Lead		Resource Specialist	team #1
GLC Specialist	Team #2 Lead		5th Grade GLC	team #1
			Resource Aide	team #1
LOCATION:			Spanish Teacher	team #2
#1	A, B, K, M, & Office		Music Teacher	team #2
#2	C, D, E & G (MPR)		4th Grade GLC	team #2
DUTIES:				
<ol style="list-style-type: none"> Team Leaders: gather search & rescue bag from shed and clipboard with maps Team Leaders: activate teams, pass out walkies, activate plan, and communicate with Command Center Team Members: Begin Interior Search <ul style="list-style-type: none"> mark the entry door with a large slash (/) (use blue tape) before entering room, call out and wait for a response Initiate a sweep of the room in a counter clockwise pattern remove trapped victims if possible when exiting, complete the original / making an X use chalk to write any pertinent information on the door lock door to prevent re-entry report findings to Command Center Team Leader: only Team Leader communicates to Command Center 				

Bel Aire Emergency Plan

FIRST AID - details			
*if a First Aid station needs to be activated, Principal will contact Team Leader			
*Team Members communicate only with Team Leader			
TEAM LEADER:			TEAM MEMBERS:
Nurse			Speech Pathologist
			ELD Teacher
LOCATION:			Art Teacher
inside:	Staff Lounge		PE Aide
outside:	Field		TOSAs
DUTIES:			
1	Team Leader: gathers first aid bag from shed, activates team, communicates plan		
2	Team Members:		
	• Set up station and provide first aid as needed		
	• provide moderate first aid as needed		
	• Determine whether outside medical assistance is required		
	• Tag each of the injured with name, injury, and any treatment rendered		
3	Team Leader: only Team Leader communicates to Command Center		

Bel Aire Emergency Plan

FACILITIES & MAINTENANCE - details			
<i>*all members should have walkies</i>			
<i>*if a Facilities & Maintenance check is required, Principal will contact Team Leader</i>			
<i>*Team Members communicate only with Team Leader</i>			
TEAM LEADER: PE Teacher			TEAM MEMBERS: Assistant Principal
			Day Custodians
LOCATION:			
<i>check-in:</i>	Command Center		
<i>outside:</i>	A-L stations		
DUTIES:			
1	Team Leader: gathers binder and clipboard with maps from Command Center, activates team, passes out walkies, activates plan and communicates with Command Center		
2	Team Members: <ul style="list-style-type: none"> communicate findings shut off water and/or electricity as needed 		
3	As needed: <ul style="list-style-type: none"> clear access for emergency vehicles - as needed seal off areas where hazardous conditions exist set up sanitary facilities set up morgue in M-7 		
4	Team Leader: only Team Leader communicates to Command Center		

Bel Aire Emergency Plan

STUDENT SUPERVISION - details			
FUNCTION: provide a calm, organized student management system			
<i>*Team Members communicate only with Team Leader</i>			
TEAM LEADER:		TEAM MEMBERS:	
3rd Grade GLC		All 3rd Grade Teachers	
		All Non-specialized Aides	
LOCATION:			
inside:	MPR		
outside:	Upper Blacktop		
DUTIES:			
1	Team Leader: distributes walkies to team members		
2	Team Leader: assigns team members to monitor students as needed <ul style="list-style-type: none"> students to remain clustered by class for ease of identification during release 		
3	Team Members: supervise students		
4	If Student Release: <ul style="list-style-type: none"> make sure each student has a name sticker find students as requested by Student Release team monitor the release of students to runners from the Student Release team 		
5	If Extended Care: <ul style="list-style-type: none"> coordinate water / food / supplies, etc 		
6	Team Members: report all student incidents to Team Leader		
7	Team Leader: only Team Leader communicates to Command Center		

Bel Aire Emergency Plan

STUDENT REQUEST - details			
FUNCTION: manage parents requesting student pick-up & coordinate student release			
<i>*Team Members communicate only with Team Leader</i>			
TEAM LEADER: 4th Grade GLC		TEAM MEMBERS: All 4th grade teachers	
LOCATION: behind kitchen			
DUTIES:			
1	Team Leader: connect with team members and activates plan		
2	Set up Parent Request Station: <ul style="list-style-type: none"> • set up 3 tables (from inside kitchen) - behind kitchen • gather 5 student release boxes from upper shed (A-E), (F-J), (K-O), (P-S), (T-Z) • gather Student Request supply bag (w/ alpha signs + highlighters) • post 5 signs (A-E), (F-J), (K-O), (P-S), (T-Z) • distribute highlighters to each teacher 		
3	Initiate Parent Request process: <ul style="list-style-type: none"> • parent/caregiver comes to Student Request Station • teacher finds student's emergency card and locates parent's/caregiver's name • teacher highlights parent/caregiver's name • teacher directs parent to wait for student at bottom of MPR stairs • teacher hands emergency card (w/ highlighted name) to member of Student Release team • note: parents may pick up more than one student, but must have name on card to be highlighted 		

Bel Aire Emergency Plan

STUDENT RELEASE (REUNIFICATION) - details	
FUNCTION: work with Student Request station to gather students and return them to parent care	
<i>*Team Members communicate only with Team Leader</i>	
<i>* Instructional Aides can be pulled from Student Supervision to help reunification</i>	
TEAM LEADER:	TEAM MEMBERS:
5th Grade GLC	All 5th grade teachers
	Instructional Aides
LOCATION:	
<i>waiting location:</i>	behind kitchen (Student Request Station)
<i>gather students:</i>	MPR
<i>drop off students:</i>	bottom of MPR stairs
DUTIES:	
1	Team Leader: gather team and review process
2	Set up: <ul style="list-style-type: none"> • set up table at base of MPR stairs (table in storage under stairs) • grab large "Completed Emergency Release" box (in storage under stairs) for filing
3	Team Members: initiate process <ul style="list-style-type: none"> • report to Student Request Station and wait for a request • collect Emergency Card from teachers at Student Request Station tables • locate student (in MPR) • walk student to Reunification station (at bottom of MPR) stairs • remove name sticker from student and place it on Emergency Card • place Emergency Card in "Completed Emergency Release" box
4	Team Leader: identify one team member to alphabetize cards in "Completed Emergency Release" box and compare with alpha master list
5	Ongoing Parent Communication <ul style="list-style-type: none"> • If a parent asks who picked up student, review "Completed Emergency Release" box for highlighted name

Bel Aire Emergency Plan

WATER / FOOD / SUPPLIES - details			
FUNCTION:			
<i>*Team Members communicate only with Team Leader</i>			
TEAM LEADER:		TEAM MEMBERS:	
3rd Grade GLC		3rd Grade Teachers	
		Instructional Aides	
LOCATION:			
inside:	kitchen		
outside:	upper & lower sheds		
DUTIES:			
1	Team Leader: consult with team members and initiate plan		
2	Assess food preparation facilities		
3	Estimate number of persons requiring shelter and for what duration		
4	gather water, food, blankets and supplies from emergency shet		
5	control conservation of water		
6	establish list of all persons in shelter and determine any special needs		
7	communicate with nurse regarding student medication needs		
8	communicate additional needs to Principal, Executive Secretary, or School Secretary		

Reed School Emergency Plan

September 2023

ACTIVATION FLOWCHART

FIRST RESPONSE

1. Executive Secretary, Office Secretary set up Command Center
2. Aides turn in walkies to Command Center and pick up green attendance card
3. **Team Leaders** & GLCs get walkie (channel TBD)
4. Teachers take attendance
5. Principal activates as needed:
 - a. Search & Rescue
 - b. Facilities & Maintenance
 - c. First Aid
 - d. Student Care
 - e. Student Release

Command Center
Principal (General Command)
Executive Secretary (Communication)
Office Secretary (Attendance)
Kindergarten GLC (Student Care)
Psychologist (Note Taker)

Search & Rescue (Kindergarten Building; STEAM; MPR; Rooms 18-26) <i>PE, PE Assistant</i>	Search & Rescue (Rooms 10-17; Learning Center Wing) <i>Librarian; Reading Specialist</i>	First Aid <i>1st Grade GLC</i>	Facilities/Maintenance <i>Day Custodian</i>
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STUDENT CARE

Kindergarten GLC leads

Blacktop → Field → MPR

Kindergarten Teachers monitor all students
Psychologist supports students as needed

STUDENT RELEASE

Student Request <i>1st Grade GLC</i> <i>1st Grade teachers</i>	Student Release <i>2nd Grade GLC</i> <i>2nd Grade teachers</i>	Communication Mgmt. <i>Executive Secretary</i> <i>Office Secretary</i>
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Additional Runners <i>Instructional Aides</i>

Food/Water/Supply <i>Kindergarten teachers</i>
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September 2023

REED SCHOOL EMERGENCY EVACUATION EMERGENCY TEAMS

1. COMMAND CENTER
2. SEARCH & RESCUE
3. COMMUNICATION
4. FIRST AID
5. FACILITIES & MAINTENANCE
6. STUDENT SUPERVISION
7. STUDENT REQUEST
8. STUDENT RELEASE
9. WATER/FOOD/SUPPLIES

September 2023

COMMAND CENTER

Team Leader: Principal (General Command)

Team Members: Executive Secretary (Communication)
Office Secretary (Attendance)
Psychologist (Note Taker)
Kindergarten GLC (Student Care)

Location(s):

- Inside: Front office
- Outside: Set up table in front of emergency shed

Duties:

1. Executive Secretary & Office Secretary set up Emergency Command Center. Gather table from emergency shed and place outside of shed.
2. Office Secretary places support staff red/green ID cards on table.
3. All Instructional Aides turn in walkie talkie to table at Command Center and take ID card.
4. GLCs and Team Leaders get a walkie talkie and turn to channel 5.
5. Office Secretary takes attendance of all students and personnel.
6. Kindergarten GLC leads Student Care.
7. Psychologist takes notes throughout entire evacuation.
8. GLCs & Team Leaders communicate directly to Executive Secretary.
9. Principal maintains communication with Executive Secretary, District Office, Police, Fire, Hospital

September 2023

SEARCH & RESCUE

Team Leader 1: PE Teacher

Team Leader 2: Librarian

Team Members: PE Assistant

Team Members: Reading Spec.

Location(s):

- Inside: Front Office
- Outside: Meet at Command Center

** If a search or rescue needs to be activated, **Principal** will contact Team Leaders.*

Duties:

1. Team Leaders gather search & rescue bag from shed and clipboard with maps from Command Center.
2. Team Leaders activate teams, pass out walkies, activate plan and communicate with Executive Secretary.
3. Team Members communicate only with Team Leader.
4. Begin Interior Search:
 - a. Mark the entry door with a slash (/)
 - b. Before entering room, call out and wait for a response.
 - c. Initiate a sweep of the room in a counter clockwise pattern.
 - d. Remove trapped victims if possible
 - e. When exiting, complete original / making an X and write any pertinent information on the door.
 - f. Lock the door to prevent re-entry
 - g. Report to Team Leader

September 2023

FACILITIES & MAINTENANCE

Team Leader: Day Custodian

Team Members: TBD as needed

Location(s):

- Inside: Front Office
- Outside: Meet at Command Center

** If a facilities & maintenance check is required, **Principal** will contact Team Leader.*

Duties:

1. Team Leader gathers binder and clipboard with maps from Command Center, activates team, passes out walkies, activates plan and communicates with Executive Secretary.
2. Team Members communicate only with Team Leader.
3. Shut off water supply and/or electricity as needed.
4. Report findings and actions to Executive Secretary.

Contact Executive Secretary for additional support as needed:

- Extinguish small fires
- Clear access for emergency vehicles
- Seal off areas where hazardous conditions exist
- Set up morgue in Music Room

September 2023

FIRST AID

Team Leader: 1st Grade GLC

Team Members: TBD as needed

Location(s):

- Inside: Nurses Office
- Outside: Outside Library near Room 7

** If a First Aid station needs to be activated, **Principal** will contact Team Leader.*

Duties:

1. Team Leader gathers first aid bag from shed, activates team, passes out walkies, activate plans and communicates with Executive Secretary.
2. Team Members communicate only with Team Leader.
3. Set up station and provide first aid as needed.
4. Determine whether skilled medical assistance is required and Team Leader communicates with Executive Secretary.
5. Tag each of the injured with name, address, injury, and any treatment rendered.

September 2023

STUDENT CARE

Team Leader: Kindergarten GLC

Team Members: Kindergarten Teachers

Location(s):

- Inside: MPR
- Outside: Blacktop-Field

Duties:

1. Team Leader passes out walkies to team members.
2. Team Leader assigns team members to monitor students as needed.
3. Students to remain clustered by class for ease of identification during release.
4. In the event of a student release, team members put name sticker on each student.
5. Team Members report all student incidents to Team Leader, only Team Leader communicates to Executive Secretary.

September 2023

STUDENT REQUEST

Team Leader: 1st Grade GLC

Team Members: 1st Grade Teachers

Location(s):

- Inside: Front Office
- Outside: Table outside front gate (Welcome Area)

Duties:

1. Team Leader passes out walkies to team members and activates plan.
2. Set up 2 tables outside gate near MPR. Tables located in storage room outside staff workroom.
3. Gather 4 Student Release boxes from emergency shed (A-F) (G-L) (M-R) (S-Z).
4. Parent/caregiver comes to Student Request Station
5. Parent/caregiver name is highlighted on Emergency Release Card.
6. Parent is directed to wait for student outside fence near tetherball area.
7. Release Card is given to runner to get student.

September 2023

STUDENT RELEASE

Team Leader: 2nd Grade GLC

Team Members/Runners: 2nd Grade Teachers
Instructional Aides

Location(s):

- Inside: Welcome Area outside of Front Gate
- Outside: Exit Gate at fence near tetherball

Duties:

1. Team Leader passes out walkies to team members and activates plan.
2. Set up table inside exit gate near tetherball. Tables are located emergency shed.
3. Gather "Completed Emergency Release" boxes from shed for filing Emergency Release cards.
4. Runners collect cards from Request Station, locate student, and release to caregiver at gate.
5. Runner takes name sticker off student and puts on Emergency Release card. Place card in "Completed Release" box.
6. Once all students are released, match name on Student Release cards to master list to ensure all students have been accounted for.

September 2023

FOOD/ WATER/ SUPPLY

Team Leader: Kindergarten GLC

Team Members: Kindergarten Teachers

Location(s):

- Inside: Kitchen in MPR
- Outside: Kitchen in MPR

Duties:

1. Team Leader passes out walkies to team members and activates plan.
2. Assess food preparation facilities.
3. Estimate number of persons requiring shelter and for what duration.
4. Gather water, food, blankets and supplies from emergency shed.
5. Control conservation of water.
6. Establish list of all persons in shelter and determine any special needs.
7. Communicate with Nurse regarding student medication needs.
8. Communicate additional needs to Principal, Executive Secretary, or Office Secretary.

Staging Areas

Primary and Secondary Locations

Command Posts	
Primary:	District Office Patio
Secondary:	Del Mar PE Classroom
Mass Care Centers	
Primary:	Del Mar Gym
Evacuation Centers	
On Campus:	Athletic Field at each site
Off Campus:	Reed - Tennis Courts and The Ranch
	Bel Aire - Cecilia Park and Kol Shofar
	Del Mar - McKegney Green and Blackie's Pasture

REMOVED FOR PUBLIC VERSION

Implement Plans for getting schools running after the event

Emergency Communications

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

Emergency within a school:

Internal communications will be via:

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

External communications will be via:

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

Emergency affecting two or more schools:

In-district communications will be via:

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

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

When using the District radio system:

- ☐ Your radio should always be on Channel 1 unless you are directed to change to a different channel to hold a separate communication.
- ☐ Firmly push down button on the side to transmit, wait several seconds, then speak calmly and clearly into the mouthpiece. After your speaking is complete, say “**OVER**” and release the button so others can transmit if needed.
- ☐ Acknowledge all communications to your radio by replying “**COPY**” so the initiator knows you successfully received the message.
- ☐ After initial communication is established on Channel 1 for all radios the Command Post may direct specific locations/departments to different channels for separate communication. Either the District, Business Office, or Superintendent radio will always be on Channel 1 if you need to contact the Command Post.
- ☐ DO NOT interrupt when someone is transmitting an exception for emergency information.
- ☐ There will be monthly District Radio Tests throughout the school year to verify that the radios are working properly.

To ensure that the radios are always available and charged for an emergency:

- ☐ When you arrive in the morning, remove the radio from the charging station, turn it on, make sure it is on Channel 1, and place it next to the charging station while you are at work.
- ☐ Turn off your radio and place it in the charging station when you leave the office at night or on the weekend. DO NOT LEAVE THE RADIO ON when charging as it damages the battery.
- ☐ Repeat the procedure each workday.

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

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

Working with the news media:

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Media Contact Information

Media Contact Information			
Television Stations:		Fax Numbers	Telephone Numbers
	KPIX Channel 5	415-765-8935	415-765-8758
	KRON Channel 4	415-561-8136	415-561-8905
	KGO-TV Channel 7	415-261-6413	415-954-7926
	KQED TV Channel 9	415-553-2456	415-864-2000
	KNTV Channel 11	415-538-1530	415-286-1111
Radio Stations:			
	KGO AM	415-954-8686	415-216-1300
	KCBS	415-765-4141	415-474-5227
	KNBR 680 (AM)	415-995-6867	415-995-6800
	KSFO	415-658-4501	415-398-5600
Newspapers			
	Marin Independent Journal	415-883-5458	415-883-8600
	The Ark Newspaper	415-435-0849	415-435-2652

Recovery

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

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

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

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

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

Joint Protocols:

To best prepare for and manage the mental health recovery phase within the Marin County though Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the followings:

1. Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the Marin County Mental Health Department before reporting to their assigned campuses.
2. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the Marin County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).

Reed Union School District - PUBLIC

3. The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.
4. The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.
5. In police, fire or district debriefings with school staff, parents and impacted students, a representative from the Marin County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.
6. In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

Mental and Social Support Resource Contact Information:

Brian Lynch	Director of Student Services
Dr. Maya Van Putten	Reed School Psychologist
Dr. Megan Singh	Bel Aire School Psychologist
Dr. David Kover	Del Mar School Psychologist

Annual Emergency Awareness/ Preparedness Checklists & Forms

The following checklists highlight areas of school operations, maintenance, security, and personnel that may pose opportunities for risk reduction. Use this checklist as a proactive tool to generate awareness over the potential for terrorist acts, at a time when it is needed most.

The recommendations contained in this checklist are not intended to represent or to replace a comprehensive school security program. Such a program would include much more. Many of the procedures included in the checklist are routine in districts with full- time security operations. Whether your school district has full-time security coverage, or has minimal security resources, these recommendations may be used as a focal point around which to build an appropriately renewed sense of awareness.

The following forms are designed to use on an annual basis to meet emergency preparedness requirements. Districts may already have their own forms and can substitute those if desired.

Emergency Supplies

Emergency supplies will be inventoried and expiration dates checked at the end of the school year to prepare for the following school year. Dates will also be checked mid-year for expiration and possible replenishment. The supplies are defined under the Maintenance & Operations document [\[insert link here\]](#).

Location of the Emergency Supplies will be noted in the specific school or site section of this document.

Reed Union School District
Annual Site Awareness Checklist

20__ – 20__

Recommendation	Steps	Participants	Completed
Review employment screening policy & procedure	<ul style="list-style-type: none"> ❖ Does your screening process include volunteers, cafeteria workers, mechanics, bus drivers, and security, in addition to educational staff? ❖ Does your procedure allow for actual searches of courthouse records, rather than database searches, which are typically not accurate? ❖ Do you searchers do Social Security Number traces to identify any out-of-state venues that should be checked? ❖ Do your outside contracts use due-diligence screening procedures to check the backgrounds of their workers who regularly visit your school? 	<p>Security</p> <p>Human Resources</p>	

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Review the adequacy of physical security in and around campus buildings	<ul style="list-style-type: none">❖ Are alarm systems working and have they been tested? This should include main campus buildings as well as maintenance and storage facilities.❖ Are keys to campus and administration buildings adequately controlled?❖ Are alarm pass codes changed when an employee leaves the school district? Make sure codes are not shared.❖ Is exterior lighting working and is illumination adequate?❖ Is interior lighting (night lighting) working and is illumination adequate?	Security M & O personnel	
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Reed Union School District - PUBLIC

Recommendation	Steps	Participants	Completed
Review access control procedures and heighten employee awareness	<ul style="list-style-type: none"> ❖ Are doors that should remain locked from the outside during the day kept locked, and are these doors checked periodically to make sure they are secure? Train all employees to check these doors but consider assigning someone to check them as well. ❖ Are staff members trained to approach and to “assist” strangers of any age who are observed in and on school property? Report those who have difficulty explaining their presence. ❖ Has a visitor log and ID badge system been implemented? 	Everyone	

<p>Train everyone to recognize and report suspicious activities on campus.</p>	<ul style="list-style-type: none"> ❖ Are persons taking pictures or filming campus activities questioned about their authorization to do so? ❖ Be alert for suspicious vehicles that seem to have no apparent purpose for being on campus, or, that come, go, and then reappear again. ❖ Are specific individuals assigned to inspect the outside of campus buildings throughout the day, and to report unattended packages or vehicles near building perimeters? ❖ Have you developed a plan to handle reports of suspicious activity? ❖ Is everyone trained to report unattended or otherwise suspicious packages found inside campus buildings? Is this specific issue placed on routine checklists for maintenance and custodial personnel? ❖ Do personnel know what to do if a suspicious package is found? ❖ Have you considered a policy that requires staff and students to visibly identify backpacks, book bags, briefcases and gym bags with luggage style ID tabs? ❖ Are food services personnel trained to be aware of suspicious people in their food preparation area? ❖ When large attendance events occur on campus, are security measures in place and awareness levels heightened to assist in detecting suspicious acts? 	<p>Everyone</p>	
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<p>Implement a “tip-line” program that allows students, teachers, parents, staff, and other members of the school community to report Issues anonymously, if they choose.</p>	<ul style="list-style-type: none"> ❖ Do you have a zero tolerance for verbal threats of any kind? ❖ Do all members of the school community know that any threat, or information about a potential threat, must be reported? And, do they understand that there is no such thing as a threat intended as a joke? ❖ Do students and staff know that they are <u>responsible</u> for informing the principal/site administrator about any information or knowledge of a possible or actual terrorist threat or act? ❖ Have you communicated a hard stand on hoaxes intended to mimic terrorist acts? Do students know that these hoaxes are crimes in themselves? 	<p>Student Services</p> <p>Security</p> <p>Human Resources</p>	
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Reed Union School District - PUBLIC

<p>Work closely with local law enforcement and health officials.</p>	<ul style="list-style-type: none"> ❖ Have you made local law enforcement a partner in your district plans? ❖ Are parking regulations, particularly fire zone regulations, strictly enforced? ❖ Does local law enforcement have copies of building blueprints, to include ventilation system, and electrical plans? ❖ Has local law enforcement been given the opportunity to conduct exercises on school property and on busses? ❖ Have you determined contact protocol with local health officials if bio-terrorism is suspected? 	<p>Security</p> <p>Clinical Staff</p> <p>Crisis Mgmt. Team</p>	
<p>Train staff on identifying and handling suspicious packages and letters.</p>	<ul style="list-style-type: none"> ❖ Have you download and posted the FBI advisory (poster) regarding suspicious packages from www.fbi.gov? ❖ Or, the US Postal Inspection Service poster on identifying suspicious packages from www.usps.gov? ❖ Have you considered publicizing the availability of this information to others in the school community for personal use? 	<p>Mail room</p> <p>Secretaria</p> <p>Security</p> <p>Parents</p> <p>Students</p>	

Reed Union School District
Safety Plan Annual Emergency Plan Checklist
20__ - 20__

Site: Insert School Name
Due by: October 30 Each Year
Submit to: District Office

This is a checklist to help Principals organize and meet the site requirements mandated by the Emergency Preparedness Plan. It is recommended that each Principal appoint a Site Disaster Committee comprised of staff, PTA, and students (optional), to help carry out the tasks of this checklist.

Check	Requirement
_____	1. Read the District Disaster Plan, and know the responsibilities of the site manager
_____	2. Designate a second-in-command and a backup
_____	3. Orient staff to District Disaster Plan, review site procedures (staff meeting)
_____	4. Update site plan, assign staff responsibilities (complete staff roster sheet)
_____	5. Schedule necessary training (First Aid, CPR, Search & Rescue)
_____	6. Schedule drills: Fire, Earthquake, Active shooter, Communications
_____	7. Complete site map, post as required, and forward a copy to Director of M&O
_____	8. Complete Site Hazard Survey
_____	9. Complete Classroom Hazard Survey
_____	10. Submit Classroom Hazard Survey to Director of M&O
_____	11. Participate in test of District Radios
_____	12. Check battery-operated radios
_____	13. Check location and condition of 2 meter radio antenna and the base for installing the antenna if appropriate.
_____	14. Complete supplies and equipment inventory to include classroom emergency kits
_____	15. Order supplies and equipment as necessary
_____	16. Evacuation areas/alternative identified for all classes
_____	17. Communications to parents and students about disaster procedures _____ District Student Release Policy _____ Emergency Information Cards
_____	18. Complete Emergency I.D. Tags collected and put into Classroom Emergency Kits if appropriate.
_____	19. Assess food supplies as applicable
_____	20. Meet with child care provider and coordinate disaster preparedness plans
_____	21. Identify hospitals and clinics in school's area that have back-up emergency power that would be able to handle casualties in an emergency.

Principal's Signature _____

_____ Date

Reed Union School District
Annual Site Hazard Survey
 20__ - 20__

Site Hazard Survey

Principals are required to conduct an annual Site Hazard Survey. The survey should be completed early each fall, signed, and submitted to the District Office by October 30. (Please put N/A by any items that are not applicable.)

The purpose of the Site Hazard Survey is to check for safety hazards outside of the classroom. The survey shall include evaluation of interior and exterior portions of buildings as well as school grounds.

The Site Hazard Survey shall include assessment of the following areas.

Check	
<input type="checkbox"/>	1. Proximity of toxic, flammable, corrosive, chemically, or reactive materials
<input type="checkbox"/>	2. Proximity of high voltage power lines has been considered in establishing the site evacuation plan
<input type="checkbox"/>	3. Likelihood and possible effects of flooding or landslides
<input type="checkbox"/>	4. Probably safety of evacuation areas after an earthquake; proximity of gas, water, and sewer lines, or sprinklers
<input type="checkbox"/>	5. Water heaters are strapped
<input type="checkbox"/>	6. Objects that restrict people from moving to a safe place (tables and desks in hallways) etc.
<input type="checkbox"/>	7. Janitorial areas: storage of tools and cleaning chemicals (keep a 3 foot clearance in front of all electrical panels)
<input type="checkbox"/>	8. Storerooms: heavy items stored on high shelves, shelving secured (keep 3 foot clearance in front of all electrical panels)
<input type="checkbox"/>	9. All computers and peripherals should be situated so as not to create a tipping hazard
<input type="checkbox"/>	10. Machine shop and woodshop: equipment should be bolted down
<input type="checkbox"/>	11. Large and heavy office machines: restrained and located where they will not slide, fall off computers, or block exits
<input type="checkbox"/>	12. Sound system speakers and spotlights: secure
<input type="checkbox"/>	13. Compressed gas cylinders: secured top and bottom with a safety chain
<input type="checkbox"/>	14. Weight room/motor development room equipment: racks anchored and weights properly stored
<input type="checkbox"/>	15. Laboratory chemicals on shelves: restrained

Reed Union School District
Annual Site Hazard Survey II
20__ – 20__

GENERAL GUIDELINES	OK	NEEDS ATTENTION	COMMENTS
CAMPUS			
Signs Posted, Controlled Access			
Traffic review, parking, fire lanes			
Adequate surfacing, lighting			
Safety Plan			
Required Postings			
ASSEMBLY ROOMS			
Exits clear, exit & emergency lights			
Floors, seating maintained			
Stage: clean, clear exits, wiring			
Kitchen: clean, safe food storage			
ATHLETIC FACILITIES			
Bleachers, fences, backstops			
Stairs, ramps, walkways, gates			
Surfacing in common areas			
Equipment			
SCIENCE ROOMS			
Hazardous material storage			
Adequate ventilation, fume hoods			
Eyewash, gas shut-off			
Safety training			
Safety signs posted, enforced			
EMERGENCY PREPAREDNESS			
Fire extinguishers checked monthly			
Fire and Earthquake drills conducted			
First Aid Equipment in place			
Evacuation routes posted			
Staff Training on Emergency Procedures			

Reed Union School District
Annual Classroom Hazard Survey

20__ – 20__

Nonstructural hazards are caused by the furnishings and nonstructural elements of a building. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly.

In September, each teacher shall assess his/her for hazards and correct any he/she can; items he/she cannot correct will be submitted to the principal on this form by September
The principal shall submit a completed copy of the school needs with the principal's checklist by October 30 to District Office.

ROOM NUMBER

Deficiencies to be corrected by maintenance staff:

	Free standing shelves over 4 feet tall secured to floor or wall	
	File cabinets bolted to wall	
	File cabinet drawers have latches	
	Paints and chemicals restrained on shelves	
	Wall-mounted objects are secured	
	Sound system speakers are secured to building	
	TV securely fastened to platform or cart	

Deficiencies to be corrected by school personnel:

	Heavy objects removed from high shelves	
	Aquariums located on low counter or restrained	
	Computers fastened to work station	
	Desks and tables cannot block exits	
	Cabinets or equipment on wheels cannot block doorway	

Reed Union School District
Safety Plan Annual Drill Report
20__ – 20__

Date	Time		Please place a ✓ below for which drill has been completed.					Principal's Signature
	Start	End	Radio Communications	Fire	Earthquake	Active shooter	Other Drills	

Annual Disaster Service Worker Survey

20__ - 20__

General Information		
1. Name		
2. Position		
3. Location		
4. Work Phone/Ext.		
5. Home Phone		
Specialized Skills		
1. Bilingual?		If yes, Language(s):
2. CPR Certified?		If yes, Expiration Date:
		If no, are you willing to be trained?
3. First Aid Certified?		If yes, Expiration Date:
		If no, are you willing to be trained?
4. CERT (Trained?		If yes, Expiration Date:
		If no, are you willing to be trained?
5. Simple Triage/Rapid Assessment Trained?		If yes, Expiration Date:
		If no, are you willing to be trained?
Personal Responsibilities		
1. Children?		If yes, ages:
2. Special needs?		If yes, please describe:
2. Elderly parents?		Comments:
3. Pets?		Comments:
4. Other caregivers available?		Comments:
5. Other		
In an Emergency -- Confidential		
1. Anything you want us to know? Special Needs? Medications?		
2. Other:		

AMERICAN RED CROSS

RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS

Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994

Introduction

What to Store

Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted? Do you think you will need tools for clearing debris? Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

Budget

Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

How Much to Store

Make some planning assumptions. Do most of your students' families live nearby or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus.

Storage

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Many schools stock supplies in (new) trash barrels on wheels. Do not store water in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

Recommended Supplies

The following lists address classroom kits and supplies for the whole school and Search & Rescue gear.

Classroom Kit

- Leather Work gloves
- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Pressure dressings: 3
- Crow bar
- Space blankets: 3
- Tarp or ground cover
- Student accounting forms (blank)
- Student emergency cards
- Buddy classroom list
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 2 rolls (for sealing doors and windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water and cups (stored separately)

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- Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- Portable radio, batteries or other communication system
- Flashlight, batteries
- Push broom (if classroom includes wheelchairs)

Supplies for the Whole School: Water, First Aid, Sanitation, Tools, Food

Water

- ½ gallon per person per day times three days, with small paper cups

First Aid

- Compress, 4 x 4": 1000 per 500 students
- Compress, 8 x 10": 150 per 500 students
- Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each, small, medium, large
- Butterfly bandages: 50 per campus
- Water in small sealed containers: 100 (for flushing wounds, etc.)
- Hydrogen peroxide: 10 pints per campus
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- Scissors (paramedic): 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First Aid books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pairs

Sanitation Supplies (if not supplied in the classroom kits)

- 1 toilet kit per 100 students/staff, to include:

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- 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
- Soap and water, in addition to the wet wipes, is strongly advised.

Tools per Campus

- Barrier tape, 3" x 1000": 3 rolls
- Pry bar
- Pick ax
- Sledge hammer
- Shovel
- Pliers
- Bolt cutters
- Hammer
- Screwdrivers
- Utility knife
- Broom
- Utility shut off wrench: 1 per utility

Other Supplies

- Folding tables, 3' x 6': 3-4
- Chairs: 12-16
- Identification vests for staff, preferably color-coded per school plan
- Clipboards with emergency job descriptions
- Office supplies: pens, paper, etc.
- Signs for student request and release o Alphabetical dividers for request gate o
Copies of all necessary forms
- Cable to connect car battery for emergency power

Food

- The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

Search & Rescue Equipment

Training on how to do light Search & Rescue is required—contact your local fire department for information on whether such training is offered in your community.

Protective Gear per S&R Team Member

- Hard hat, OSHA approved
- Identification vest
- Leather work gloves
- Safety Goggles
- Dust mask
- Flashlight, extra batteries
- Duffel or tote bag to carry equipment

Gear per S&R Team

- Backpack with First Aid supplies
- Master Keys

Homeland Security Advisory System



Homeland Security Advisory System (Adapted for Marin County)

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. **In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.**

Threat Conditions and Recommended Protective Measures

The following Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.

GREEN: LOW RISK OF TERRORIST ATTACK

This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

General Measures

- Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.
- Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Arrange for staff members to take a First Aid/CPR course.
- All school keys should include the provision for "Do Not Duplicate"
- Review and update the Emergency Call-in List.

BLUE: GENERAL RISK OF TERRORIST ATTACK

This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Check and test emergency communications, coordinate with all school sites and staff.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a school's ability to respond to a terrorist threat.
- Mark keys with "Do Not Duplicate". (See Condition Green)
- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency call-in list.
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.
- Test your generator once per week.

YELLOW: SIGNIFICANT RISK OF TERRORIST ATTACK

An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.
- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedure with staff.
- Consider escorts for building visitors.
- Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.
- Test your generator once per week.

ORANGE: HIGH RISK OF TERRORIST ATTACK

A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.
- Be alert to parent, staff, student concerns to determine when/how to communicate.
- Communication should focus on reassurance that school is a safe place
 - Reminder – schools have existing safety plans
 - Reminder – schools practice their safety procedures
 - Reminder – schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students, staff and faculty, if needed.
- Discuss student's fears concerning possible terrorist attacks and offer available resources.
- Consider reducing site ingress and egress points to an absolute minimum.
- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Inspect all deliveries; restrict parking near buildings and report suspicious vehicles to local law enforcement.
- Consider parking controls or special restrictions at all sites
- Test your generator once per week.

RED: SEVERE RISK OF TERRORIST ATTACK

A Severe Condition reflects a severe risk of terrorist attacks. **Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The Marin County Emergency Operations Center, located at 4985 Broader Blvd. Dublin, will be occupied initially during the first 24 hours of a RED threat level. (Continued operation will be determined on an as-need basis.)**

The Marin County Office of Education will provide staff at the **Marin County Office of Emergency Operations Center** to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated as warranted through mass e-mail, telephone, or via amateur radio to the identified School Emergency Managers in each district.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.
- Test communication lines - including e-mail link to ACOE, telephone lines, or amateur radio.
- Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.
- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the ALCO EOC for updates during crisis.
- Gather and provide related information to students, staff and parents.
 - review communication guidelines under Orange Threat Level
 - reminder – In the event of a RED threat level, school districts have a direct communication link via amateur radio to the Marin County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.

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- Consider canceling special events.
- Consider closing campuses, if necessary.
- Maintain close contact with your local Emergency Manager.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility.
- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

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Listed below are websites that provide additional information.

http://www.ready.gov	Disaster Preparedness Information
http://www.whitehouse.gov	White House
http://www.dhs.gov	Federal Department of Homeland Security
http://www.nasponline.org	National Association of School Psychologists
http://www.fema.org	Federal Emergency Management Agency
http://www.caloes.ca.gov	California Office of Emergency Services
http://www.bt.cdc.gov	Center for Disease Control and Prevention
http://www.fbi.gov	Federal Bureau of Investigation
http://www.marinschools.org	Marin County of Education

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Appendix A

Board Policy Manual
Reed Union School District**Policy 5141.4: Child Abuse Prevention And Reporting****Status:** ADOPTED**Original Adopted Date:** 12/14/2004 | **Last Revised Date:** 06/06/2023 | **Last Reviewed Date:** 06/06/2023

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

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

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

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 7-8 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

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

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

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

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

Appendix B

**Board Policy Manual
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Policy 5144.1: Suspension And Expulsion/Due Process

Status: ADOPTED

Original Adopted Date: 12/14/2004 | **Last Revised Date:** 11/15/2022 | **Last Reviewed Date:** 11/15/2022

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

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

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

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-8" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

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

No student in grades K-8 may be suspended for disruption or willful defiance, except by a teacher suspending a student from class pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at

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school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

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

Authority to Expel

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

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

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

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

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

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

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

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

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

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

Appendix C

Board Policy Manual
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Policy 4119.11: Sex Discrimination and Sex-Based Harassment	Status: ADOPTED
Original Adopted Date: 08/16/2005 Last Revised Date: 09/10/2024 Last Reviewed Date: 09/10/2024	

The following policy shall apply to all district employees, interns, volunteers, contractors, job applicants, and other persons with an employment relationship with the district.

The Governing Board is committed to providing a safe work environment that is free of discrimination, harassment, and intimidation. The Board prohibits sex discrimination, including sex-based harassment, as defined in the accompanying administrative regulation, in district programs and activities by and against district employees.

Additionally, the Board prohibits retaliatory behavior or action against any person who complains or testifies about conduct that reasonably may constitute sex discrimination, including sex-based harassment, reports such conduct, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1; 34 CFR 106.71)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sex discrimination and sex-based harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sex discrimination and sex-based harassment policy to employees and others to whom the policy may apply
3. Publicizing, in accordance with 34 CFR 106.8 and as specified in Administrative Regulation 4030 - Nondiscrimination in Employment, a Title IX notice of nondiscrimination to employees, applicants for employment, and bargaining units
4. Ensuring prompt, thorough, fair, and equitable investigation of complaints through the appropriate state and/or federal procedures
5. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent or designee shall periodically evaluate the effectiveness of the district's strategies to prevent

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and address sex discrimination and sex-based harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether sex discrimination and/or sex-based harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to harassment policy(ies), complaint procedures, or training, as appropriate and in accordance with law.

Reports and Complaints

Any district employee who has experienced sex discrimination or sex-based harassment in the district's education program or activity may file a complaint with the district's Title IX Coordinator. (34 CFR 106.2, 106.44)

Any employee with knowledge of conduct that reasonably may constitute sex discrimination or sex-based harassment by or against another district employee, a student, or a third party in a district education program or activity shall notify the Title IX Coordinator within one workday. An employee may be subject to discipline for failure to timely report such conduct. (34 CFR 106.44)

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to be provided to the complainant and, if the district has begun grievance procedures or offered an informal resolution process to the respondent, offer and coordinate supportive measures to be provided to the respondent as deemed appropriate under the circumstances. (34 CFR 106.44)

Upon investigation of a sex discrimination or sex-based harassment complaint, any district employee found to have engaged or participated in sex discrimination or sex-based harassment or to have aided, abetted, incited, compelled, or coerced another to commit sex discrimination or sex-based harassment in violation of this policy shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Appendix C

Board Policy Manual
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Policy 5145.7: Sex Discrimination and Sex-Based Harassment	Status: ADOPTED
Original Adopted Date: 12/14/2004 Last Revised Date: 09/10/2024 Last Reviewed Date: 09/10/2024	

The Governing Board is committed to maintaining a welcoming, safe, and supportive school environment that is free from discrimination and harassment. The Board prohibits at school or at school-sponsored or school-related activities, sex discrimination and sex-based harassment, as defined in the accompanying administrative regulation, targeted at any student, based on the student's actual or perceived sex; sex stereotypes; sex characteristics; sexual orientation; gender; gender identity; gender expression; pregnancy, childbirth, termination of pregnancy or lactation, including related medical conditions or recovery; and, parental, marital, and family status.

Additionally, the Board prohibits retaliatory behavior or action against any person who complains or testifies about conduct that reasonably may constitute sex discrimination, including sex-based harassment, reports such conduct, or otherwise participates or refuses to participate in the complaint process established for the purpose of this policy. (Education Code 220.1; 34 CFR 106.71)

The district strongly encourages students who feel that they are being or have experienced sex discrimination, including sex-based harassment, on school grounds or at a school-sponsored or school-related activity, or off-campus when the conduct has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee.

Any employee who receives a report or observes an incident of sex discrimination, including sex-based harassment, by or against a student in a district education program or activity shall report the incident to the Title IX Coordinator within one workday.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures.

The Title IX Coordinator shall offer and coordinate supportive measures to be provided to the complainant and, if the district has begun grievance procedures or offered an informal resolution process to the respondent, offer and coordinate supportive measures to be provided to the respondent as deemed appropriate under the circumstances.

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The Superintendent or designee shall ensure that all district staff are trained regarding the district's sex discrimination and sex-based harassment policy, and that all employees receive training related to their duties under Title IX as specified in Administrative Regulation 4119.11/4219.11/4319.11 - Sex Discrimination and Sex-Based Harassment. (34 CFR 106.8)

Instruction/Information

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

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

Disciplinary Actions

Upon completion of an investigation of sex discrimination and/or sex-based harassment, any student found to have engaged in sex discrimination, and/or sex-based harassment or sexual violence, in violation of this policy, shall be subject to disciplinary action. For students in grades 4-8, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of sex discrimination and/or sex-based harassment, any employee found to have engaged in sex discrimination against, and/or sex-based harassment or sexual violence toward, any student, shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain records in accordance with law, including in accordance with 34 CFR 106.8 as specified in Administrative Regulation 5145.71 - Title IX Sex Discrimination and Sex-Based Harassment Complaint Procedures, and district policies and regulations, of all reported cases of sex-based harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Appendix D

Board Policy Manual
Reed Union School District

Policy 5144: Discipline	Status: ADOPTED
Original Adopted Date: 12/14/2004 Last Revised Date: 05/14/2024 Last Reviewed Date: 05/14/2024	

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and responding appropriately to student misbehavior at district schools. The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies for responding to student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

A student shall not be denied recess unless the student's participation poses an immediate threat to the physical safety of the student or to the physical safety of one or more of the student's peers. If, due to such immediate threat, a student is denied recess, staff shall make all reasonable efforts to resolve the threat and minimize the student's exclusion from recess, to the greatest extent practicable. (Education Code 49056)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)

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The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The principal or designee at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and administrative regulations. The Board, at an open meeting, may review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff, providing interventions and supports to students, as well as the maintenance of an orderly school environment, shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate support and/or discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for district schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee may report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Appendix E