School Safety Plan
Updated 2/6/2025
for 2025-26 School Year

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Site Evacuation Map

Emergency Evacuation Map

ALPAUGH UNIFIED SCHOOL DISTRICT

Parking Lot   **Parking Lot**

| Rm 101 Juarez 2nd | Rm 102 Loring Kinder | Rm 103 Koontz 3nd | Rm 105 Crain 2rd | Rm 107 Pereira 6th | Rm 109 Cardiel 1st | Main Office White Hayes | Rm 201 R. Diaz HS Span | Rm 203 Kaur HS Science | Rm 205 Galafate HS Math/STEM | Rm 206 Lehmann HS English |

TK/K Gill

| Teachers Lounge | Custodial | Rm 104 4th T. Hernandez | Rm 106 5th. F. Hernandez | Rm 108 8th C. Diaz | Rm 110 7th Luna | Collab. Valdez |

Rm 202 Stacy AVID/ASB   Rm 204 Smith S. Studies

Preschool Garcia

| Library Media Ms. Parra |
| Library Media Ms. Parra |

101-105 GYM Lockers Weight RM Library Media

Main Office PreS TK 106-110 201-204

Quad

Grass Area

Blacktop

Solar

Play

Ground

Grass Area

Rm 8 ELOP Cardenas

Rm 7 CHOICES/ELOP

Blacktop

Cafeteria. 7A-7E

SW Gracian

| Event Center | Weight Room |
| | PE Sanchez |

| Rm 7D Atwell TOSA | Rm 7C Mello/Dutra Psych/SW | Rm 7B Supt. Office | Rm 7A District Office |

Cafeteria

Sports Complex

MOT

Incident Command System Management Team

Incident Commander: Troy Hayes
Office: 559-949-8413
Cell 559-359-6915

Safety Officer: Todd Smith
803-847-2800

Public Information Officer: Troy Hayes
Office: 559-949-8413
Cell 559-359-6915

Liaison Officer: Blake White
Cell 559-679-4208

Operation Chief: Gonsalo Rodarte
Cell: 661-229-7922

Planning Chief: Troy Hayes
Office: 559-949-8413
Cell 559-359-6915

Logistics Chief: Laura Zarate
Cell: 559-949-8413

Finance/Admin Chief: Juana Limon
Cell: 559-949-8413

"Buddy Teacher List" Guide

During a school crisis teachers may be injured and unable to oversee their assigned students, or it may be necessary to free teachers to fill critical Emergency Management team positions. To prepare for these situations, the principal shall establish a "Buddy Teacher" system, as outlined below, and train staff to use it when necessary.

1. Establish and maintain a current "Buddy Teacher" list (see next page).
    a. Ensure all teachers know who their assigned buddy will be.
    b. When possible, assign teachers in adjacent or nearby rooms as buddies.

2. Ensure that each classroom contains a "go kit" that contains the teacher's class roster <u>and</u> the buddy teacher's class roster.

3. During an emergency, buddy teachers should check with each other to determine each other's status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.
    a. **Remember:** The teachers' responsibility is to all students, but in situations that threaten the lives of all, teachers should <u>do the greatest good for the greatest number</u>.

4. During an evacuation, it is best to have buddy teachers work together. When practical, one teacher should lead <u>both</u> classrooms out, while the other buddy brings up the rear, checking briefly to make sure that both classrooms are empty and doors are closed.

5. <u>Immediately</u> after taking roll of both classes, one of the buddy teachers must report the result to their assigned Accountability Team Leader (or to the Accountability Group Supervisor, Operations Chief, or Incident Commander) as outlined in the Crisis Response Plan "Student Accountability Procedure".

6. <u>Immediately</u> following student accounting, one member of each buddy team must check in with their Group Leader, or the Command Post.

7. In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One teacher can then be available for other assignments.

8. When classrooms have been combined and evacuation is necessary, the students should exit <u>without</u> the teacher leading them. The teacher should stay back to check the classroom and close the door before joining the students outside.

9. Ensure that substitute teachers are familiar with buddy system emergency procedures and who their buddy teachers will be.

Buddy Teacher List 2024-25

Room #	Teacher	Room #	Buddy
ECE1	Garcia	ECE2	Gill
101	Juarez	102	Loring
103	Koontz	105	Crain, Cardiel
104	T. Hernandez	106	F. Hernandez
107	Pereira	108,110	C. Diaz, Luna
110	Luna	108, 107	C. Diaz, Pereira
7	Stacy	7A	Business Office
201	R. Diaz	203	Kaur
202	Stacy	204	Smith
CR-01	Sanchez	Gym	Chaidez
7C	SpEd/Psych/Counseling	7D	Atwell
205	Galafate	206	Lehmann
Tule	Gonzalez	Office	Chaidez

Campus Emergency Assignment Worksheet

This worksheet will help the Incident Commander ensure coverage for critical positions during a school emergency. Ensure each position is assigned at the start of each school year and that all positions are assigned even if you think that it will not be necessary to fill the positions during an actual emergency. To guard against the absence of key personnel when an emergency threatens, it is strongly recommended that back-up personnel also be assigned and that key personnel are cross-trained in critical job requirements. Blank rows are to be used by Incident Commander to add additional positions as needed during an emergency.

Name:	Troy Hayes	Date:	August
Site:	Alpaugh USD	School Year:	2025-26

Position	Person Assigned	Alternates
Safety Officer	Todd Smith	Melissa Stacy
Public Information Officer	Troy Hayes	Blake White
Liaison Officer	Blake White	Dulce Chaidez
Student Care Group Supervisor	Ashley Atwell	Amber Crain
Search/Rescue Group Supervisor	Jacob Sanchez	Blake White
Campus Evacuation Group Supervisor	Ashley Atwell	Amber Crain
Security Group Supervisor	Amanda Parra	Mario Valdez
Student Accountability Group Supervisor	Amanda Parra	Mario Valdez
Student Release Group Supervisor	Amanda Parra	Mario Valdez
Situation Status Unit Leader	Troy Hayes	Blake White
Documentation Unit Leader	Lupe Martinez	Dulce Chaidez
Supply Unit Leader	Becky Andrews	Lupe Martinez
Facilities Unit Leader	Gonzalo Rodarte	Terry Bautista

Communications Unit Leader	Troy Hayes	Blake White
Transportation Unit Leader	Gonzalo Rodarte	Terry Bautista
Finance/Admin Section Chief	Juana Limon	Lenny Bautista
Timekeeping Unit Leader	Blake White	Mario Valdez
Purchasing Unit Leader	Laura Zarata	Juana Limon
Comp/Claims Unit Leader	Lenny Bautista	Juana Limon

Campus Emergency Teams: Maintain Span of Control - Limit Teams to 5 Members Plus Leader		
Team Identifier	Team Leader	Team Members - (First Listed is Leader Alternate)
Group 1	Todd Smith	Melissa Stacy
		Rosa Diaz
		Tejinder Kaur
Group 2	Dulce Chaidez	Lupe Martinez
		Becky Andrews
Group 3	Amber Crain	Dave Juarez
		Sarah Loring
		Caroline Koontz
		Alma Cardiel
Group 4	Francisco Hernandez	Thalia Hernandez
		Carmen Diaz
		Shawn Pereira
		Alexis Luna
Group 5	Jacob Sanchez	Matthew Galafate
		McKenzie Lehmann

Group 6	**Juana Limon**	**Laura Zarate**
		Sonia Bautista
		Adriana Loera
		Maria Deniz
		Lenny Bautista
Group 7	**Ashley Atwell**	**Phil Rios**
		Maria Orozco
		Mark Dutra
Group 8	**Troy Hayes**	**Blake White**
		Mario Valdez

Off-Campus Evacuation Procedure

Purpose:
The Off-Campus Evacuation Procedure is used to guide school staff and the Campus Evacuation Group when circumstances require the off-site evacuation and relocation of students and staff to a remote site where students will be accounted for and released to parents or guardians.

Administration:
- □ The school Incident Commander will advise staff and others as necessary of the decision to evacuate the campus.
- □ The school Incident Commander will assign staff to the Campus Evacuation Group, and other groups needed on campus or at the relocation site.
- □ Determine the appropriate pre-designated relocation site and evacuation route.
- □ Decide if it is safe for students/staff to walk to the relocation site or if transportation will be required.
- □ The school Incident Commander or designee will obtain the **"Off-Campus Evacuation Sites"** form from the school Crisis Response Box and contact the off-campus evacuation site to advise of the impending arrival of students.
- □ As needed, the school Incident Commander or designee will initiate action to get transportation to the school, using the pre-planned transportation procedure.
- □ Implement procedures for setting up the bus evacuation staging area.
- □ Request law enforcement to provide security at the evacuation staging area, along the evacuation route and for traffic control/security at the relocation site during student release to parents.
- □ Direct staff to move students to the evacuation staging area for loading onto buses.
- □ Notify the district office and Superintendent of the evacuation and relocation. Request assistance in preparing the site for arrival. Provide an update on the situation, identify the primary relocation site, the evacuation route and if needed, request buses or alternate means of transportation.
- □ AS needed, request the district office to send staff from other school sites to the relocation site to assist.
- □ Provide the school Public Information Officer guidance in preparing and releasing information to the public.

Teachers and staff
- □ After receiving the alert for OFF-CAMPUS EVACUATION, guide students to the designated evacuation staging area for movement to the relocation site as directed by the School Incident Commander or Campus Evacuation Group
  - ✓ Ensure special needs students and staff are assisted. Request help if needed.
  - ✓ Take class roster, phone lists and emergency Go Kit as you exit to the designated assembly area.
- □ After evacuating, take roll and account for all students. Report any missing students to school Incident Commander/Student Accountability Group.
- □ Maintain control of your class.
- □ While en route to the relocation site, the teachers will prepare list of all evacuees on the bus, which will be delivered to the Incident Commander or Student Accountability Group or other designee upon arrival.

□ After arrival at off-campus site follow instructions of assigned staff. This may include the Off-Campus Evacuation Group, Accountability Group, Student Release Group or others. You may also be asked to implement the Teacher Buddy system and assist in staffing the site.

Off-Campus Evacuation Site

Site One

Facility: Alpaugh Memorial Building
Name:

Site Address: 5516 Tule Rd   Alpaugh   CA   93201
              Street Address   City   State   Zip

Primary Contact:
Primary Phone: 559-949-8530   Other:

Alternate Contact:
Alternate Phone: Other:

Special Information/Instructions: This site would be used as a backup site in case of evacuation emergency

Chapter Two

Emergency Management Organization

ICS POSITION DESCRIPTIONS

Below are general descriptions of the various ICS functional positions. Additionally, detailed position-specific "checklists" for each key ICS position may be found in **Appendix B – ICS Position Checklists.**

The checklists are a valuable tool designed to help staff ensure they complete all tasks required of their assigned position. The checklists also serve to clarify position roles and responsibilities and eliminate confusion and duplication of effort.

Staff must practice using the checklists during training, drills and exercises. Persons who will be assigned ICS positions in an emergency must understand their roles and responsibilities in advance, and have the opportunity to practice using the checklists and filling their roles during training, drills and exercises.

<u>INCIDENT COMMANDER</u>

The Principal (or designee) shall serve as the Incident Commander and is responsible for all emergency incident activities. This will include the assignment of staff to ICS positions as necessary and the development and implementation of strategic decisions. The Incident Commander is responsible for carrying out the duties of all ICS positions that he/she elects not to fill with other staff. <u>To be most effective, staff should be pre-assigned and trained in advance to fill their anticipated emergency roles!</u>

The Principal will represent the school when a "Unified Command" organization is formed with fire, law enforcement or other professional emergency responders.

<u>"COMMAND STAFF" POSITIONS</u>

Depending on the size and scope of the emergency, the Incident Commander may need to assign staff to one or more of three key "Command Staff" positions. These include **Public Information Officer**, **Safety Officer** and **Liaison Officer**.

Public Information Officer – (PIO):

This person reports directly to the Incident Commander. The PIO is responsible for determining what information is suitable for release to the press. It is quite possible that the Incident Commander or someone from the District office could fill this role. This person will likely join the fire and law enforcement PIO's in a joint news release. A specific location will

likely be determined as a gathering point for the media.

Safety Officer:

The Safety Officer reports directly to the Incident Commander. The Safety Officer will provide advice on the safety of the emergency operations. The Safety Officer may be required to direct the shut-down of school utilities and should have knowledge as to their location and operation. The Safety Officer needs to have a thorough knowledge of the facility, and be calm under pressure.

Liaison Officer:

This person reports directly to the Incident Commander. The Liaison Officer is appointed to assist the Incident Commander in coordinating with outside agencies. This position becomes the primary point of contact for assisting agencies and helps reduce the number of people the Incident Commander must speak with directly.

GENERAL STAFF POSITIONS

In addition to filling the Command Staff positions the Incident Commander will be responsible for filling one or more of the four key "General Staff" positions - **Operations Chief**, **Planning Chief**, **Logistics Chief** and **Finance/Admin Chief**. It is important to understand that the Operations Chief oversees all "Tactical Resources", meaning those who are directly involved in such tasks as first-aid, rescue, or other hands-on activities necessary to control the emergency and protect staff and students. The other three Chiefs fill background support roles aimed at assuring the Operations section has what it needs to do its work.

Operations Chief

The Operations Chief reports to the Incident Commander and is responsible for supervising teachers and other staff as they carry out emergency related activities in Groups, Teams or as individuals during the emergency. The Operations Chief is responsible for relaying pertinent information and progress reports to the Incident Commander and will coordinate the work of school responders with the efforts of emergency responders.

On minor emergencies, the Incident Commander will often also serve as the Operations Chief. However, as the size and scope of an incident expands another school staff person should be assigned to this role. On major emergencies a professional responder, typically an experienced Fire or Police agency supervisor, will assume the Operations

efforts of both school and professional emergency response Groups and Teams.

PLANNING LOGISTICS, FINANCE/ADMIN "UNITS"

Planning Chief

The Planning Chief reports to the Incident Commander, and is responsible for three primary support tasks, assigned to related "Units" as necessary:
1.   Tracking what is damaged, how many are injured, etc. (Situation Status Unit)
2.   Tracking who is assigned, and who is available (Resource Status Unit)

3.   Documenting important incident activities and decisions (Documentation Unit)

Having good information about what is happening, what needs to be done, and who is available to do it, is vital to the effective management of a response. On small-scale emergencies, the Incident Commander will often handle the Planning Chief responsibilities. As an incident expands, the Planning Chief position will normally be assigned to another school staff person. On major or complex emergencies, the Planning Chief role will likely be assumed by an emergency response agency professional. School staff might then be assigned to a "Deputy Planning Chief" role, or to a "Unit Leader" or other role within the Planning section.

Logistics Chief

The Logistics Chief reports to the Incident Commander and is responsible for these primary support functions:

1.   Obtaining and distributing necessary supplies (Supply Unit)

2.   Obtaining, setting up and maintaining needed emergency facilities such as tents and portable restrooms (Facility Unit)
3.   Providing communication systems such as phones, radios and data connections (Communications Unit)
4.   Providing transportation of supplies and staff as needed, and for evacuation of students if necessary (Transportation Unit)
The Logistics section will also be responsible for maintaining power, gas and water and other infrastructure, such as heating and cooling systems in support of the incident.

During an emergency, a "Utilities Group", under the direction of the Operations Chief, will assess infrastructure and systems, and shut down utilities and systems as necessary to protect students and staff and reduce the potential for more damage. It will then become the responsibility of the Logistics Chief (Facilities Unit) to further assess the situation to determine what must be done to get systems repaired and safely restored to service.

The Logistics Chief must work closely with the Operations Chief to ensure the Operations section Groups and Teams have the supplies, communications and transportation resources they need.

During minor emergencies the incident Commander may elect to take on the Logistics Chief responsibilities. However, as the Incident expands, another staff person should be assigned to this function. When a major emergency occurs a professional response agency representative may be appointed Logistics Chief, and school staff assigned to subordinate positions as needed.

Finance/Admin Chief

The Finance/Admin Chief reports directly to the Incident Commander and is responsible for these support functions:

Works closely with the Logistics Chief to ensure needed emergency supplies are properly obtained and paid for. (Purchasing Unit)

Responsible for tracking employee work hours during an emergency (Time Unit)

Handles all employee related Workers Comp claims for injuries suffered by staff during an

emergency (Comp/Claims Unit).

On small to moderate campus emergencies, the Incident Commander will likely leave the Finance/Admin Chief position unfilled. Except in the case of a long-term emergency, the Purchasing, Timekeeping and Workers Comp claims processes will often not be addressed until after the emergency is over, and will be the responsibility of the Principal or a designee. It is important to compile accurate records of employee time, particularly overtime, and an accounting of money expended for emergency goods, services or other related costs. This information will prove invaluable should there be an opportunity to seek reimbursement for those costs from State or Federal agencies, insurers, or perhaps from parties responsible for causing a man-made emergency.

As always, major emergencies may result in a professional responder being assigned to the Finance/Admin Chief role, with support coming from school staff.

INITIAL CRISIS RESPONSE

OVERVIEW

This section of the Crisis Response Plan is divided into two parts. The first outlines four basic "INITIAL ACTIONS" that staff and students will take in response to most campus emergencies.

This second part outlines the three "ARMED INTRUDER" actions that should be taken by staff or students when they are in immediate contact with a person shooting a gun, or being confronted by a person wielding another potentially lethal weapon such as a knife or bat.

The "INITIAL ACTIONS" and "ARMED INTRUDER" protocols are the cornerstone of the basic school crisis response. Much like the fire department "Stop, Drop and Roll" concept, school officials must ensure that the Initial Actions and Active Shooter procedures are fully understood by all staff and students and practiced to the point they become automatic and second nature.

"INITIAL ACTIONS"

Regardless of the type of emergency that occurs, the initial response by staff and students will almost always include one or more of these four basic "**INITIAL ACTIONS**:"
1. **Duck and Cover**
2. **Evacuate Building(s)**
3. **Shelter-In-Place**
4. **Lock-Down**

When there is a sudden loud noise, or other indication that something bad is happening, instinctively the first reaction should be to "Duck and Cover." Then, once the situation becomes clearer, one of the other "Initial Actions" may be implemented.

Although these four basic Initial Actions will suffice for the vast majority of campus emergencies, some emergencies may prompt the school Incident Commander to follow these with additional emergency procedures. Examples of other potential actions include the total evacuation of staff and students to an off-site location, or the release of students to parents. When it is necessary to implement these other actions, the school Incident Commander will provide direction in person or by other means as necessary. Recommended additional actions for some specific emergencies are included in Section V of this Crisis Response Plan.

Detailed **Duck and Cover**, **Evacuate**, **Shelter In Place** and **Lock Down** procedures, and a sample **Initial Actions Poster** are located in **Appendix C – Initial Actions.**

Initial Action:

DUCK AND COVER

To be used as the Initial reaction to any sudden event such as gunfire, earthquake, explosion, etc. This action may be followed by "Lock-Down", "Shelter-In-Place" or "Evacuate Building" actions.

The DUCK and COVER action should also be used during a LOCK DOWN, if gunfire, explosions or similar threats are occurring.

Teachers will:
- If outside, direct students to drop to ground, tuck head between knees and cover head and face with arms and hands
- If inside, direct students away from widows, bookshelves and carts
- Direct students to duck under desks, tables etc. and cover heads and faces with arms and hands
- Remind students not to lie down, they should crouch and remain mobile.
- Assume the same Duck and Cover position as students
- Await further instructions or "All Clear" signal
- After the "All Clear", take roll and determine the condition of all students
- Report injuries or other immediate safety concerns

Students will:
- Move quickly away from windows, bookshelves or anything that might fall
- If possible, duck under a desk or table
- Kneel with head resting at knees, arms covering back of head
- Do not lie down, remain mobile and quiet
- Remain in place until given the "All Clear" signal

School Incident Commander will:
- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate School District officials if needed (District Emergency Manager/Staff)
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel if needed

Action is rescinded when:
- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions

Initial Action:

EVACUATE BUILDING (Fire Alarm)

To be used in the event of:
- ☐ Fire in building (on campus)
- ☐ Chemical release in building
- ☐ Gas leak in building
- ☐ After significant earthquake
- ☐ Building failure/potential failure due to damage or other condition
- ☐ Or anytime building(s) must be immediately evacuated for any reason

Teachers will:
- ☐ Secure their roll books
- ☐ Escort their students out of the building by the assigned (or safest) route to the room's assigned fire drill location
- ☐ Close classroom door after insuring that all students are out of the room
- ☐ Take roll once all students have arrived at the assigned area
- ☐ Await further instructions from Incident Command staff

Students will:
- ☐ File out of classrooms in a quiet orderly manner as directed by teachers
- ☐ Assemble in the designated fire drill area for their classroom
- ☐ Permit the teacher to take roll in a quiet and orderly manner
- ☐ Await further instructions from their teacher

School Incident Commander will:
- ☐ Determine the level of response required for the incident
- ☐ Establish an Incident Command Post (ICP)
- ☐ Notify appropriate School District officials (District Emergency Manager/Staff)
- ☐ Convene Student Release team if needed (Operations)
- ☐ Prepare incident status report for emergency response personnel
- ☐ Be prepared to assist with building access for emergency responders

Action is rescinded when:
- ☐ It is deemed safe by the Incident Commander (Principal or other official)
- ☐ Teachers are given the "All Clear" or other instructions

Initial Action:
SHELTER-IN-PLACE

To be used in the event of:
- ☐ Chemical spill on or near campus, or smoke from fire near campus
- ☐ Animal threat on campus – bees, dogs, etc.
- ☐ Severe weather event:
  - - Heat, Cold
  - - Wind, Thunderstorm
- ☐ Flood
- ☐ Blackout/power failure

Teachers will:
- ☐ Report to their rooms if possible
- ☐ Get everyone inside their rooms, including students and staff seeking shelter
- ☐ **Close all doors and windows to exclude outside air if necessary!**
- ☐ Take roll, and document the names of all students present
- ☐ Await further instructions from Incident Command staff or "All Clear" signal

Students will:
- ☐ Report to the nearest classroom, common room or office area
- ☐ Identify themselves to the teacher or staff member in charge
- ☐ Sit calmly and quietly and await further instructions from teacher or staff member

Incident Command staff will:
- ☐ Determine the level of response required for the incident
- ☐ Establish an Incident Command Post (ICP)
- ☐ Notify appropriate School District officials (District Emergency Manager/Staff)
- ☐ Convene Student Release team if needed (Operations)
- ☐ Prepare incident status report for emergency response personnel
- ☐ Be prepared to assist with building access for emergency responders
- ☐ **Be prepared to shut down all HVAC systems, stop outside air intrusion!**

Action is rescinded when:
- ☐ It is deemed safe by the Incident Commander (Principal or other official)
- ☐ Teachers are given the "All Clear" or other instructions

Initial Action:
LOCK-DOWN
To be used in the event of:
- ☐ Civil Disturbance
- ☐ Gunfire/Police action in vicinity
- ☐ Armed Intruder/Hostage situation on campus
- ☐ Hostage Crisis
- ☐ Other threat situation as appropriate

Teachers will:
- ☐ Immediately lock their classroom door
- ☐ Instruct students to move away from doors and windows, implement DUCK AND COVER unless directed otherwise.
- ☐ Close all windows, blinds and curtains
- ☐ Turn off all lights
- ☐ Instruct students to remain silent
- ☐ Await further instruction from Incident Command staff or Police

Students will:
- ☐ Move away from doors or windows
- ☐ Assume DUCK AND COVER if directed by teacher
- ☐ Remain silent
- ☐ Await further instructions from teacher

Incident Command staff will:
- ☐ Determine the level of response required for the incident
- ☐ Establish an Incident Command Post (ICP)
- ☐ Notify appropriate School District officials (District Emergency Manager/Staff)
- ☐ Convene Student Release team if needed (Operations)
- ☐ Prepare incident status report for emergency response personnel (Plans/Intel)
- ☐ Be prepared to assist with building access for emergency responders (Logisitics)
- ☐ Direct any buses enroute with students to an alternate location.

Action is rescinded when:
- ☐ It is deemed safe by the Incident Commander (Principal or other official)
- ☐ Teachers are given the "All Clear" or other instructions

ARMED INTRUDER ACTIONS

Even though the school may be in "Lock Down", you may have to face the armed intruder as he moves about the campus. When this happens, and you are being directly threatened you, and those immediately around you, must take immediate action to avoid being injured or killed. Your best options are Escape, Hide or Fight:

1. **<u>RUN</u>** - If there is an accessible escape path, attempt to evacuate the premises.
   - Have an escape route and plan in mind
   - Evacuate regardless of whether others agree to follow
   - Leave your belongings behind
   - Help others escape, if possible
   - Prevent individuals from entering the area
   - Follow the instructions of any police officers
   - Keep your hands visible at all times
   - Do not attempt to move wounded people
   - Call 9-1-1 when you are safe

2. **<u>HIDE</u>** - If evacuation is not possible, quickly find a place to hide. Your hiding place should:
   - Be out of the active shooter's view
   - Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
   - Not trap you or restrict your options for movement

   If the active shooter is in a nearby room or hallway:
   - Lock the door
   - If possible, quickly blockade the door with furniture
   - Silence your cell phone and/or pager
   - Silence other sources of noise (i.e., radios, televisions)
   - Hide behind large items (i.e., cabinets, desks)
   - Remain quiet

3. **<u>FIGHT</u> -** As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter:
   - Aggressively attack the attacker
   - Throw items or strike the attacker with improvised weapons
   - Yell, kick, punch
   - Be Committed… it may save your life or others!

If you are the first person to contact law enforcement when they arrive, or if you escape the shooter and call 9-1-1, try to provide this information:
   - Your name and school name and location
   - Location of the armed intruder
   - Number of shooters, if more than one
   - Physical description of shooter or shooters
   - Number and type of weapons held by the shooter or shooters
   - Number of potential victims at the location

WHEN LAW ENFORCEMENT ARRIVES
The first officers to arrive will not stop to help injured persons. Law enforcement's primary mission will be to stop the armed intruder as soon as possible, and Officers will proceed directly to the area in which the last shots were fired.

- Officers may arrive individually or in teams, and may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- Officers may be armed with rifles, shotguns, handguns
- Officers may use tear gas or small explosive devices to control the attacker
- Officers may shout commands, and may push staff and students to the ground for their safety

How to react when law enforcement arrives:
- Remain calm, and follow officers' instructions
- Put down any items in your hands (i.e., bags, jackets)
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward officers, such as reaching or grabbing onto them
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just rapidly proceed in the direction they point you, and keep your hands up and clearly visible to them at all times

Once students and staff reach a safe location, they will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Staff and students must not leave until released by law enforcement authorities. .

Rescue teams comprised of additional officers and emergency medical personnel will follow the initial officers, and when it is safe to do so, will move in treat and remove any injured persons. They may also call upon able-bodied individuals, such as school staff, to assist in treating and moving victims.

EXTENDED RESPONSE OPERATIONS

OVERVIEW

In the early stages of most campus emergencies, the school Incident Commander and school staff will implement one or more of the four "Initial Response Actions" outlined in Section IV of this plan. Then, as the scope of the emergency becomes clearer, the Incident Commander may determine it necessary to implement other procedures based on the type of incident faced.

Predefined procedures provide continuity of operations and can greatly assist staff in successfully fulfilling Incident Command System roles. However, they must be reviewed and practiced regularly.

EMERGENCY PROCEDURES LIST

The following Emergency Procedures are available in **Appendix D – Extended Response Procedures:**

- Bus Accident
- Building Evacuation
- Earthquake
- Hazardous Material Release
- Intruder on Campus
- Severe Weather
- Student Release (Family Reunification)
- Off-Campus Evacuation
- Utility Loss or Damage
- Bomb Threats
- Fire/Explosion/Building Collapse
- Basic Medical Emergencies

Appendix A - Forms and Guides

School Safety Hazard Corrective Action Log

Report Date	Risk Level*	Hazard Description	Corrective Action Needed	Who will Correct?	By When	Date Corrected

*Risk Level: 1-Immediate Action Required 2-Correct Within One Week 3-Delay Until School Break 4-Delay Pending Board

FIVE MINUTE CLASSROOM SAFETY HAZARD CHECKLIST

Room:	Checked by:	Date:

This is a two-sided form. Please answer each question: YES, NO or N/A (Not Applicable). For any question that receives a NO answer, provide a brief explanation of what needs to be corrected or repaired in the "Deficiency Report" section on the reverse side of this form. This section should also be used to report any safety deficiencies detected that are not otherwise covered on the form.

	SAFETY HAZARD	YES	**NO**	N/A
1.	Are freestanding cabinets, bookcases, and wall shelves secured to a structural support?			
2.	Are heavy objects removed from shelves higher than heads of seated students or teacher?			
3.	Are aquariums, animal cages and other potentially hazardous displays secured and located away from seating areas?			
4.	Are wheels on portable (rolling) carts kept locked to prevent movement in an earthquake?			
5.	Are T.V./Video/Computer or similar equipment items securely fastened to platforms or carts?			
6.	Are specialty classroom items, such as pianos, secured against rolling during an earthquake?			
7.	Are wall mounted clocks, maps, fire extinguishers, etc., secured against falling?			
8.	Are hanging items, such as plants, secured to prevent them from swinging free or breaking windows in an earthquake?			
9.	Is all lab, crafts, or similar equipment secured/stored to prevent movement?			
10.	Are paints, cleaning solutions or other liquids/chemicals stored to prevent spillage?			

11.	Is ventilation adequate where liquids/chemicals are stored?			
12.	Are objects around doors secured so as not to fall and block egress?			
13.	Are fire extinguishers, first-aid kits and other emergency items in place and up to date?			

	SAFETY HAZARD			
14.	Are all electrical receptacle and light switch covers in place, and in good condition?			
15.	Are all appliance cords in good condition?			
16.	Is the third prong (ground prong) intact on all three-wire appliance cord plugs?			
17.	Are all electrical cords routed so as to avoid creating a tripping hazard?			
18.	Are all electrical cords routed so as to avoid being crushed or pinched by furniture or other items?			
19.	Is there a minimum of 3' of clear space around any water heater or electrical panel in the room?			

DEFICIENCY REPORT

For all **NO** answers above, please enter the corresponding question number and a brief description of the deficiency found. Please also use this space to report deficiencies found, but not addressed by the included questions. Attach additional pages if necessary.

SPECIAL THREAT OR HAZARD FORM

INSTRUCTIONS: Use this form to maintain current information for any facility that is deemed to pose a special threat or hazard to the school. Contact the facility and update annually.

SITE INFORMATION	**Last Updated:**
Facility Name:	
Facility Address: _____	_____ STREET ADDRESS CITY, STATE, ZIP
Primary Contact:	
Primary Phones: Daytime:_____Other: _____	
Alternate Contact:	
Alternate Phones: Daytime:_____Other: _____	

THREAT/HAZARD DESCRIPTION

Describe the special threat or hazard:

PROTECTIVE ACTIONS REQUIRED

Describe special protective actions the school will need to take in the event of a major emergency at the facility:

Crisis Response Plan - School Staff Skills Survey

Name : _____Date: _____

Current Job Title: _____

As part of our Crisis Response planning process, we will pre-assign staff, and alternates, to a variety of positions within the school's Incident Command System organization. By knowing their assignments in advance, staff can become familiar with their expected emergency roles and responsibilities through training, drills and special exercises before an emergency occurs.

This survey is intended to help identify staff members who have special training, skills or experience that might be otherwise unknown, but could prove valuable during an emergency. Having knowledge of an individual's special skills will help us select the proper people to fill critical positions in our emergency management organization, and will help ensure we can provide the best response possible when an emergency strikes.

INSTRUCTIONS: Please place a check mark next to any item in which you have current or past experience, expertise or training. Also circle "yes" or "no" where appropriate. For each checked item, please use the comment section on the back, as needed, to briefly describe your past experience, expertise or training. Also feel free to outline other qualifications you have that you feel might be important in an emergency.

- □ First Aid (current card? yes/no)
- □ CPR (current card? yes/no)
- □ Triage/Mass Casualty
- □ Law Enforcement
- □ Firefighting - Fulltime, Volunteer/Reserve
- □ Military Experience (current reserves/national guard? yes/no)
- □ Search & Rescue
- □ Emergency Management
- □ Emergency Planning
- □ Shelter Management
- □ Construction - electrical, plumbing, carpentry, etc.
- □ Structural Engineering
- □ General Mechanical Ability/Experience
- □ Journalism/Media Relations/Public Information
- □ Bi/Multi-lingual – If so, what language(s)? _____
- □ Above average physical fitness, strength, stamina
- □ Bus/Truck Driver (Current Class A or B License? yes/no)
- □ CB/Ham Radio Operator

COMMENTS:

MEDIA RELATIONS GUIDE
(Suggestions for working with the News Media)

Introduction

The public (including parents) has a right to timely and accurate information when a school crisis occurs. Additionally, the media can be a powerful tool when the school needs to control rumors or impart critical information to parents such as where to pick up their children during an evacuation.

Schools share responsibility for issuing public statements during an emergency with other agencies such as law enforcement and the fire department. It is therefore imperative that these entities work together before and during an emergency to ensure they can provide cohesive, accurate and timely incident information regardless of who issues the information.

The school Incident Commander should appoint an individual and alternates, in advance, to serve as the school's Public Information Officer (PIO) and assistants, if needed, during a crisis. Ideally, the school PIO staff should meet with local fire and law representatives to discuss how they will work together, develop media contact lists, and accomplish other preplanning tasks such as creating generic message templates for use in an emergency.

The suggestions below have been compiled from a variety of sources and are intended to assist the school Incident Commander and/or Public Information Officer in preparing for and handling media communications:

<u>Preplan A Media Center Location and Supplies</u>

- The school Incident Commander, in concert with emergency officials, should determine in advance where the school media center will be established, and identify an alternate site should it become necessary to evacuate the campus.

- The media center should, at minimum, have telephones, copier, FAX and Internet service available.

- Determine and obtain in advance the materials and supplies you will need to support your media operations.

- Office supplies include chairs, desks, bulletin boards, flip charts, computers, printers, fax machines, telephones, cell phones and chargers, digital cameras, TV, radios, copy machine, file folders, paper, message pads, school and district letterhead, pens, and pencils.

- Communications supplies include press release templates, school fact sheets, and other documents to assist in providing rapid and factual information.

- Key lists include staff and student telephone directories, media directory, a map of the school and area.

Understand The Needs Of The Media

Recognize that the needs of the media will change as the situation evolves!

- **First hours of the crisis**: The media will make a mad scramble for information. Reporters will interview anyone willing to talk, often without verifying accuracy of information. The more information released, the less the media will have to rely on rumor and hearsay.

- **What and who:** The media will want to know exactly what happened and who was involved — victims and perpetrators.

- **Why and how:** The media will ask why the crisis occurred and how it evolved. There will be a step-by-step dissection of the crisis.

- **Analysis of emergency response:** The media will analyze how the crisis response functioned. Did first responders react appropriately? Did the school's crisis plan work?

- **How could it happen:** As the situation stabilizes, the media will begin to look for causes of the tragedy and whether it could have been avoided. For example, they'll ask, "Were proper emergency planning measures in place"?

- **Second-day stories:** The media will begin to look for a different spin or angles, emerging issues and people to interview. The media will also want to cover special events, such as memorials, the first day back at school and athletic activities.

Things To Remember When Working With The Media

- **Immediacy**: Issue an accurate, factual, initial statement as quickly as possible.

- **Location**: Designate a media area where all briefings will be held. Secure the school perimeter and determine where media will/will not be permitted.

- **Purpose:** Use local media as a quick communications pipeline to key audiences, but don't depend solely on the media.

- **Policy:** Make sure you follow all district policies and state laws when releasing information. Respect student and staff health, safety and privacy rights!

- **Key messages:** Develop two or three key messages that are honest, consistent, responsive and responsible. Strive to be positive and proactive.

- **Accuracy:** Never guess, speculate or predict the future. Don't release information until you have verified its accuracy. Never go off the record.

- **Availability:** Hold regular media briefings and respect deadlines. Avoid saying "no comment." Provide a brief statement and then take a few questions, but stop when they get redundant or head off course.

- **Attitude:** Express sympathy; be calm and respectful. Avoid getting defensive or placing blame.

Consider Student and Staff Privacy Issues

- Understand the roles of law enforcement, schools, hospitals and families in releasing names and conditions of victims.
- The school district should have a carefully considered and crafted policy regarding release of student and staff names and photos.
- Consider laws such as Family Educational Rights and Privacy Act as well as restrictions

regarding identification of special education students.

- Consider the need for parental consent before students are allowed to participate in interviews or be photographed or filmed while under the control of school officials.
- Be aware that the media may use existing file photos of students or staff participating in athletic or other events.
- Remember that staff and students have the right to:
    - ✓ Say "no" to an interview.
    - ✓ Be treated with respect.
    - ✓ Select the time and location of the interview.
    - ✓ Have someone with you during the interview.
    - ✓ Know the purpose of the story.
    - ✓ Ask about the questions in advance.
    - ✓ Request a specific reporter and/or refuse to work with certain reporters.
    - ✓ Speak to one reporter at a time.
    - ✓ Release a written statement instead of having an interview.
    - ✓ Refrain from answering uncomfortable questions.
    - ✓ Say when the interview is over.
    - ✓ Ask for a correction if information is wrong.

Consider Using Other Available Communication Tools

- **Web site -** Create an emergency Web Page linked to the district or school Web site for daily updates.
- **Emails and faxes -** Set up an email distribution list to stakeholders who need to be contacted regularly, including staff, media, parents and elected officials.
- **Social networks -** Use Facebook, Twitter and other social networking tools to provide information quickly to parents and other stakeholders.
- **Hotline -** Dedicate a phone line to emergency information and update it frequently.
- **Phone Tree –** For small schools, especially, phone trees can be used to disburse information rapidly when other systems are down. Messages must be short and factual to avoid sharing misinformation or starting rumors.
- **Face-to-face –** Well prepared press conferences or public meetings and can be an effective way to answer questions, address concerns and build public and media confidence in how an incident is being managed.

Questions Frequently Asked By Parents And The Media

Anticipating questions parents and the media will ask can be very helpful to the school Incident Commander and Public Information Officer as they prepare to conduct press conferences or release information. These are some of the common questions asked:

Q: What happened?
A: Stick to the facts that you have verified: who, what, when, where. Coordinate information release with law enforcement, fire or other officials.

Q: How much damage was sustained?
A: NEVER SPECULATE on dollar amount of damage. Give factual, clear information as it becomes available (e.g., two classrooms have sustained damage in the fire).

Q: How many people were killed/injured/missing?
A: ONLY RELEASE CONFIRMED NUMBERS. Coordinate with law enforcement.

Q: How can I get updated information?
A: Give time, location of next briefing as well as hotline number.

Q: How can I locate a family member, colleague or student?
A: Provide evacuee information numbers.

Q: How can parents and teachers receive information?
A: Provide hotline number.

Q: How can I volunteer to help or provide donations?
A: Provide information and direct inquiries to organizations such as the Red Cross.

Q: Why did this happen?
A: NEVER SPECULATE.

Q: What are you doing next?
A: We are assessing the situation and will determine next steps in cooperation with law enforcement. Provide information on how families are being reunited, when classes will resume, etc.

Q: Were any policies or laws violated?
A: We are conducting a thorough investigation into what occurred and how it can be prevented in the future.

Q: When will school resume?
A: The administration and school board are meeting this evening to make that decision.

Q: Where can I get information about assistance to victims?
A: Be prepared to provide contact information for mental health assistance, financial aid, or other services such as food shelter and clothing.

Appendix B
INCIDENT COMMAND SYSTEM POSITION CHECKLISTS

These checklists are guidelines intended to assist school staff in filling assigned roles during a school emergency. They will not fit every situation and their application in a given incident will require the use of good judgment and common sense.

INCIDENT COMMANDER

RESPONSIBILITIES:	**The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the Incident Command Post to observe and direct all operations.** **The Incident Commander must maintain span of control and diligently delegate responsibility to avoid becoming overwhelmed.**

Safety:	Ensure your safety and the safety of others.
	Brief your subordinates:
	    □ Take no action that might endanger you.
	    □ Do not work beyond your expertise.
	    □ Use appropriate safety gear.
	    □ Size up the situation first.
	    □ Follow all operational and safety procedures.

START-UP ACTIONS	□ Implement the Crisis Response Plan and necessary Initial Actions such as "Lock Down" or "Shelter-In-Place". □ Establish an Incident Command Post and stay there! □ Obtain the school Crisis Response Box and keep it with you.
OPERATIONAL Duties:	□ Assess the type and scope of emergency. □ Determine the threat to human life and structures. □ Distribute Crisis Response Box materials to emergency responders as needed. □ Develop and communicate an incident action plan with objectives and a timeframe to meet those objectives. □ Activate ICS functions and assign positions as needed. □ Use the "Campus Emergency Assignment Worksheet" to assist you in filling and tracking position assignments. □ Designate a backup or alternate Incident Commander □ Assemble and brief subordinates □ Continue to monitor and assess the total school situation. □ Check with Command Staff and section Chiefs for regularly for updates. □ Reassign personnel as needed.

	□ Report to the school district on the status of students, staff,

OPERATIONAL DUTIES (CONTINUED):	□ Begin student release when appropriate.
	□ NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the superintendent, except at the request of parent/guardian.
	□ Authorize the release of information.
	□ Utilize your back-up and take regular breaks (5-10 minutes per hour). During break periods, relocate away from the Command Post.
	□ Plan regular breaks for all staff and volunteers. Take care of your caregivers!
	□ Release teachers as appropriate and per district guidelines. (By law, during a disaster, teachers become disaster workers.)
	□ Remain on and in charge of your campus until the incident isconcluded. Should you have to leave campus, appoint a Deputy IC to fulfill the command role in your absence.
CLOSING DOWN:	□ Authorize deactivation of positions when no longer needed
	□ Ensure that any open actions not yet completed will be taken care of after deactivation.
	□ Ensure the return of all equipment and reusable supplies.
	□ Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.
	□ Announce the termination of the emergency and proceed with recovery operations if necessary.

SAFETY OFFICER

RESPONSIBILITIES:	The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the existing circumstances. In the absence of an Operations Chief or related Groups, take responsibility for critical safety functions, such as shutting down power, and marking known hazards during an emergency.
Safety:	Ensure your safety and the safety of others. ◻ Size up the situation first. ◻ Take no action that might endanger you. ◻ Do not work beyond your expertise. ◻ Use appropriate safety gear. ◻ Follow all operational and safety procedures.
START-UP ACTIONS:	☐ Check in with the Incident Commander for a situation briefing. ☐ Obtain necessary equipment and supplies from any emergency kit pre-established for your position.
OPERATIONAL DUTIES:	☐ Monitor emergency response activities for safety. ☐ Identify and mitigate safety hazards and situations. ☐ Stop or modify all unsafe operations. ☐ Ensure that staff use appropriate safety equipment. ☐ Think ahead and anticipate situations and problems before they occur. ☐ Anticipate situation changes, such as cascading events, in all planning. ☐ During emergencies, provide advice and assistance as needed to the Operations Chief and Groups ☐ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.
CLOSING DOWN:	☐ When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.

PUBLIC INFORMATION OFFICER (PIO)

RESPONSIBILITIES:	The PIO is responsible for disseminating information to parents and the media. The PIO must work closely with the PIOs from law enforcement, fire or other responding agencies to ensure the consistency and accuracy of information that is consistent, accurate, and timely. The public and parents have the right and need to know important information related to an emergency/disaster at the school site ***as soon as it is available.*** The PIO acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson. A school site-based PIO should be used only if the media is on campus and the district PIO is not available. News media can play a key role in assisting the school in getting emergency/ disaster-related information to the public (parents). Information released must be preapproved by the Incident Commander.

Safety:	Ensure your safety and the safety of others.
	Brief your subordinates:
	    □ Size up the situation first.
	    □ Take no action that might endanger you.
	    □ Do not work beyond your expertise.
	    □ Use appropriate safety gear.
	    □ Follow all operational and safety procedures.

START-UP ACTIONS:	□ Check in with the Incident Commander for a situation briefing. □ Obtain necessary equipment and supplies from any emergency kit pre-established for your position.

OPERATIONAL DUTIES:	☐ Keep up to date on the situation.
	☐ Gather facts and write news releases/statements.
	☐ Releases must be approved by the Incident Commander and should reflect:
	☐ Reassurance – What is being done to protect students
	☐ Incident or disaster cause and time of origin.
	☐ Size and scope of the incident.
	☐ Current situation—condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
	☐ Other information the school needs distributed.

PUBLIC INFORMATION OFFICER (PIO) – CONTINUED

OPERATIONAL DUTIES: (continued)	□ Provide talking points if the Incident Commander has approved someone other than the PIO to speak to the media.
	□ Coordinate with law, fire or other involved PIOs to ensure information released is consistent and accurate.
	□ Ensure updates are made throughout the day, even if nothing new has happened.
	□ Remain accessible to the media.
	□ **Read** statements if possible.
	□ When answering questions, be complete and truthful, always considering confidentiality and emotional impact.
	□ Avoid speculation, bluffing, lying, talking "off the record," arguing, etc.
	□ Avoid using the phrase "no comment."
	□ Remind school staff to refer *all* questions from the media or parents to the PIO.
	□ Update information periodically with the Incident Commander.
	□ Ensure that announcements and other information are translated into other languages as needed.
	□ Monitor news broadcasts about the incident. Correct any misinformation heard. Control rumors!
CLOSING DOWN:	□ When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.

LIAISON OFFICER

RESPONSIBILITIES:	The Liaison Officer serves as the point of contact for agency representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

Safety:	Ensure your safety and the safety of others.
	Brief your subordinates:
	    □ Size up the situation first.
	    □ Take no action that might endanger you.
	    □ Do not work beyond your expertise.
	    □ Use appropriate safety gear.
	    □ Follow all operational and safety procedures.

START-UP ACTIONS:	□ Check in with the Incident Commander for a situation briefing. □ Obtain necessary equipment and supplies from any emergency kit pre-established for your position.
OPERATIONAL DUTIES:	□ Brief agency representatives on the current situation, priorities, and incident action plan. □ Ensure coordination of efforts by keeping the Incident Commander informed of agencies' action plans. □ Provide periodic update briefings to agency representatives as necessary.
CLOSING DOWN:	□ When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.

OPERATIONS CHIEF

RESPONSIBILITIES:	The Operations Chief reports to the Incident Commander and manages the direct response to the disaster. Response "Groups" may include these and others:

<table>
<tr><td>▪ Student Care</td><td>§ Utilities</td></tr>
<tr><td>▪ First-Aid</td><td>§ Security</td></tr>
<tr><td>▪ Search and Rescue</td><td>§ Student Release</td></tr>
<tr><td>▪ Campus Evacuation Accountability</td><td>§ Student</td></tr>
</table>

The Operations Chief will also establish a Staging Area to hold staff that is available for assignment.

Safety:	Ensure your safety and the safety of others:

- Size up the situation first.
- Take no action that might endanger you.
- Do not work beyond your expertise.
- Use appropriate safety gear.
- Follow all operational and safety procedures.

START-UP ACTIONS:	□ Check in with the Incident Commander for a situation briefing.

□ Obtain necessary equipment and supplies from any emergency kit pre-established for your position.

□ Be certain to obtain ICS JOB AID sheets for Operations groups.

Operational Duties:	□ Assume the duties of all operations positions until staff are available and assigned. □ Establish a personnel staging area to hold unassigned staff. □ Determine, based on the situation, which "Groups" need to be activated and staffed. □ As staff arrives, brief them on the situation, and assign them, or hold them in the Staging Area until needed or released. □ Distribute ICS JOB AIDS to key staff as needed. □ Assign work locations and tasks to section personnel. □ Keep the Incident Commander informed of current situation, progress of work, and personnel and equipment needs. □ Schedule breaks and reassign staff within the section as needed.
Closing Down:	□ When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.

PLANNING SECTION

PLANNING CHIEF

Responsibilities:	This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Coordinate activities of the school Planning section with those of the emergency response agencies.
Safety:	Ensure your safety and the safety of others. - Size up the situation first. - Take no action that might endanger you. - Do not work beyond your expertise. - Use appropriate safety gear. - Follow all operational and safety procedures.

START-UP ACTIONS:	□ Check in with the Incident Commander for a situation briefing. □ Obtain necessary equipment and supplies from any emergency kit pre-established for your position.
OPERATIONAL Duties:	□ **Assume the duties of all Planning Section positions until staff is available and assigned.** □ Determine need to activate and staff subordinate units: ▪ Situation Status, Resource Status, Documentation □ As staff is assigned, brief them on the situation and supervise their activities, using the appropriate position checklists. □ Assign work locations and tasks to section personnel. □ Provide ongoing assessment of the situation. □ Keep the Incident Commander informed of the situation, and provide situation status briefings as necessary to key response personnel including the Public Information Officer. □ Assist the Incident Commander in developing incident action plans. □ Track damage and other concerns on a campus map. □ Track status of assigned and available resources. □ Collect all documentation generated on the incident.
CLOSING DOWN:	□ When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.

LOGISTICS SECTION

LOGISTICS CHIEF

RESPONSIBILITIES :	The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident. Certain supplies should be stored in advance on campus, while others may be obtained as needed for extended emergency operations. Coordinate activities of the school Logistics section with those of the emergency response agencies.

Safety:	Ensure your safety and the safety of others.
	▫ Size up the situation first.
	▫ Take no action that might endanger you.
	▫ Do not work beyond your expertise.
	▫ Use appropriate safety gear.
	▫ Follow all operational and safety procedures.
START-UP ACTIONS:	□ Check in with the Incident Commander for a situation briefing.
	□ Obtain necessary equipment and supplies from any emergency kit pre-established for your position.
OPERATIONAL Duties:	□ **Assume the duties of all Logistics section positions until staff isavailable and assigned.**
	□ Determine need to activate and staff subordinate units:
	▪ Supply, Facilities, Communications, and/or Transportation
	□ As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
	□ Ensure that the Command Post and other facilities are set up and kept functional as needed.
	□ Coordinate approval and ordering of incident "support" personnel with the Incident Commander.
	▪ Does not apply to "Emergency Response" personnel such as, Fire, Law Enforcement, etc.
	□ Coordinate ordering, receipt of, and distribution of supplies and equipment, including communication devices.
	□ Provide transportation of "Support" staff, supplies and equipment.
	□ Assist in providing transport services for students when campus must be evacuated.
CLOSING DOWN:	□ When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.

FINANCE/ADMIN CHIEF

RESPONSIBILITIES:	The Finance/Administration Section (Finance/Admin) is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. This section is also charged with recording incident related staff hours, and initiating required Workers Comp claim procedures for staff injuries occurring during the incident. Coordinate activities of the school Finance/Admin section with those of the emergency response agencies.
Safety:	Ensure your safety and the safety of others. - Size up the situation first. - Take no action that might endanger you. - Do not work beyond your expertise. - Use appropriate safety gear. - Follow all operational and safety procedures.
START-UP ACTIONS:	☐ Check in with the Incident Commander for a situation briefing. ☐ Obtain necessary equipment and supplies from any emergency kit pre-established for your position.
OPERATIONAL Duties:	☐ **Assume the duties of all Finance/Administration positions until staff is available and assigned.** ☐ Determine need to activate and staff subordinate units: ▪ Timekeeping, Purchasing and/or Comp/Claims. ☐ Determine work space needs and coordinate set up with Logistics. ☐ As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists. ☐ Ensure Finance/Admin units coordinate with other incident sections and units as needed. ▪ Failure to properly document purchases, record employee time and follow proper worker's compensation procedures can have a tremendous negative fiscal impact following the incident.
CLOSING DOWN:	☐ When assigned tasks are completed, return equipment/supplies, and report to Staging Area for reassignment or release.

Appendix C - Initial Actions

DUCK AND COVER

To be used as the Initial reaction to any sudden event such as gunfire, earthquake, explosion, etc. This action may be followed by "Lock-Down", "Shelter-In-Place" or "Evacuate Building" actions.

The DUCK and COVER action should also be used during a LOCK DOWN, if gunfire, explosions or similar threats are occurring.

Teachers will:
- If outside, direct students to drop to ground, tuck head between knees and cover head and face with arms and hands
- If inside, direct students away from widows, bookshelves and carts
- Direct students to duck under desks, tables etc. and cover heads and faces with arms and hands
- Remind students not to lie down, they should crouch and remain mobile.
- Assume the same Duck and Cover position as students
- Await further instructions or "All Clear" signal
- After the "All Clear", take roll and determine the condition of all students
- Report injuries or other immediate safety concerns

Students will:
- Move quickly away from windows, bookshelves or anything that might fall
- If possible, duck under a desk or table
- Kneel with head resting at knees, arms covering back of head
- Do not lie down, remain mobile and quiet
- Remain in place until given the "All Clear" signal

School Incident Commander will:
- Determine the level of response required for the incident
- Establish an Incident Command Post (ICP)
- Notify appropriate School District officials if needed (District Emergency Manager/Staff)
- Convene Student Release team if needed (Operations)
- Prepare incident status report for emergency response personnel if needed

Action is rescinded when:
- It is deemed safe by the Incident Commander (Principal or other official)
- Teachers are given the "All Clear" or other instructions

EVACUATE BUILDING (Fire Alarm)

To be used in the event of:
- □ Fire in building (on campus)
- □ Chemical release in building
- □ Gas leak in building
- □ After significant earthquake
- □ Building failure/potential failure due to damage or other condition
- □ Or anytime building(s) must be immediately evacuated for any reason

Teachers will:
- □ Secure their roll books
- □ Escort their students out of the building by the assigned (or safest) route to the room's assigned fire drill location
- □ Close classroom door after insuring that all students are out of the room
- □ Take roll once all students have arrived at the assigned area
- □ Await further instructions from Incident Command staff

Students will:
- □ File out of classrooms in a quiet orderly manner as directed by teachers
- □ Assemble in the designated fire drill area for their classroom
- □ Permit the teacher to take roll in a quiet and orderly manner
- □ Await further instructions from their teacher

School Incident Commander will:
- □ Determine the level of response required for the incident
- □ Establish an Incident Command Post (ICP)
- □ Notify appropriate School District officials (District Emergency Manager/Staff)
- □ Convene Student Release team if needed (Operations)
- □ Prepare incident status report for emergency response personnel
- □ Be prepared to assist with building access for emergency responders

Action is rescinded when:
- □ It is deemed safe by the Incident Commander (Principal or other official)
- □ Teachers are given the "All Clear" or other instructions

SHELTER-IN-PLACE

To be used in the event of:
- □ Chemical spill on or near campus, or smoke from fire near campus
- □ Animal threat on campus – bees, dogs, etc.
- □ Severe weather event:

  - ■ Heat, Cold

  - ■ Wind, Thunderstorm

- □ Flood
- □ Blackout/power failure

Teachers will:
- □ Report to their rooms if possible
- □ Get everyone inside their rooms, including students and staff seeking shelter
- □ **Close all doors and windows to exclude outside air if necessary!**
- □ Take roll, and document the names of all students present
- □ Await further instructions from Incident Command staff or "All Clear" signal

Students will:
- □ Report to the nearest classroom, common room or office area
- □ Identify themselves to the teacher or staff member in charge
- □ Sit calmly and quietly and await further instructions from teacher or staff member

Incident Command staff will:
- □ Determine the level of response required for the incident
- □ Establish an Incident Command Post (ICP)
- □ Notify appropriate School District officials (District Emergency Manager/Staff)
- □ Convene Student Release team if needed (Operations)
- □ Prepare incident status report for emergency response personnel
- □ Be prepared to assist with building access for emergency responders
- □ **Be prepared to shut down all HVAC systems, stop outside air intrusion!**

Action is rescinded when:
- □ It is deemed safe by the Incident Commander (Principal or other official)
- □ Teachers are given the "All Clear" or other instructions

LOCK-DOWN

To be used in the event of:
- ☐ Civil Disturbance
- ☐ Gunfire/Police action in vicinity
- ☐ Armed Intruder/Hostage situation on campus
- ☐ Hostage Crisis
- ☐ Other threat situation as appropriate

Teachers will:
- ☐ Immediately lock their classroom door
- ☐ Instruct students to move away from doors and windows, implement DUCK AND COVER unless directed otherwise.
- ☐ Close all windows, blinds and curtains
- ☐ Turn off all lights
- ☐ Instruct students to remain silent
- ☐ Await further instruction from Incident Command staff or Police

Students will:
- ☐ Move away from doors or windows
- ☐ Assume DUCK AND COVER if directed by teacher
- ☐ Remain silent
- ☐ Await further instructions from teacher

Incident Command staff will:
- ☐ Determine the level of response required for the incident
- ☐ Establish an Incident Command Post (ICP)
- ☐ Notify appropriate School District officials (District Emergency Manager/Staff)
- ☐ Convene Student Release team if needed (Operations)
- ☐ Prepare incident status report for emergency response personnel (Plans/Intel)
- ☐ Be prepared to assist with building access for emergency responders (Logisitics)
- ☐ Direct any buses enroute with students to an alternate location.

Action is rescinded when:
- ☐ It is deemed safe by the Incident Commander (Principal or other official)
- ☐ Teachers are given the "All Clear" or other instructions

ARMED INTRUDER ACTIONS

Even though the school may be in "Lock Down", you may have to face the armed intruder as he moves about the campus. When this happens, and you are being directly threatened you, and those immediately around you, must take immediate action to avoid being injured or killed. Your best options are Escape, Hide or Fight:

4.   **<u>RUN</u>** - If there is an accessible escape path, attempt to evacuate the premises.
    - Have an escape route and plan in mind
    - Evacuate regardless of whether others agree to follow
    - Leave your belongings behind
    - Help others escape, if possible
    - Prevent individuals from entering the area
    - Follow the instructions of any police officers
    - Keep your hands visible at all times
    - Do not attempt to move wounded people
    - Call 9-1-1 when you are safe

5.   **<u>HIDE</u>** - If evacuation is not possible, quickly find a place to hide. Your hiding place should:
    - Be out of the active shooter's view
    - Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
    - Not trap you or restrict your options for movement

   If the active shooter is in a nearby room or hallway:
    - Lock the door
    - If possible, quickly blockade the door with furniture
    - Silence your cell phone and/or pager
    - Silence other sources of noise (i.e., radios, televisions)
    - Hide behind large items (i.e., cabinets, desks)
    - Remain quiet

6. **<u>FIGHT</u>** - As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter:
    - Aggressively attack the attacker
    - Throw items or strike the attacker with improvised weapons
    - Yell, kick, punch
    - Be Committed… it may save your life or others!

If you are the first person to contact law enforcement when they arrive, or if you escape the shooter and call 9-1-1, try to provide this information:
    - Your name and school name and location
    - Location of the armed intruder
    - Number of shooters, if more than one
    - Physical description of shooter or shooters
    - Number and type of weapons held by the shooter or shooters
    - Number of potential victims at the location

WHEN LAW ENFORCEMENT ARRIVES
The first officers to arrive will not stop to help injured persons. Law enforcement's primary mission will be to stop the armed intruder as soon as possible, and Officers will proceed directly to the area in which the last shots were fired.

- Officers may arrive individually or in teams, and may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- Officers may be armed with rifles, shotguns, handguns
- Officers may use tear gas or small explosive devices to control the attacker
- Officers may shout commands, and may push staff and students to the ground for their safety

How to react when law enforcement arrives:
- Remain calm, and follow officers' instructions
- Put down any items in your hands (i.e., bags, jackets)
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward officers, such as reaching or grabbing onto them
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just rapidly proceed in the direction they point you, and keep your hands up and clearly visible to them at all times

Once students and staff reach a safe location, they will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Staff and students must not leave until released by law enforcement authorities. .

Rescue teams comprised of additional officers and emergency medical personnel will follow the initial officers, and when it is safe to do so, will move in treat and remove any injured persons. They may also call upon able-bodied individuals, such as school staff, to assist in treating and moving victims.

BUS ACCIDENT PROCEDURE

Bus Driver:
- □ Protect student passengers from injuries and the bus from further damage.
- □ Turn off the ignition, remove the key and activate the hazard lights.
- □ Check for conditions that could cause a fire.
- □ If conditions are safer outside the bus than inside, evacuate the bus.
- □ Do not leave students unattended or unsupervised.
- □ Notify the appropriate law enforcement agency by calling 9-1-1. Inform them a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- □ Contact the school and provide a situation report, including names of any injured students and advise of any immediate needs.
- □ Do not discuss details of the accident with media.
- □ Do not release any students to anyone unless told to do so by school district administration or law enforcement.
- □ If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- □ If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

School Incident Commander (Principal or designee):
- □ Dispatch a school representative to the accident location.
- □ School representative at the scene will access level of support needed and convey this to the school Incident Commander.
- □ School representative at the scene will report the names of student passengers, their conditions, and location(s) where injured were taken to the district office so parent notifications can be made.
- □ As needed, direct a school official(s) to accompany or meet injured student(s) at the hospital. If multiple hospitals are used, send a representative to each hospital.
- □ Ensure any special health information or medication for any injured student is sent to the hospital.
- □ Notify the parents/guardians of involved students, and if injured, the name/location of the hospital where the student was taken.
- □ Assess counseling needs of victim(s) or witness(es) and implement post-crisis procedures.
- □ Initiate preparation of a media release and parent letter of explanation for the same day distribution, if possible.

DETAILED EVACUATE BUILDING PROCEDURE

NOTE: This "DETAILED" Evacuate Building Procedure provides school Administrators with more information than the basic "Initial Actions" Evacuation procedure.

Upon becoming aware of any event that would indicate a building evacuation is necessary, staff will activate the closest fire alarm pull station and as quickly as possible report the location and nature of the problem to the school office.

Upon hearing the alarm, staff, students and visitors will immediately evacuate buildings using prescribed routes or alternate routes to their assigned Assembly Areas, and implement the following procedures.

Administration:
- □ School Incident Commander (or designee) will call 9-1-1 and:
  - ✓ Identify the school and location.
  - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
  - ✓ Describe actions being taken to safeguard staff and students
  - ✓ Provide the exact location of the problem.
  - ✓ Advise of the location of the school Incident Command Post.
- □ Incident Commander or designee will take the visitor log, student sign-out sheet and school Crisis Response Box and evacuate to the school Incident Command Post location.
- □ Incident Commander will confirm with Accountability Team Leaders that roll has been taken and that all students are accounted for.
- □ If students are missing, Incident Commander will activate a Search and Rescue Group.
- □ From this point forward, and in consultation with arriving emergency response officials, the Incident Commander will determine the next course of action:
  - ✓ Hold students in assembly area pending an "ALL CLEAR" signal.
  - ✓ Initiate a "Shelter-In-Place" action, using non-affected buildings.
  - ✓ Notify parents and initiate the "Student Release" procedure.
  - ✓ Initiate an immediate "Off-Campus Evacuation" procedure.

Teachers
- □ Take the class roster and classroom emergency kit and lead students out of building to the designated assembly area.
- □ Confirm all students and personnel are out of the classroom then close (but do not lock) classroom doors upon exiting.
- □ Use alternate route or assembly area if there is a safety hazard.
- □ At Assembly Area, take roll, and advise your Accountability Team Leader of result.
- □ Keep your class together and await further instructions.
- □ Be prepared to move students as directed if a "Shelter-In-Place" action is ordered.
- □ Be prepared to move students as directed if an "Off-Campus Evacuation" is ordered.
- □ Be prepared to implement the "Teacher Buddy" system to free staff to assist the Incident Commander in filling necessary Incident Command system positions.

EARTHQUAKE PROCEDURE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.

The Initial Action for any earthquake will be "Duck and Cover".

School Commander (Principal or designee):
- ☐ If necessary, call 9-1-1 to report damage and/or injuries
- ☐ After the shaking stops, initiate an EVACUATE BUILDING alert.
- ☐ If necessary, initiate parent notification procedures.
- ☐ If necessary, establish an Incident Command post and activate appropriate Incident Command functions. Consider need for:
  - ✓ First Aid Group
  - ✓ Utility Group
  - ✓ Security Group
  - ✓ Others, as needed.
- ☐ Consider need to dismiss school due to power loss, building damage or other factors.
- ☐ Consider need to evacuate staff and students to off-campus evacuation site.
- ☐ Implement parent notification and Student Release procedures as necessary.
- ☐ As needed, consult with emergency management and public safety officials to determine if school buildings are safe to reoccupy.

Teachers and staff:
- ☐ Upon the first indication of an earthquake, teachers should direct students to DUCK and COVER, seek shelter under desks and move away from windows and overhead hazards.
- ☐ If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- ☐ If EVACUATION is ordered, teachers will bring their student roster and classroom emergency kit if deemed necessary (for example, if building is obviously damaged, and may be unsafe to re-enter).
- ☐ Take attendance at the Assembly Area, and report any missing or injured students.
- ☐ Initiate first-aid if needed.
- ☐ Await further instructions from the school Incident Commander.

HAZARDOUS MATERIAL RELEASE PROCEDURE

A Hazardous Material (HazMat) release is the discharge or spill of a biological or chemical substance including release of radioactive materials. HazMat incidents most commonly involve liquids, powders, or vapors. On-campus HazMat incidents most often occur in school laboratory or vocational training areas, or in school maintenance areas. Off-campus HazMat incidents may involve chemical releases from rail cars, trucks or industrial sites near campus. On-Campus and Off-Campus releases may both pose threats that require prompt action by school officials.

FOR ON-CAMPUS RELEASES WITHIN A BUILDING:

Administration:

☐ The school Incident Commander (or first staff member to recognize the release), should initiate an EVACUATION of that building only.
- ✓ If possible exterior doors should be closed (but not locked), and air moving systems shut down as the building is vacated.
- ✓ If a substantial vapor cloud is present, efforts should be made to evacuate to an area upwind of the affected building.

☐ The school Incident Commander should initiate a "SHELTER-IN-PLACE" action for other buildings on campus. This will help avoid exposing students or staff to potential vapors, or contamination from persons who have evacuated the immediate area of the release.

☐ The School Incident Commander (or designee) will call 9-1-1 and:
- ✓ Identify the school and location.
- ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
- ✓ Describe actions being taken to safeguard staff and students
- ✓ Provide the exact location of the problem.
- ✓ Advise of the location of the school Incident Command Post.

☐ The Incident Commander will direct staff to secure the area around the chemical spill.

☐ The Incident Commander will establish a school Incident Command Post, upwind and out of the immediate danger area.

☐ The Incident Commander will confirm with Accountability Team Leaders that roll has been taken of those evacuated and that all students are accounted for.

☐ Until emergency responders can arrive and assist, the Incident Commander must then assess the situation and consider these questions:
- ✓ Could a Search and Rescue Group safely look for missing students?
- ✓ Should other buildings be evacuated?
- ✓ Should evacuees be moved to a safer indoor location (Shelter-In-Place)?
- ✓ Are any evacuees contaminated, and should they be separated from others?
- ✓ Can First-Aid be started on injured persons without contaminating others?
- ✓ Should a "Student Release" or "Off-Campus Evacuation" be started?

HAZARDOUS MATERIAL RELEASE PROCEDURE - continued

□ The Incident Commander will brief emergency responders when they arrive, and promote full cooperation between them and the school's staff.

Teachers:

□ Implement "Evacuation" or "Shelter-In-Place" procedures as directed.

ON-CAMPUS RELEASES OUTSIDE BUILDING OR RELEASE THREAT FROM OFF-CAMPUS:

The most appropriate initial action for this type of release is Shelter-In-Place.

□ The school Incident Commander will initiate a campus-wide "SHELTER-IN-PLACE" action and ensure all students and staff outside buildings are quickly moved indoors.
   - ✓ **The Incident Commander should remind staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.**

□ School Incident Commander (or designee) will call 9-1-1 and:
   - ✓ Identify the school and location.
   - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
   - ✓ Describe actions being taken to safeguard staff and students
   - ✓ Provide the exact location of the problem.
   - ✓ Advise of the location of the school Incident Command Post.

□ The Incident Commander should consider initiating an immediate parent notification.
   - ✓ **At this point parents should NOT come to the school and risk being exposed to the chemical release!**

□ The Incident Commander will ensure that any buses enroute to the school with students are re-directed to the school's off-campus evacuation site to await further instructions.

□ The school will remain in SHELTER-IN-PLACE until the Incident Commander and emergency response officials can further assess the situation to determine the best next course of action:
   - ✓ Continue "Shelter-In-Place"
   - ✓ Notify parents and initiate the "Student Release" procedure.
   - ✓ Initiate an immediate "Off-Campus Evacuation" procedure.
   - ✓ Issue an "ALL CLEAR" signal and resume normal school operations.

INTRUDER ON CAMPUS PROCEDURE

When an unknown person (intruder) is found on school property:
- □ Notify school office/Incident Commander.
- □ Ask another staff person to accompany you before approaching person.
- □ Politely greet person and identify yourself.
- □ Ask the purpose of the visit, and inform person all visitors must register at the office.
- □ If intruder's purpose is not legitimate, ask person to accompany you to office or exit.

If intruder refuses to go to office or leave, or you become aware that intruder is armed:
- □ Walk away from intruder and maintain visual contact from a safe distance, while other staff member notifies school office/Incident Commander:
    - ✓ Provide a description of the intruder.
    - ✓ Provide last known location.
- □ School office/Incident Commander will initiate an immediate school "LOCK DOWN".
- □ School Incident Commander (or designee) will call 9-1-1 and:
    - ✓ Identify the school and location.
    - ✓ Provide description of the intruder, and whether intruder is known to be armed.
    - ✓ Provide last known location of intruder.
    - ✓ Describe actions being taken to safeguard staff and students.
    - ✓ Advise of the location of the school Incident Command Post.
- □ If possible, maintain surveillance of intruder and update law enforcement upon arrival.
- □ Maintain "LOCK DOWN" until situation is resolved.

IF YOU DISCOVER A HOSTAGE SITUATION:
- □ If hostage taker is unaware of your presence, do not intervene.
- □ Notify the school office/incident Commander.
- □ School Incident Commander will initiate immediate "LOCK DOWN".
- □ School Incident Commander (or designee) will call 9-1-1 and:
    - ✓ Identify the school and location.
    - ✓ Provide description of the intruder, and whether intruder is known to be armed.
    - ✓ Provide last known location of intruder.
    - ✓ Describe actions being taken to safeguard staff and students.
    - ✓ Advise of the location of the school Incident Command Post.
- □ If possible, maintain surveillance of intruder and update law enforcement upon arrival.
- □ Maintain "LOCK DOWN" until situation is resolved.

If taken hostage:
- □ Treat the hostage taker as normally as possible and follow his/her instructions.
- □ Do not panic and calm students if they are present.
- □ Be respectful to hostage taker, ask to speak and do not argue or make suggestions.

If hostage taker becomes violent initiate "ACTIVE SHOOTER" action – RUN, HIDE, FIGHT!

SEVERE WEATHER PROCEDURE

For the purposes of this procedure "Severe Weather" is defined as a severe windstorm, hail storm, lightning storm or other weather event that could result in damage to school facilities or injuries to students or staff.

If a "Severe Weather <u>Watch</u>" has been issued by the National Weather Service:
- ☐ Monitor NOAA Weather Stations (National Weather Service, Weather Channel, etc.)
- ☐ Bring all persons inside building(s).
- ☐ Be prepared to move students from mobile classrooms into permanent buildings.
- ☐ Close facility doors, windows and blinds or curtains.
- ☐ Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- ☐ Review "Duck and Cover" procedures with students.
- ☐ Avoid gyms and cafeterias with wide free-span roofs and large areas of glass windows.

If a "Severe Weather <u>Warning</u>" has been issued in the school area, or if severe weather is being observed at or near the school:
- ☐ The school Incident Commander will initiate a "SHELTER-IN-PLACE".
- ☐ If flying debris or hail is creating a risk of broken windows, etc. the school Incident Commander will further direct staff to implement "Duck and Cover" procedures until the threat subsides.
- ☐ The school Incident Commander should also be prepared to provide shelter to parents who may arrive to pick up children during the storm, until such time as it is safe to formally release the students without posing undue risk to staff or other students.

After passage of the storm:
- ☐ The school Incident Commander will rescind the "Duck and Cover" order.
    - o Shelter-In-Place should temporarily be continued.
- ☐ The school Incident Commander should deploy staff to do a preliminary damage assessment of campus buildings and facilities, to identify issues that need to be immediately addressed before students and staff are released to move about.
- ☐ Based on this assessment the school Incident Commander will:
    - ✓ Continue "Shelter-In-Place" until campus can be made safe.
    - ✓ Give the "ALL CLEAR" signal and resume normal school operations.
    - ✓ Notify parents and initiate the "Student Release" procedure.
    - ✓ Initiate an the "Off-Campus Evacuation" procedure.

STUDENT RELEASE PROCEDURE

OVERVIEW

Release of students to parents following, or in the course of, a school emergency can be one of the most challenging emergency tasks that school administrators may face. As such, careful planning is critical. It is also imperative that parents are well informed as to what the process will be prior to an emergency.

Schools must also be prepared to handle situations where students have been injured, perhaps fatally, cannot be located, or for other reasons cannot be immediately released to parents. In addition to the "Request" and "Release" points outlined in this Student Release procedure, schools must designate a private location where parents can be taken and made comfortable until the Incident Commander, law enforcement or other officials can meet with them to explain the circumstances. Schools should also prepare to provide crisis counseling.

PRACTICE MAKES PERFECT!

Schools must practice the student release process regularly under non-emergency conditions and involve parents in that practice. This is best accomplished by inviting parents to participate in a practice Student Release exercise a couple of times each school year. Announce in advance that it will be used, set up the "Request Point" and "Release Point" and walk parents through the procedure at the end of a normal school day when they arrive to pick up their children. This will instill parent confidence in the system, and prepare parents and staff to make the process as smooth as possible in the event it must be done under emergency conditions.

STUDENT RELEASE GROUP

Student release is conducted by the "Student Release Group", and schools must predetermine the number of staff that will need to be assigned to the group, typically based on the number of students involved. The Student Release Group will be divided into two teams; Request Point and Release Point.

The Request Point Team must have people to receive release request forms and people to act as runners to go get the requested students and escort them to the Release Point.

The Release Point Team must have people to check parent identification and release students and should have someone assigned to escort parents to a private holding area when a student cannot be located or released for whatever reason.

SET UP:

☐ Work with the Security Group as needed to secure the area against unauthorized access.

☐ Set up the Request Point at the pre-designated location. Post a "Request Point" sign.

☐ Establish multiple "Request Lines" and post alphabetical grouping signs to organize parents in lines by student's last names.

☐ Obtain Student Emergency Cards from the school Crisis Response Box.

☐ Have Student Release Forms and pens available for distribution to parents while in line.

☐ Set up Release Point, with sign, at pre-designated location well away from Request Point.

☐ If not pre-determined, identify where parents of "Missing" students are to be taken.

"REQUEST AND RELEASE" PROCEDURE:

☐ The requesting adult submits a Student Release form, and shows identification.

☐ The team member verifies on student's Emergency Card that adult is authorized to pick up the student.

☐ If the adult is authorized, the team member will direct the person to the Release Point. (If not authorized, team member will explain that student cannot be released.)

☐ Team member determines where the student should be (classroom or assembly area), advises a "runner", and gives the runner the Student Release form.

☐ The runner takes the Student Release Form to that classroom or assembly area.

If the student is with the class:

☐ The runner shows the Student Release form to the teacher.

☐ The teacher marks the box, "Sent with Runner," and signs the form where indicated.

☐ The runner walks the student(s) to the Release Point.

☐ The runner hands the form to a Release Point Team member, returns to the Request Point.

☐ The Release Team member will match the student to the requester, verify identification, ask requester to sign the lower portion of Student Release Form, and release the student.

☐ The Release Team member will release on the "Student Release Log" and file Release Form.

If the student is NOT with the class:

☐ The teacher checks the appropriate box on the Student Release form and signs it:
   ✓ "Absent" if the student was never in school that day.
   ✓ "First Aid" if the student is known to be in the First Aid Treatment area.
   ✓ "Missing" if the student was in school but now cannot be located.

☐ The runner takes Student Release form to the Incident Command Post.

☐ If runner is retrieving multiple students and one is missing, runner will walk available students to the Release Point before taking "Missing" forms to the Incident Command Post.

☐ Upon receiving a "Missing" report, the Incident Commander or designee will attempt to verify the student's location and direct the runner accordingly:
   ✓ If student is in First Aid, the parent should be escorted to the First Aid treatment area.
   ✓ If the student was marked absent, the parent will be notified as such.
   ✓ If student is missing, parent will be escorted to the private area to meet with the Incident Commander, law enforcement or other appropriate officials.

SUPPLIES NEEDED: (Store in pre-made "Student Release Group" kit.)

   ✓ Student Emergency Cards – Obtain from school Crisis Response Box

   ✓ Copy of Student Release Procedure

   ✓ ICS Checklist – "Student Release Group"

   ✓ Signs for alphabetical grouping to organize the parents (A-F, G-L, etc.)

   ✓ Pens, stapler, empty file boxes

   ✓ Request Point and Release Point sign
   ✓ Student Release Form (one per student)

STUDENT RELEASE REQUEST - <u>Please print clearly</u>

	This section to be completed by Adult requesting student.	
Date:	Time:	
Student's Name:		Room # or Grade:
Requesting Adult's Name:		
Adult's Address: STREET ADDRESS		CITY, STATE, ZIP
Adult's Phones: Home: _____ Cell: _____ _____		
Relationship to Student:		
Student Will Be Taken:	□ Home □ Other: _____	
Requesting Adult's Signature:		
□ **Authority Verified**	**Request Team Member Signature:**	

	Teacher: Please Indicate Student Status.		
□ Sent with Runner MISSING	□ Absent Today	□	(Use comment area at bottom, as needed.)
Teacher Signature:			

	Release Date:	Release Time:
☐ **Adult and Student Identity Verified**	**Request Team Member Signature:**	

	Continue comments on reverse as needed…

STUDENT RELEASE LOG

DATE: _____

Student's Name	Release Time	Print Name Of Adult Student Is Being Released To	Adult's Signature

UTILITY LOSS OR DAMAGE PROCEDURE

Loss of electricity is the most common utility problem. However, loss of gas, water or sewage disposal may also occur. Utility systems may also suffer damage or failure of related components on the school campus.

LOSS OF UTILITIES

Most often the loss of utilities is a result of failure or damage of utility company infrastructure located off-campus. Interruptions are normally brief, and though inconvenient, result in only minimal disruption of normal school operations. However, some outages can be extensive, so it is important to contact the utility company as soon as failure occurs to find out how long they anticipate an outage might last.

When it appears the outage will not end in a reasonable amount of time, school officials must weigh their options for closing school and sending the students home.

UTILITY SYSTEM DAMAGE OR FAILURE ON CAMPUS

Utility failure or damage on campus can pose serious threats to students or staff:

• Gas leaks may require only a spark to set off an explosion.

• A broken water pipe may cause extensive flood damage to buildings and property.

• Electrical failures cause disruption of needed heating, ventilation, and air conditioning.

• Electrical failure may also result in loss of well water and sewage disposal.

• Broken electrical lines or components may pose a shock hazard to staff or students.

The initial response to any problem with utility systems on campus is to try to identify the source of the problem, isolate the area, and shut off the supply of water, gas or electricity to the affected system component or building. The other, but less desired, approach is to shut down the gas, water or electrical supply to the entire campus.

For these reasons, the school should develop detailed maps that indicate not only the main campus utility shut offs, but shut-offs for individual buildings as well as mechanical equipment such as heating, ventilation, and air conditioning units. These maps should be kept readily available in the school Crisis Response Box.

It is important to recognize that most schools within communities have natural gas piped in from the utility company's underground system. Rural schools, however, may use propane or butane, (also referred to as "bottled gas") which is supplied from a tank on the school campus. In general, there is no difference in emergency procedures for shutting off natural gas versus bottled gas, except that the main shut-off for the bottled gas is located on top of the tank, instead of at a natural gas valve or meter typically supplied through a pipe from the street. The school Incident Commander and other key school personnel must know which type of system supplies the school and how to shut it off.

Bomb Threat Procedure

Disclaimer Page

The procedures contained in the Bomb Threat Procedures will be left to the intervention of law enforcement officers who are trained in this area. The procedures outlined in this framework are for information only and not to be acted upon by school district personnel

BOMB THREAT PROCEDURE

(**Response Procedure** on Page **3** may also be applied to "**Suspicious Objects"**)

This BOMB THREAT PROCEDURE is a compilation of guidance material and forms. Portions of it, including the forms, have been formatted as stand-alone documents that may be extracted, duplicated and distributed to school staff as needed before or during a bomb threat incident.

TOPICS:
- **Introduction**
- **Assessing A Bomb Threat**
- **Call Taker Instructions/Telephone Bomb Threat Report**
- **Response Procedures**
- **Bomb Search Procedures**

INTRODUCTION

Receipt of a bomb threat (or discovery of a suspected explosive device) is a situation school staff must be prepared to handle in a calm and professional manner. It is extremely rare for a person who builds and plants a bomb to call and alert the target before the bomb goes off. However, even though most bomb threats are pranks, they must all be taken seriously to ensure the safety of school students, staff and visitors.

Bomb threats may be written, e-mailed, posted online or communicated verbally, but the vast majority are made by telephone. Even though the procedures in this document refer primarily to telephoned bomb threats, the same principles will apply regardless of how the threats are received. Additionally, the actions taken in "response" to a bomb threat call, will also apply should an actual or suspected explosive device be discovered.

Perhaps the most important thing school employees can do when they receive a telephoned bomb threat is to get, and write down, as much useful information as possible from, and about, the caller. The "**CALL TAKER INSTRUCTIONS**" sheet and "**TELEPHONE BOMB THREAT REPORT"** form, found at the back of this Bomb Threat Procedure, have been developed for this purpose. They should both be printed and kept immediately available near all primary school telephones. Every staff member should also be trained in their use.

ASSESSING THE BOMB THREAT

Contrary to popular belief, schools should not immediately activate the fire alarm and evacuate school buildings every time a bomb threat is received. This could prove to be a fatal mistake. How do you know the bomb is not OUTSIDE?

When a bomb threat occurs, the school Incident Commander must quickly assess the situation and look at the big picture before selecting a course of action. For example, the caller might claim that he placed bombs in three different classrooms last night, or that he put two in restrooms this afternoon. But if the school has good fencing, good visitor procedures, cameras, after hours building alarms or other good security measures in place, how realistic are his claims?   On the other hand, if he said he jumped the fence last night and hid a bomb on the playground near a flag pole or other landmark that really exists, you may have a credible threat.

The "**Telephone Bomb Threat Report**" is designed to assist school staff in gathering information during the call that will help identify the caller, and help gauge whether the threat is real, or simply a prank. As described below, the general tone of the call will allow it to be classified as a LOW LEVEL or MEDIUM LEVEL threat, and therefore almost certainly a prank, or classified as a HIGH LEVEL threat, which means it must be taken seriously:

> **LOW LEVEL - The probable motive is to cause disruption:** The caller is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics and hangs up quickly. Caller is often young, and lacks skill at crafting a credible prank message.

> **MEDIUM LEVEL - The probable motive is to cause disruption:** The caller gives details such as the size, location, or type of bomb. The caller stays on the line longer and states a motive for the bomb, but stumbles when asked to repeat or be more specific. Caller may be teen-aged and better able to embellish a prank message.

> **HIGH LEVEL – May be driven by conscience or other reason to issue warning:** The caller is very detailed and describes the type, power, location or time of detonation. The caller stays on the line longer or makes multiple calls. The caller may exhibit advanced knowledge of bombs. In addition, the caller may make demands such as publicity, money, etc. Caller is likely older and must be taken seriously!

Additionally, bomb threats that come after termination of an employee, or suspension or expulsion of a student, should be looked at carefully. This is particularly true if there are clues (such as familiar voice) that indicate this may be the person calling, otherwise person is threats were made during the disciplinary action, and/or the person is known to have violent tendencies.

Quickly assessing the threat will ultimately help the school Incident Commander determine if it would be best to evacuate buildings and do a very thorough search of the entire campus, Shelter-In-Place and do a cursory sweep, or take some other combination of actions, all based on how credible the threat is considered.

RESPONSE PROCEDURE – Part 1

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as "High", **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

ADMINISTRATION (School Incident Commander/Designee)

- ☐ **CALL 9-1-1** and provide information about the emergency:
  - ✓ Confirm address of school.
  - ✓ Provide threat details – Supposed bomb location, Supposed detonation time, etc.
  - ✓ Provide location of school Incident Command post.
  - ✓ Describe best access for emergency responders – driveway/gate.
  - ✓ If possible, remain on line to provide updates.

- ☐ **Conduct Threat Assessment – Then either evacuate buildings or Shelter-In-Place:**
  - ✓ If evacuating, announce any needed changes in evacuation routes and assembly areas based on potential bomb location.
  - ✓ If Shelter-In-Place, be sure playgrounds are clear. Move all students inside.

- ☐ **Establish a school Incident Command Post**
  - ✓ Be certain to take the school Crisis Response Box.

  If threat is deemed credible:
  - ✓ Establish a command post at least 400 feet from campus buildings.
  - ✓ Ensure that it is away from automobiles, refuse containers or mailboxes.

  - ✓ Conduct a scan of the area for any suspicious items.

  - ✓ Employ runners to communicate.

- ☐ **Establish Unified Command with arriving emergency response officials, and determine next course of action based on continued Threat Assessment:**
  - ✓ Conduct building /site search.
  - ✓ Cancel school and notify parents to pick up students from campus.
  - ✓ Evacuate students to an off-campus site for pick-up by parents.

- ☐ **Announce "All Clear" if and when it is deemed safe to do so.**

RESPONSE PROCEDURE – Part 2

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT.   When the threat level is perceived as "High", **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

TEACHERS/STAFF

Initiate "BUILDING EVACUATION" or "SHELTER-IN-PLACE" - as directed.

IF EVACUATING - follow normal Evacuation and Student Accountability procedures, but ADD THESE ACTIONS:

- ☐ Have everyone in the room take their personal belongings with them. This will speed the "building search" process later.

- ☐ Tell Students to turn off their cell phones - and leave them off - for safety.

- ☐ While evacuating, perform a quick visual scan of the room and evacuation path to detect unusual, out of place, or suspicious objects.

- ☐ Report suspicious objects to the school Incident Commander as soon as possible.

- ☐ As assembly area is approached, scan for unusual, out of place, or suspicious objects.

   ✓ If anything seems out of the ordinary, move students to another location.

- ☐ If possible, keep students at least 300 feet away from buildings.

   ✓ Students should be in open areas away from cars, outbuildings, trash cans, etc.

- ☐ If you relocate, report your new location and reason for move as soon as possible.

- ☐ Use Teacher Buddy system as needed to free staff to be "runners" to communicate with the school Incident Commander and other staff.

- ☐ Await further instructions or an "ALL CLEAR" announcement.

IF SHELTER-IN-PLACE is ordered:

- ☐ **Follow normal Shelter-In-Place procedures.**

- ☐ **Conduct a visual scan** of the room to detect unusual, out of place, or suspicious objects. Do not move or touch any suspicious item.

- ☐ **If a suspicious object is found,** initiate an immediate Building Evacuation AND notify the school Incident Commander.

- ☐ **Take all other steps outlined in the section "IF EVACUATING" above.**

BOMB SEARCH PROCEDURE

"**I'm not going to look for a bomb!!!**"   That's a normal response to the sensitive question of who will search the school campus in the event of a bomb threat. However, the best answer to this question is very clear: **The person most qualified to search a given area is the person who is most familiar with that area!**   If familiar with an area, a person can quickly scan it and answer these critical questions:

1. **Is there anything unusual?**
2. **Is there anything out of place?**
3. **Is there anything that looks suspicious?**

So, what does a bomb look like? The only sure answer to that question is that the bomb WILL NOT resemble the familiar black ball with a fuse! A homemade bomb is called an "Improvised Explosive Device" or simply an "IED".   "Improvised" means it is a person's own improvisation, and an IED is almost always concealed in an ordinary object. They can look like a backpack, briefcase, lunch box, pressure cooker or any other common container available to mankind.

That is why the most important aspect of searching for an IED is to LOOK FOR AN OBJECT THAT DOES NOT BELONG. Again, that is best done by someone very familiar with the search area.

For the reasons stated above, school staff should expect emergency officials to solicit their assistance in conducting a search of the school facility during a bomb threat event.

COORDINATING THE FACILITY SEARCH

The school Incident Commander will coordinate the efforts of school staff with those of the emergency response officials. It is suggested that staff be paired with emergency responders and search as follows:

- □ **TEACHERS:** Classrooms.
- □ **PHYSICAL EDUCATION TEACHERS:** Gym, locker rooms, and related halls.
- □ **LIBRARIANS:** Library, storage rooms, and any associated areas.
- □ **CAFETERIA PERSONNEL:** Kitchen, cafeteria, and storage areas.
- □ **CUSTODIAL/MAINTENANCE PERSONNEL:** Custodial/maintenance storage and equipment areas, restrooms, stairwells, assembly rooms (auditorium, etc.) building perimeters and school grounds, including trash cans.
- □ **BUS DRIVERS:** Buses and any bus related facilities on campus.
- □ **ADMINISTRATIVE PERSONNEL**: Administrative offices/areas, hallways, and empty classrooms. Check hallways to identify unchecked areas.

It is recommended that the school facility be divided into areas with one individual assigned to monitor and report the search progress and findings in each area.

ROOM SEARCH PROCEDURE

Search teams should be comprised of two people whenever possible.

FIRST SEARCH: Divide room into two levels. First search the floor and all areas up to window sill height or three feet from floor.

SECOND SEARCH: Search areas from three feet to top of head. Move in circular motion around room to starting point.

THIRD SEARCH: Search top of head to ceiling.

FOURTH SEARCH: Search ceiling, structural supports, window A/C units, and light fixtures.

At the completion of a room search where no suspicious item is found, the person who searched the room will place a sheet of paper on the exterior of the door or outside doorknob marked with an "X" and the person's name. This will indicate to everyone that the room was searched and is clear.

Following completion of their assigned search tasks, staff should report to the school Incident Commander or designee for further instructions or assignment.

Before declaring the search complete, the school Incident Commander or designee will check for "X" papers to confirm that each room on campus has been searched.

IF A SUSPICIOUS ITEM IS FOUND:

1. **DO NOT APPROACH, MOVE, OR TOUCH ANY SUSPICIOUS ITEM.**

2. Immediately report the exact location and an accurate description of the object to the school Incident Commander.

3. The school Incident Commander, in consultation with emergency response officials, will determine the next course of action. This may include the immediate evacuation of all staff and emergency response personnel from the building.

CALL TAKER INSTRUCTIONS

- ☐ Use the "**Telephone Bomb Threat Report**" form as a guide while talking with the caller.
- ☐ Attempt to ask Questions 1 through 9, IN ORDER, and document key points of answers.

- ☐ Listen closely to detect other information about the caller:
    - ✓ Try to detect items in "Description of Caller" and "Other Clues" section of form.
- ☐ Signal co-workers that you are receiving a bomb threat call.

    - ✓ If possible, have one pick up a phone and listen in, while another notifies the school Incident Commander and relays call information as you write it down.

- ☐ Stay calm and indicate your desire to cooperate with the caller.
- ☐ DO NOT antagonize or challenge the caller.
- ☐ Ask caller to repeat or explain anything you did not understand.
- ☐ Prolong the conversation as long as possible.

- ☐ Obtain as much information as possible.

Special Note: As part of the educational process, schools may provide opportunities for students to gain job experience working in the school office. Students tasked with answering phones should be instructed to follow these steps if they answer a "bomb threat" call:
1. Remain calm and politely advise the caller:
    > "**I am a student. Please hold while I get an adult to talk to you**."
2. Immediately signal any nearby adult staff member to come to the phone. Don't yell.
3. If no adult is near, lay the phone down and quickly go find one to take the call.

4. DO NOT HANG UP or ask the person to call back!

TELEPHONE BOMB THREAT REPORT FORM

INSTRUCTIONS: Be calm. Be courteous. Listen. Do not interrupt the caller.
Try to get the attention of another staff member to listen-in on the call with you.

Today's Date_____/_____/_____	*<u>SEE NOTE AT BOTTOM OF FORM</u>.

Call Information - (Can be completed after call)

Date of call:	Time of call:	Duration of call:	Phone number called:
	□ AM □ PM		( )

Name of person receiving the call:			Phone number to call for follow up:
			( )

Questions for caller: Try to ask these questions IN ORDER (1-9) and document key points of responses.

1. When will the bomb explode?	4. What does the bomb look like?	7. Why did you place the bomb?
2. Exactly where is the bomb located?	5. What will cause the bomb to explode?	8. What is your name and phone number?
3. What kind of bomb is it?	6. Did you place the bomb?	9. Where are you now?

Document exact wording of threat:

Description of caller: (Listen closely to help identify.)

If caller's number appears on your phone, write it here: □ □	Gender of caller: Male Female Unknown □	Approximate age of caller:	If voice sounds familiar, who does it sound like?

Other clues: (Listen closely and check all that apply.)

Voice	Speech	Language	Behavior	Background Noise

Voice	Speech	Language	Emotion	Background	Background
☐ Clean	☐ Accented	☐ Educated	☐ Agitated	☐ Airport	☐ Quiet
☐ Distorted	☐ Deliberate	☐ Foreign	☐ Angry	☐ Animals	☐ Restaurant
☐ Hoarse	☐ Distinct	☐ Foul	☐ Blaming	☐ Baby	☐ Static
☐ Loud	☐ Fast	☐ Intelligent	☐ Calm	☐ Birds	☐ Street Noise
☐ Muffled	☐ Hesitant	☐ Irrational	☐ Clearing Throat	☐ General Noise	☐ Talking
☐ Nasal	☐ Lisp	☐ Rational	☐ Crying	☐ Guns Firing	☐ Tavern/Bar
☐ Pitch-High	☐ Slow	☐ Slang	☐ Fearful	☐ Gymnasium	☐ Television
☐ Pitch-Med	☐ Slurred	☐ Taped/Recorded	☐ Intoxicated	☐ Machinery	☐ Traffic
☐ Pitch-Low	☐ Stuttered	☐ Uneducated	☐ Laughing	☐ Motor	☐ Train
☐ Pleasant	☐ Other:	☐ Unintelligible	☐ Nervous	☐ Music	☐ Typing
☐ Raspy	☐ If Accented,	☐ If Foreign,	☐ Self-Righteous	☐ Party	☐ Water/Wind
☐ Smooth	Describe:	Describe:	☐ Other	☐ PA System	☐ Other
☐ Soft					
☐ Squeaky					
☐ Unclear					
☐ Other					

*If the <u>CALL TAKER</u> is a student, the student should:

1. Remain calm and politely advise the caller:

   "I am a student. Please wait a moment while I get an adult to talk to you."

2. Immediately signal any nearby adult staff member to come to the phone. Don't yell.

3. If no adult is near, lay the phone down and quickly go find one to take the call.

4. DO NOT HANG UP or ask the person to call back!

FIRE/EXPLOSION/BUILDING COLLAPSE

Fire, explosion and/or building collapse may result from earthquakes, severe weather, vehicle accidents, structural defects or many other reasons. Remember - **Smoke is just as dangerous as fire. Most fire deaths are due to smoke inhalation**.

Administration (School Incident Commander/Designee)
- □ **CALL 9-1-1** and provide information about the emergency:
  - ✓ Confirm address of school.
  - ✓ Provide exact location of fire, explosion or collapse.
  - ✓ Describe current situation, including damage and estimated number of injured.
  - ✓ Provide location of school Incident Command post.
  - ✓ Describe best access for emergency responders – driveway/gate.
  - ✓ If possible, remain on line to provide updates.
- □ **Ensure fire alarm has been sounded**
  - ✓ If needed, announce changes in evacuation routes due to incident location.
- □ **Establish a school Incident Command Post**
- □ **Assess situation and begin activating needed ICS functions, for example:**
  - ✓ First-Aid, Accountability, Utility and Security Groups
  - ✓ Safety Officer, Public Information Officer, Operations Chief positions
- □ **Meet arriving fire and police personnel**
  - ✓ Be certain to take school Crisis Response Box.
  - ✓ Identify the location of fire, smoke, explosion or gas smell.
  - ✓ Advise locations of injured or trapped persons.
  - ✓ Provide last known location of any missing persons.
- □ **Establish Unified Command with emergency response officials.**
- □ **Determine if it is necessary to:**
  - ✓ Cancel school and notify parents to pick up students from campus.
  - ✓ Evacuate students to an off-campus site for pick-up by parents.
- □ **Announce "All Clear" if and when it is safe to re-enter the buildings.**

Teachers/Staff
- □ **Upon discovery of a fire, explosion or building collapse, activate the fire alarm.**
- □ **Implement Evacuation procedures**
  - ✓ Use a secondary route if the primary route is blocked or hazardous
  - ✓ Close, but do not lock, doors when leaving
- □ **Inform the school office/school Incident Commander of the emergency**
- □ **Following evacuation:**
  - ✓ Account for all students and check for injuries
  - ✓ Immediately report any missing, extra or injured students
- □ **Wait for additional instructions**

BASIC MEDICAL EMERGENCY PROCEDURE

This procedure outlines basic steps to be taken for day-to-day campus medical emergencies involving a single victim. In major emergencies involving multiple victims, many of the basic principles outlined below will also apply. However, in that situation the Incident Commander should activate a First-Aid Group.

School Staff Response:
- ☐ Quickly assess the situation. Make sure it is safe for you to approach. Some examples of danger include:

Live electric wires
- ✓ Building damage

- ✓ Animal or insect threat
- ✓ Gas leak

Immediately notify the school office/Incident Commander.
- ☐ Assess the seriousness of the injury or illness, and update office/Incident Commander.
- ☐ Protect yourself against contact with blood or body fluids. Don gloves if possible.
- ☐ Administer appropriate first aid according to your level of training until help arrives.
- ☐ Do Not Move if seriously injured unless the scene is absolutely unsafe.
- ☐ If the victim is not breathing, or there is no pulse, begin CPR if so trained.

Administration: (school Incident Commander)
- ☐ Send available staff with first aid training to injured person's location.

If injury/illness not deemed an emergency:
- ☐ Get the victim moved to the designated treatment area (main office/Nurse's office).
- ☐ Notify parent/guardian (or family, if an adult.)
- ☐ Ensure appropriate treatment (and/or release to parent /guardian, if student).

If injury/illness is deemed an emergency:
- ☐ Ensure 9-1-1 is called, and appropriate information is provided to emergency operator.
- ☐ Assign a staff member to meet and direct emergency responders to the victim.
- ☐ Assign a staff member to remain with the victim if transported to the hospital.
- ☐ Ensure student/staff emergency medical information goes with victim to the hospital.
- ☐ Notify parent/guardian/family of the situation, and where the victim has been taken.

Post event considerations:
- ☐ Review event to determine if incident was caused by a safety issue that requires further investigation or corrective action.
- ☐ Review incident to assess need for improved procedures or additional staff training.
- ☐ Consider need to provide follow-up counseling to students/staff/parents.
- ☐ Remember that information regarding injuries or illnesses is confidential and cannot be shared with the media or others.

🌟 AUSD: Instructional Continuity Plan

Keeping Learning Going—No Matter What

At **Alpaugh Unified School District**, your child's learning, safety, and well-being are our top priorities. In the event of a school closure or emergency that impacts in-person learning, this plan will help ensure students continue receiving quality instruction and support.

📢 How We Will Communicate

We will keep you informed through:

- **Blackboard** (calls, emails, texts)
- **District Website** updates
- **Google Classroom or Seesaw** (for learning assignments)
- **School Social Media and Marquee Boards**

Please make sure your contact information is up to date with your child's school!

💻 How Learning Will Continue

Depending on the situation, instruction will happen in different ways:

Grade Level	Platform	Format
TK–2	Seesaw	Posted activities and videos
3–12	Google Classroom	Lessons, assignments, and resources
6–12	Edgenuity	Online curriculum with teacher guidance

Teachers may use a mix of live lessons (Zoom or Google Meet) and self-paced activities.

👩‍🏫 Support for All Students

We are committed to **equity and access**:

- **All students** have access to learning materials and digital tools
- **Unduplicated Students** (English Learners, Low-Income, Foster Youth) receive:
  - Priority tech support
  - Small group help
  - Continued English Language Development (ELD) instruction
- **Students with IEPs** receive virtual services and accommodations

If you need a **device or Wi-Fi support**, contact your school office.

🎯 Attendance & Participation

- Students are expected to check in daily through their learning platform
- Teachers track attendance through:
  - Online participation
  - Assignment completion
  - Virtual check-ins
- If your child is not participating, our staff will reach out with support

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🧩 Extra Help & Tutoring

Our teachers and aides are here to help!

- **Small group instruction** will continue online or in person (as safe)
- **After-school tutoring** is available through our ELOP program
- **Office hours** will be shared by each teacher for questions and support

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❤️ Social-Emotional and Wellness Support

We know learning is about more than just academics. Your child has access to:

- **School Social Worker**
- **Psychologist and Counselor**
- **Capturing Kids' Hearts** relationship-building practices
- Referrals to additional community resources

Reach out if your child needs support—we're here to help.

🥗 Meals for Students

If schools close, we will provide **grab-and-go meals** for students who need them. Locations and schedules will be shared via **Blackboard** and our district website.

👩‍🏫 What Teachers and Staff Are Doing

- Teachers will continue teaching, assigning work, and checking in regularly
- Paraprofessionals will assist with small group learning
- Admin and support staff will ensure communication and outreach

- IT staff will help families with technology needs

🧠 Learning for Families Too!

We'll provide opportunities for families to learn more about:

- How to use Google Classroom or Seesaw
- Helping your child stay engaged
- Supporting learning at home

Look for training opportunities in your email or on our website.

🔄 How We'll Keep Improving

We will ask for feedback from parents, students, and staff to keep improving our plan. Your input helps us serve you better.

📞 Need Help?

Contact your child's school office for help with:

- Logging in to a platform
- Device or Wi-Fi needs
- Support for your child

We're in this together—and we'll keep learning, no matter what!