

Comprehensive School Safety Plan

St. Helena Primary School
St. Helena Unified School District

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Plan Revised August 24, 2022

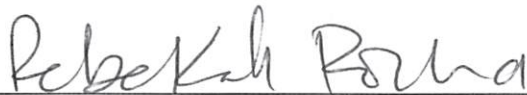
Board Approval on November 17, 2022

This document is available for public inspection during regular business hours at 8:30 to 4:30.


NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

St. Helena Primary School
Comprehensive School Safety Plan - Signature Page
2022-23

The undersigned members of the St. Helena Primary School Site Council certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.



Rebekah Rocha, Principal 9/26/22
Date



Gina Meade, St. Helena Teacher's Association Representative 9/26/22
Date




MEGHAN ROUNDS, PARENT 9/28/2022
Date



Niki Meyers, Classified Employee 9/28/2022
Date



Officer Melissa Brown, St. Helena Police Department 09/28/2022
Date



Dave Perry, Custodian 9-28-22
Date

School Site Mission

To nurture and inspire all children to reach their full potential.

School Site Vision

To become a school that brings pride to the community by ensuring academic proficiency and fostering mindful community members.

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A. Child Abuse Reporting Procedures

St. Helena Primary School gives staff time to participate in online training that focuses on the laws, policies and procedures required of school employees as mandated reporters. St. Helena Primary School administrators and school counselors are also available to assist staff in the process of making a report of Suspected Child Abuse or Neglect.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A.	REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY						
		REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO				
		REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE						
B.	REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY								
		<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL			
		OFFICIAL CONTACTED - TITLE					TELEPHONE ()					
C.	VICTIM	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
		ADDRESS			Street	City	Zip	TELEPHONE ()				
		PRESENT LOCATION OF VICTIM				SCHOOL		CLASS		GRADE		
		PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME			
		IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME						TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)		
		RELATIONSHIP TO SUSPECT				PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK				
		VICTIM'S SIBLINGS		NAME		BIRTHDATE		SEX		ETHNICITY		
VICTIM'S PARENTS/GUARDIANS		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX		ETHNICITY				
VICTIM'S PARENTS/GUARDIANS		ADDRESS		Street	City	Zip	HOME PHONE ()		BUSINESS PHONE ()			
VICTIM'S PARENTS/GUARDIANS		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX		ETHNICITY				
VICTIM'S PARENTS/GUARDIANS		ADDRESS		Street	City	Zip	HOME PHONE ()		BUSINESS PHONE ()			
D.	INVOLVED PARTIES	SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX		ETHNICITY		
		ADDRESS			Street	City	Zip	TELEPHONE ()				
		OTHER RELEVANT INFORMATION										
E.	INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER:										
		DATE / TIME OF INCIDENT				PLACE OF INCIDENT						
		NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)										

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - SECTION C - VICTIM (One Report per Family, siblings must have same parents/guardians):** Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

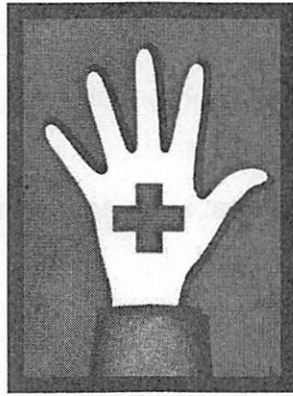
B. Disaster Response Procedures

All classrooms have the Napa County Emergency Response Guide posted in their rooms near the door.

The plan addresses the following components:

1. Fire on or off school grounds which endangers students and staff
2. Earthquake or other natural disasters
3. Environmental hazards
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group
5. Bomb threat or actual detonation
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak

Administrator's Handbook



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Student Release Sign Out Sheet

Valve Shut-Off Location Map

On-Site Evacuation Map

Off-Site Evacuation Map

Sample Required School Emergency Drill Report.....

Optional Emergency Drill Planning Calendar

Site Emergency Procedures & Plans for Special Needs Student

EMERGENCY ACTIONS

- All Clear
- Duck, Cover and Hold On
- Evacuation
- Lockdown
- Shelter in Place
- Stand By
- Convert School
- Directed Transportation
- Off-site Evacuation
- Reverse Evacuation
- Student Release
- Take Cover
- Incidents of Violence on Campus.....

EMERGENCY RESPONSES (Alphabetical Index)

- Accident at School
- Aircraft Crash
- Air Pollution Alert
- Allergic Reaction
- Animal Disturbance
- Biological Agent Release
- Bomb Threat
- Bus Accident
- Chemical Accident (offsite)
- Chemical Accident (onsite)
- Civil Disobedience
- Criminal Act
- Death of a Student
- Death of a Staff Member
- Dirty Bomb
- Earthquake
- Explosion
- Fire (offsite)
- Fire (onsite)
- Flood
- Gas Odor/Leak.....
- Hazardous Materials
- Hostage Situation
- Intruder
- Irrational Behavior
- Kidnapping
- Medical Emergency
- Missing Student
- Motor Vehicle Crash
- Pandemic Influenza
- Poisoning / Contamination
- Public Demonstration
- Sexual Assault
- Shooting

- Storm/Severe Weather
- Student Riot
- Suicide Attempt
- Suspicious Package
- Terrorist Attack/War
- Threat Level Red
- Threats/Assaults
- Tsunami
- Utility Failure
- Weapon

**Adapted from Marin County Schools Model Emergency Management Plan and
modified to fit SHUSD**

OATH OR AFFIRMATION

St. Helena Unified School District – Administrative Regulation AR 4312.3

All district employees are declared by law to be disaster service workers and thus shall take the oath or affirmation required for disaster service workers before beginning employment with the district. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all district employees are subject to disaster service activities as assigned to them by their supervisors.

Government Code 3100-3102

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.

(Amended by Stats. 1971, Ch. 38.)

USE OF SCHOOL FACILITIES

St. Helena Unified School District – Administrative Regulation AR 0450 (cf. 1330-Use of School Facilities)

The Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

Governing Board

**Lisa Pelosi, President,
Julio Olguin, Vice President
Jeannie Kerr, Clerk
Maria Haug, Trustee
Laura Symon, Trustee
Carolyn Wagner, Student Representative**

2022-23

**ST. HELENA UNIFIED SCHOOL DISTRICT
EMERGENCY PLAN**

KEY DISTRICT EMERGENCY NUMBERS

Office/Department	Phone Number
Superintendent's Office	967-2705
Human Resource Office	967-2785
Information Technology Services	967-2818
Maintenance & Operations	967-2791

EMERGENCY TELEPHONE NUMBERS

EMERGENCY		911
LAW ENFORCEMENT		Phone
St. Helena Police Department (non-emergency number)		967-2850
Napa County Sheriff's Department		253-0911
California Highway Patrol		253-4906
FIRE		Phone
St. Helena Fire Department		967-2880
SHUSD District Supervisor- Andrea Stubs		967-2704
HOSPITALS		Address
St. Helena Hospital	10 Woodland Road St. Helena CA	963-3611
Queen of the Valley Hospital in Napa	1000 Trancas Street Napa CA	252-4411
OTHER SERVICES		
Animal Control		967-2850
Poison Control		800-876-4766
Napa County Environmental Health		253-4471
Upper Valley Hazardous Materials and Waste		963-7988
Napa County Mental Health Crisis Intervention		253-4711
Napa County Child Protective Services		253-4261
Napa County Office of Education		253-6810
Napa County Office of Emergency Services		299-1892
Pacific, Gas and Electric		800-743-5000
Red Cross-St. Helena Chapter		963-2717
St. Helena Public Works (Sewer and Water)		968-2658

DISTRICT ADMINISTRATION PHONE NUMBERS

POSITION	NAME	OFFICE PHONE	CELL PHONE
Superintendent	Rubén Aurelio	967-2701	339-1870
Chief Academic/Human Resource Officer	Chris Heller	967-2785	637-7542
CBO	Andrea Stubbs	967-2704	326-8770
M&O Director	Joe Perez	967-2792	331-9612
C&I Director	Mary Allen	967-2832	287-1617
Technology Director	Derrick Machado	967-2758	227-4698
Food Services	Angela Baxter	967-2722	363-8311

SITE LEADERS PHONE NUMBERS

POSITION	NAME	OFFICE PHONE	CELL PHONE
Principal	Rebekah Rocha	967-2772	346-7983
Intervention Teacher	Cathy O'Conner	967-2772	291-0044
Teacher	Missy Gott	967-2772	564-0863
Teacher	Kaitlyn Levine	967-2772	225-2532
Teacher	Lea Zumwalt	967-2772	538-0530
Intervention Teacher	Joscelyn Ivanoff	967-2772	328-4325
Counselor	Dana Sabin	967-2772	337-2782
Media Specialist	Lisa Montelli	967-2772	287-6547

SHPS Emergency Phone Tree 2022.23

Header

Missy Gott 564-0863 963-5799		Rebekah Rocha 346-7983 work cell 332-2387		Niki Meyers 363-9887		Lisa Montelli 320-3895 work cell 287-6547	
Nichole Landis 363-7550	Lea Zumwalt 292-2449 538-0530	Rosa Alvizar 304-1461	Cathy O'Connor 291-0044	Gigi Ronayne 337-5628	Joselyn Ivanoff 328-4325 963-3550	Clara Ibarra 620-3917	David Perry 337-9040 w 363-9244
Julie Cia 363-4182 967-0446	Gina Meade 916 295-9289	Gabi Rubio 257-7203	Dana Sabin 312 590-9800	Kaitlyn Levine 325-2532	Michaels Carter 415 847-7331	Dawn Madole 328-6512	Jeanette Cortes Avina 291-8525
Gladys Hernandez 315-4052 644-7491	Briana Quintana 694.0211	Anjali Chandran 257-0278	Melissa Wilson 916 600-5422	Silvia Ledesma 422-8245 580-2894	Erin Little 694.4478	Cindy Terrill 337-8551	Venedita Acoeta 266-4124
Magda Guerrero 322-1203 453-0493	Nadia Torres 479-6858	Ismael Martin 812-4247 256-3969	Cindy Carr 287-7114	Cynthia White 287-3725	Kate Scudero 695-6333 w 363-7334	Catalina Flores 287-8624	2 nd Café Staff
Celia Rodriguez 246-2579	Vanessa Gatewood-Riggs 363-4581		Heidi Odell 227.0195	Brandon Binder 858-9800	Kalley Hutchinson 949.395.0867	Liz Flores 805.315.1100	

Rev. 8/21/21

Call the person(s) below your name on the flow chart. If no answer, leave a message. If you do not reach that person following you on the chart, continue by calling the next person after them. Report back to Missy, Rebekah, Niki or Lisa if there is someone you could not reach. We will continue to try to contact anyone who did not answer and a message could not be left. The last person in each line calls back to the first person (Missy, Rebekah, Niki and Lisa). We will follow up with Rebekah when all contacts have been made.

Rubén Aurelio	707.967.2701	SHPS	707.967.2772	Aurelia Ramirez	707.312.3713
Chris Heller	707.967.2785	RLS	967.8249/967.2725	SH Police Dept	707.967.2850
Andi Stubbs	707.967.2704	SHHS	967.2874/967.2740	SH Fire Dept	707.967.2880
Mary Allen	707.967.2832	Derrick Machado	707.227.4698	Cal Fire	707.963.4112
Joe Perez	707.227.2145	Melissa Hansen	2785	Poison Control	800.222.1222
Brian Clark	707.227.0313	Brad Efishoff	2703	Alarm Co	1.800.458.4519
Darryl Swearingin	707.363.3397	Jamie Brewer	2702	#65-0859	Code 19906
Upper Jilly Disposal	963.7988 01-11256	Roxanna Plancarte	707.292.2449	Alarm Install Co.	707.778.0170

Footer

SITUATIONAL COMMUNICATION PLANS

In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

911 Calls	<ul style="list-style-type: none"> • When placing a 911 call: give your name, school name, and school address • Give specific location of shooter, intruder, fire, hazardous material or other emergency • Indicate location of incident command post
Mass Notification to Parents	<p><u>During an emergency:</u></p> <p>Staff will send out an Blackboard Connect (automated calling system) to all parent informing them of the situation.</p>
	<p><u>After an emergency:</u></p> <p>Staff will send out an Blackboard Connect (automated calling system) to all parent informing them of the situation.</p>

CONTINGENCY PLANS: COMMUNICATION AND ELECTRICAL

Describe a specific plan to provide for the following in the event of loss of services.

PLAN FOR LOSS OF COMMUNICATION:

If no telephone service:

Use walkie talkies * walkie talkie protocol attached
Use Remind App

If no Internet service:

PLAN FOR LOSS OF ELECTRICITY:

List loss of services in event of electrical outage:

List capability of backup power:

SHUSD Site Radio Use:

There is **one** channel assigned to each school. The chart below details each site and the channels assigned. In case of an emergency, radios will be turned to channel **six (6)**.

SITE	CHANNEL
St. Helena Primary School	4
St. Helena Elementary School	3
Robert Louis Stevenson	2
St. Helena High School	1
St. Helena Unified School District	5

All schools will **stay** on their assigned channel unless directed to change by SHUSD.

SHUSD Radio Communication and Etiquette Guidelines

- **SECURITY:** Do not transmit confidential information on a radio such as student names, employee names, discipline information, student information, etc.
 - Remember, frequencies are shared, we do not necessarily have exclusive use of the frequency.
 - Radios are often left on in public/common areas for communication purposes. What you say will be heard by anyone in earshot.
 - In radio communication you are not called by your name. Each site should develop their own unique call sign and include in their site safety/crisis plans (see example below).
- **Clarity:** Your voice should be clear. Speak a little slower than normal. Speak in a normal tone, do not shout.
- **Simplicity:** Keep your message simple enough for intended listeners to understand.
- **Brevity:** Be precise and to the point.
- **Appropriateness:** Always use appropriate language.

Memorize call signs and locations of persons and radio stations you communicate with regularly.

In radio communication *you are not* called by your name. Everybody has their own unique call sign.

Handheld Radio Users and Call Signs

2019-2020

SHPS-Channel 4

Name	Call Sign
Rebekah Rocha	Angel 1
Niki Meyers	Angel 2
Rosy Alvizar	Angel 3
Kate Scudero	Angel 4
Dave Perry	Angel 16
Jeanette Cortes Avina	Angel 17

SHES-Channel 3

Name	Call Sign
Carmen Emory	ADMIN
Rita Ortega	Dragon 1
Susana Leon	Dragon 2
Kate Scudero	Dragon 3
Orlando Bogarin/Abdiel Olivares	CUSTODIAN 1/2
Angela Baxter	CAFE1

Shawna Faulk	Dragon 4
Jen Vidal / Room 5	Dragon 5

RLS-Channel 2

Name	Call Sign
Karin Cox	RLS 1
Terry O'Leary	RLS 2
Keri Fridolfs	RLS 3
Lorena Godinez	RLS 4
Jan Flynn	RLS 5
Michelle Ortiz	RLS 6
Fernando Galvan	RLS 7
Nick Joy-Speech Room	RLS 8
Vicki Sims PE	PE 1
Dave Pauls PE	PE 2
Gym	RLS Gym
MPR	RLS MPR

SHHS-Channel 1

Benjamin Scinto	ADMIN 1
Greg Fetters	ADMIN 2
Diana Carr	MO 1
Nancy Zago	MO 2
Madeline Breazeale	AD 2
Tom Hoppe	AD 1
N/A	PE 1
Martha Rubio	CUSTODIAN 1
Scott Borges/Alfredo Trajano	CUSTODIAN 2
Gustavo Vargas	CUSTODIAN 3
Alvaro Bautista	CUSTODIAN 4
Christina Avina	PARA 1
Ariana Avina	PARA 2

District-Channel 5 Non-Emergency, Channel 6-Emergency (police on this channel)

Rubén Aurelio	DO1
Erica Madrigal	American Eagle
Brad Efishoff	DO2
Mary Allen	DO3
Esperanza Gallegos	DO4
Andi Stubbs	Little Dog
Chris Heller	Big Dog
Technology	T1000

EMERGENCY RADIO RESPONSE CODE PROTOCOL

I. Protocol: In the event of a medical emergency . . .

- A. First responders (designated person that responds to all emergency situations on campus) immediately respond to the emergency call. They reach emergency site, and assess the situation.
- B. Using the walkie-talkie, first responders communicates one of the three codes to inform the principal and/or office personnel about the nature of the medical emergency:

1. **Code Green**: “Everything is ok”.

- No support personnel needed.
- Bring student to office.
- Notify parent and/or guardian.

2. **Code Yellow**: “We’re still assessing the situation”. It seems to be alright.

- First responder arrives at the scene.
- Radio airwaves are kept clear. Everyone listens to the radio transmission.
- First responder communicates with principal/office via walkie-talkie, and informs everyone that he is at the scene.
- First responder calls and asks Niki Meyers, Communications Manager, to contact parent and/or guardian.
- Administrator determines whether or not to call “911”.
- First responders requests and acquires “Student Information Sheet” from Lisa Montelli.
- Only first responder tends to the emergency scene.
- If other teachers/staff are present, they secure the surroundings of the incident as directed by first responder.
- First responder continues to monitor and assess the situation until the situation is classified as code Green or code Red.

3. **Code Red**: “We need help, now!”

- First responder arrives at the scene immediately.
- Radio airwaves are kept clear. Everyone listens to the radio transmission.
- Other teachers/staff secure the perimeter of the incident as directed by first responder.
- First responders assess and monitor situation. Calls “911” as needed.
- Lisa Montelli, Incident Scribe, writes down a log of the events as they unfold.
- The Principal listens to the radio transit. He will notify ALL personnel when “Code Green” is reached or the emergency is over.
- Principal notifies parents and District about incident, as needed.
- Principal debriefs with staff, as needed.

- Principal notifies Risk Management, as needed.
- Principal collects all documents pertinent to the medical emergency.

INCIDENT COMMAND

Incident Command System

Reference Only

Incident Commander
Rebekah Rocha

Command Staff

Safety Officer
Michaela Carter

Public Info Officer
Cathy O'Connor

Liaison Officer
Rosy Alvisar

Division Chiefs

Operations
David Perry

Planning

Logistics
Lisa Montelli

Finance

**Security,
Search and
Rescue**

**Situation
Analysis**

Food Services

**Costs & Time
Keeping**

Medical

**Next Steps
Planning**

**Supplies and
Facilities**

**Insurance
Claims Legal**

**Student Care
& Supervision**

Transportation

**Student
Crisis
Response**

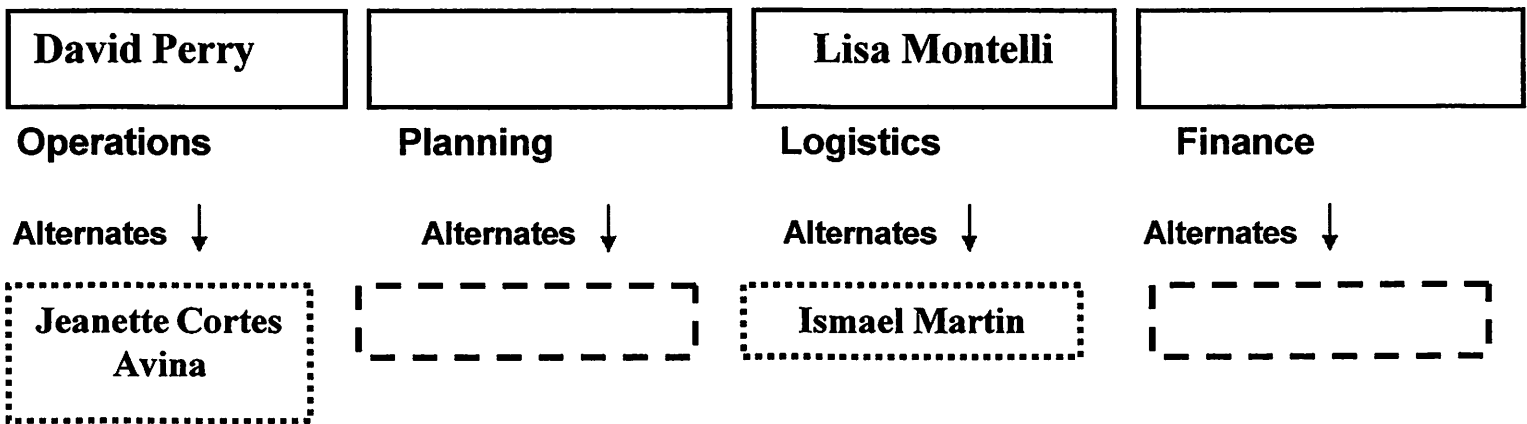
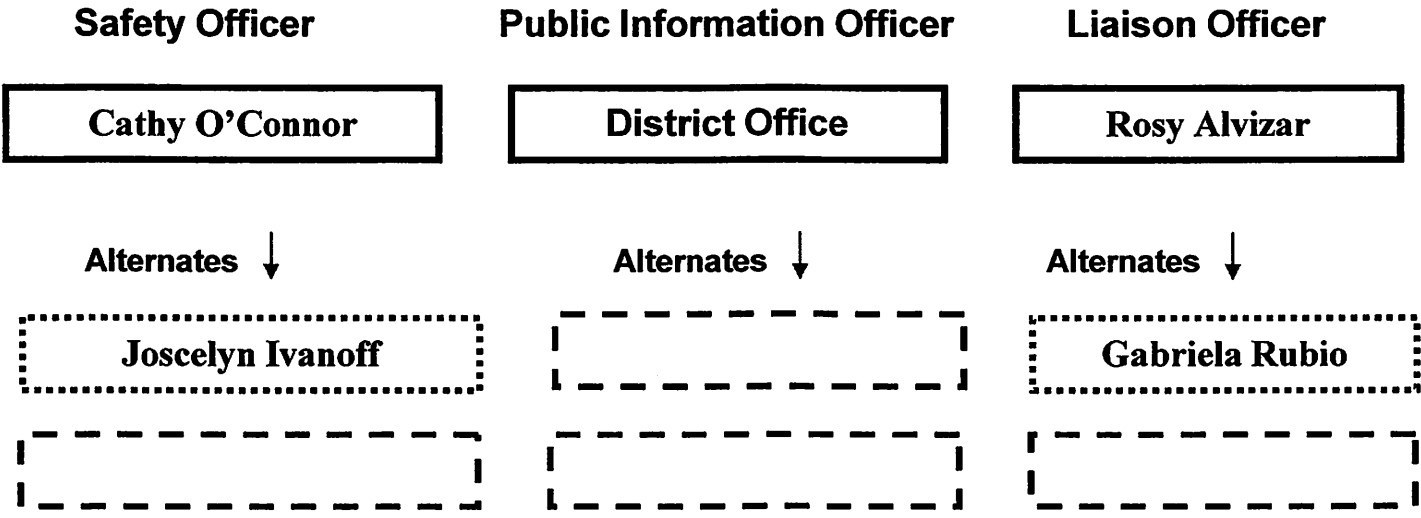
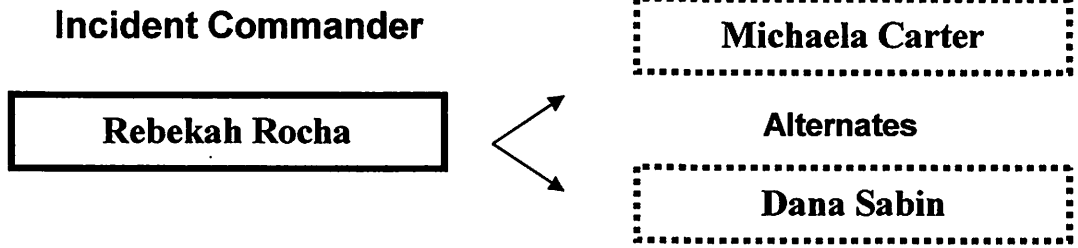
Staffing

Communications

INCIDENT COMMAND SYSTEM

School Site Assignments

Model Emergency Plan: Pages 24-34



25
OPERATIONS

**Operations Chief
David Perry**

Security, Search and Rescue Team Members

Medical Team Members

Kate Scudero and Michaela Carter

Student Release Team Members

Rosa Alvizar and Lisa Montelli

Student Care and Supervision Team Members

Clara Ibarra and Dawn Madole

INCIDENT COMMAND STAGING LOCATIONS

(Model Emergency Plan: Page 28)

Identify locations on campus (or off) for each post below:

ICS Function	Primary Site	Secondary Site
Command Post	School Office	Playground – near the Playhouse
Media Staging (PIO)	School Office	Playground – near the Playhouse
Security Team	School Office	Playground – near the Playhouse
Search & Rescue	School Office	Playground – near the Playhouse
Medical	Nurse's Office	Playground – near the Ball Wall
Student Care	Nurse's Office	Playground – near the Ball Wall
Student Release Area	The Barn	Line up area on the playground
Emergency Vehicles	Front parking lot	Back parking lot on South Crane Avenue

BUILDING INFORMATION**SCHOOL SITE****DOCUMENT DATE**

St. Helena Primary School	September 2018
----------------------------------	-----------------------

EMERGENCY UTILITY SHUT-OFFS*Refer to campus map for additional information*

UTILITY		YES	NO	LOCATION
Electrical	Total main electrical shutoff?	x		
Gas	Total main gas shutoff?	x		
Water	Total main water shutoff?	x		
Knox Box				

ALARM COMPANY INFORMATION

Company Name	n/a	
Office Phone	1.800.458.4519 Alarm 65-0859 Code 19906	
Emergency Phone	Alarm Install Co. 707.778.0170	
Responsible Parties		
Locations of Control Panels	Main Office/Custodial Room	

EMERGENCY SUPPLIES

TYPE	LOCATION
------	----------

Gloves, basic school supplies ie: bandaids, wipes, gauze, etc. -

Nursing Office

PPE Masks and Shields- Custodial Storage Room/Barn

Flashlights – Main office northeast cupboards

Radios-Stored in kitchen overnight

Masks, shields, disinfecting wipes, gloves – Classrooms

Cleaners and disinfectants – custodial closet/Barn

INCIDENT COMMAND POST

PREPARATION:

Principal, Office Staff, Support Staff

1. Update teacher Crisis Envelopes with:
 - a. Emergency evacuation plan
 - b. Evacuation Absence Lists
 - c. Class lists to be updated each trimester
 - d. ID tag
 - e. Teacher name sign
 - f. Pencil
2. Advise Staff/Parents of Emergency Plan.
3. Plan for students with special needs.
4. Meet with teachers and review duties and special assignments.
5. Conduct drills putting emergency teams into full operation.
6. Have message tapes prerecorded for use during an emergency.
7. Update Emergency Response Boxes with:
 - a. Student lists with parent phone numbers (each trimester)
 - b. Lists of students with special needs
 - c. Lists of staff members and phone numbers (cell and home)
8. Each year in October, review and update emergency plan.

EMERGENCY:

Principal or designee:

1. Enactment of entire school emergency operation.
2. Activate emergency alarms/announcements.
3. Activate all emergency teams
4. Immediately proceed to Incident Command Post with cell phone, walkie-talkie, and district emergency radio.
5. Establish communication with the Superintendent as to the status of emergency. Report condition of students, staff, and school facilities.
6. Determine Student Release Area and communicate location to team members.
7. Responsible for all communications, bulletins, announcements both internal to staff and students as well as external to the news media and the community.
8. Phone, e-mail and/or P.A. announcements every 15-20 minutes, if possible.
9. Maintain communication with liaison between emergency personnel and the Incident Command Post.
10. Give the directive to begin documentation of the incident to assigned personnel.

SECURITY, SEARCH & RESCUE TEAM

Fire and police personnel will probably conduct the sweep team process. If site staff is directed by fire personnel to conduct the sweep team process, utilize following procedures.

Site: Meet at evacuation site. Check in with Operations Section Leader for further direction.

PREPARATION:

1. Know the location of:
 - a. fire extinguishers
 - b. central cut-off for water and electricity – Map located in custodial closet by Rm. 3
 - c. emergency supply/tool barrels

EMERGENCY:

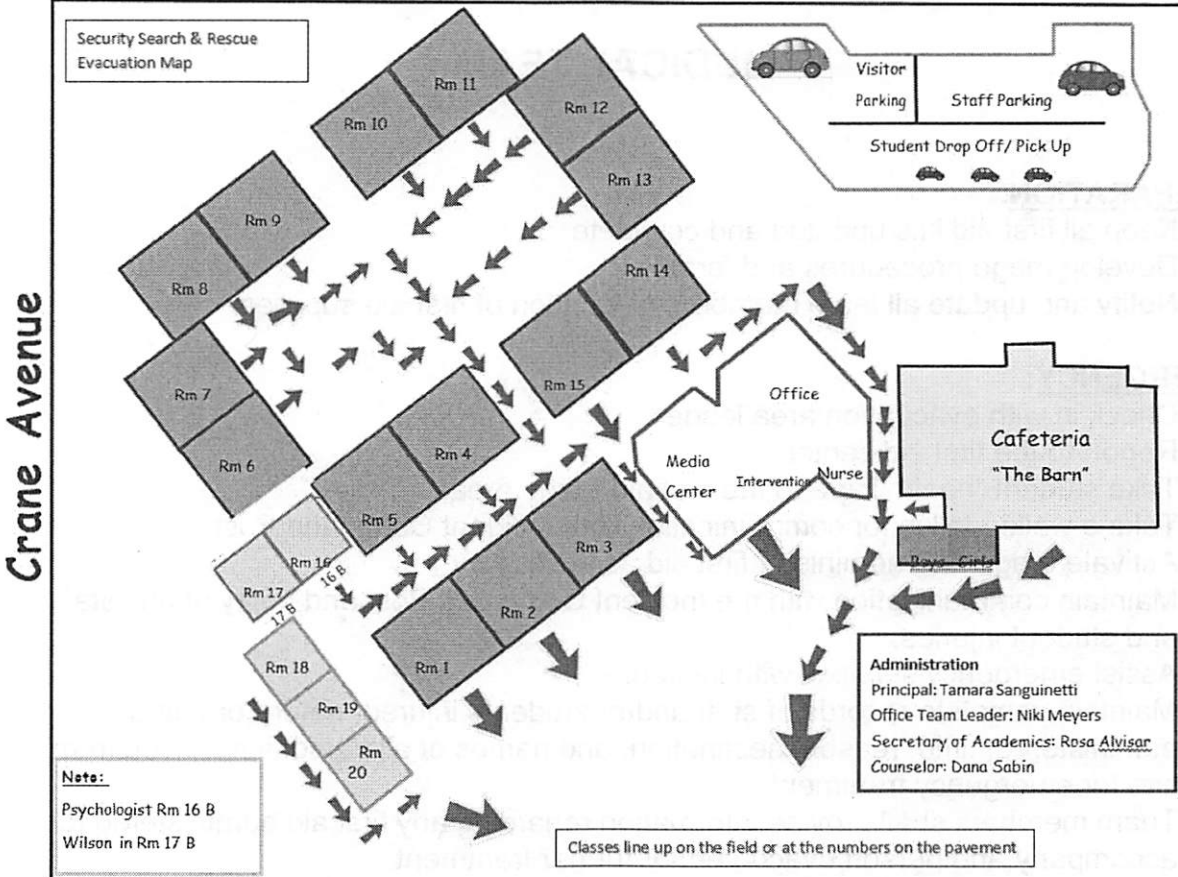
1. Check in with Operations Section Leader for sweep area assignment and master keys.
2. Get a walkie-talkie from office staff, if available. Take all other supplies needed.
3. Initiate sweep of your designated area (see Sweep Map, page 32.)
4. If possible, sweep teams will sweep the campus in pairs, checking all rooms including storage areas, bathrooms, hallways, etc.
5. Assigned areas will be explored visually, vocally, and physically.
6. Proceed as quietly as possible in order to hear calls for help.
7. Upon entering an area, call out and wait for an answer. Then proceed with inspection of that area. If safe, actively search through the rubble.
8. Upon discovery of an injured person unable to walk, one member of the team is to remain with the individual while the other summons aid.
9. If possible, maintain communication with Site Command Post and First-Aid Team in case injuries occur or are discovered and to ensure that rescue aid is provided to those most in need.
10. Clearly mark each door with an X in masking tape (white means everything okay, red means victim is in room) after inspection is completed.
11. Sweep teams should always defer to directions from emergency personnel.
12. If fatalities occur, all bodies should be moved only at the direction of the Incident Command Post.
13. When search and rescue is complete, check in at the Incident Command Post for next the assignment.

St. Helena Primary School

Security, Search and Rescue Area Map

St. Helena Primary School

1701 Grayson Avenue 2020-21



STUDENT RELEASE TEAM

- See the Student Release Emergency Action on page 33.

MEDICAL TEAM

PREPARATION:

1. Keep all first aid kits updated and complete.
2. Develop triage procedures and forms.
3. Notify and update all team members of location of first aid supplies.

EMERGENCY:

1. Check in with evacuation area leader.
2. Report to the first aid center.
3. Take student "health logs" to the first aid/triage area.
4. Take a walkie-talkie for communication with Incident Command Post.
5. Activate triage and administer first aid as necessary.
6. Maintain communication with the Incident Command Post and notify of any staff and student injuries.
7. Assist emergency services with injured.
8. Maintain complete records of staff and/or students injured; nature or first aid administered; time, reason, destination, and names of all persons removed from site for emergency treatment.
9. Team members shall provide information regarding any first aid administered to accompany and person evacuated for further treatment.
10. Medical Team should always defer to directions given by emergency personnel.

This page is to be revised annually.

TEACHER "BUDDY" LIST

Listed below are "buddy" teachers for emergency evacuation purposes. You will be responsible for assisting in the evacuation of each other's students in an emergency situation, should the need arise. Your emergency folder should contain a current class list for your class as well as your "buddy".

Buddy Assignments

Teacher	Room Number	Teacher	Room Number
Magda Guerrero	1	Michaela Carter	17
Julie Cia	2	Nichole Landis	3
Gladys Hernandez	4	Missy Gott	15
Nadia Torres	6	Gigi Ronayne	7
Briana Quintana	8	Cathy O'Connor	9
Lea Zumwalt	10	Joscelyn Ivanoff	11
Silvia Ledesma	12	Cynthia White	13
Gina Meade	14	Kaitlyn Levine	15
Ismael Martin	20	Gabi Rubio	19
Brandon Binder	18	Anjali Chandran	9

*This page is to be revised annually.

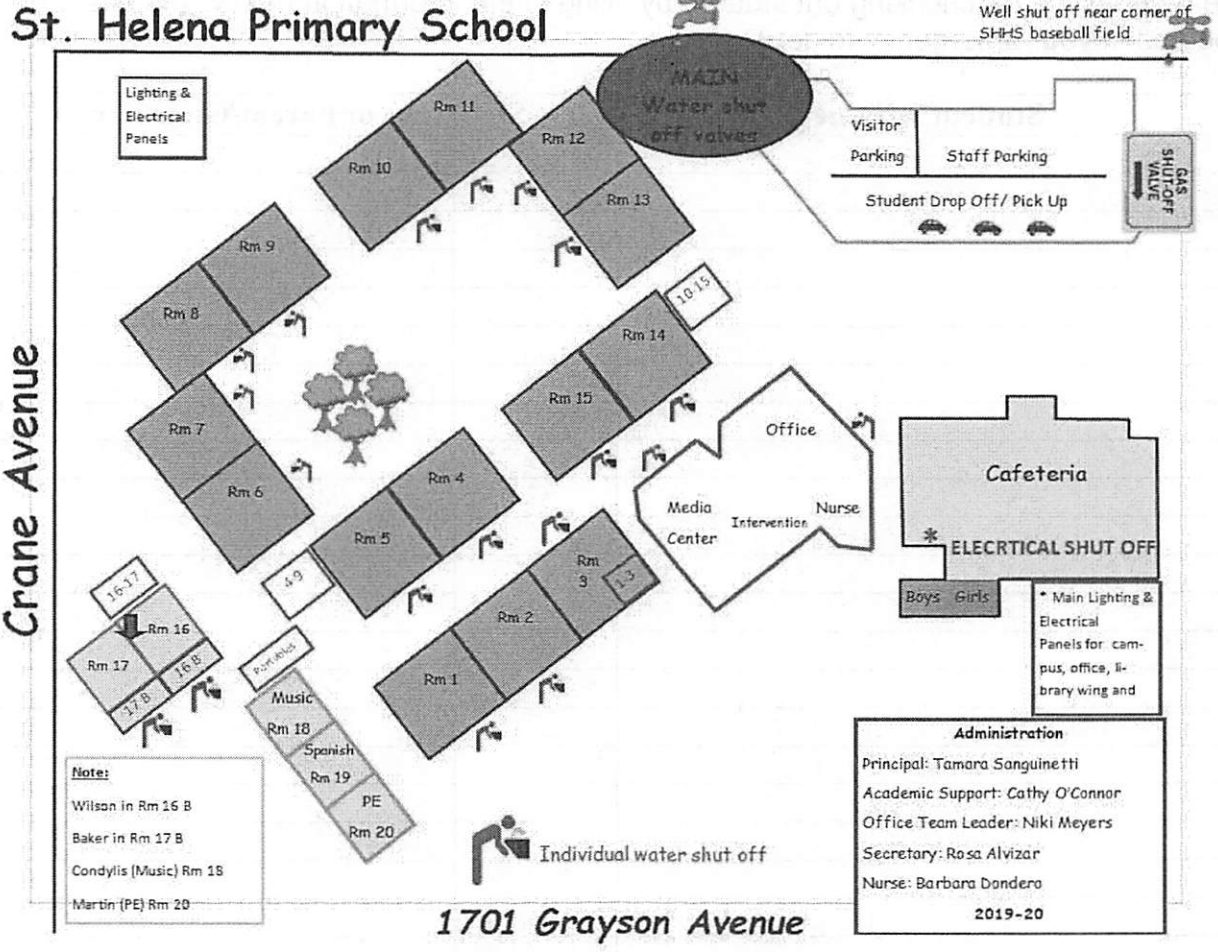
EMERGENCY EVACUATION SUPPORT PERSONNEL ABSENCE LIST

- This list should include all district/staff members not regularly assigned to a classroom. Include custodians, nutrition staff, aides, AM/PM personnel, resource teachers, nurses/health aides, psychologist, itinerant teachers, etc. It should be updated as necessary.
- Mark the name of any support person who is absent.
- Mark the name of any support person who did not report to the evacuation site. Include the possible location of the employee, if known.

Name(s)		Present at Evacuation Site	Absent	No show/Location
Venedita	Acosta			
Rosy	Alvizar			
Brandon	Binder			
Cindy	Carr			
Anjali	Chandran			
Jeanette	Cortes Avina			
Catalina	Flores			
Liz	Flores			
Clara	Ibarra			
Dawn	Madole			
Ismael	Martin			
Niki	Meyers			
Lisa	Montelli			
Dave	Perry			
Roxanna	Plancarte			
Briana	Quintana			
Vanessa	Riggs			
Cindy	Ricco-Terrill			
Rebekah	Rocha			
Celia	Rodriguez-Guzman			
Gabi	Rubio			
Kate	Scudero			
Dana	Sabin			
Melissa	Wilson			

St. Helena Primary School

Valve Shut-off Location Map



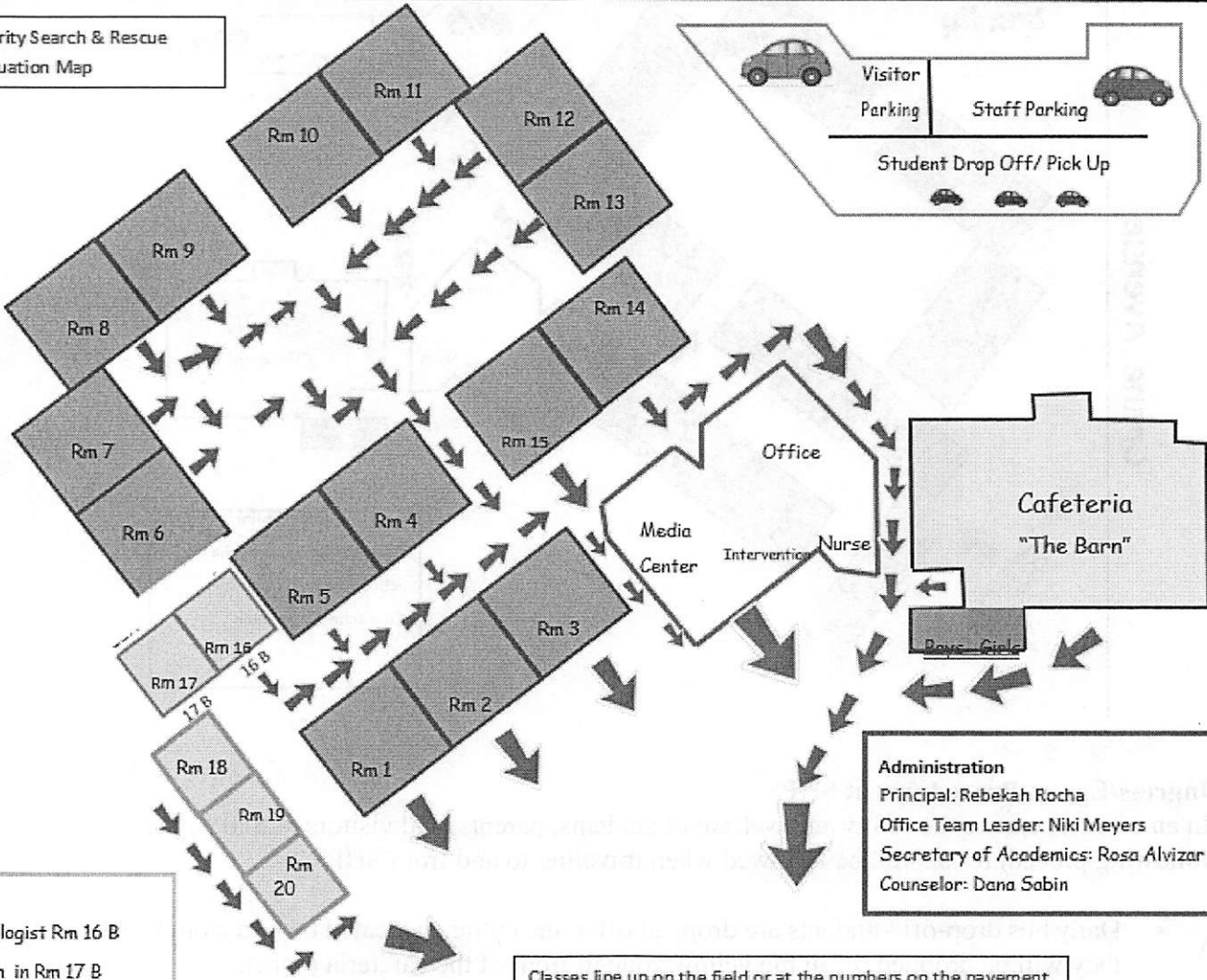
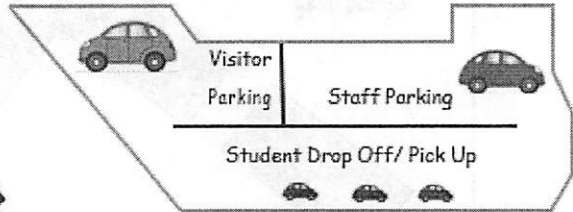
St. Helena Primary School

Evacuation Map (On-Site)

St. Helena Primary School

1701 Grayson Avenue 2022-23

Security Search & Rescue
Evacuation Map



Note:
Psychologist Rm 16 B
Speech in Rm 17 B

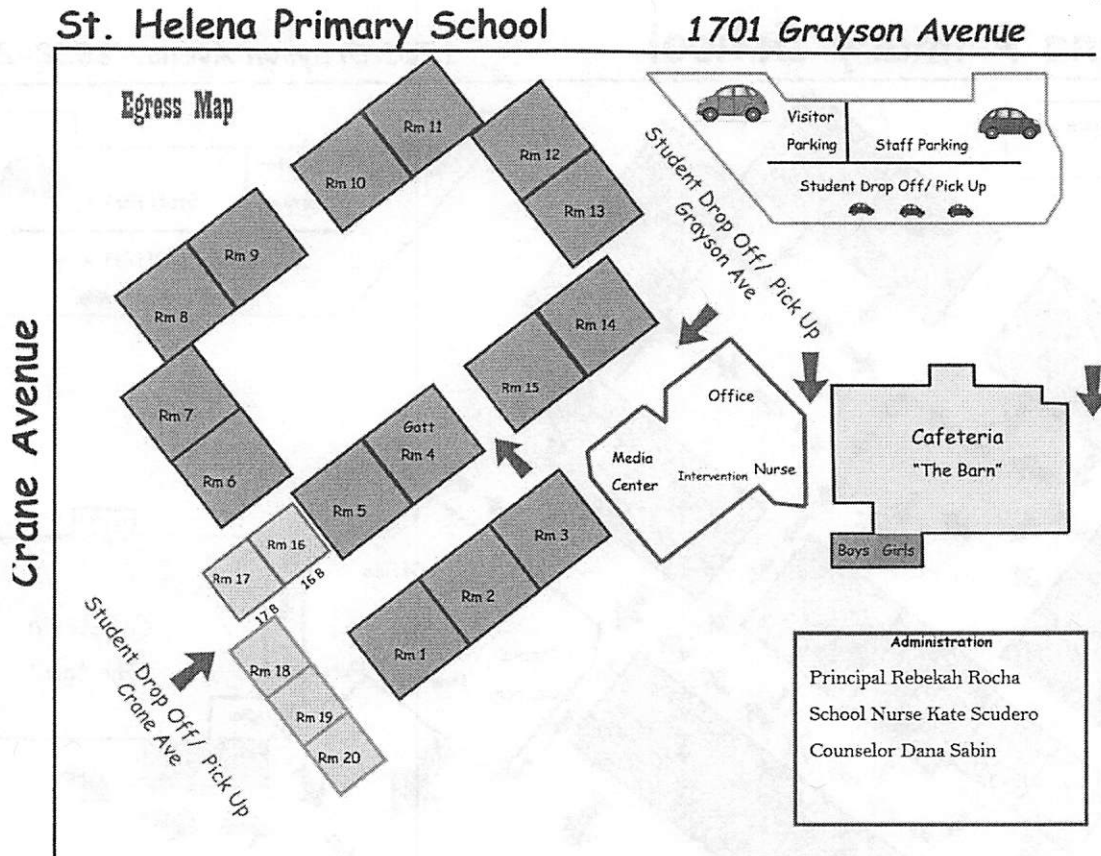
Classes line up on the field or at the numbers on the pavement

Administration
Principal: Rebekah Rocha
Office Team Leader: Niki Meyers
Secretary of Academics: Rosa Alvizar
Counselor: Dana Sabin

CRANE AVENUE

St. Helena Primary School

Evacuation Map (Off-Site – Insert Address & Contact Information for Site Contact)



Ingress/Egress Procedures at SHPS

In an effort to ensure the safety and welfare of students, parents, and visitors to SHPS, the following procedures should be followed when traveling to and from SHPS.

- Daily bus drop-off -students are dropped off at the entrance located on Grayson Avenue, they will be dropped off in the yellow zone in front of the cafeteria (barn).
- Daily bus pick-up - students are picked up at the entrance located on Crane Avenue, staff members will escort the students to the buses.
- Parent drop-off and pick-up
- Parents will drop-off and pick-up students at the curb in front of the school located off Grayson Avenue or park in the visitor parking lot and walk their child onto campus.
- Students walking to school may approach from Grayson or Crane Avenues.
- Individuals or organizations with approved building usage may access the school from Grayson Avenue and park in the visitor parking lot.
- Employees or staff may also use the visitor parking lot off of Grayson Avenue.

St Helena Primary School EMERGENCY DRILL REPORT

School Emergency Drill Report
2022-23

School: St. Helena Primary School

REQUIRED:

1. FIRE DRILLS-ONCE MONTHLY
2. EARTHQUAKE DRILLS – FOUR ANNUALLY

SHPS Emergency Drill Log 2022.23				
Day of week	Date	Time	Drill type	Status
Friday	September 2	9:45 AM	Fire Drill	
Thursday	October 20	10:30 AM	Great American Shakeout (Earthquake)	
Thursday	November 17	See calendar for times	Playground Lockdown Drill	
Wednesday	December 14	9:45 AM	Shelter In Place/Evacuation	
Wednesday	January 11	9:30 AM	Earthquake Drill	
Friday	February 3	11:00 AM	Fire Drill	
Thursday	March 2	11:30 AM	Lockdown	
Thursday	April 13	11:30 AM	SIP/Evac	
Friday	May 12	11:30 AM	Fire Drill	

The Fire Department will be conducting random visits to review site procedures and inspect this ongoing documentation record.

SUBMIT TO John Sorenson at St. Helena Fire Department			
JANUARY __, ____	JUNE __, ____		
_____ Principal's Signature	_____ Date	_____ Principal's Signature	_____ Date

OPTIONAL EMERGENCY DRILL PLANNING CALENDAR

The purpose of conducting monthly drills is to practice the efficiency and effectiveness of specific emergency procedures. Therefore, every drill should be evaluated for what worked and what did not and procedures should be modified as necessary. Staff should be notified of any problems or changes in procedure prior to the next scheduled drill.

The calendar below may be used to assist schools in scheduling a variety of drills to improve the site's emergency response protocols.

This calendar may be used to assist sites

Monthly Drills to include:	Date of Drill
A.M. Fire Drill (regular evacuation site on campus)	
P.M. Fire Drill (alternate evacuation site on campus)	
Recess Fire Drill (regular evacuation site on campus)	
A.M. Earthquake Drill/Evacuation (regular evacuation site on campus)	
P.M. Earthquake Drill/Evacuation (alternate evacuation site on campus)	
A.M. Lockdown Drill/Evacuation	
P.M. Lockdown Drill/Evacuation	
Fire Evacuation Drill (missing student(s))	
Earthquake Drill (missing classroom(s))	
Other:	

Annual Drills to include:	Date of Drill
Sweep and Rescue Team	
First Aid Team	
Family Reunion Team	
Site Command Post	
Other:	

SITE EMERGENCY PROCEDURES FOR SPECIAL NEEDS STUDENTS

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a wheelchair on a daily basis
 - specialized equipment
 - physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Site Safety Specialist is responsible for:
 - identifying all students who will require additional assistance
 - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

*** Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**
5. Use the format below to complete an Individual Emergency Procedures Plan for each special-needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

Individual Student Emergency Procedures Plan		
	Room # 17	Teacher: Carter
Designated Specialized Assistants: Liz Flores, Clara Ibarra and Dawn Madole <i>(identify two staff in this area)</i>		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner: n/a		

Individual Student Emergency Procedures Plan		
Student: N/A	Room #:	Teacher:
Designated Specialized Assistants: Liz Flores, Clara Ibarra and Dawn Madole <i>(identify two staff in this area)</i>		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner <i>(complete below)</i>		

EMERGENCY ACTIONS = ALERT LEVEL PROCEDURES

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below, followed by specialized emergency actions. Specific steps to take for each of these are detailed in the following pages. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

COMMON EMERGENCY ACTIONS

ALL CLEAR

Used to conclude other immediate emergency actions and to notify staff and students that normal school operations can resume.

DROP/DUCK/COVER AND HOLD ON

The action taken during an earthquake to protect students and staff from flying and falling debris.

EVACUATION

The orderly movement of students and staff from school buildings to another area when conditions outside are safer than inside.

LOCKDOWN

Initiated when there is an immediate or imminent threat to occupants of a school building and movement within will put students and staff in jeopardy. Lockdown involves a "no one in, no one out" scenario.

SHELTER IN PLACE

Implemented to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants.

STAND BY

Notifies students and staff that further instructions will follow shortly.

SPECIALIZED EMERGENCY ACTIONS

CONVERT SCHOOL

Initiated when a requirement exists during a disaster for community medical facilities or community shelters (run by the Marin County Department of Health and Human Services or American Red Cross)

DIRECTED TRANSPORTATION

Implemented when students and staff are loaded into school buses, cars and any other available means of transportation and moved from an area of danger to an area of lesser danger.

OFF-SITE EVACUATION

Implemented when it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

REVERSE EVACUATION

Initiated if an incident occurs while students are outside and conditions are safer inside the building.

STUDENT RELEASE

Instructs staff to prepare for releasing students from school during the academic day.

TAKE COVER

Instructs staff and students to move to and take refuge in the best-shielded areas within the school buildings.

EMERGENCY ACTION

ALL CLEAR

ALL CLEAR is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final **ACTION** used to conclude the following actions:

- **DUCK, COVER and HOLD ON**
- **EVACUATION and REVERSE EVACUATION**
- **LOCKDOWN**
- **SHELTER IN PLACE**
- **STANDBY**
- **TAKE COVER**

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

Example: "Your attention please. (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause) **It is now OK to resume normal school activities. Thank you all for your cooperation.**"

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use Parent Telephone Notification System, if appropriate.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- Make the **ALL CLEAR** announcement.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
- Use Parent Telephone Alert System, if appropriate.

EMERGENCY ACTION

DUCK, COVER AND HOLD ON

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

ANNOUNCEMENT: (INITIATE WITH 3 SHORT BELLS)

The following announcement will be made over the public address system and by teachers in classrooms:

Example: "Attention please. We are experiencing earthquake. For your protection, follow **DUCK, COVER AND HOLD ON** procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Drop to knees, clasp both hands behind neck, bury face in arms, make your body as small as possible. Hold that position until the shaking stops or until you receive further instructions."

STAFF AND STUDENT ACTIONS:

Inside

- ❑ Arrange desks so that they do not face windows.
- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ❑ Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- ❑ Instruct students to move away from buildings, trees, overhanging wires and follow **DUCK/COVER** command.
- ❑ Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- ❑ Remain in place until shaking stops or for at least 20 seconds.

EMERGENCY ACTION

EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This **ACTION** provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

See next page for how to assist those with disabilities during an evacuation. See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Provided time is available, make an announcement over the public address system:

<p>Example: "Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Assembly Area. Students please remain with your teacher."</p>

3. Implement Special Needs Evacuation Plan (see **Section II – Preparedness**).
4. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

PRINCIPAL/SITE ADMINISTRATOR:

- ❑ The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- ❑ When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.

- ❑ Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- ❑ Remain in the Assembly Area until further instructions are given.
- ❑ Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- ❑ Announce the type of emergency.
- ❑ Offer your arm for guidance.
- ❑ Tell person where you are going, obstacles you encounter.
- ❑ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ❑ Turn lights on/off to gain person's attention -OR-
- ❑ Indicate directions with gestures -OR-
- ❑ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ❑ Evacuate these individuals as injured persons.
- ❑ Assist and accompany to evacuation site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-
- ❑ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- ❑ Reunite person with the wheelchair as soon as it is safe to do so.

EMERGENCY ACTION

LOCKDOWN

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This **ACTION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT: (Initiate LOCKDOWN with 3 short bells)

1. Make an announcement in person directly or over the public address system:

Classes in progress:

Teachers and students, it is necessary to LOCKDOWN the campus. Teachers secure your students immediately, follow lockdown procedures and ignore fire alarms.

Lunch or class change in progress:

Teachers and students, it is necessary to LOCKDOWN the campus. Immediately find a secure space, follow lockdown procedures and ignore fire alarms.

If a fire alarm occurs during LOCKDOWN, remain in the classroom unless otherwise directed to evacuate.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- Call 911. Provide location, status of campus, all available details of situation.
- When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- Immediately lock doors and instruct students to lie down on the floor.
- Close any shades and/or blinds if it appears safe to do so.
- Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

- Move quickly and quietly to the closest safe classroom.
- If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

Lockdown Procedure

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is **no one in, no one out**. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is started with an announcement from whoever sees the crisis unfolding and that individual states what the crisis is and if capable three (3) short bells. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for free movement within the building.

ANNOUNCEMENT: (Initiate LOCKDOWN by stating what the crisis is and 3 short bells)

1. Make an announcement in person directly or over the public address system:

Classes in progress:

Teachers and students, **LOCKDOWN** the campus, then state the reason for the lockdown: ex. "man with a gun" and your location on campus. (Rm. 6)
Teachers secure your students immediately, follow lockdown procedures and ignore fire alarms.

Lunch or class change in progress:

Teachers and students, **LOCKDOWN** the campus and state the reason for the lockdown and the location you are calling from. Immediately find a secure space, follow lockdown procedures and ignore fire alarms.

If a fire alarm occurs during **LOCKDOWN**, remain in the classroom unless otherwise directed to evacuate.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ❑ Call 911 and use handheld radio to designated channel 6. Provide location, status of campus, all available details of situation.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR plus signal word of "PINK" or whatever word you have for the month**, instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ❑ Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- ❑ Immediately lock doors and instruct students to lie down on the floor behind desks or wall.
- ❑ Close any shades and/or blinds if it appears safe to do so.
- ❑ Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

- ❑ If possible, secure wood or plastic doorstop in place besides locking door
- ❑ If possible and if the door is equipped with an elbow hinge at the top of the door, place a belt around the hinge.
- ❑ Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police

STUDENT ACTIONS:

- ❑ Move quickly and quietly to the closest safe classroom.
- ❑ If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area and library.
- ❑ Immediate have students and staff put their cell phones on vibrate or silent mode to not make noise

RUN, HIDE, FIGHT are the words to remember for Active Shooters

Note: Teachers, if outside at PE and/or in an area that does not allow you to get to a secure location quickly, evaluate the campus to your designated location offsite.

RLS will evacuate to SHES cafeteria

SHES will evacuate to RLS gym

SHPS will evacuate to SHHS field house

SHHS will evacuate to SHPS cafeteria

Additional Notes:

- **DO NOT respond to the fire alarm being pulled**
- Call or Text the front office if you see something-say something
- Once a lockdown is called follow all procedures and if able, let front office know via text if all students are accounted for in your classroom.

EMERGENCY ACTION

SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

"Attention please. We have a hazard in the community and are instituting SHELTER IN PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.
- ❑ Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- ❑ Immediately clear students from the halls. Stay away from all doors and windows.
- ❑ Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- ❑ Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- ❑ Take attendance and call report in to school secretary. Wait for further instructions.

STUDENT ACTIONS: Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

STAND BY is appropriate for all disasters or emergencies, except those that occur without warning. **STAND BY** must be followed by another **ACTION** or the **ALL CLEAR** instruction to return to normal school activities.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

<p>Example: "Attention please. (Pause) STAND BY. (Pause) STAND BY. (Pause) STAND BY. (Pause) Additional information will follow."</p>
--

2. Use messengers with oral or written word as an alternate means of faculty notification.
3. Use Parent Telephone Alert System, if appropriate.

STAFF ACTIONS:

- If outside, teachers are to return students to their classrooms.
- If inside, teachers will hold students in classrooms pending receipt of further instructions.
- STAND BY** must be followed by another **ACTION** or **ALL CLEAR** instruction to return to normal school activities.

CONVERT SCHOOL is implemented during a disaster when a requirement exists for community medical facilities or shelters. **CONVERT SCHOOL** will be initiated only by the Superintendent and/or upon the request of officials from the Department of Health and Human Services or the American Red Cross as arranged by a prior written Memorandum of Understanding between the school district and the public agency. This action is normally preceded by another ACTION such as **EVACUATION**. If the Red Cross chooses a school as a community shelter, it will arrange shelter set-up. After an earthquake, potential shelter locations are checked by a local building inspector approved by local government authorities before a determination is made to use the school site as a shelter.

ANNOUNCEMENT:**During School Hours**

1. Make the following announcement in person directly or over the public address system:

Example: "Attention please. (Pause) CONVERT SCHOOL . (Pause) CONVERT SCHOOL . (Pause) Thank you."

Other than School Hours

2. Use the School Personnel Telephone Notification System to notify all school employees.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**During School Hours**

- Dismiss all classes or, if the situation dictates, hold students at school for temporary care.
- Convert the school into an Emergency Hospital, First Aid Station or community shelter for congregate care. (Community shelter is operated by the Department of Health and Human Services or the American Red Cross.)
- When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

Other than School Hours

- Alert school employees through the School Personnel Alerting System.
- Suspend scheduled classes. Use Telephone Alert System and Parent Notification System. Notify District Office for assistance by other means.
- Convert of the school into an emergency hospital, vaccination station (operated by the Department of Health and Human Services or community shelter (operated by the American Red Cross.)
- When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

EMERGENCY ACTION

DIRECTED TRANSPORTATION

DIRECTED TRANSPORTATION is implemented when students and staff are loaded into school buses, cars and any other available means of transportation and moved from a dangerous area to an area of lesser danger. This ACTION will normally be preceded by **STAND-BY, EVACUATION** or another ACTION. **DIRECTED TRANSPORTATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Fire
- Flood

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

Example: "Attention please. (Pause) **DIRECTED TRANSPORTATION** when dismissal bell rings. (Pause) **DIRECTED TRANSPORTATION** when dismissal bell rings. (Pause) Thank you."

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use Parent Telephone Notification System, if time permits.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Prior to implementing **DIRECTED TRANSPORTATION**, determine the following:

- Who is assigned to each loading area? Michaela Carter and Lisa Montelli
- Where are loading areas? Front of school on Grayson Avenue, back of school on South Crane Street.
- What, if any, change in vehicle traffic patterns are necessary? _____

- What staff supervises this ACTION, and where? Michaela Carter – South Crane, Lisa Montelli, Grayson
- How can sufficient transportation be arranged to accommodate the entire student population and staff? _____

TEACHER ACTIONS:

- Take attendance before leaving the campus.
- Upon arrival at the safe site, take attendance again after students exit the bus.
- Report attendance to the Principal/designee.
- Keep students together. Remain calm.

BUS DRIVER ACTIONS:

- ❑ Take the safest route to the pre-identified evacuation sites.
- ❑ Avoid dangers such as driving through flooded roads, crossing over swollen creeks, etc.

STUDENT ACTIONS:

- ❑ Remain quiet and seated while on the bus.
- ❑ Keep head, hands, backpacks, *etc.* away from the open windows.
- ❑ Stay together at the alternate site. Remain calm.
- ❑ Report any injuries or problems to teachers or staff members.

To evacuate by other vehicles

If buses are unable to get to the campus quickly or not enough are available, consider other modes of transportation. A list should be developed of school owned vehicles, staff vehicles and parent vehicles that are available. This method of evacuation should only be used in extreme emergency since there is a great potential

**to lose track of the students.
No student shall be required to
be transported for any reason
without the written permission
of the student's
parent/guardian, except in
emergency situations involving
illness or injury to the student
pursuant to Education Code
35350 or the evacuation of
students as necessary for
their safety.**

- Drivers should take the safest route to the pre-identified evacuation sites.
- Account for all students before transportation occurs and after arrival at the safe site.

EMERGENCY ACTION

OFF-SITE EVACUATION

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. **OFF-SITE EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

OFF-SITE EVACUATION may require **DIRECTED TRANSPORTATION**.

See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public address system:

Example: "Attention please. We need to institute an **OFF-SITE EVACUATION** Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.
- Remain in place until further instructions are given.

EMERGENCY ACTION

REVERSE EVACUATION

REVERSE EVACUATION is implemented when it is unsafe to remain outside the campus and staff and students must immediately return indoors. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Flood
- Explosion
- Rabid animal on campus

See also **EVACUATION** and **OFF-SITE EVACUATION**, when it is unsafe to remain on campus.

ANNOUNCEMENT: Initiate Drop and Cover command immediately in the event of an explosion.

1. Make an announcement over the public address system or in person directly:

<p>Example: "Attention please. We need to institute a REVERSE EVACUATION. Staff and students should move inside as quickly and orderly as possible. Students are to return to their [current or previous] classroom."</p>

PRINCIPAL/SITE ADMINISTRATOR:

- Determine a safe inside location on the school campus for parents, visitors and contractors on campus when the emergency occurs.
- When clearance is determined or received from appropriate agencies that it is safe to be outdoors, announce **ALL CLEAR** to resume school activities.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Instruct students to return to the building and their current classroom or the previous one they attended. Remind them to enter the building in an orderly and quiet manner.
- Take attendance when the class is reassembled in the classroom. Report attendance to the Incident Commander/designee.
- Remain in the classroom until further instructions are given.
- Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

EMERGENCY ACTION

STUDENT RELEASE

Certain situations may involve releasing students from school or relocating them at a time when parents expect their children to be at the school site. Student release will be implemented by a school administrator in times of extreme emergency that warrant its execution. Whenever possible, it is preferred that students remain at school during the academic day.

FOUR STEPS FOR STAFF

1. At REQUEST TABLE, verify parent ID and authorization.
2. Direct parent to RELEASE TABLE- radio or send runner for student.
3. At RELEASE TABLE, verify Student Request Form is signed
4. Release student to custody of authorized adult.

FOUR STEPS FOR PARENTS

1. Fill out Student Request Form.
2. Show photo ID at REQUEST TABLE.
3. Move to RELEASE TABLE to wait for student.
4. Leave campus immediately after student is released to your custody.

INCIDENT COMMANDER (PRINCIPAL/SITE ADMINISTRATOR) ACTIONS:

- Set up Incident Command Post (ICP).
- Notify staff of school evacuation and communicate that this is not a drill.
- Designate the Student Assembly Area or direct teachers to a pre-designated spot. Analyze situation; re-evaluate evacuation spot to determine if students should be moved.
- Determine medical and assistance needs after population assessment. Determine search and rescue needs.
- Reassess as situation changes. Reassign emergency teams as needed.
- Keep staff informed as to status of missing students.

TEACHER and STAFF ACTIONS:

- Evacuate students to designated area, with students grouped as determined by district or school site.
- Take roll by distributing pre-labeled nametags to each student.
- Report population assessment to Incident Commander by holding up green or red card. Mark undistributed nametags with student status beside name:
 - A = Absent*
 - M = Medical; students taken to the First Aid station*
 - U = Missing/Unaccounted*
- Send undistributed nametags to the Student Request Table.
- Organize students. Monitor students' medical and emotional condition.
- Extra staff should partner for other assigned duties; report to Command Post.

TEAM ASSIGNMENTS

STUDENT RELEASE TEAM

- Take supplies to designated Request/Release Table locations.
- Set out tables at least 20 feet apart to reduce crowding. For large student body, establish several lines at the Request Table for speedier processing.
- Post signs and set out file boxes of Student Emergency Cards for each line. Identify volunteer runners and review where to find students.
- Wear identifying vests or hats.
- Distribute clipboards with Student Request Forms to parents in line.
- Set out white board for special instructions and parent requests.
- Pull cards of absent, injured and missing students. Note status on those cards and file at back of file box.

TRAFFIC CONTROLLER (Staff members and/or parent volunteers):

- Set out parking area directional signs and enlarged site map with walking path designated for parents picking up students.
- Set out traffic cones to cordon off parking for emergency vehicles.
- Maintain order in parking areas; direct cars away from areas for emergency vehicles.
- Report to Incident Command Post any crowd control issues in parking lot and on school grounds.
- For schools with no room for parent parking and turnaround, develop a procedure that enables students to be released directly to the authorized adult's vehicle.

PARENT INFORMATION REPRESENTATIVE (Staff or trained volunteer):

- Provide information about student release procedures to parents.
- Maintain white board with special information.
- Learn which students need medical attention and attempt to locate their parents.

CRISIS INTERVENTION COUNSELOR (Health practitioner)

- Maintain order at Student Request Table; calm agitated parents and students.
- Facilitate delivery of information to parents of students with special circumstances (e.g. missing, injured, deceased).
- Escort parents to First Aid Station to reunite with injured students.

RUNNERS (Staff, students and/or parent volunteers - number depends on size of campus)

- Take Student Request Form to Student Assembly Area to find requested student. Alternately, a walkie-talkie may be used to request a student from the Assembly Area.
- Retrieve student and escort him/her to Student Release Table -OR- return to Student Request Table with status information on those who are not in the Student Assembly Area.

EMERGENCY ACTION

TAKE COVER

TAKE COVER is implemented when it is necessary to move to and take refuge in the best- shielded areas within the school buildings. It is appropriate for, but not limited to, the following:

- Actual enemy attack or imminent threat of attack
- Severe windstorm with little or no warning

Enemy Attack

ANNOUNCEMENT:

1. A three (3) minute undulating siren tone will sound for schools near an Attack Warning Siren.
2. If not near an Attack Warning Siren, make the following announcement in person directly or over the school public address system:

Example: "Attention please. (Pause) **TAKE COVER** (Pause) **TAKE COVER**. (Pause) **TAKE COVER** (Pause) **Enemy attack imminent.**"

3. Sound continuing short buzzer or bell signals.
4. Use messengers with oral or written word as an alternate means of faculty notification.

Natural Disasters

ANNOUNCEMENT: Initiate with 3 short bells

1. Make the following announcement in person directly or over the school public address system:

Example: "Attention please. (Pause) **TAKE COVER** (Pause) **TAKE COVER**. (Pause) **TAKE COVER** (Pause) **Severe windstorm imminent.**"

2. Sound continuing short buzzer or bell signals.
3. Use messengers with oral or written word as an alternate means of faculty notification.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Give clear instructions, remain calm and convey reassurance.
- When clearance is received from appropriate agencies, give another **ACTION** instruction or the **ALL CLEAR** to indicate that the normal school activities can resume.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

INCIDENTS OF VIOLENCE ON CAMPUS

Several of the following emergency scenarios involve an incident of violence on campus. When such an emergency occurs, it is essential that the safety and welfare of students and staff are addressed. This includes the provision of support and counseling immediately and in the longer term. The guidelines below should be followed by the principal and other key personnel.

WITHIN 24 HOURS

- Gather the facts
- Ensure appropriate intervention to minimize additional injury
- Provide first aid where necessary
- Ensure the safety and welfare of students and staff
- Set up an Emergency Operations Center, if appropriate
- Contact the District Office to report the critical incident
- Assess the need for support and counseling for those directly and indirectly involved
- Manage the media (Public Information Officer/Principal)
- Set up a recovery room
- Provide factual information to staff, students and the school community
- Ensure that the privacy of students and staff is maintained
- Organize assistance such as transport home

WITHIN 48-72 HOURS

- Debrief all relevant persons
- Arrange counseling as needed
- Provide opportunities for staff and students to talk about the incident
- Continue to provide updates to staff, students and the school community.
- Act to dispel rumors
- Restore normal functioning and service delivery as soon as possible
- Where necessary, make arrangements to cover classes, arrange leave and employ temporary substitute teachers
- Implement protocols for a student or staff member, if required

WITHIN THE FIRST MONTH

- Note student and staff behavioral changes such as reports that individuals cannot sleep, uncharacteristic difficulty coping with work, easily agitated. Where these occur, encourage referral to appropriate support services
- Maintain school contact with hospitalized students and staff

EMERGENCY RESPONSES

This section establishes procedures to be followed that will minimize or nullify the effects of the 44 emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- Accident at School
- Aircraft Crash
- Air Pollution Alert
- Allergic Reaction
- Animal Disturbance
- Biological Agent Release
- Bomb Threat
- Bus Accident
- Chemical Accident (offsite)
- Chemical Accident (onsite)
- Civil Disobedience
- Criminal Act
- Death of a Student
- Death of a Staff Member
- Dirty Bomb
- Earthquake
- Explosion
- Fire (offsite)
- Fire (onsite)
- Flood
- Gas Odor/Leak.....
- Hazardous Materials
- Hostage Situation
- Intruder
- Irrational Behavior
- Kidnapping
- Medical Emergency
- Missing Student
- Motor Vehicle Crash.....
- Pandemic Influenza
- Poisoning / Contamination
- Public Demonstration
- Sexual Assault
- Shooting
- Storm/Severe Weather
- Student Riot
- Suicide Attempt
- Suspicious Package
- Terrorist Attack/War
- Threat Level Red.....
- Threats/Assaults
- Tsunami
- Utility Failure
- Weapon

EMERGENCY RESPONSE

ACCIDENT AT SCHOOL

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Accident Report and Behavioral Incident Report forms are available at the school office.

STAFF ACTIONS:

- θ Report accident to principal and school office.
- θ Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- θ For relatively minor events, take students to school office or school nurse for assistance.
- θ Complete an Accident Report or Behavioral Incident Report to document what occurred.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Provide appropriate medical attention. Call 911, if needed.
- θ Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- θ Post general procedures in the clinic explaining when parents are to be notified of minor mishaps.
- θ Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Bloodborne Pathogen Program).
- θ Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

STAFF ACTIONS:

- θ Notify Principal.
- θ Move students away from immediate vicinity of the crash.
- θ **EVACUATE** students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- θ Check school site to assure that all students have evacuated.
- θ Take attendance at the assembly area.
- θ Report missing students to the Principal /designee and emergency response personnel.
- θ Maintain control of the students a safe distance from the crash site.
- θ Care for the injured, if any.
- θ Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Notify police and fire department (call 911).
- θ Determine immediate response procedures, which may include **EVACUATION, OFF-SITE EVACUATION** or **DIRECTED TRANSPORTATION**.
- θ Notify District Superintendent, who will contact the Office of Emergency Services.
- θ Arrange for first aid treatment and removal of injured occupants from building.
- θ Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- θ Account for all building occupants and determine extent of injuries.
- θ Do not re-enter building until the authorities provide clearance to do so.

Aircraft crashes near school

STAFF ACTIONS:

- θ Notify Principal.
- θ Move students away from immediate vicinity of the crash.
- θ Remain inside with students unless subsequent explosions or fire endanger the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Notify police and fire department (call 911).
- θ Initiate **SHELTER IN PLACE**, if warranted.
- θ Initiate **REVERSE EVACUATION** for students and staff outside or direct them to designated area until further instructions are received.
- θ Ensure that students and staff remain at a safe distance from the crash.
- θ Notify District Superintendent, who will contact the Office of Emergency Services.
- θ Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Severe air pollution may affect students and staff who are susceptible to respiratory problems. Review Asthma Air Quality Index recommendations.

Same day and Next Day Air Quality Index can be found at <http://www.airnow.gov/>

Air Quality Index (AQI) values	Levels of Health Concern	Colors
When the AQI is in this range:	...air quality conditions are:	...as symbolized by this color:
0 to 50	Good	Green
51 to 100	Moderate	Yellow
101 to 150	Unhealthy for Sensitive Groups	Orange
151 to 200	Unhealthy	Red
201 to 300	Very Unhealthy	Purple
301 to 500	Hazardous	Maroon

Figure 14: Air Quality Index (AQI) levels of health concern. This color-coded table shows generically how AQI values correlate with levels of health concern. For a copy of this AQI table, download the booklet, "Air Quality Index - A Guide to Air Quality and Your Health," that explains the AQI and the health effects of major air pollutants, at http://www.epa.gov/airnow/aqi_brochure_02_14.pdf. (12pp, 333k)

- **"Good" (0 - 50)** Air quality is excellent and poses little or no risk.
- **"Moderate" (51 - 100)** Air quality is acceptable; however, there may be some health concern for a small number of unusually sensitive individuals. We cannot identify groups of people that are at greater risk when air quality is in this range. However controlled human exposure studies indicate that there are individuals who experience health effects at more moderate levels of outdoor exertion or at lower ozone levels than the average person, and these individuals may experience effects when air quality is in the moderate range.
- **"Unhealthy for Sensitive Groups" (101 - 150)** When air quality is in this range, people that are included in a sensitive group, whether the sensitivity is due to medical conditions, exposure conditions, or inherent susceptibility, may experience the effects described above when engaged in outdoor activities. However, exposures to ambient concentrations in this range are not likely to result in effects in the general population. For ozone, the sensitive group includes children; people with lung diseases, such as asthma, chronic bronchitis, and emphysema; older adults; and active people who work or exercise outdoors. EPA's risk assessment (Whitfield et al., 1996) indicates that at this level for healthy individuals (adults and children) at moderate exertion: 1) approximately 18% are estimated to experience moderate or greater lung function impairment, 2) approximately 9% are estimated to experience large or greater lung function impairments, and 3) approximately 2% are estimated to experience moderate to severe aggravated cough.
- **"Unhealthy" (151 - 200)** When air quality is in this range, any individual who is active outdoors may experience the respiratory effects described above. Members of sensitive groups are likely to experience more severe effects. EPA's risk assessment

(Whitfield et al., 1996) indicates that at this level for healthy individuals (adults and children) at moderate exertion: 1) approximately 30% are estimated to experience moderate or greater lung function impairment, 2) approximately 15% are estimated to experience large or greater lung function impairments, and 3) approximately 5% are estimated to experience moderate to severe respiratory symptoms (i.e., chest pain with deep inspiration and aggravated cough).

- **"Very Unhealthy" (201 - 300)** When air quality is in this range, it is expected that there will be widespread effects among the general population and more serious effects in members of sensitive groups. EPA's risk assessment (Whitfield et al., 1996) indicates that at this level for healthy individuals (adults and children) at moderate exertion: 1) approximately 50% are estimated to experience moderate or greater lung function impairment, 2) approximately 20% are estimated to experience large or greater lung function impairments, and 3) approximately 10-15% are estimated to experience moderate to severe respiratory symptoms (i.e., chest pain with deep inspiration and aggravated cough). Individuals with asthma or other respiratory conditions will likely be more severely impacted than healthy individuals, leading some to increase medication usage and seek medical attention, including increased emergency room and clinic visits, and increased hospital admissions.
- **"Hazardous" (301 - 500)** If air quality gets in this range, it will trigger health warnings of emergency conditions and there will be widespread coverage in the media.

The AQI's levels of health concern correlate with pollutant-specific health and cautionary statements that suggest relatively simple measures people can take to reduce their exposure to air pollution. For example, when the AQI Index Value for ozone is between 101 and 150, or Code Orange, air quality is considered "unhealthy for sensitive groups," and active children and adults, and people with lung disease such as asthma, are advised to reduce prolonged or heavy exertion outdoors.

Index Values	Levels of Health Concern	Cautionary Statements
0-50	Good	None
51-100*	Moderate	Unusually sensitive people should consider reducing prolonged or heavy exertion outdoors.
101-150	Unhealthy for Sensitive Groups	Active children and adults, and people with lung disease, such as asthma, should reduce prolonged or heavy exertion outdoors.
151-200	Unhealthy	Active children and adults, and people with lung disease, such as asthma, should avoid prolonged or heavy exertion outdoors. Everyone else, especially children, should reduce prolonged or heavy exertion outdoors.
201-300	Very Unhealthy	Active children and adults, and people with lung disease, such

		as asthma, should avoid all outdoor exertion. Everyone else, especially children, should avoid prolonged or heavy exertion outdoors.
301-500	Hazardous	Everyone should avoid all physical activity outdoors.

Figure 15: The AQI Guide for Ozone includes cautionary statements and actions people can take to reduce their risk from exposure to air pollution at different levels of health concern. This [brochure](#), can be found online and it includes AQI tables for other air pollutants.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- θ Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- θ When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
- θ Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.
- θ Instruct employees to minimize strenuous physical activity.
- θ Cancel any events that require the use of vehicles.
- θ Urge staff and high school students to minimize use of vehicles.

STAFF ACTIONS:

- θ Remain indoors with students.
- θ Minimize physical activity.
- θ Keep windows and doors closed.
- θ Resume normal activities after the All Clear signal is given.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE

ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- θ If imminent risk, call 911.
- θ Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- θ Notify principal.
- θ Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- θ If an insect sting, remove stinger immediately.
- θ Assess situation and help student/staff member to be comfortable.
- θ Move student or adult only for safety reasons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ If imminent risk, call 911 (always call 911 if using "Epi" pen).
- θ Notify parent or guardian.
- θ Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- θ Observe for respiratory difficulty.
- θ Attach a label to the person's clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- θ Keep an "Epi" pen in the school office and notify staff as to location.
- θ Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
- θ Provide bus drivers with information sheets for all known acute allergic reactors.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE

ANIMAL DISTURBANCE

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- θ If the animal is outside, keep students inside and institute a **LOCKDOWN**.
- θ If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal
- θ Contact the Napa County Humane Society for assistance in removing the animal.
- θ If the animal injures anyone, seek medical assistance from the school nurse.
- θ Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

- θ If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- θ If the animal is inside, **EVACUATE** students to a sheltered area away from the animal.
- θ Notify the principal if there are any injuries.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- θ Notify principal.
- θ Move students away from immediate vicinity of danger (if outside, implement **REVERSE EVACUATION**).
- θ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- θ Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Initiate **SHELTER IN PLACE**.
- θ Shut off HVAC units.
- θ Move to central location where windows and doors can be sealed with duct tape.
- θ Call 911. Provide location and nature of the emergency and school actions taken.
- θ Notify District Superintendent of the situation.
- θ Turn on a battery-powered commercial radio and listen for instructions.
- θ Complete the Biological and Chemical Release Response Checklist
- θ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- θ Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- θ Notify principal or site administrator.
- θ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- θ Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- θ Follow standard student assembly, accounting and reporting procedures.
- θ Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.
- θ Move up-wind from the potential danger.
- θ Call 911. Provide exact location and nature of emergency.
- θ Designate security team to isolate and restrict access to potentially contaminated areas.
- θ Wait for instructions from emergency responders-- Health or Fire Department.
- θ Notify District Superintendent of the situation.
- θ Arrange for immediate psychological counseling for students and staff.
- θ Complete the Biological and Chemical Release Response Checklist
- θ Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- θ Wash affected areas with soap and water.
- θ Immediately remove and contain contaminated clothing
- θ Do not use bleach on potentially exposed skins.
- θ Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- θ Listen. Do not interrupt caller.
- θ Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- θ Alert someone else by prearranged signal to notify the principal that a threat is being received.
- θ Document exact working used in making threat.
- θ Notify district personnel immediately after completing the call.
- θ Complete the Bomb Threat Checklist with questions to ask the caller.

Telephone Bomb Threats

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

Call 911**PERSON RECEIVING THREAT BY MAIL:**

- θ Note the manner in which the threat was delivered, where it was found and who found it.
- θ Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- θ Caution students against picking up or touching any strange objects or packages.
- θ Notify principal or site administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call 911.
- θ If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- θ Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.

- θ Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- θ Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- θ If it is necessary to evacuate the entire school, use the fire alarm.
- θ Notify the District Superintendent of the situation.
- θ Direct a search team to look for suspicious packages, boxes or foreign objects.
- θ Do not return to the school building until it has been inspected and determined safe by proper authorities.
- θ Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- θ Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- θ Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- θ If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- θ Evacuate students as quickly as possible, using primary or alternate routes.
- θ Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- θ Do not return to the building until emergency response officials determine it is safe.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

The following checklist can be obtained in PDF form from FEMA at: http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf
Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. **DO NOT HANG UP**, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: Time:

Time Caller Hung Up: Phone Number Where Call Received:

Ask Caller:

- Where is the bomb located?
(Building, Floor, Room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice

- Accent
- Angry
- Calm
- Clearing throat
- Coughing
- Cracking voice
- Crying
- Deep
- Deep breathing
- Disguised
- Distinct
- Excited
- Female
- Laughter
- Lisp
- Loud
- Male
- Nasal
- Normal
- Ragged
- Rapid
- Raspy
- Slow
- Slurred
- Soft
- Stutter

Background Sounds:

- Animal Noises
- House Noises
- Kitchen Noises
- Street Noises
- Booth
- PA system
- Conversation
- Music
- Motor
- Clear
- Static
- Office machinery
- Factory machinery
- Local
- Long distance

Threat Language:

- Incoherent
- Message read
- Taped
- Irrational
- Profane
- Well-spoken

Other Information:



Homeland Security

EMERGENCY RESPONSE

BUS ACCIDENT

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER:

- θ Turn off power, ignition and headlights. Use safety lights, as appropriate.
- θ Evaluate the need for evacuation.
- θ Remain with the vehicle. Notify California Highway Patrol.

STAFF ACTIONS AT THE SCENE:

- θ Call 911, if warranted.
- θ Notify principal.
- θ Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- θ Move all uninjured students to a safe distance from the accident.
- θ Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Notify law enforcement.
- θ Notify parents/guardians of all students on the bus as soon as accurate information is available.
- θ Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- θ Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

Earthquake during bus trip

BUS DRIVER ACTIONS:

- θ Issue DUCK, COVER and HOLD ON instruction.
- θ Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- θ Set brake, turn off ignition and wait for shaking to stop.
- θ Check for injuries and provide first aid, as appropriate.

- θ Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- θ Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- θ If instructed to continue route,
- θ En-route to school, continue to pick up students.
- θ Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- θ If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- θ Remain with students until further instructions are received from site administrator.
- θ Account for all students and staff throughout the emergency

Flood during bus trip

BUS DRIVER ACTIONS:

- θ Do not drive through flooded streets and/or roads.
- θ Take an alternate route or wait for public safety personnel to determine safe route.
- θ If the bus is disabled, stay in place until help arrives
- θ Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- θ Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- θ Account for all students and staff throughout the emergency.

ADDITIONAL STEPS:

- _____
- _____

EMERGENCY RESPONSE CHEMICAL ACCIDENT (offsite)

Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

PERSON DISCOVERING SPILL:

- θ Alert others in immediate area to leave the area.
- θ Close doors and restrict access to affected area.
- θ Notify principal/site administrator.
- θ DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Notify Fire Department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released
 - Characteristics of spill (color, smell, visible gases)
 - Name of substance, if known
 - Injuries, if any
- θ Notify Maintenance/Building and Grounds Manager.
- θ Determine whether to implement **SHELTER IN PLACE, EVACUATION** and/or student release.
- θ Post a notice on the school office door stating location of alternate school site.
- θ Notify District Superintendent of school status and location of alternate school site.

STAFF ACTIONS:

- θ If **SHELTER-IN-PLACE**, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- θ If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- θ If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.
- θ Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify principal/site administrator of any missing students.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE CHEMICAL ACCIDENT (onsite)

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

PERSON DISCOVERING SPILL:

- θ Alert others in immediate area to leave the area.
- θ Close windows and doors and restrict access to affected area.
- θ Notify principal/site administrator.
- θ DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Notify Fire Department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released; name of substance, if known
 - Characteristics of spill (color, smell, visible gases)
 - Injuries, if any
 - Your name and telephone number
- θ Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- θ If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
- θ Post a notice on the school office door stating location of alternate school site.
- θ Notify District Superintendent of school status and location of alternate site.
- θ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- θ If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
- θ Upon arrival at evacuation site, take attendance. Notify principal/site administrator of any missing students.
- θ Upon arrival at evacuation site, take roll and report attendance to Principal immediately. Notify emergency response personnel of any missing students.
- θ Do not return to the building until emergency response personnel have determined it is safe.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE CIVIL DISTURBANCE

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

Inside School

STAFF ACTIONS:

- θ Report disruptive circumstances to principal/site administrator.
- θ Avoid arguing with participant(s).
- θ Have all students and employees leave the immediate area of disturbance.
- θ Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.
- θ Stay away from windows and exterior doors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- θ Set up a communication exchange with the students, staff and principal. Try to restore order.
- θ If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
- θ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call 911.
- θ Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- θ Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.

- θ Cancel all outside activities.
- θ Maintain an accurate record of events, conversations and actions.
- θ Assign staff members to assist nurse as necessary.

STAFF ACTIONS:

- θ Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- θ Instruct students to **DUCK AND COVER**, lie on the floor and keep students calm.
- θ Care for the injured, if any.
- θ Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

Criminal acts on campus may vary from theft to rape. Sexual assault and threats are covered separately, later in this section.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Notify police (dial 911).
- θ Identify all parties involved (if possible). Identify witnesses, if any.
- θ Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive. Police officials will coordinate activities within the crime scene and release the area to the school administrator when finished.
- θ If an individual is armed with a weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from his/her possession. Allow police to do so.
- θ If the incident involves a student, notify the parents or guardians.
- θ Question the victim with another staff member present. Focus on the information necessary to pursue disciplinary action against the perpetrators.
- θ Let trained police obtain specific details about the crime, following student interview protocols.

STAFF ACTIONS:

- θ Care for the victim. Provide any medical attention needed.
- θ Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE

DEATH of a STUDENT

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call 911 and the District Office. Verify the death and obtain as much information about it as possible.
- θ Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- θ Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- θ If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- θ Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- θ Determine whether additional resources are needed and make appropriate requests.
- θ Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- θ Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- θ Go to each of the student's classes and notify his/her classmates in person.
- θ Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- θ Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- θ Make arrangements with the family to remove the student's personal belongings from the school.
- θ Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

STAFF ACTIONS:

- θ Allow students who wish to meet in counseling office or other appropriate place to do so. Encourage students to report any other students who might need assistance. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

EMERGENCY RESPONSE DEATH of a STAFF MEMBER

A reported death or serious illness among the school community may have a profound effect on students and staff alike.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- θ Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- θ If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- θ Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- θ Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- θ Determine whether additional resources are needed and make appropriate requests.
- θ Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- θ Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- θ Facilitate classroom and small group discussions for students.
- θ Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- θ Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- θ Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
- θ Thank all those who assisted.
- θ Continue to monitor staff and students for additional supportive needs.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

A dirty bomb is a mix of explosives, such as dynamite with radioactive power or pellets, set off to scatter dust and smoke in order to produce radioactive contamination. The main danger from a dirty bomb is from the explosion, which can cause serious injuries and property damage. While the radioactive materials used in a dirty bomb are probably insufficient to create immediate serious illness, they can be dangerous to health if inhaled. Low levels of radiation exposure do not cause noticeable symptoms. Higher levels of radiation exposure may produce nausea, vomiting, diarrhea and swelling and redness of the skin.

Outside, close to the incident.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ DO NOT MIX POPULATIONS. For those outside at the time of the explosion, initiate **REVERSE EVACUATION** to a separate building or location. Isolate them from those already inside. Do not risk contamination of those inside at the time of the explosion.
- θ Call 911. Provide location and nature of the emergency and school actions taken.
- θ Set up decontamination station where students and staff may shower or wash with soap and water.
- θ Prepare a list of those who are in the affected area to provide to emergency response personnel.
- θ Turn on a battery-powered commercial radio and listen for instructions.
- θ Notify District Superintendent of the situation.
- θ Arrange for medical attention for those injured by the explosion.
- θ Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- θ Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
- θ Move students quickly to the closest suitable shelter to shield them from radiation. Keep them isolated from individuals inside at the time of the explosion. Do not risk contamination of those who were not outside.
- θ Avoid touching any objects thrown off by the explosion—they might be radioactive.
- θ Follow standard student assembly, accounting and reporting procedures.
- θ Immediately remove outer layer of clothing and mouth cover and seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90% of radioactive dust. Put plastic bag away from the population where others will not touch it until authorities provide further instructions.

- θ Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.
- θ Do not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive

Inside, close to the incident

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ **DO NOT MIX POPULATIONS.** For those inside at the time of the explosion, initiate **SHELTER IN PLACE** procedures. Turn off HVAC system.
- θ Move to central location where windows and doors can be sealed with duct tape.
- θ Call 911. Provide location and nature of the emergency and school actions taken.
- θ Turn on a battery-powered commercial radio and listen for instructions.
- θ Notify District Superintendent of the situation.
- θ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- θ Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- θ Keep students calm. Instruct students to **DUCK and COVER.**
- θ Turn off fans and air conditioning systems. Seal windows and air vents with duct tape. Close all curtains and blinds.
- θ Do not consume water or unpackaged food that was out in the open. Wash the outside of any container before opening it.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE

EARTHQUAKE

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- θ Send search and rescue team to look for trapped students and staff.
- θ Post guards a safe distance away from building entrances to assure no one re-enters.
- θ Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
- θ Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- θ Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

- θ Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- θ Check for injuries, and render First Aid.
- θ After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- θ Check attendance at the assembly area. Report any missing students to principal/site administrator.
- θ Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- θ Stay alert for aftershocks
- θ Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- θ Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- θ After shaking stops, check for injuries, and render first aid.
- θ Check attendance. Report any missing students to principal/site administrator.
- θ Stay alert for aftershocks.
- θ Keep a safe distance from any downed power lines
- θ Do NOT re-enter building until it is determined to be safe.
- θ Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- θ Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
- θ Notify fire department and utility company of suspected breaks in utility lines or pipes.
- θ If school must be closed, notify staff members, students and parents.

Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- θ Notify District Office, who will inform public information media as appropriate.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE

EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR:

- θ Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**.
- θ Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- θ Secure area to prevent unauthorized access until the Fire Department arrives.
- θ Advise the District Superintendent of school status.
- θ Notify emergency response personnel of any missing students.
- θ Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- θ Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- θ Determine if Student Release should be implemented. If so, notify staff, students and parents.
- θ If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- θ Initiate **DROP, COVER AND HOLD ON**.
- θ If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- θ Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- θ Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- θ Render first aid as necessary.
- θ Do not return to the building until the emergency response personnel determine it is safe to do so.
- θ If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

EMERGENCY RESPONSE

FIRE (offsite)

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Determine if **EVACUATION** of school site is necessary.
- θ Contact local fire department (call 911) to determine the correct action for your school site.
- θ If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION** and **DIRECTED TRANSPORTATION** by bus.
- θ Direct inspection of premises to assure that all students and personnel have left the building.

- θ Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- θ Monitor radio station for information.
- θ Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- θ If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- θ Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.

- θ Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- θ Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Sound the fire alarm to implement **EVACUATION** of the building.
- θ Immediately **EVACUATE** the school using the primary or alternate fire routes.
- θ Notify the Fire Department (call 911).
- θ Direct search and rescue team to be sure all students and personnel have left the building.
- θ Ensure that access roads are kept open for emergency vehicles.
- θ Notify District Office of situation.
- θ Notify appropriate utility company of suspected breaks in utility lines or pipes.
- θ If needed, notify bus dispatch for **OFF-SITE EVACUATION** by **DIRECTED TRANSPORTATION**.
- θ Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- θ **EVACUATE** students from the building using primary or alternate fire routes. Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- θ Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- θ Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- θ Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Issue **STAND BY** instruction. Determine if evacuation is required.
- θ Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- θ Delegate a search team to assure that all students have been evacuated.
- θ Issue **DIRECTED TRANSPORTATION** instruction if students will be evacuated to a safer location by means of buses and cars.
- θ Post a notice on the office door stating where the school has relocated and inform the District Office.
- θ Monitor AM radio weather station KVON 1440 for flood information.
- θ Notify District Superintendent of school status and action taken.
- θ Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- θ If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- θ Remain with students throughout the evacuation process.
- θ Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.
- θ Do not return to school building until it has been inspected and determined safe by property authorities.

BUS DRIVER ACTIONS:

- θ If evacuation is by bus, **DO NOT** drive through flooded streets and/or roads. **DO NOT** attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE**GAS ODOR / LEAK**

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

STAFF ACTIONS:

- θ Notify principal.
- θ Move students from immediate vicinity of danger.
- θ Do not turn on any electrical devices such as lights, computers, fans, etc.
- θ If odor is severe, leave the area immediately.
- θ If the building is evacuated, take student attendance and report any missing students to Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ If gas leak is internal, evacuate the building immediately.
- θ Call 911.
- θ Notify utility company.
- θ Determine whether to move to alternate building location.
- θ If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.
- θ Do not return to the building until it has been inspected and determined safe by proper authorities.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE

HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call 911, if necessary.
- θ If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- θ Initiate **EVACUATION**. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- θ Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- θ If time is available, initiate **DIRECTED TRANSPORTATION**. Move students and staff away from the path of the hazardous materials.
- θ Notify District Superintendent.
- θ Wait for instructions from emergency responders-- Health or Fire Department.
- θ Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- θ Upon return to school, ensure that all classrooms are adequately aired.

TEACHER ACTIONS:

- θ Follow standard student assembly, accounting and reporting procedures.
- θ Report names of missing students to office.
- θ Do not take unsafe actions such as returning to the building before it has been declared safe.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE

HOSTAGE SITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- θ Call 911. Provide all known essential details of the situation:
 - Number of hostage takers and description
 - Type of weapons being used
 - Number and names of hostages
 - Any demands or instructions the hostage taker has given
 - Description of the area
- θ Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- θ Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.
- θ Secure exterior doors from outside access.
- θ When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- θ Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- θ Identify media staging area, if appropriate. Implement a hotline for parents.
- θ Account for students as they are evacuated.
- θ Provide recovery counseling for students and staff.

STAFF ACTIONS:

- θ If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- θ Alert the principal/site administrator.
- θ Account for all students.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE

INTRUDER

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

– California Penal Code Title 15, Chapter 1.1 § 627.2

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and staff to monitor entryways.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Initiate **LOCKDOWN**.
- θ Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
 - “What can we do to make this better?”*
 - “I understand the problem, and I am concerned.”*
 - “We need to work together on this problem.”*
- θ As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- θ Keep subject in view until police or law enforcement arrives.
- θ Take measures to keep subject away from students and building.
- θ Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- θ When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- θ Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

- θ Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- θ Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- θ Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE

IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Keep the individual under continuous adult supervision.
- θ Keep the individual on campus until parent/guardian has been notified.
- θ Arrange appropriate support services for necessary care of individual.
- θ If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- θ School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:
 - Provide parents/guardian with the names and phone numbers of mental health resources
 - Recommend that the parents make an immediate contact with a therapist.
 - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- θ Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- θ Provide follow-up collaborative support for the student and parents (as indicated) within the school
- θ Develop a safety plan prior to the student's return to school.
- θ Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- θ Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- θ Notify principal/site administrator.
- θ Notify school nurse, school psychologist, counselor or social worker.
- θ Protect individual from injury.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Verify information with the source of the abduction report.
- θ Contact law enforcement (call 911) for assistance.
- θ Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).
- θ Provide suspect information to the police, if known.
- θ Contact the parents/guardian of the student involved and establish a communication plan with them.
- θ Obtain the best possible witness information.
- θ Conduct a thorough search of the school/campus/bus.
- θ Relay current information to police, parents and essential school staff.
- θ Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- θ Advise the law enforcement dispatcher of the staff member key contact's name and number.
- θ Provide the key contact with access to school records.
- θ Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or law enforcement.
- θ When the child is found, contact all appropriate parties as soon as possible.

STAFF ACTIONS:

- θ Notify principal, providing essential details:
 - Name and description of the student
 - Description of the suspect
 - Vehicle information
- θ Move students away from the area of abduction.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE

MEDICAL EMERGENCY

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide:
 - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
 - Exact location within the building
 - Nature of the emergency and how it occurred
 - Approximate age of injured person
 - Caller's name and phone numberDo not hang up until advised to do so by dispatcher.
- θ Assign staff member to meet rescue service and show medical responder where the injured person is.
- θ Assemble emergency care and contact information of victim
- θ Monitor medical status of victim, even if he or she is transported to the hospital.
- θ Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- θ Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- θ Advise staff of situation (when appropriate). Follow-up with parents.

Universal Precautions when Treating a Medical Emergency

- Always use non-latex or nitrile gloves and, if necessary, mask and gown, to reduce the risk of transmission of body fluids.
- Wash hands thoroughly after providing care.

STAFF ACTIONS:

- θ Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- θ Notify Principal/Site Administrator.
- θ Stay calm. Keep individual warm with a coat or blanket.
- θ Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- θ Do not give the individual anything to eat or drink.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE

MISSING STUDENT

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call 911 and explain the situation.
- θ Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
- θ Conduct an immediate search of the school campus/bus, as appropriate.
- θ Gather information about student to provide to law enforcement authorities:
 - photo
 - home address
 - parent contact numbers
 - class schedule
 - special activities
 - bus route /walking information
- θ Notify parents/guardians if the student is not found promptly.
- θ If case involves abduction, begin gathering witness information for the police. Interview friends, last person to see student.
- θ Double-check circumstances:
 - Did someone pick up the student?
 - Could the student have walked home?
 - Is he or she at a medical appointment or another activity?
- θ Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.
- θ Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- θ Advise law enforcement dispatcher of the staff member key contact's name and number.
- θ If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.
- θ Have driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher
- θ Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.

- Ø When the child is found, contact all appropriate parties as soon as possible.
- Ø Arrange for counseling of students, as needed.

STAFF ACTIONS:

- Ø Confirm that student attended school that day. Notify Principal.
- Ø Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- Ø Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- Ø Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____

EMERGENCY RESPONSE

MOTOR VEHICLE CRASH

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Notify police and fire department (call 911).
- θ Determine immediate response procedures, which may include **EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.**
- θ Arrange for first aid treatment and removal of injured occupants from building.
- θ Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- θ Ensure that students and staff remain at a safe distance from the crash.
- θ Account for all building occupants and determine extent of injuries.
- θ Notify District Superintendent.

STAFF ACTIONS:

- θ Notify Principal.
- θ Move students away from immediate vicinity of the crash.
- θ **EVACUATE** students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- θ Check school site to assure that all students have evacuated.
- θ Take attendance at the assembly area.
- θ Report missing students to the principal /designee and emergency response personnel.
- θ Maintain control of the students a safe distance from the crash site.
- θ Care for the injured, if any.
- θ Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- θ Insure that students and staff members who are ill stay home.
- θ Send sick students and staff home from school immediately.
- θ Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- θ Monitor bulletins and alerts from the Department of Health and Human Services.
- θ Keep staff informed of developing issues.
- θ Assist the Department of Health and Human Services in monitoring outbreaks.
- θ Respond to media inquiries regarding school attendance status.
- θ Implement online education, if necessary, so that students can stay home.
- θ Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

- θ Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- θ Practice "respiratory hygiene etiquette".
- θ Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- θ Implement online homework assignments so that students can stay home.

Respiratory Hygiene Etiquette

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE POISONING/CONTAMINATION

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call 911.
- θ Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- θ Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- θ Provide list of potentially affected students and staff to responding authorities.
- θ Provide staff with information on possible poisonous materials in the building.
- θ Notify District Superintendent of situation and number of students and staff affected.
- θ Confer with Department of Health and Human Services before the resumption of normal school activities.
- θ Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- θ Notify principal/site administrator.
- θ Call the Poison Center Hotline 1-800-222-1222.
- θ Administer first aid as directed by poison information center.
- θ Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- θ Keep poisonous materials in a locked and secure location.
- θ Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- θ Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____

EMERGENCY RESPONSE**PUBLIC DEMONSTRATION**

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
- θ Contact local police department for the school's jurisdiction and advise them of the situation.
- θ Notify staff of the planned demonstration.
- θ Develop an information letter to parents.
- θ Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
- θ Designate a staff member to handle incoming calls during the demonstration.
- θ Establish areas where demonstrators can set up without affecting the operation of the school
- θ Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

- θ Do not allow students to be interviewed by the media or join in the demonstration

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE

SEXUAL ASSAULT

Sexual assault and abuse is any type of sexual activity that a person does not agree to, including:

- inappropriate touching
- vaginal, anal, or oral penetration
- sexual intercourse that is not wanted
- rape
- attempted rape
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call 911 if the assault is physical.
- θ Close off the area to everyone.
- θ Assign a counselor/staff member to remain with the victim.
- θ Review possible need for a **LOCKDOWN** until circumstances surrounding the incident are known.
- θ Notify victim's family.
- θ If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
- θ The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
- θ Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
- θ Coordinate statements to media, families and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

STAFF ACTIONS:

- θ Determine if immediate medical attention is needed. If so, call 911.
- θ Isolate the victim from activity related to the incident.
- θ Avoid asking any questions except to obtain a description of the perpetrator.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

Immediate response to a rapidly changing incident is critical. In most cases, initiate **LOCKDOWN** procedures to isolate students from danger or send them to a secure area. Safety must always be the foremost consideration.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Remain calm. Do not confront the shooter(s).
- θ Assess the situation:
 - Is the shooter in the school?
 - Has shooter been identified?
 - Has the weapon been found and/or secured?
- θ Depending on the situation, initiate **LOCKDOWN** or **EVACUATION**, as appropriate.
- θ Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school (e.g. **LOCKDOWN**).
- θ Identify command post for police to respond. Assist police in entering the school; provide officers with critical information.
- θ Ensure injured students and staff receive medical attention.
- θ If shooter has left, secure all exterior doors to prevent re-entry.
- θ If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.
- θ Keep crime scene secure. Organize **OFF-SITE EVACUATION**, if necessary, or prepare to continue with classes.
- θ Isolate and separate witnesses.
- θ Gather information for police about the incident and everyone involved with it:
 - Name of suspect(s)
 - Location of shooting
 - Number and identification of casualties and injured
 - Current location of the shooter(s)
- θ Prepare written statements for telephone callers and media. Refer media inquiries to designated Public Information Officer.
- θ Prepare letter for students to take home to their families.
- θ Arrange for immediate crisis counseling for students and staff.
- θ Provide liaison for family members of injured students and staff members.
- θ Debrief staff and school police officers.
- θ Provide informational updates and counseling, if appropriate, to staff, students and their families during the following few days.

STAFF ACTIONS:

- θ If gunfire is heard inside the school, implement **LOCKDOWN** immediately. Do not wait for the **LOCKDOWN** announcement.
- θ Alert the principal/site administrator.
- θ Take immediate action to prevent casualties. If it is safe to clear hallways, bathrooms and open areas, direct students to the closest classroom.

- θ Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Implement **LOCKDOWN** or **EVACUATION**, as appropriate.
- θ Provide first aid for victims, if needed.
- θ Account for all students.
- θ Remain calm and quiet in the secured area away from doors and windows. No one out, no one in until further instructions are provided by the principal or law enforcement.
- θ Assist police officers – provide identity, location and description of individual and weapons.

STUDENT ACTIONS:

- θ Move quickly and quietly to the closest safe classroom.
- θ If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library.
- θ Lock the door or move furniture or trash can to bar access to the room.
- θ Remain quiet until further instructions are provided by the principal or law enforcement.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE

STORM / SEVERE WEATHER

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

Severe Storm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- θ Report to site by 6 a.m. to check for power outages, flooding, etc.
- θ Determine whether school will be closed or remain open.
- θ Notify superintendent of school status.
- θ Assign staff to activate staff and parent phone trees
- θ Post school status on school website.
- θ Notify utility companies of any break or suspected break in utility lines.
- θ Take appropriate action to safeguard school property.
- θ Upon passage of the storm, return to normal routine.

Windstorm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Monitor weather forecasts to determine onset of storm conditions that may affect school operations
- θ Notify utility companies of any break or suspected break in utility lines.
- θ Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- θ Take appropriate action to safeguard school property.
- θ Upon passage of the storm, return to normal routine.

STAFF ACTIONS:

- θ Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- θ Initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- θ Take attendance. Report any missing students to principal/site administrator.
- θ Close all blinds and curtains.
- θ Avoid auditoriums, gymnasiums and other structures with large roof spans.
- θ Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks and quiet recreational activities.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

STUDENT ACTIONS:

- θ In a violent situation, immediately notify the first available adult.
- θ Do not retaliate or take unnecessary chances.
- θ Move away from the area of agitation.
- θ Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
- θ Stay calm and reassure fellow students.
- θ Assist teachers and staff in accounting for students.
- θ Share all relevant information with law enforcement, teachers, and school staff.
- θ Follow directions from school administrator or law enforcement directions about where to go.
- θ Do not speculate to others or perpetuate rumors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Initiate **LOCKDOWN**, if warranted. Alert other administrators about the incident.
- θ Control student ingress and egress from campus.
- θ Identify why the disruption is occurring. If necessary, notify police to request assistance.
- θ If disruption is non-violent, notify school resource officer or school education officer.
- θ Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
- θ Assign staff member to be responsible for media relations and for setting up a staging area for the media.
- θ If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Responsibilities and Rights Handbook.
- θ Notify parents about the incident, as appropriate.
- θ After insuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE

SUICIDE ATTEMPT

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call ambulance in event of overdose or injury requiring medical attention.
- θ Call 911 if immediate threat exists to the safety of the student or others.
- θ Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- θ Cancel all outside activities.
- θ Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
- θ If allegations warrant, refer student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- θ Arrange for medical or counseling resources that may provide assistance.

STAFF ACTIONS:

- θ Inform the Principal of what was written, drawn, spoken and/or threatened.
- θ Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- θ Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.
- θ Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

Steps for Suicide Intervention

1. Stabilize individual
2. Assess risk
3. Determine services needed
4. Inform
5. Follow-up

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE

SUSPICIOUS PACKAGE

The following list shows some types of parcels that should draw immediate concern:

- Foreign mail, air mail and special delivery
- Restrictive markings, e.g., "Personal"
- Handwritten or poorly-typed addresses
- Titles but no names
- Misspelling of common names
- Excessive weight, unevenly distributed
- No return address
- Excessive postage
- Excessive masking tape, string
- Oily stains or discoloration
- Protruding wires or tin foil
- Rigid envelope

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call 911.
- θ Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
- θ Prevent others from coming into the area.
- θ Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
- θ If powder spills out, shut the ventilation system, heating system, or air
- θ Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
- θ Advise staff when the emergency is over. Go home, take a shower and wash clothes. Do not use bleach on your skin.

STAFF ACTIONS if package is unopened and not leaking:

- θ Do not open package. Do not pass it around to show it to other people.
- θ Do not bend, squeeze, shake or drop package.
- θ Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
- θ Leave the room promptly and prevent anyone from entering.
- θ Notify principal or Site Administrator.

STAFF ACTIONS if package is leaking:

- θ Do not sniff, touch, taste, or look closely at the spilled contents.
- θ Do *not* clean up the powder.
- θ Put the package on a stable surface.
- θ Leave the room promptly and prevent anyone from entering.
- θ Wash hands thoroughly with soap and water.
- θ Notify principal or Site Administrator.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE**TERRORIST ATTACK / WAR**

Thorough crisis planning will carry the school and district a long way in responding to a terrorist incident during school hours. A terrorist attack may result in the following:

- Damage beyond school boundaries;
- Victims who are contaminated or seriously injured;
- Widespread fear and panic;
- A crime scene to protect.

Civil Defense Warning of Possible Enemy Attack

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Move students to closest suitable shelter.
- θ If the above is not advisable, remain in school building as place of shelter.

STAFF ACTIONS:

- θ Keep students calm.
- θ Close all curtains and blinds.

Enemy Attack Without Warning

STAFF ACTIONS:

- θ Keep students calm.
- θ Close all curtains and blinds.
- θ Instruct students to DUCK AND COVER.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

These are actions to take when the Homeland Security Advisory System risk is set at "Threat Level Red", specific to the community.

During school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Listen to radio and TV for current information and instructions.
- θ Initiate **ACTION** appropriate for the situation. Action may likely involve **DUCK, COVER and HOLD, EVACUATION, SHELTER IN PLACE or TAKE COVER.**
- θ Continue to monitor media for specific situation.
- θ Be alert and immediately report suspicious activity to proper authorities.
- θ If circumstances and time allow, move students to closest suitable shelter.
Location:

Procedure for movement to shelter:

- θ If moving students is not advisable, remain in building as place of shelter.
- θ Close school if recommended to do so by appropriate authorities.

OFFICE STAFF ACTIONS:

- θ Require identification check for anyone entering school other than students, staff and faculty.
- θ Escort visitors to location in school building.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
 - 1) Is the individual moving towards violent action?
 - 2) Is there evidence to suggest movement from thought to action?
 - High violence potential qualifies for arrest or hospitalization.
 - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- θ Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- θ Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.
- θ Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- θ If an individual is armed with any type of weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- θ Facilitate a meeting with student(s) and family to review expectations.
- θ Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

- θ If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- θ Inside the classroom, institute **LOCKDOWN**. Close all curtains and blinds.
- θ Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
- θ Remain with students until **ALL CLEAR** is given.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

Generated by earthquakes, underwater disturbance or volcanic eruption, a tsunami is a series of waves that come onshore as a rapidly rising surge of water. Tsunami waves can travel at speeds up to 600 miles per hour in the open ocean. Areas at greatest risk of inundation are less than 25 feet above sea level and within one mile of the coastline.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**Before**

- θ Know the height of the school above sea level and its distance from the shoreline. Evacuation orders may be based on these numbers.
- θ Be familiar with tsunami warning signs. An earthquake or a sizable ground rumbling is a warning signal to people living near the coast. A noticeable rapid rise or fall in coastal waters may indicate an approaching tsunami.
- θ Make plans for evacuation by vehicle and/or by foot. Pick an inland location that is elevated. Identify an alternative evacuation site in case roads are blocked.

During

- θ Heed natural warnings. An earthquake or rapid fall in coastal waters may serve as a warning that a tsunami is coming
- θ Monitor the NOAA Weather Radio Service for tsunami warnings: <http://wcatwc.arh.noaa.gov/>. Authorities will issue a warning and tone alert only if they believe there is a potential threat of a tsunami.
- θ Quickly move students and staff to higher ground as far inland as possible. Follow instructions issued by local authorities. Planned evacuation routes may be blocked; bridges may be damaged. Every foot inland or upwards may make a difference.
- θ Notify superintendent of school status.
- θ Remain on safe ground until local authorities advise it is safe to return.

After

- θ Stay tuned to the National Weather Service for the latest emergency information. The tsunami may have damaged roads, bridges, and other structures that may be unsafe.
- θ Expect debris.
- θ Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.
- θ Determine whether school will be closed or remain open.
- θ Notify superintendent of school status.
- θ Assign staff to activate staff and parent phone trees
- θ Post school status on school website.

- θ Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may come from upstream.
- θ Check food supplies and test drinking water. Discard food that has come in contact with flood waters. It may be contaminated and should be thrown out. Use tap water only if local health officials advise it is safe.
- θ Photograph the damage, both of the building and its contents, for insurance claims.

STAFF ACTIONS:

- θ If there is a coastal earthquake, initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- θ When the shaking stops, quickly move students and staff to higher ground, at least 100 feet above sea level and two miles inland. Buildings located in low-lying coastal areas are not safe. Do NOT stay in such buildings if there is a tsunami warning. Be careful to avoid downed power lines.
- θ Take attendance. Report any missing students to principal/site administrator.
- θ Keep students and staff away from the beach. Watching a tsunami from the beach or cliffs could put them in grave danger. A second wave may be more destructive than the initial one. A tsunami can move faster than a person can escape it.
- θ Return to school only if authorities advise it is safe to do so.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE**UTILITY FAILURE**

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL/SITE ADMINISTRATOR:

- θ Notify utility company. Provide the following information:
 - Affected areas of the school site
 - Type of problem or outage
 - Expected duration of the outage, if known
- θ Determine length of time service will be interrupted.
- θ Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- θ If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- θ Use messengers with oral or written word as an alternate means of faculty notification.
- θ Notify District Office of loss of service.
- θ Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets: _____
Drinking Water: _____
Food Service: _____
Fire Suppression: _____
Other: _____

B. Plan for Loss of Electricity

Ventilation: _____
Emergency Light: _____ Flashlights located in main office cupboards _____
Computers: _____
Other: _____

C. Plan for Loss of Natural Gas

Heat: _____
Food Service: _____
Other: _____

The brandishing of any weapons poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials and other professionals to arrive.

STAFF ACTIONS:

- θ Remain calm. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.
- θ Alert the principal/site administrator.
- θ Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon.
- θ Provide first aid for victims, if needed.
- θ Account for all students.
- θ Assist police officers – provide identity, location and description of individual and weapons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Remain calm. Depending on how the situation unfolds, initiate **LOCKDOWN** or **EVACUATION**, as needed. Do not confront the suspect.
- θ Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, actions taken by the school (e.g. **LOCKDOWN**).
- θ Identify command post for police to respond. Assist police to enter the school. Provide officers with critical information. Accompany the police officer to the student suspected of having a weapon.
- θ If suspect has left, secure all exterior doors to prevent re-entry.
- θ Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive.
- θ Gather information about the incident for the police:
 - Name of student with weapon.
 - Location of witness when weapon was seen.
 - What did the student do with the weapon after it was displayed?
 - What is the current location of the student with the weapon?
- θ Reserve a private area for the student to be taken and questioned. Allow police officer to thoroughly search student with another adult witness present. Police officer should take possession of and secure any weapon located.
- θ Assign an administrator to remove all of the suspected student's belongings (book bag, clothing, etc.) from the classroom. Do not allow the student to pick-up or carry his own belongings.
- θ Search student's belongings, including--but not limited to --backpack, purse, locker, and auto, if applicable.
- θ Notify parents/guardians.
- θ Follow procedures for student disciplinary actions. Take photo of weapon to be included in the expulsion proceedings.

- θ Secure a detailed written statement from witnesses including staff.
- θ Provide post-event trauma counseling for students and staff, as needed.
- θ Provide informational updates to staff, students and their families during next few days to squelch rumors.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

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C. Suspension & Expulsion Policies

SHUSD Board Policy 5144.1

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

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

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

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

(cf. 5112.5 - Open/Closed Campus)

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

To correct the behavior of any student who is subject to discipline, the Superintendent or designee shall, to the extent allowed by law, first use alternative disciplinary strategies specified in AR 5144 - Discipline. (Education Code 48900.5, 48900.6)

District staff shall not suspend any student for disruption or willful defiance, unless the suspension is warranted by documented repetitive behavior of the student or the disruption or willful defiance occurred in conjunction with another violation for which the student may be suspended.

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to classroom or school removal.

Due Process

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

SHUSD AR 5144

Site-level rules shall be consistent with district policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any

(cf. 3515.3 - District Police/Security Department)

5. For junior high and high schools, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in district discipline policies or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

St. Helena Primary School utilizes the Positive Behavior System of Intervention (PBIS) to support the three school rules: Be Safe, Be Respectful and Be Responsible. School wide students regularly participate in Rule RoundABOUTs to ensure that students understand appropriate behavior in all locations of the school. Classes and individual students are recognized regularly for appropriate behaviors. The principal and staff adhere to both the district and state guidelines for disciplinary action.

D. Procedures for Notifying Teachers of Dangerous Pupils

*In order to fulfill the requirements made by Education Code 32282 section 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The St. Helena Primary School has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "S" next to the student's name. The teacher can access the reason for suspension by speaking with the site administrator. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the St. Helena Unified School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

E. Discrimination & Harassment Policy

SHUSD BP 0410 Discrimination

The Board of Education is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

SHUSD BP 5145.7 Harassment

The Board of Education is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes.

Every year all staff members are trained (North Bay Regional Center) on sexual harassment; pursuant to students and adults that are part of the school community.

F. School-wide Dress Code Prohibiting Gang Attire

SHUSD BP 5132

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

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

To further discourage the influence of gangs, the Superintendent or designee shall ensure that school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, staff shall so inform the parent/guardian.

Education Code Requirements for this section

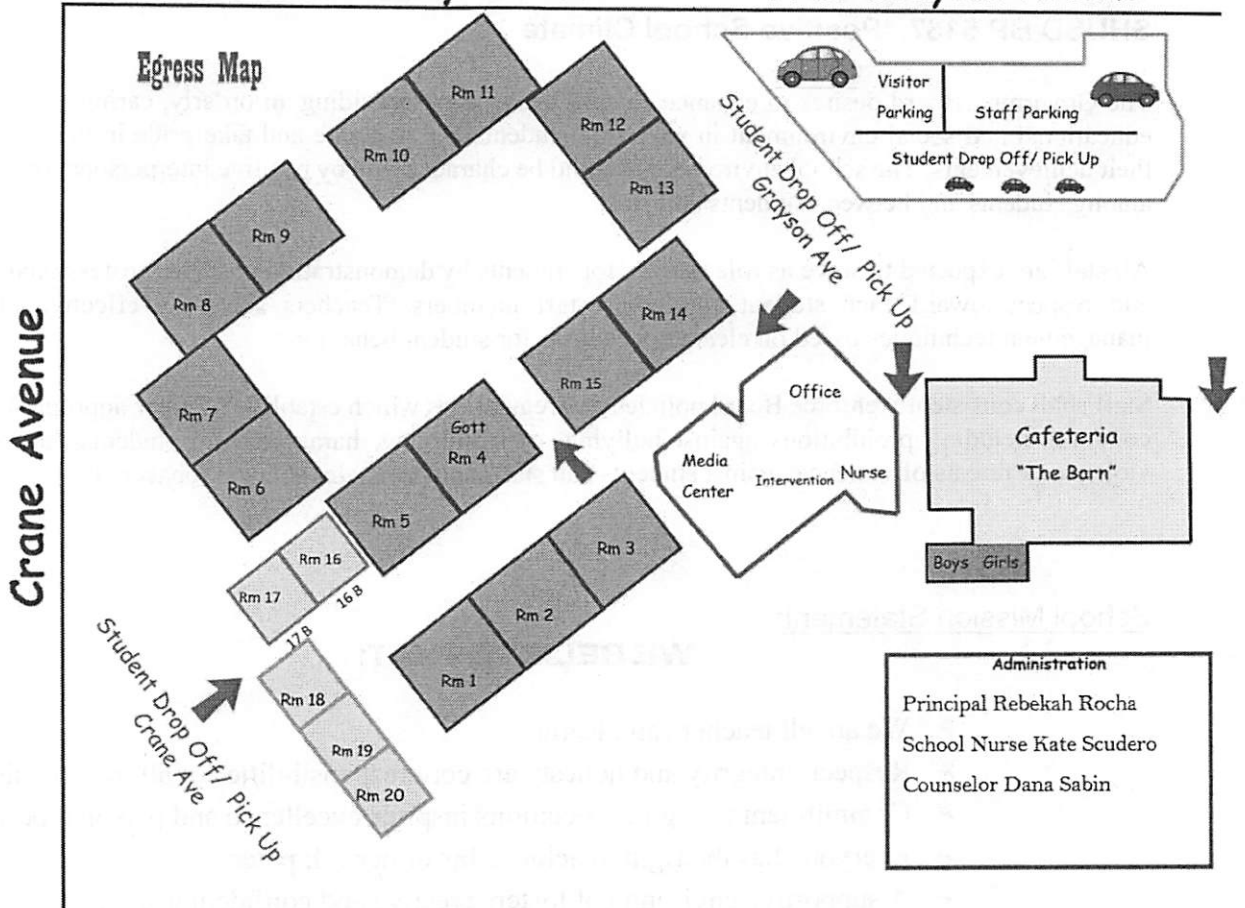
This requirement comes from EC 32282(a)(2)(F). It reads:

The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. Any schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.

G. Safe Ingress and Egress

St. Helena Primary School

1701 Grayson Avenue



H.

I. Safe and Orderly Environment

SHUSD BP 5137 Positive School Climate

The Governing Board desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyberbullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

School Mission Statement:

WE BELIEVE THAT:

- We are all teachers and learners.
- Respect, integrity and honesty are core responsibilities of all individuals.
- Commitment to high expectations inspires excellence and personal best.
- Everyone has the right to achieve his or her full potential.
- A supportive environment fosters creative and confident learners.

Policies & Procedures on Positive School Climate

Component 1 – People and Programs		
Goal 1: To build positive support in the school		
	Strategies to be Used	Person Responsible
Objective 1:	School wide positive supports –class reward, monthly assemblies	All staff
Objective 2:	Individual student supports, purple tickets, monthly assemblies, BEST field trips	All Staff
Objective 3:	Improve positive interactions between students, Second Step Program	teachers
Objective 4:		
Goal 2: (If necessary)		
Goal 2 Objectives		

Component 2 - Place		
Goal 1: Defining and teaching behavioral expectations		
	Strategies to be Used	Person Responsible
Objective 1:	Rule RoundABOUTs	staff
Objective 2:	Second Step program	teachers
Objective 3:	Specifically teaching desired behaviors	teachers
Objective 4:		
Goal 2: (If necessary)		
Goal 2 Objectives		

Timeline of Major Activities

Month	Activity	Person Responsible
March		
April		
May		
June		
July		
August	8/23/2022	Principal/Staff
September		
October		
November		
December		
January		
February	Kindness Week	BEST Team

J. Rules and Procedures on School Discipline

Be Safe
Be Respectful
Be Responsible

BEST behavior addresses schoolwide, classroom and individual student interventions.

- **Schoolwide:**
 - Specific strategies are taught to improve the consistency and effectiveness of school discipline systems.
 - A single plan/program to teach school rules and behavior expectations

- **Classroom:**
 - The use of clear signals to minimize disruption
 - Foster cooperative, respectful, and responsible behavior by directly teaching and providing positive and corrective feedback.
 - Directly teach and support positive social skills

- **Individual:**
 - Assess the reasons for student misbehavior and develop positive support plans
 - Respond effectively to harassment, bullying, noncompliance and escalating behavior
 - Teach students to self-manage their behavior

κ. Hate Crime Reporting

SHUSD BP 5145.9

In order to create a safe learning environment for all students, the Board of Education desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Principal or designee. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent or designee, and/or law enforcement, as appropriate.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

Bullying Prevention Policies & Procedures

SHUSD BP 5131.2

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

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

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

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Intervention

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

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

When appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures.

The tool below can be used to verify that your plan includes all statutory requirements. It can be included in your CSSP as evidence of compliance.

California Department of Education – Revised January 2014

Comprehensive School Safety Plan
Self-Monitoring Tool
California *Education Code* Sections 32280–32289

Requirements for a Comprehensive School Safety Plan	Requirement Met	Comments
<p>1. Plan is written and developed by a school site council (SSC) or a safety planning committee. The School Safety Planning Committee is comprised of: principal/designee, teacher, parent of child who attends the school, classified employee, and others. The SSC may delegate this responsibility to a school safety planning committee.</p>		
<p>2. SSC/Planning Committee consulted with a representative from a law enforcement agency in the writing and development of the Comprehensive School Safety Plan.</p>		
<p>3. The Comprehensive School Safety Plan includes, but is not limited to:</p> <p style="padding-left: 40px;">a. An assessment of the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following types of information:</p> <ul style="list-style-type: none"> • Local law enforcement crime data • Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System 		

<ul style="list-style-type: none"> • Behavior Referrals • Attendance rates/School Attendance Review Board data • California Healthy Kids Survey data • School Improvement Plan • Property Damage data <p>b. An identification of appropriate strategies and programs that provide/maintain a high level of school safety.</p>		
<p>4. The SSC/Planning Committee reviewed and addressed, as needed, the school's procedures for complying with existing laws related to school safety.</p>		
<p>5. The Comprehensive School Safety Plan must include all of the following:</p>		
<ul style="list-style-type: none"> • Child Abuse Reporting procedures 		
<ul style="list-style-type: none"> • Disaster procedures, routine and emergency, including adaptations for pupils with disabilities. 		
<ul style="list-style-type: none"> • Earthquake emergency procedures that include: <ol style="list-style-type: none"> 1. A school building disaster plan 2. A drop procedure 3. Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools 4. Protective measures to be taken before, during, and after an earthquake 		



<p>5. A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system</p>		
<ul style="list-style-type: none"> • Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare. 		
<ul style="list-style-type: none"> • Policies and procedures which lead to suspension and/or expulsion. 		
<ul style="list-style-type: none"> • Procedures to notify teachers of dangerous pupils. 		
<ul style="list-style-type: none"> • Policy prohibiting discrimination, harassment, intimidation, and bullying. 		
<ul style="list-style-type: none"> • Provisions of any school site dress code, including prohibition of "gang-related" apparel. 		
<ul style="list-style-type: none"> • Procedures for safe ingress and egress of pupils, parents, and employees from school site; including access to the school campus. 		
<ul style="list-style-type: none"> • Procedures that create a safe and orderly environment conducive to learning at the school. 		
<ul style="list-style-type: none"> • Access to the school campus (visitors). 		
<ul style="list-style-type: none"> • The rules and procedures on school discipline. 		
<ul style="list-style-type: none"> • Crisis Response Plan. 		
<ul style="list-style-type: none"> • Hate crime reporting procedures and policies. 		
<p>6. The plan may include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on campus.</p>		
<p>7. The plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school.</p>		

<p>8. The plan should include verification that the school safety plan was evaluated at least once a year, and revised by March 1 every year.</p>		
<p>9. The plan should include documentation that school safety plan was submitted for approval to either the district office or county office of education. Evidence of approval at the district or county level should be included.</p>		
<p>10. The plan should include verification that the SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site.</p>		



Compliance Tool for a Comprehensive School Safety Plan
California *Education Code* sections 32280–32289
Required and Recommended Components for a Comprehensive School Safety Plan

Note: This tool is designed to assist schools in developing and updating Comprehensive School Safety Plans (CSSPs). Use of this tool is optional. Each school, school district, and county office of education is responsible for compliance and familiarity with all sections of California *Education Code* sections 32280–32289.

Section 32280	Mandate Met	Comments, Suggested Details (resources, activities, etc.)
It is the intent of the Legislature that all school staff be trained on the CSSP	Include date and plan	Comments

Section 32281	Mandate Met (date, plan)	Comments, Suggested Details (resources, activities, etc.)
<p>(b)(1) Plan is written and developed by a school site council (SSC)</p> <p>(2) The SSC may delegate this responsibility to a safety planning committee made up of principal/designee, teacher, parent of child who attends the school, classified employee, and others, if desired</p>	Include date and plan	Include planning committee roster
<p>(b)(3) SSC/Planning Committee consulted with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the CSSP</p> <p>The CSSP and any updates made to the plan must be shared with the law enforcement agency, the fire department, and the other first responder entities</p> <p>Effective January 1, 2019, Assembly Bill 1747 expanded the requirements of this section as noted here</p>	Include date and agencies	Comments

Section 32282	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(a) CSSP includes, but is not limited to the following:	Include date and plan	Comments
(1) An assessment of the current status of school crime at the school and at school-related functions that may be accomplished by reviewing one or more of the following types of information, is included: <ul style="list-style-type: none"> • Office Referrals • Attendance rates/School Attendance Review Board • Suspension/Expulsion data • California Healthy Kids Survey • School Improvement Plan • Local law enforcement juvenile crime data • Property Damage data 	Include date and plan	Describe the data reviewed and key analysis points, and table of findings Document how this information was shared with SSC/planning committee
(2) Appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety are identified. These include but are not limited to the following:	Include date and plan	Additional items to consider: Threat Assessment Student Support Teams
(A) Child Abuse Reporting procedures	Include date and plan	Include board policy and site-specific steps
(B) Disaster procedures, routine and emergency plans, and crisis response plan are developed and include adaptations for pupils with disabilities and the following:	Include date and plan	Use the Standardized Emergency Management System as detailed in the California Emergency Services Act 8607 and the supporting <i>California Code of Regulations</i>

Section 32282	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
<p>(i) Earthquake emergency procedure system that includes:</p> <p>(I) A school building disaster plan</p> <p>Note: Building disaster plan emergency procedures and drills for the following situations that may be associated with an earthquake or other emergency event should be developed and adapted to each school's needs and circumstances in collaboration with first responders and community partners. These situations may include but are not limited to:</p> <p>Fire; Relocation/Evacuation; Bomb Threat; Bioterrorism/Hazardous Materials; Earthquake; Flood; Power Failure/Blackout; Intruders/Solicitors; Weapons/Assault/Hostage; Explosion; Gas/Fumes</p> <p>(II) a drop procedure (students and staff take cover) drop procedure practice must be held once each quarter in elementary; once each semester in secondary schools</p> <p>(III) protective measures to be taken before, during, and after an earthquake</p> <p>(IV) a program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures</p>	<p>Include date and plan</p>	<p>Detail response procedures may include:</p> <ul style="list-style-type: none"> • Lock Down • Secure School • Active intruder or other threat(s) <p>Describe information on training and exercise drills</p>
<p>(ii) Procedures are established to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency</p>	<p>Include date and plan</p>	<p>Comments</p>
<p>(C) Suspension/Expulsion policies and procedures</p>	<p>Include date and plan</p>	<p>Refer to board policy, include site-specific steps, if needed</p>
<p>(D) Procedures to notify teachers of dangerous pupils</p>	<p>Include date and plan</p>	<p>Refer to board policy, include site-specific steps, if needed</p>

Section 32282	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(E) Discrimination and Harassment Policy that includes hate crime reporting procedures and policies	Include date and plan	Include complaint and investigation procedure
(F) If a Schoolwide Dress Code exists, include prohibition of gang-related apparel	Include date and plan	Comments
(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school site		Reference campus visitor policies. Other items may include but are not limited to: crossing guard program, safe routes to school, pedestrian, vehicle and bicycle policies, traffic safety
(H) Maintain a safe and orderly environment conducive to learning at the school	Include date and plan	Comments
(I) Rules and procedures on school discipline are established	Include date and plan	Comments
(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions must be developed. The procedures to prepare for active shooters or other armed assailants are based on the specific needs and context of each school and community Note: Effective January 1, 2019, AB 1747 requires the inclusion of these procedures		Consult with local law enforcement partners on developing these procedures
(c) Where practical, consult, cooperate and coordinate with other school site councils or school safety planning committees	Include date and plan	Comments
(d) Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented An updated file of all non-sensitive safety-related plans and materials is readily available for inspection by the public	School must review, update, and approve by March 1	Comments

Section 32282	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
<p>(e) The Legislature encourages that policies and procedures aimed at the prevention of bullying be included in the CSSP</p> <p>Note: Effective January 1, 2019, Assembly Bill 2291 requires local educational agencies to adopt, on or before December 31, 2019, procedures for prevention of acts of bullying, including cyberbullying. The bill does not require that these procedures be placed in the CSSP, however, they may be placed in it</p> <p>AB 2291 requires that schools operated by a school district or county office of education (COE) and charter schools annually make bullying and cyberbullying training available to certificated school site employees and all other employees who have regular interaction with pupils</p>	<p>Include date and plan</p>	<p>Comments The Legislature encourages, and the California Department of Education (CDE) concurs, that these procedures and other related policies be included in the CSSP</p> <p>Online Bullying Prevention Training Programs can be accessed on the CDE Bullying Publication and Resources web page at https://www.cde.ca.gov/ls/s/se/bullyres.asp</p>

Section 32282.1	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
<p>(a) Schools are encouraged to include clear guidelines for the roles and responsibilities of the positions listed below (if used by the district):</p> <ul style="list-style-type: none"> • Mental health professionals, school counselors • Community intervention professionals • School resource officers, police officers on campus <p>(b) The guidelines are encouraged to include strategies to create and maintain positive school climate and mental health protocols for the care of students who have witnessed a violent act at any time</p>	<p>Include date and plan</p>	<p>Include school counselors, nurses, coaches, athletic directors, and other positions, if used</p>

Section 32284	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
Plan may include procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school	Include date and plan	Comments

Section 32286	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(a) Each school review, update, and adopt its plan by March 1, every year	Include date and plan	See Section 32288 for guidance on school district or COE approval timeline

Section 32288	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(a) Submit the plan to school district office or COE for approval	Include date and plan	California Department of Education recommends that the plans be approved within a month of school approval or as soon as possible
(b)(1) Before adopting its CSSP, SSC/Planning Committee presented the school safety plan at a public meeting at the school site that allowed for public opinions	Include date, agenda, and supporting communications	See notification requirements in Section 32288(b)(2) and recommendations in Section 32288(b)(3)
(c) Each school district or COE must annually notify the CDE by October 15 of any schools that have not complied with Section 32281	Written notification to State Superintendent	Comments

Note: This tool is designed to assist schools in developing and updating CSSPs. Use of this tool is optional. Each school, school district, and COE is responsible for compliance and familiarity with all sections and requirements of California *Education Code* sections 32280–32289.

PROTOCOL FOR RESPONDING TO SCHOOL VIOLENCE AND THREATS

The following is a summary checklist of general procedures for the administrator/designee to respond to any reports of violence or threats in schools, at District and school-related activities and in all areas within the District's jurisdiction (student-to-student, student-to-adult). The urgency of the situation will dictate the order in which the subsequent steps are followed.

For a complete description of each procedure, refer directly to the Bulletin 5799.0, Guidelines Section III, Protocol for Responding to School Violence and Threats.

SECURE CAMPUS/OFFICE SAFETY (This may include calling law enforcement, the Los Angeles County Department of Mental Health, warning the intended victim(s), or consulting with Crisis Counseling and Intervention Services.)

NOTIFY (ESC Operations Staff, other offices, document on iSTAR)

C. INVESTIGATE

Prior to convening a multi-disciplinary threat assessment team, designated staff from the team should gather background information that includes:

Student information (e.g., name, date of birth, address)

Emergency card information (e.g., family contact, health care provider information)

Attendance record

Student cumulative records, including Individualized Education Program (IEP), psycho-educational assessment, prior school records

Student discipline records, including any history or discipline related to the incident.
Student health information, including self-injurious behavior and/or suicidal ideation.
Review of District computers and property (e.g., desks, books, lockers), as applicable, if reasonable suspicion exists for an administrative search

Personal communication devices, as applicable, if reasonable suspicion exists for an administrative search

Statement from witnesses (e.g., students, teachers, other staff)

Family situation information

Triggering events or other personal stressors (e.g., mental/physical health, death, divorce, economic or family stressors, relationship problems)

Access to weapons

other pertinent information (e.g., written material, e-mails, pictures, social network postings)

CONVENE A THREAT ASSESSMENT TEAM. (The multi-disciplinary team may include, but not be limited to, an Administrator, a Los Angeles School Police Department Officer, and a mental health professional.)

ASSESS FOR RISK TO SELF OR OTHERS (see Attachment B, School Violence Risk Assessment Checklist, and Attachment C, Suicide Risk Assessment Checklist)

Administrator/designee or designated threat assessment team member meets with the student making the threat.

Multi-disciplinary threat assessment team determines the level of risk.

SUSPECTED CHILD ABUSE (When reporting child abuse, include information about the student's threat and suicide risk)

DETERMINE APPROPRIATE ACTION PLAN (Interventions will be based upon the severity and potential risk of the threat. The action plan determined by the team should be documented and managed by the school site administrator/designee.)

ADDITIONAL ACTIONS

May be required if the behavior falls under any of the following categories:

Criminal Threat (bodily harm or an immediate physical threat)

Disciplinary Action

Mental Health Evaluation

STUDENT RE-ENTRY GUIDELINES (If the student has been out of school for any length of time, including mental health hospitalization, or will be transferring to a new school, the school site administrator/designee may consider using re-entry guidelines for a successful transition. See Attachment D.)

PROVIDE RESOURCES (see Attachment H, Resource List).

MONITOR AND MANAGE (Monitor until it is determined that the individual no longer poses an immediate threat to self or others.)

DOCUMENT ALL ACTIONS (Maintain records, complete iSTAR Incident Report and update, as needed.)

SCHOOL VIOLENCE RISK ASSESSMENT CHECKLIST

Student Name/DOB: _____ Location: _____ Date: _____

The administrator/designee or the designated school site crisis team member will meet with the student to complete a risk assessment. The questions below should not be read to the student, but rather should be used as a guide while assessing the student. The multi-disciplinary threat assessment team will determine the level of risk by reviewing the categories below:

CATEGORY	ASSESSMENT QUESTIONS	YES	NO	•
1. Motive, Justification	The student has motive(s) or feels justified in carrying out an act of violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Communication of Intent	The student has directly or indirectly communicated ideas or intent to harm. Communications may be verbal, non- verbal, electronic, written.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Preoccupation with Violence	The student has demonstrated inappropriate interest in any of the following:			
	School/terrorist attacks or attackers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Incidents of mass violence such as war, terrorism, mass murderers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Views violence as an acceptable or only way to solve the problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. History of Violence/Threats	The student has engaged in any attack-related behaviors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Means and Access	The student has the capacity to carry out an act of targeted violence. This may include increased interest in, possession or access to weapons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Suicidal Ideation	The student is experiencing hopelessness, desperation or despair. If yes, refer to Attachment B - Suicide Assessment Checklist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Evidence of Increasing Violence Potential	The student's conversation and "story" are consistent with his or her actions. Consider frequency (how often); recency (how recent); and intensity (how severe).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Impact on others	Other people are concerned about the student's potential for violence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Triggers	There are circumstances that might increase the likelihood of an attack. Examples may include bullying, suspension, expulsion, relationship problems, significant loss, or interpersonal conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Substance Use	The overindulgence in and dependence of a drug or other chemical leading to effects that are detrimental to the student's physical and mental health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Protective Factors	The student has a positive school, home, community or religious rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The student desires a positive resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The student exhibits appropriate coping and problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• = NEED MORE INFORMATION

<p>12. Other Relevant Factors</p>	
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ASSESSMENT RESULTS:

RISK LEVEL

DEFINITION

Low Risk

Does not pose imminent danger to self or others; insufficient evidence for violence potential.

Moderate Risk

May pose imminent danger to self or others, but there is insufficient evidence to demonstrate a viable plan of action to do harm.

High Risk

Poses imminent danger to self or others with a viable plan to do harm; exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

Adapted from the US Secret Service & US Department of Education, *Threat Assessment In Schools: A Guide to Managing Threatening Situations and to Create Safer School Climates*, Washington D.C., May 2002.

SUICIDE RISK ASSESSMENT CHECKLIST

Student Name/DOB: _____ Location: _____ Date: _____

The administrator/designee or the designated school site crisis team member will meet with the student to complete a risk assessment. The questions below should not be read to the student, but rather should be used as a guide while assessing the student:

CATEGORY	ASSESSMENT QUESTIONS	YES	NO	*
1. Current Ideation	Is the student thinking of suicide now?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Communication of Intent	Has the student communicated directly or indirectly ideas or intent to harm/kill themselves? (Communications may be verbal, non-verbal, electronic, written.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Plan	Does the student have a plan to harm/ kill themselves now?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Means and Access	Does the student have the means/access to kill themselves?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Past Ideation	Has the student ever had thoughts of suicide?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Previous Attempts	Has the student ever tried to kill themselves (i.e. previous attempts, repetitive self-injury)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Changes in Mood/ Behavior	In the past year, has the student ever felt so sad he/she stopped doing regular activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has the student demonstrated abrupt changes in behaviors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has the student demonstrated recent, dramatic changes in mood?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Stressors	Has the student ever lost a loved one by suicide?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has the student had a recent death of a loved one or a significant loss (e.g., death of family member, parent separation/divorce, relationship breakup)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has the student experienced a traumatic/stressful event (i.e. domestic violence, community violence, natural disaster)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Has the student experienced victimization or been the target of bullying/harassment/discrimination?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Mental Illness	Does the student have a history of mental illness (i.e. depression, conduct or anxiety disorder)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Substance Use	Does the student have a history of alcohol/substance abuse?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Protective Factors	Does the student have a support system of family or friends at school and/or home?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Does the student have a sense of purpose in his/her life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Can the student readily name plans for the future, indicating a reason to live?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Other Relevant Factors				

* ::: NEED MORE INFORMATION

***ASSESSMENT RESULTS:**

RISK LEVEL	DEFINITION
Low Risk	Does not pose imminent danger to self; insufficient evidence for suicide potential .
Moderate Risk	May pose imminent danger to self, but there is insufficient evidence to demonstrate a viable plan of action to do harm.
High Risk	Poses Imminent danger to self with a viable plan to do harm; exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

***For more information and details regarding suicide risk indicators and appropriate actions, refer to BUL-2637.1, Suicide Prevention, Intervention and Postvention (Students).**

STUDENT RE-ENTRY GUIDELINES

Student Name/DOB: _____ Location: _____ Date: _____

In planning for the re-entry of a student who has been out of school for any length of time, including mental health hospitalization, or if the student will be transferring to a new school, the school site administrator/designee may consider any of the following action items:

Returning Day	<input type="checkbox"/> Have parent escort student on first day back. Develop a re-entry communication and safety plan in the event of future emergencies.
Hospital Discharge Documents	<input type="checkbox"/> Request discharge documents from hospital or Medical Clearance for Return to School (see Attachment E) from parent on first day back.
Meeting with Parents	<input type="checkbox"/> Engage parents, school support staff, teachers, and student, as appropriate in a Re-Entry Planning Meeting. <ul style="list-style-type: none"> <input type="checkbox"/> Identify on-going mental health resources in school and/or in the community. <input type="checkbox"/> Modify academic programming, as appropriate. <input type="checkbox"/> Consider an assessment for special education for a student whose behavioral and emotional needs effect their ability to benefit from their educational program (see REF-5578.0 <i>Guidelines for Individualized Education Program Teams Regarding the Social-Emotional Needs of Students with Disabilities</i>, October 17, 2011) <input type="checkbox"/> If the student is prescribed medication, monitor with parent consent. <input type="checkbox"/> Offer suggestions to parents regarding monitoring personal communication devices, including social networking sites, as needed. <input type="checkbox"/> Notify student's teachers, as appropriate.
Identify Supports	<input type="checkbox"/> Assist the student in identifying adults they trust and can go to for assistance at school and at home.
Address Bullying, Harassment, Discrimination	<input type="checkbox"/> As needed, ensure that any bullying, harassment, discrimination is being addressed.
Designate Staff	<input type="checkbox"/> Designate staff (e.g., Psychiatric Social Worker, Pupil Services and Attendance Counselor, School Nurse, Academic Counselor) to check in with the student during the first couple weeks periodically.
Release/Exchange of Information	<input type="checkbox"/> Obtain consent by the parent to discuss student information with outside providers using the Parent Authorization for Release/Exchange of Information (see Attachment F).
Manage and Monitor	<input type="checkbox"/> Case management and monitoring – ensure the student is receiving and accessing the proper mental health and educational services needed.

Student Re-entry Plan

Student Information										
Student:					ID:		Grade:			
Person Completing Form:										
Meeting Date:					Date Returning to School:					
Length of time out of school:										
					Yes	No				
Signed release of information from outside provider					<input type="radio"/>	<input type="radio"/>				
Outside provider present (if yes, provide name)					<input type="radio"/>	<input type="radio"/>				
Parent/Guardian present (if yes, provide name)					<input type="radio"/>	<input type="radio"/>				
Student Safety Plan (must complete before re-entry)					<input type="radio"/>	<input type="radio"/>				
Student on 504 plan or IEP					<input type="radio"/>	<input type="radio"/>				
Daily check-in upon Reentry			Yes <input type="radio"/>	No <input type="radio"/>	With whom:			AM <input type="radio"/>	PM <input type="radio"/>	Both <input type="radio"/>
Family Concerns:										
Academic Concerns:										
Re-entry Conference: (Names & titles of all present)										
Re-entry Conference Notes:										

RE-ENTRY PLAN COURSE MODIFICATIONS FOR

Course	Teacher
Modification	
Course	Teacher
Modification	
Course	Teacher
Modification	
Course	Teacher
Modification	
Course	Teacher
Modification	
Course	Teacher
Modification	
Course	Teacher
Modification	

Provide copy to parent/guardian, school nurse, school counselor, school psychologist, principal, student's teachers, coaches, and health care providers.

Other Notes:

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