

# Comprehensive School Safety Plan

Borrego Springs Elementary School  
Borrego Springs Unified School District

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This document is available for public inspection during regular business hours at high school office.

. This document is not available for inspection on the internet. (CDE has advised us that the Public Inspection form of this report is subject to the California Public Records act. As such districts should confer with legal counsel to develop procedures for complying with requests for copies of the plan.)

## **Borrego Springs Unified School District Vision**

**We are Borrego Springs Unified School District. As a small school and caring community, we work together to provide every single student a diverse and academically rich education. We aspire to produce graduates who have their own visions for the future, armed with strong values and the tools for success in college, career, family and community life.**

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# Child Abuse Reporting Procedures

IMPORTANT NOTE: With the passage of **AB 1432** in September, 2014, all school districts, county offices of education, and charter schools are required to:

Annually train, using the **online training module** provided by the State Department of Social Services, or other training, employees and persons working on their behalf who are mandated reporters, as defined in **Penal Code 11165.7**, on the mandated reporting requirements.

All persons are required to receive training under the bill to provide proof of completing this training within the first 6 weeks of each school year or within 6 weeks of that person's employment.

If a report needs to be made, discuss with Principal or Vice Principal about steps needed to do so.

Directions for reporting are on the following pages along with the website to do an electronic submission.

# 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: \_\_\_\_\_

|   |  |  |                            |   |                            |  |   |                       |
|---|--|--|----------------------------|---|----------------------------|--|---|-----------------------|
| <b>A. REPORTING PARTY</b>                 | NAME OF MANDATED REPORTER  |  | TITLE                      |   | MANDATED REPORTER CATEGORY |  |   |                       |
|   | REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS  |  |                            | Street  | City                       | Zip  | DID MANDATED REPORTER WITNESS THE INCIDENT?<br><input type="checkbox"/> YES <input type="checkbox"/> NO |                       |
|   | REPORTER'S TELEPHONE (DAYTIME)<br>( )  |  | SIGNATURE                  |   | TODAY'S DATE               |  |   |                       |
| <b>B. REPORT NOTIFICATION</b>             | <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<br>( )           |  |   |                       |
| <b>C. VICTIM</b><br>One report per victim | NAME (LAST, FIRST, MIDDLE)   |  |                            | BIRTHDATE OR APPROX. AGE  |                            | SEX  | ETHNICITY   |                       |
|   | ADDRESS  |  |                            | Street  | City                       | Zip  | TELEPHONE<br>( )  |                       |
|   | PRESENT LOCATION OF VICTIM   |  |                            | SCHOOL  |                            | CLASS  | GRADE   |                       |
|   | PHYSICALLY DISABLED?<br><input type="checkbox"/> YES <input type="checkbox"/> NO   | DEVELOPMENTALLY DISABLED?<br><input type="checkbox"/> YES <input type="checkbox"/> NO  | OTHER DISABILITY (SPECIFY) |   |                            | PRIMARY LANGUAGE<br>SPOKEN IN HOME   |   |                       |
|   | IN FOSTER CARE?<br><input type="checkbox"/> YES<br><input type="checkbox"/> NO   | IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:<br><input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND<br><input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME |                            |   |                            | TYPE OF ABUSE (CHECK ONE OR MORE)<br><input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLIGENCE<br><input type="checkbox"/> OTHER (SPECIFY) |   |                       |
|   | RELATIONSHIP TO SUSPECT  |  |                            | PHOTOS TAKEN?<br><input type="checkbox"/> YES <input type="checkbox"/> NO |                            | DID THE INCIDENT RESULT IN THIS<br>VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK   |   |                       |
|   |  |  |                            |   |                            |  |   |                       |
| <b>D. INVOLVED PARTIES</b>                | VICTIMS SIBLINGS   |  |                            |   |                            |  |   |                       |
|   | 1. _____   |  | NAME                       |   | BIRTHDATE                  |  | SEX   | ETHNICITY             |
|   | 2. _____   |  | 3. _____                   |   |                            |  |   |                       |
|   | 4. _____   |  |                            |   |                            |  |   |                       |
|   |  |  |                            |   |                            |  |   |                       |
|   | VICTIMS PARENTS/GUARDIANS  |  |                            |   |                            |  |   |                       |
|   | NAME (LAST, FIRST, MIDDLE)   |  |                            | BIRTHDATE OR APPROX. AGE  |                            | SEX  | ETHNICITY   |                       |
|   | ADDRESS  |  |                            | Street  | City                       | Zip  | HOME PHONE<br>( )   | BUSINESS PHONE<br>( ) |
|   | NAME (LAST, FIRST, MIDDLE)   |  |                            | BIRTHDATE OR APPROX. AGE  |                            | SEX  | ETHNICITY   |                       |
|   | ADDRESS  |  |                            | Street  | City                       | Zip  | HOME PHONE<br>( )   | BUSINESS PHONE<br>( ) |
| SUSPECT                                   |  |  |                            |   |                            |  |   |                       |
| SUSPECT'S NAME (LAST, FIRST, MIDDLE)      |  |  | BIRTHDATE OR APPROX. AGE   |   | SEX                        | ETHNICITY  |   |                       |
| ADDRESS                                   |  |  | Street                     | City  | Zip                        | TELEPHONE<br>( )   |   |                       |
| OTHER RELEVANT INFORMATION                |  |  |                            |   |                            |  |   |                       |
| <b>E. INCIDENT INFORMATION</b>            | 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.

# **Disaster Response Procedures**

**Borrego Springs Unified School District**

**Borrego Springs Elementary School  
1315 Palm Canyon Dr.  
Borrego Springs, CA 92004  
760-767-5333**

# **Administrator's Redbook**



**Adapted from San Diego East Region  
Readiness & Emergency Management for Schools  
& Marin County Schools Model Emergency Management Plan**

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## OATH OR AFFIRMATION

### **Borrego Springs Unified School District – Administrative Regulation 4112.3**

All public employees are disaster service workers. As such, before beginning employment with the District, employees must take the oath or affirmation required by law. 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**

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

### **Borrego Springs Unified School District - Board Policy 3516**

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.

**2017-2018  
BORREGO SPRINGS UNIFIED SCHOOL DISTRICT  
EMERGENCY PLAN**

**KEY DISTRICT EMERGENCY NUMBERS**

| Office/Department                        | Phone Number |
|--|--------------|
| <b>Superintendent's Office</b>           | 760-767-5335 |
|  |              |
| <b>Child Nutrition</b>                   | 760-767-5335 |
| <b>Information Technology Services</b>   | 760-767-5335 |
| <b>Maintenance &amp; Operations</b>      | 760-767-5335 |
| <b>Special Education</b>                 | 760-767-5335 |
| <b>Learning Student Support Services</b> | 760-767-5335 |
| <b>Transportation</b>                    | 760-767-5335 |

## EMERGENCY TELEPHONE NUMBERS

| <b>EMERGENCY</b>   |   | <b>911</b>   |
|--|---|--------------|
| <b>LAW ENFORCEMENT</b>   |   | <b>Phone</b> |
| If more than one agency serves your area list each in alpha order in a separate box below. |   |              |
| San Diego County Sherriff's Office (Dispatch)  |   | 858-565-5200 |
|  |   |              |
|  |   |              |
| <b>FIRE</b>  |   | <b>Phone</b> |
| If more than one agency serves your area list each in alpha order in a separate box below. |   |              |
| Borrego Springs Fire Protection District   |   | 760-767-5436 |
|  |   |              |
|  |   |              |
| <b>HOSPITALS</b>   | <b>Address</b>                              | <b>Phone</b> |
| JFK Memorial Hospital (2 <sup>nd</sup> Closest)  | 47111 Monroe St., Indio, CA 92201           | 760-347-6191 |
| Palomar Hospital (4 <sup>th</sup> Closest)   | 2185 Citracado Parkway, Escondido, CA 92029 | 442-281-5000 |
| Pioneers Memorial Hospital (Closest Hospital)  | 207 W. Legion Rd., Brawley, CA 92227        | 760-351-3333 |
| Pomerado Hospital (3 <sup>rd</sup> Closest)  | 15615 Pomerado Rd., Poway, CA 92064         | 858-613-4000 |
| <b>OTHER SERVICES</b>  |   |              |
| Poison Control   |   | 800-222-1222 |
| S.D. County Environmental Health   |   | 858-565-5173 |
| S.D. County Hazardous Materials and Waste  |   | 858-505-6657 |
| S.D. County Public Health and Human Services   |   | 619-441-6500 |
| S.D. County Office of Education  |   | 858-292-3500 |
| S.D. County Office of Emergency Services   |   | 858-565-3490 |
| San Diego Gas and Electric   |   | 800-611-7343 |
| Borrego Water District   |   | 760-767-5806 |

## DISTRICT ADMINISTRATION PHONE NUMBERS

| POSITION             | NAME               | OFFICE PHONE | CELL PHONE   |
|----------------------|--------------------|--------------|--------------|
| Superintendent       | Mark Stevens       | 760-767-5335 | 951-566-7776 |
| K-12 Principal       | Katherine Girvin   | 760-767-5335 | 619-782-4742 |
| Elementary Principal | Sherrilynn Polanco | 760-767-5333 | 760-625-5325 |
| MS/HS VP             | Victoria Baay      | 760-767-5335 | 760-550-0650 |
|                      |                    |              |              |
|                      |                    |              |              |
|                      |                    |              |              |

## SITE LEADERS PHONE NUMBERS

| POSITION       | NAME               | OFFICE PHONE | CELL PHONE   |
|----------------|--------------------|--------------|--------------|
| Superintendent | Mark Stevens       | 760-767-5335 | 951-566-7776 |
| K-5 Principal  | Sherrilynn Polanco | 760-767-5333 | 760-500-3576 |
| Secretary      | Jennifer Arias     | 760-767-5333 | 760-808-5137 |
|                |                    |              |              |
|                |                    |              |              |
|                |                    |              |              |
|                |                    |              |              |

## STAFF PHONE LIST

*This information will be used only during a school emergency*



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.

|  |  |
|--|--|
| <p><b>911 Calls</b></p>                    | <p><b>When placing a 911 call: give your name, school name, and school address</b><br/> <b>Give specific location of shooter, intruder, fire, hazardous material or other emergency</b><br/> <b>Indicate location of incident command post</b></p>   |
| <p><b>Mass Notification to Parents</b></p> | <p><b><u>During an emergency:</u></b><br/>         Parents will receive automated phone calls and emails sent out from site secretaries</p> <hr/> <p><b><u>After an emergency:</u></b><br/>         Parents will receive automated phone calls and emails sent out from site secretaries</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:**

|  |
|--|
| Try cell phone service   |
| Try internet service for email/Facebook  |
| Personnel on staff to keep students until parents are able to pick up students |
|  |

### **If no Internet service:**

|  |
|--|
| Try phone service  |
| Personnel on staff to keep students until parents are able to pick up students |
|  |
|  |

## **PLAN FOR LOSS OF ELECTRICITY:**

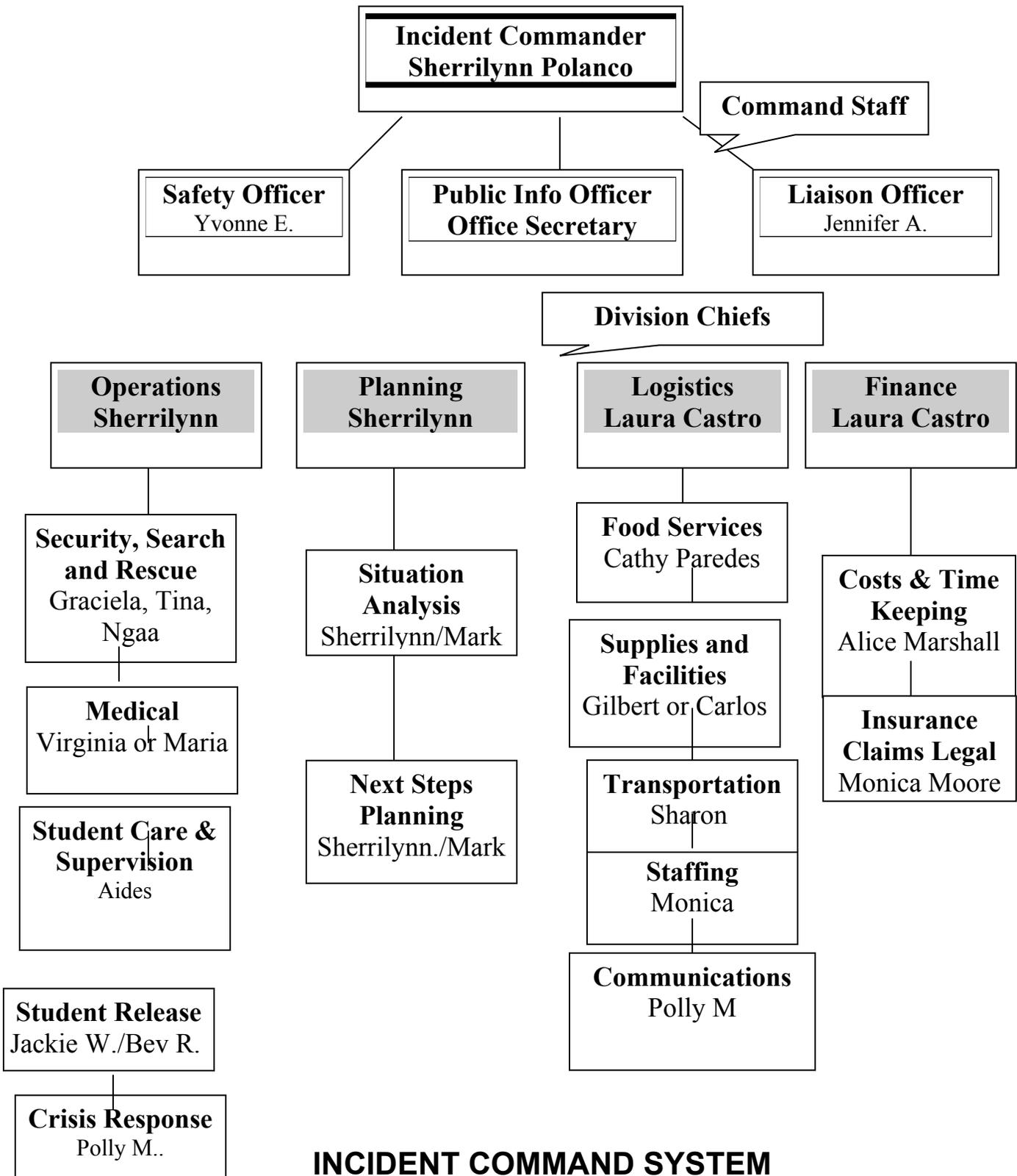
### **List loss of services in event of electrical outage:**

|  |
|--|
| Internet, Air conditioner, Lights, kitchen/fridges |
|  |
|  |
|  |

### **List capability of backup power:**

|      |
|------|
| None |
|      |
|      |

## **INCIDENT COMMAND Incident Command System Reference Only**



**INCIDENT COMMAND SYSTEM**  
**School Site Assignments**  
 Model Emergency Plan: Pages 24-34

**Incident Commander**

Sherrilynn Polanco



Yvonne Edman

**Alternates**

Polly Macuga

**Safety Officer**

Yvonne Edman

**Public Information Officer**

Jennifer Arias

**Liaison Officer**

Jennifer Arias

**Alternates** ↓

Virginia Miller

Johnny Nyguen

**Alternates** ↓

Betty Hernandez

Mark Stevens

**Alternates** ↓

Jackie Williams

Graciela Muro

**Operations**

Sherrilynn

**Alternates** ↓

Polly M.

**Planning**

Sherrilynn/Mark

**Alternates** ↓

Nga S.

**Logistics**

Laura Castro

**Alternates** ↓

Tina R.

**Finance**

Laura C.

**Alternates** ↓

Alice

# **OPERATIONS**

## **Operations Chief**

Sherrilynn Polanco

## **Security, Search and Rescue Team Members**

Graciela, Tina, Nga, Roccio

## **Medical Team Members**

Virginia, Maria, Bev, any Cafeteria Staff on Duty

## **Student Release Team Members**

Betty, Jackie, Bev

## **Student Care and Supervision Team Members**

Yvonne, Jennifer H., any Aides on Campus

**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                                  |
|-----------------------------|----------------------------------|---|
| <b>Command Post</b>         | Office                           | Back Field                                      |
| <b>Media Staging (PIO)</b>  | Preschool playground parking lot | Across Palm Canyon, opposite of the parking lot |
| <b>Security Team</b>        | Office                           | Back Field                                      |
| <b>Search &amp; Rescue</b>  | Office                           | Back Field                                      |
| <b>Medical</b>              | Grass in front of office         | Back Field                                      |
| <b>Student Care</b>         | Back field                       | Back Field                                      |
| <b>Student Release Area</b> | Back of school grass area        | Back Field                                      |
| <b>Emergency Vehicles</b>   | Front of school parking lot      | Side of School on Borrego Valley Road           |

**BUILDING INFORMATION**

**SCHOOL SITE**

**DOCUMENT DATE**

|                                   |           |
|-----------------------------------|-----------|
| Borrego Springs Elementary School | 9/12/2017 |
|-----------------------------------|-----------|

## EMERGENCY UTILITY SHUT-OFFS

*Refer to campus map for additional information*

| UTILITY    |  | YES | NO | LOCATION  |
|------------|--|-----|----|---|
| Electrical | Total main electrical shutoff?         |     |    | Door at southwest corner of office building           |
| Gas        | Total propane tank shutoff? 1 location |     |    | Fence in area southwest of main kitchen               |
| Water      | Total main water shutoff?              |     |    | Just outside fencing on the northwest front of school |
| Knox Box   |  |     |    |   |

## ALARM COMPANY INFORMATION

|                                    |                                    |                              |
|------------------------------------|------------------------------------|------------------------------|
| <b>Company Name</b>                | Rancho Santa Fe Security           |                              |
| <b>Office Phone</b>                | (760) 942-0688                     |                              |
| <b>Emergency Phone</b>             | 911                                |                              |
|                                    |                                    |                              |
| <b>Responsible Parties</b>         | Mark Stevens<br>Sherrilynn Polanco | 951-566-7776<br>760-500-3576 |
| <b>Locations of Control Panels</b> | Office East wall by front door     |                              |

## EMERGENCY SUPPLIES

| TYPE                 | LOCATION                       |
|----------------------|--------------------------------|
| Emergency Supply Kit | Red Backpack in each classroom |

# INCIDENT COMMAND POST

## **PREPARATION:**

### **Principal, Office Staff, Support Staff**

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

Advise Staff/Parents of Emergency Plan.

Plan for students with special needs.

Meet with teachers and review duties and special assignments.

Conduct drills putting emergency teams into full operation.

Have message tapes prerecorded for use during an emergency.

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)

Each year in October, review and update emergency plan.

**EMERGENCY: Principal or designee:**

Enactment of entire school emergency operation.

Activate emergency alarms/announcements.

Activate all emergency teams

Immediately proceed to Incident Command Post with cell phone, walkie-talkie, and district emergency radio.

Establish communication with the Superintendent as to the status of emergency.

Report condition of students, staff, and school facilities.

Determine Student Release Area and communicate location to team members.

Responsible for all communications, bulletins, announcements both internal to staff and students as well as external to the news media and the community.

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. (See "Immediate Steps", page 4, #4

## **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 the following procedures.***

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

### **PREPARATION:**

Know the location of:

- a. fire extinguishers
- b. central cut-off for water and electricity
- c. emergency supply/tool barrels

### **EMERGENCY:**

Check in with Operations Section Leader for sweep area assignment and master keys.

Get a walkie-talkie from office staff, if available. Take all other supplies needed.

Initiate sweep of your designated area (see Sweep Map, page 32.)

If possible, sweep teams will sweep the campus in pairs, checking all rooms including storage areas, bathrooms, hallways, etc.

Assigned areas will be explored visually, vocally, and physically.

Proceed as quietly as possible in order to hear calls for help.

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.

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.

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.

Clearly mark each door with an X in masking tape (white means everything okay, red means victim is in room) after inspection is completed.

Sweep teams should always defer to directions from emergency personnel.

If fatalities occur, all bodies should be moved only at the direction of the Incident Command Post.

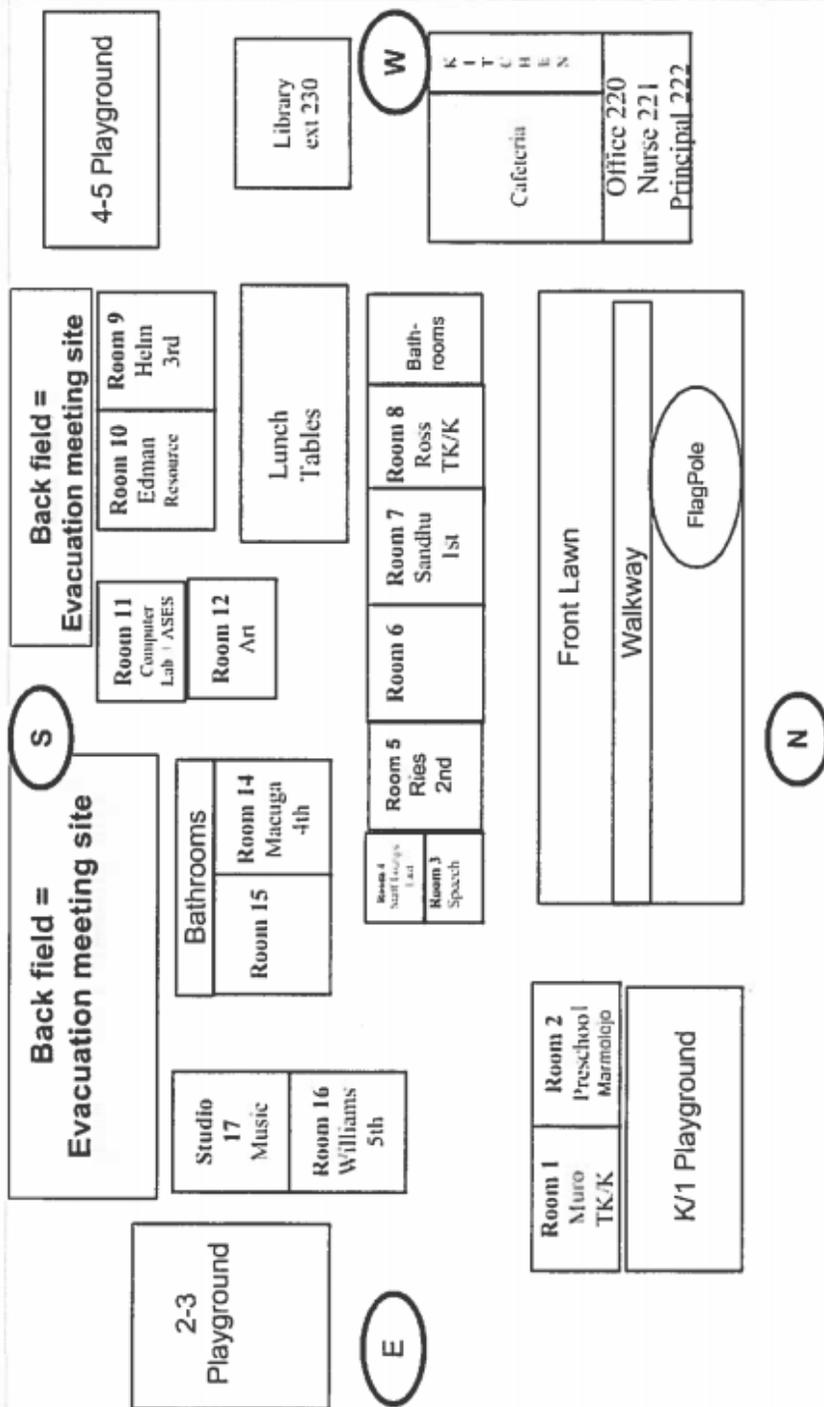
When search and rescue is complete, check in at the Incident Command Post for next the assignment.

# Borrego Springs Elementary School

## Security, Search and Rescue Area Map

**Borrego Springs Elementary School**  
 1315 Palm Canyon Drive  
 Borrego Springs, CA 92004

B O R R E G O   V A L L E Y   R O A D



## **STUDENT RELEASE TEAM**

Have student lists available

Parent sign out sheets

When students are able to be released have parents meet at middle school parking lot to sign out students.

# MEDICAL TEAM

## **PREPARATION:**

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

## **EMERGENCY:**

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









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.

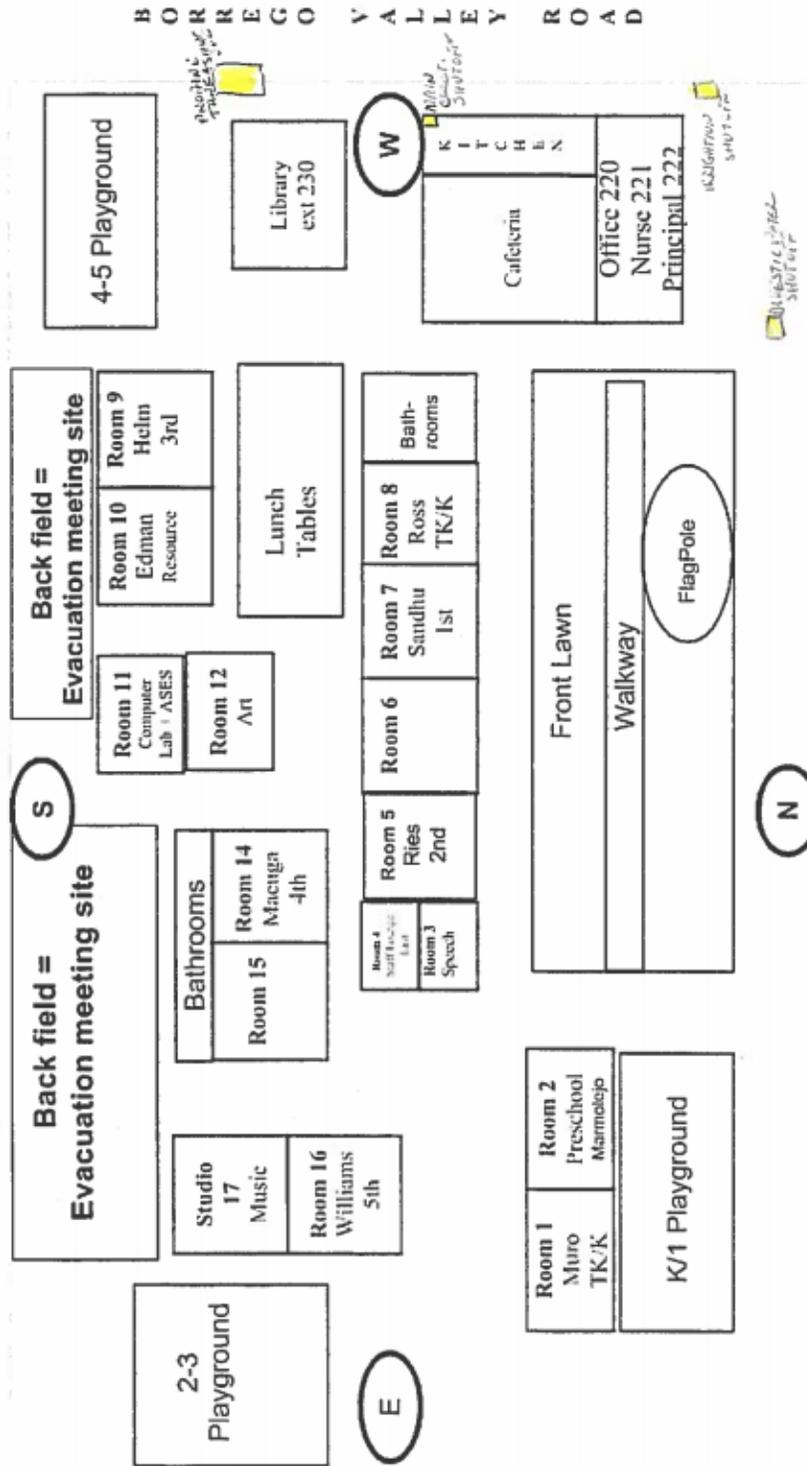
| <b>Name(s)</b>               | <b>Present at<br/>Evacuation Site</b> | <b>Absent</b> | <b>No show/<br/>Location</b> |
|------------------------------|---------------------------------------|---------------|------------------------------|
| Lupe Sanchez (Custodian)     |                                       |               |                              |
| Kim Console (Campus Clerk)   |                                       |               |                              |
| Linda Rauh (Aide)            |                                       |               |                              |
| Ana Urquidez (Aide)          |                                       |               |                              |
| Cathy Peredes (Cafeteria)    |                                       |               |                              |
| Delores Gonzalez (Cafeteria) |                                       |               |                              |
| Dan Moore (Maintenance)      |                                       |               |                              |
| Joe Valdez (Maintenance)     |                                       |               |                              |
| Ricardo Fuentes (Tech)       |                                       |               |                              |
| Virgina Miller (Nurse)       |                                       |               |                              |
| Melissa Demuth (Speech)      |                                       |               |                              |
|                              |                                       |               |                              |
|                              |                                       |               |                              |
|                              |                                       |               |                              |
|                              |                                       |               |                              |
|                              |                                       |               |                              |
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|                              |                                       |               |                              |

## STUDENT RELEASE SIGN OUT SHEET





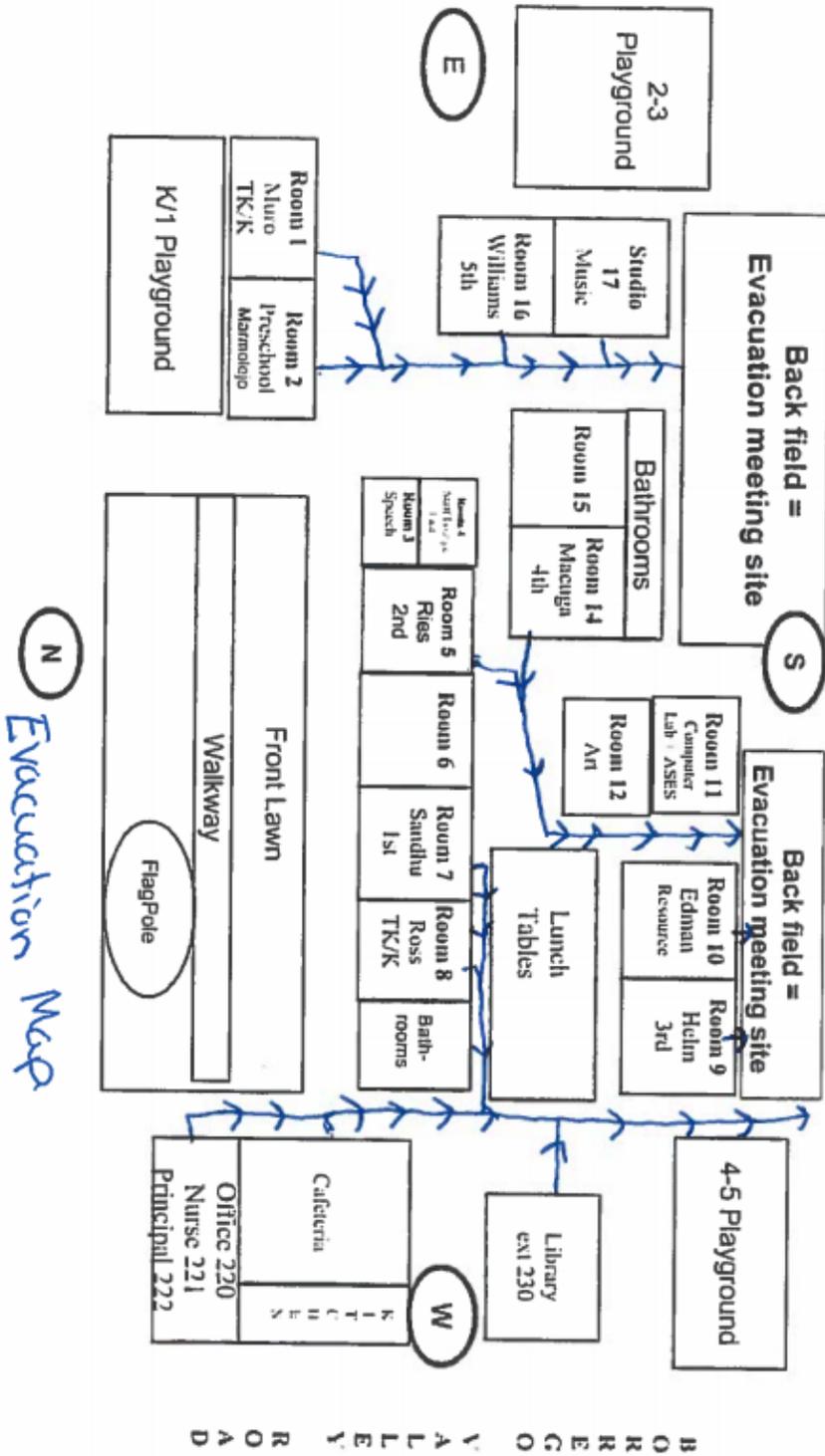
**Borrogo Springs Elementary School**  
 1315 Palm Canyon Drive  
 Borrogo Springs, CA 92004



# Borrego Springs Elementary School

## Evacuation Map (On-Site)

Borrego Springs Elementary School  
 1315 Palm Canyon Drive  
 Borrego Springs, CA 92004



B O R R E G O   S P R I N G S   E L E M E N T A R Y   S C H O O L

### School Emergency Drill Report

**School Year 2017-2018**  
**School: Borrego Springs Middle/High School**

**REQUIRED:**

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

| Fire Drills<br>(One each month) |      |                |                 |                         | Earthquake Duck and Cover Drills<br>(Four annually) |                |                 |                         |
|---------------------------------|------|----------------|-----------------|-------------------------|---|----------------|-----------------|-------------------------|
| Month                           | Date | Time Conducted | Evacuation Time | Administrator Signature | Month/Date/Year                                     | Time Conducted | Evacuation Time | Administrator Signature |
| August                          |      |                |                 |                         | 1.  |                |                 |                         |
| September                       |      |                |                 |                         | 2.  |                |                 |                         |
| October                         |      |                |                 |                         | 3.  |                |                 |                         |
| November                        |      |                |                 |                         | 4.  |                |                 |                         |
| December                        |      |                |                 |                         |   |                |                 |                         |
| January                         |      |                |                 |                         |   |                |                 |                         |
| February                        |      |                |                 |                         |   |                |                 |                         |
| March                           |      |                |                 |                         |   |                |                 |                         |
| April                           |      |                |                 |                         |   |                |                 |                         |
| May                             |      |                |                 |                         |   |                |                 |                         |
| June                            |      |                |                 |                         |   |                |                 |                         |

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

**SUBMIT TO (Insert contact) AT (Insert Department):**

|  |   |
|--|---|
| JANUARY __, ____<br>_____<br>Principal's Signature                      Date | JUNE __, ____<br>_____<br>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

| <u>Monthly Drills to include:</u>                                      | <u>Date of Drill</u> |
|--|----------------------|
| 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:   |                      |

| <b>Annual Drills to include:</b> | <b>Date of Drill</b> |
|----------------------------------|----------------------|
| Sweep and Rescue Team            |                      |
| First Aid Team                   |                      |
| Family Reunion Team              |                      |
| Site Command Post                |                      |
| Other:                           |                      |

## **SITE EMERGENCY PROCEDURES FOR SPECIAL NEEDS STUDENTS**

Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.

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

Each plan requires that support staff be designated as specialized assistants during times of emergency.

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**

**Student:**

**Room #:**

**Teacher:**

**Designated Specialized Assistants:**  
*(identify two staff in this area)*

**Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner *(complete below)***

**Individual Student Emergency Procedures Plan**

**Student:**

**Room #:**

**Teacher:**

**Designated Specialized Assistants:**  
*(identify two staff in this area)*

**Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner *(complete below)***

## GENERAL EMERGENCY ACTIONS

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. 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.

| Type  | Definition  |
|---|---|
| ST<br>A<br>T<br>U<br>S  | <b>ALL CLEAR</b> communicates to students and staff that the emergency is over and normal school operations can resume.   |
|   | <b>EMERGENCY DAMAGE ASSESSMENT</b> is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.   |
| RE<br>S<br>T<br>R<br>I<br>C<br>T<br>E<br>D<br>M<br>O<br>V<br>E<br>M<br>E<br>N<br>T<br>&<br>A<br>C<br>C<br>E<br>S<br>S | <b>LOCKDOWN</b> is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.<br><ul style="list-style-type: none"> <li>Lock the doors;</li> <li>Close and lock windows, and close blinds or cover windows;</li> <li>Turn off lights;</li> <li>Silence all electronic devices;</li> <li>Remain silent;</li> <li>Use strategies to silently communicate with first responders if possible,</li> <li>Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and</li> <li>Remain in place until the release from lockdown by school administration or evacuated by law enforcement.</li> </ul> |
|   | <b>SECURE CAMPUS</b> is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.  |
|   | <b>SHELTER IN PLACE</b> is 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.   |
|   | <b>TAKE COVER</b> 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, severe windstorms and tornados.<br><ul style="list-style-type: none"> <li>Move students and staff into the school's permanent buildings, on the ground floor.</li> <li>Group students/staff together at the furthest point away from windows on the floor.</li> </ul>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>✓ Face the wall with backs to the windows</li> <li>✓ Crouch down on knees and elbows</li> <li>✓ Hands covering the back of their head/neck</li> </ul> <p>If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.</p>   |
|  | <p><b>DUCK, COVER AND HOLD ON</b> is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site’s buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.</p>   |
| <b>E<br/>V<br/>A<br/>C<br/>U<br/>A<br/>T<br/>I<br/>O<br/>N</b>                   | <p><b>EVACUATION</b> is implemented when conditions make it unsafe to remain inside the building(s). 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.</p> <p><b>OFF-SITE EVACUATION</b> 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 campus. In some situations OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.</p> <p><b>EARLY RELEASE</b> Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.</p> |
| <b>R<br/>E<br/>U<br/>N<br/>I<br/>F<br/>I<br/>C<br/>A<br/>T<br/>I<br/>O<br/>N</b> | <p><b>STRUCTURED REUNIFICATION</b> is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires:</p> <ul style="list-style-type: none"> <li>Maintaining accurate information on the location of each child.</li> <li>Preventing unauthorized individuals from having access to or removing children.</li> <li>Verifying the identity of individuals coming to take custody of children.</li> <li>Verifying each individual has the legal right to take custody the child for which they have asked.</li> <li>Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.</li> </ul>   |

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## EMERGENCY ACTION

## ALL CLEAR

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**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 • SHELTER IN PLACE**  
**EVACUATION and REVERSE EVACUATION • STANDBY**  
**LOCKDOWN• TAKE COVER**

### ANNOUNCEMENT:

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.**”

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.

Please refer to emergency action summary on page 12.  
Detailed action steps coming soon

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**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:**

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

Example: "**Attention please. We have an emergency situation and must implement LOCKDOWN procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement.**"

**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.

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**EMERGENCY ACTION****SECURE CAMPUS**

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**SECURE CAMPUS** is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of that event**. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

Potential threat of violence in the surrounding community

Police activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN** in which case, instruction immediately ceases and students and staff follow **LOCKDOWN** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential community threat coming onto campus. Secure Campus differs from Lockdown in that it allows classroom instruction to continue.

### **SECURE CAMPUS:**

Is intended to prevent a potential community threat from entering campus

Heightens school safety while honoring instructional time

Requires that all exterior classroom / office doors are locked

Requires that no one goes in or out for **any** reason

Requires that students and staff remain in Secure Campus status until **ALL CLEAR** is issued by administration

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

Assume Incident Command role

Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided

**Example:**

**“Your attention please. Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately.”**

**-REPEAT-**

Instruct Office Manager/Secretary to call law enforcement non emergency number, inform them of Secure Campus status, and gather more specific information regarding the potential threat. If information is difficult to obtain, put site administrator on the call and ask to speak with Dispatch/Communications Supervisor

Designate assigned individual to lock all doors leading into administration building

Designate assigned individual to close (**NOT LOCK**) all entrance and exit points on the campus perimeter

Contact school resource officer or other security personnel and provide available information

When able, alert Superintendent’s office

Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to **LOCKDOWN**

- If students are out at break , recess, or lunch and situation is deemed imminent, announce **SECURE CAMPUS** status and ask that all students return to assigned classrooms immediately
- If students are out at break, recess, or lunch and situation is **NOT** deemed imminent, initiate **SECURE CAMPUS** immediately upon conclusion of break

If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation

## **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside as long as the threat persists

After the emergency has been neutralized, initiate **ALL CLEAR**

Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath

### **STAFF ACTIONS:**

Move to the door and instruct any passing students to return to assigned classroom immediately

Close and lock the door

Continue class instruction or activity as normal

Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions

Be alert to the possibility that response may elevate to **LOCKDOWN**

Do **NOT** call office to ask questions; Incident Command will send out periodic updates

Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

### **STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):**

Gather students together and organize into an orderly formation

Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a pre-determined classroom location

Proceed to on-campus shelter location as quickly as possible

### **STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):**

Once inside, take attendance to ensure all present students are accounted for

By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students

Implement all classroom policies and procedures for **SECURE CAMPUS** status

Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander

Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

---

**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:

Example: "**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.

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□ **EMERGENCY ACTION**

**TAKE COVER**

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**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:**

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.

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## **EMERGENCY ACTION**

## **DUCK, COVER AND HOLD ON**

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**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:**

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

Example: **"Attention please. We are experiencing seismic activity. 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. 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 **DUCK, COVER and HOLD ON.**

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.

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## **EMERGENCY ACTION**

## **EVACUATION**

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**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:

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."**

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.

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## EMERGENCY ACTION

## OFF-SITE EVACUATION

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**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 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
- Active Shooter/Armed Assailant .....
- Aircraft Crash
- Air Pollution Alert
- Allergic Reaction
- Animal Disturbance
- Biological Agent Release
- Bomb Threat
- Bus Accident
- Chemical Accident (offsite)
- Chemical Accident (onsite)
- Civil Disobedience
- 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
- Storm/Severe Weather
- Student Riot
- Suicide Attempt
- Suspicious Package
- Terrorist Attack/War
- Threat Level Red
- Threats/Assaults
- Tsunami
- Utility Failure

## **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:**

Report accident to principal and school office.

Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.

For relatively minor events, take students to school office or school nurse for assistance.

Complete an Accident Report or Behavioral Incident Report to document what occurred.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

Provide appropriate medical attention. Call 911, if needed.

Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

### **OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:**

Post general procedures in the clinic explaining when parents are to be notified of minor mishaps.

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).

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:**

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**EMERGENCY RESPONSE Active Shooter/Armed Assailant**

**IMPORTANT NOTES REGARDING THE USE OF THIS TEMPLATE:**

*The information presented in this template is intended to outline the emergency response options available to school personnel in an active shooter / armed assailant situation. This template should NOT be incorporated into Comprehensive School Safety Plans until school and district staff can be trained on these concepts.*

*When planning training and drills on the actions described in this template, school leaders should work with local law enforcement to incorporate the guidance provided in US Department of Education publication, Guide for Developing High-Quality School Emergency Operations Plans, and Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills, published by the National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO).*

**ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS**

*“Active shooter situations” are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter / armed assailant situation before law enforcement personnel arrive on the scene.*

No single response fits all active shooter / armed assailant situations; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

**ACTIONS – ALL SCHOOL STAFF**

All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.

**Act immediately** if you or your students:

hear a sound that might be gunfire.

see something that looks like a weapon being carried or used on or near the campus.

sense any other indication of active shooter / armed assailant threat.

**Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.

**Be decisive.** Communicate your plan to your students and act quickly.

**Call 911 and the School Office** as soon as it is safe to do so.

**Options: Run, Hide or Fight**

**Run:** If you can get yourself and your students safely away from danger, do so immediately.

Do not evacuate unless you...

know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),

**and** can visualize a route that will get your students and yourself safely off campus.

Don't carry anything with you.

Police may mistake an item in your hands as a weapon.

Leave everything behind.

If you encounter people along the way...

**Adults:** Warn them and take them with if you can but don't stop if they refuse to come.

**Students:** Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*

Place terrain and buildings between you and the assailant to cover your escape.

Keep going until you are certain you are out of danger.

Call 911 as soon as it is safe to do so.

Keep your students with you. Call (insert phone #) to report your location and obtain instructions.

**Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

Lock the doors

Close and lock windows and close blinds or cover windows;

Turn off lights;

Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;

Silence all electronic devices;

Remain silent;

Position occupants spread out and out of line of site from room entrance.

Prepare to take action if the assailant attempts to get in the room;

Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;

Call 911 as soon as it is safe to do so.

Remain in place until evacuated by identifiable law enforcement officers.

**FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.

Construct a strong barricade.

If you have another way out (a window or back door) use it while the assailant is attempting to get in.

If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.

Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)

Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

**Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

Provide as much information as possible (slow down – be calm):

State the emergency: "I hear gunfire." "I saw..."

Give information on people who are wounded.

Location of the assailant (if known):

Description of the assailant (if known):

Your precise location: "room \_\_\_"

The number of children with you:

Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

## Special Topics

Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

*Run* – If you encounter injured persons while you are trying to get out of danger...  
And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

*Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.  
As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

*Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so. If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan. If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

Law Enforcement: If you encounter law enforcement officers...  
Immediately raise your hands in the air and display your open palms.  
Don't run up to officers or attempt to hug or talk to them.  
Don't talk unless they ask you a question.  
Do exactly what they tell you to do.

Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:  
Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.  
Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

Extended Day Programs / After School Activities: (School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs.)

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

Follow the All Staff guidance described above.

Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.

Include as much actionable information on the announcement as possible.

*Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*

If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.

*Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*

Notify the district office after you call 911.

If possible assist emergency personnel.

Assist police in entering the school;

Provide officers with keys, maps and any other information requested.

### **DISTRICT STAFF ACTIONS**

#### **Emergency Operations Center (EOC)**

Activate the district's Emergency Operations Center  
Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency.

**Offsite Reunification**

The Operations Section should prepare an off-site evacuation site for reunification. This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency. Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded. School staff and students will remain in lockdown until evacuated on a room by room basis. Buses should be placed on standby for evacuation. Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

**Crisis Intervention**

A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification. This team will also provide ongoing support throughout the recovery phase of the emergency response. Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery. Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**EMERGENCY RESPONSE**

**AIRCRAFT CRASH**

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:**

Notify Principal.  
Move students away from immediate vicinity of the crash.

- **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.

Check school site to assure that all students have evacuated.

- Take attendance at the assembly area.
  - Report missing students to the Principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.  
Care for the injured, if any.
- 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:**

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

## Aircraft crashes near school

### **STAFF ACTIONS:**

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

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

Notify police and fire department (call 911).

Initiate **SHELTER IN PLACE**, if warranted.

Initiate **Take Cover** for students and staff outside or direct them to designated area until further instructions are received.

- Ensure that students and staff remain at a safe distance from the crash.
- Notify District Superintendent, who will contact the Office of Emergency Services.
- 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:**

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## **EMERGENCY RESPONSE**

## **AIR POLLUTION ALERT**

Severe air pollution may affect students and staff who are susceptible to respiratory problems.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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.

Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.

When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.

Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.

Instruct employees to minimize strenuous physical activity.

Cancel any events that require the use of vehicles.

Urge staff and high school students to minimize use of vehicles.

### **STAFF ACTIONS:**

Remain indoors with students.

Minimize physical activity.

Keep windows and doors closed.

Resume normal activities after the All Clear signal is given.

### **ADDITIONAL STEPS FOR THE SCHOOL:**

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## **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:**

If imminent risk, call 911.

Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).

Notify principal.

Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).

If an insect sting, remove stinger immediately.

Assess situation and help student/staff member to be comfortable.

Move student or adult only for safety reasons.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

If imminent risk, call 911 (always call 911 if using "Epi" pen).

Notify parent or guardian.

Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.

Observe for respiratory difficulty.

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:**

Keep an "Epi" pen in the school office and notify staff as to location.

Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.

Provide bus drivers with information sheets for all known acute allergic reactors.

### **ADDITIONAL STEPS FOR THE SCHOOL:**

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## 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:

Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.

If the animal is outside, keep students inside and institute **Secure Campus**.

If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal

Contact the Marin Humane Society for assistance in removing the animal.

If the animal injures anyone, seek medical assistance from the school nurse.

Notify parent/guardian and recommended health advisor.

### STAFF/TEACHER ACTIONS:

If the animal is outside, keep students inside. Lock doors and keep students away from the windows.

If the animal is inside, **EVACUATE** students to a sheltered area away from the animal.

Notify the principal if there are any injuries.

### ADDITIONAL STEPS FOR THE SCHOOL:

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# 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:**

Notify principal.

Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).

Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.

Follow standard student assembly, accounting and reporting procedures.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

Initiate **SHELTER IN PLACE**.

Shut off HVAC units.

Move to central location where windows and doors can be sealed with duct tape.

Call 911. Provide location and nature of the emergency and school actions taken.

Notify District Superintendent of the situation.

Turn on a battery-powered commercial radio and listen for instructions.

Complete the Biological and Chemical Release Response Checklist

Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.

Arrange for psychological counseling for students and staff.

## Inside the building

### **STAFF ACTIONS:**

Notify principal or site administrator.

Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.

Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.

Follow standard student assembly, accounting and reporting procedures.

Prepare a list of those who are in the affected area to provide to emergency response personnel.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.

Move up-wind from the potential danger.

Call 911. Provide exact location and nature of emergency.

Designate security team to isolate and restrict access to potentially contaminated areas.

Wait for instructions from emergency responders-- Health or Fire Department.

Notify District Superintendent of the situation.

Arrange for immediate psychological counseling for students and staff.

Complete the Biological and Chemical Release Response Checklist

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:**

Wash affected areas with soap and water.

Immediately remove and contain contaminated clothing

Do not use bleach on potentially exposed skins.

Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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## EMERGENCY RESPONSE

## BOMB THREAT

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:

Listen. Do not interrupt caller.

Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*

Alert someone else by prearranged signal notify the telephone company to trace the while the caller is on the line.

Notify site administrator immediately after completing the call.

Complete the Bomb Threat Checklist.

#### 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**

to  
call

### PERSON RECEIVING THREAT BY MAIL:

Note the manner in which the threat was delivered, where it was found and who found it.

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.

Caution students against picking up or touching any strange objects or packages.

Notify principal or site administrator.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

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.

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.

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. Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.

If it is necessary to evacuate the entire school, use the fire alarm.  
Notify the District Superintendent of the situation.  
Direct a search team to look for suspicious packages, boxes or foreign objects.  
Do not return to the school building until it has been inspected and determined safe by proper authorities.  
Avoid publicizing the threat any more than necessary.

**SEARCH TEAM ACTIONS:**

Use 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).  
If suspicious item is found, make no attempt to investigate or examine object.

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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# EMERGENCY RESPONSE

# BOMB THREAT CHECKLIST

The following checklist can be obtained in PDF form from FEMA at:

[http://emilms.fema.gov/is906/assets/ocso-bomb\\_threat\\_samepage-brochure.pdf](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                           | Background Sounds:                         | Threat Language:                      |
|--|--|---------------------------------------|
| <input type="checkbox"/> Accent          | <input type="checkbox"/> Animal Noises     | <input type="checkbox"/> Incoherent   |
| <input type="checkbox"/> Angry           | <input type="checkbox"/> House Noises      | <input type="checkbox"/> Message read |
| <input type="checkbox"/> Calm            | <input type="checkbox"/> Kitchen Noises    | <input type="checkbox"/> Taped        |
| <input type="checkbox"/> Clearing throat | <input type="checkbox"/> Street Noises     | <input type="checkbox"/> Irrational   |
| <input type="checkbox"/> Coughing        | <input type="checkbox"/> Booth             | <input type="checkbox"/> Profane      |
| <input type="checkbox"/> Cracking voice  | <input type="checkbox"/> PA system         | <input type="checkbox"/> Well-spoken  |
| <input type="checkbox"/> Crying          | <input type="checkbox"/> Conversation      |                                       |
| <input type="checkbox"/> Deep            | <input type="checkbox"/> Music             |                                       |
| <input type="checkbox"/> Deep breathing  | <input type="checkbox"/> Motor             |                                       |
| <input type="checkbox"/> Disguised       | <input type="checkbox"/> Clear             |                                       |
| <input type="checkbox"/> Distinct        | <input type="checkbox"/> Static            | _____                                 |
| <input type="checkbox"/> Excited         | <input type="checkbox"/> Office machinery  | _____                                 |
| <input type="checkbox"/> Female          | <input type="checkbox"/> Factory machinery |                                       |
| <input type="checkbox"/> Laughter        | <input type="checkbox"/> Local             |                                       |
| <input type="checkbox"/> Lisp            | <input type="checkbox"/> Long distance     | _____                                 |
| <input type="checkbox"/> Loud            |  |                                       |
| <input type="checkbox"/> Male            | <b>Other Information:</b>                  |                                       |
| <input type="checkbox"/> Nasal           | _____                                      |                                       |
| <input type="checkbox"/> Normal          | _____                                      |                                       |
| <input type="checkbox"/> Ragged          |  |                                       |
| <input type="checkbox"/> Rapid           |  |                                       |
| <input type="checkbox"/> Raspy           |  |                                       |
| <input type="checkbox"/> Slow            |  |                                       |
| <input type="checkbox"/> Slurred         |  |                                       |
| <input type="checkbox"/> Soft            |  |                                       |
| <input type="checkbox"/> Stutter         |  |                                       |



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:**

Turn off power, ignition and headlights. Use safety lights, as appropriate.

Evaluate the need for evacuation.

Remain with the vehicle. Notify California Highway Patrol.

### **STAFF ACTIONS AT THE SCENE:**

Call 911, if warranted.

Notify principal.

Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.

Move all uninjured students to a safe distance from the accident.

Document the names of all injured students and their first aid needs.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

Notify law enforcement.

Notify parents/guardians of all students on the bus as soon as accurate information is available.

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.

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:**

Issue DUCK, COVER and HOLD ON instruction.

Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.

Set brake, turn off ignition and wait for shaking to stop.

Check for injuries and provide first aid, as appropriate.

Contact the school administrator and bus dispatch to report location and condition of students and the bus.

Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.

If instructed to continue route,

Enroute to school, continue to pick up students.

Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.

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.

Remain with students until further instructions are received from site administrator.

Account for all students and staff throughout the emergency

**Flood during bus trip**

**BUS DRIVER ACTIONS:**

Do not drive through flooded streets and/or roads.

Take an alternate route or wait for public safety personnel to determine safe route.

If the bus is disabled, stay in place until help arrives

Contact the school administrator and bus dispatch to report location and condition of students and the bus.

Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.

Account for all students and staff throughout the emergency.

**ADDITIONAL STEPS:**

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## 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:

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

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

Notify Maintenance/Building and Grounds Manager.

Determine whether to implement **SHELTER IN PLACE**, **EVACUATION** and/or student release.

Post a notice on the school office door stating location of alternate school site.

Notify District Superintendent of school status and location of alternate school site.

### STAFF ACTIONS:

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.

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.

If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.

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:

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## **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:**

Alert others in immediate area to leave the area.

Close windows and doors and restrict access to affected area.

Notify principal/site administrator.

DO NOT eat or drink anything or apply cosmetics.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.

If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.

Post a notice on the school office door stating location of alternate school site.

Notify District Superintendent of school status and location of alternate site.

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:**

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.

Upon arrival at evacuation site, take attendance. Notify principal/site administrator of any missing students.

Upon arrival at evacuation site, take roll and report attendance to Principal immediately. Notify emergency response personnel of any missing students.

Do not return to the building until emergency response personnel have determined it is safe.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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## **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:**

Report disruptive circumstances to principal/site administrator.

Avoid arguing with participant(s).

Have all students and employees leave the immediate area of disturbance.

Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.

Stay away from windows and exterior doors.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

If the students are engaging in civil disobedience, keep the students confined to one room in the school building.

Set up a communication exchange with the students, staff and principal. Try to restore order.

If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.

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:**

Call 911.

Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.

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.

Cancel all outside activities.

Maintain an accurate record of events, conversations and actions.

Assign staff members to assist nurse as necessary.

**STAFF ACTIONS:**

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.

Instruct students to **DUCK AND COVER**, lie on the floor and keep students calm.

Care for the injured, if any.

Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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## **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:**

Call 911 and the District Office. Verify the death and obtain as much information about it as possible.

Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.

Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.

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.

Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.

Determine whether additional resources are needed and make appropriate requests.

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.

Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.

Go to each of the student's classes and notify his/her classmates in person.

Prepare a parent/guardian information letter and distribute it to students at the end of the day.

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.

Make arrangements with the family to remove the student's personal belongings from the school.

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:**

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 affect on students and staff alike.

## **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.

Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.

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.

Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.

Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.

Determine whether additional resources are needed and make appropriate requests.

Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.

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.

Facilitate classroom and small group discussions for students.

Prepare a parent/guardian information letter and distribute it to students at the end of the day.

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.

Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.

Thank all those who assisted.

Continue to monitor staff and students for additional supportive needs.

## **ADDITIONAL STEPS FOR THE SCHOOL:**

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## EMERGENCY RESPONSE

## DIRTY BOMB

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:**

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. Call 911. Provide location and nature of the emergency and school actions taken.

Set up decontamination station where students and staff may shower or wash with soap and water.

Prepare a list of those who are in the affected area to provide to emergency response personnel.

Turn on a battery-powered commercial radio and listen for instructions.

Notify District Superintendent of the situation.

Arrange for medical attention for those injured by the explosion.

Arrange for psychological counseling for students and staff.

#### **STAFF ACTIONS:**

Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.

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.

Avoid touching any objects thrown off by the explosion—they might be radioactive.

Follow standard student assembly, accounting and reporting procedures.

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.

Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.

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:**

DO NOT MIX POPULATIONS. For those inside at the time of the explosion, initiate **SHELTER IN PLACE** procedures. Turn off HVAC system.

Move to central location where windows and doors can be sealed with duct tape.

Call 911. Provide location and nature of the emergency and school actions taken.

Turn on a battery-powered commercial radio and listen for instructions.

Notify District Superintendent of the situation.

Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.

Arrange for psychological counseling for students and staff.

**STAFF ACTIONS:**

Keep students calm. Instruct students to **DUCK and COVER**.

Turn off fans and air conditioning systems. Seal windows and air vents with duct tape.

Close all curtains and blinds.

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:**

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## 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:**

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

Determine whether to close school. If school must be closed, notify staff members, students and parents.

#### **STAFF ACTIONS:**

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.

Check for injuries, and render First Aid.

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.

Check attendance at the assembly area. Report any missing students to principal/site administrator.

Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.

Stay alert for aftershocks

Do NOT re-enter building until it is determined to be safe.

### **Outside Building**

#### **STAFF ACTIONS:**

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.

After shaking stops, check for injuries, and render first aid.

Check attendance. Report any missing students to principal/site administrator.

Stay alert for aftershocks.

Keep a safe distance from any downed power lines

Do NOT re-enter building until it is determined to be safe.

Follow instructions of principal/site administrator.

### **During non-school hours**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.

Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.

Notify fire department and utility company of suspected breaks in utility lines or pipes.

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.

Notify District Office, who will inform public information media as appropriate.

#### **ADDITIONAL STEPS FOR THE SCHOOL:**

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## 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:

- 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**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the District Superintendent of school status.  
Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- 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).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- 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:

Initiate **DROP, COVER AND HOLD ON**.

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.

Check to be sure all students have left the school site. Remain with students throughout evacuation process.

Upon arrival at assembly area, check attendance. Report status to site administrator immediately.

Render first aid as necessary.

Do not return to the building until the emergency response personnel determine it is safe to do so.

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:

Determine if **EVACUATION** of school site is necessary.

Contact local fire department (call 911) to determine the correct action for your school site.

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**.

Direct inspection of premises to assure that all students and personnel have left the building.

Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.

Monitor radio station for information.

Do not return to the building until it has been inspected and determined safe by proper authorities.

### STAFF ACTIONS:

If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.

Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.

Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.

Remain with students until the building has been inspected and it has been determined safe to return to.

### ADDITIONAL STEPS FOR THE SCHOOL:

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## EMERGENCY RESPONSE

## FIRE (onsite)

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:**

Sound the fire alarm to implement **EVACUATION** of the building.

Immediately **EVACUATE** the school using the primary or alternate fire routes.

Notify the Fire Department (call 911).

Direct search and rescue team to be sure all students and personnel have left the building.

Ensure that access roads are kept open for emergency vehicles.

Notify District Office of situation.

Notify appropriate utility company of suspected breaks in utility lines or pipes.

If needed, notify bus dispatch for **OFF-SITE EVACUATION**.

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:**

**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.

Take attendance. Report missing students to the Principal/designee and emergency response personnel.

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:**

Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.

Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

## EMERGENCY RESPONSE

## FLOOD

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:

Issue **STAND BY** instruction. Determine if evacuation is required.

Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.

Delegate a search team to assure that all students have been evacuated.

Issue **Off Site Evacuation** instruction if students will be evacuated to a safer location by means of buses and cars.

Post a notice on the office door stating where the school has relocated and inform the District Office.

Monitor AM radio weather station \_\_\_\_\_ for flood information.

Notify District Superintendent of school status and action taken.

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:

If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.

Remain with students throughout the evacuation process.

Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.

Do not return to school building until it has been inspected and determined safe by property authorities.

### BUS DRIVER ACTIONS:

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:

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## **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:**

Notify principal.

Move students from immediate vicinity of danger.

Do not turn on any electrical devices such as lights, computers, fans, etc.

If odor is severe, leave the area immediately.

If the building is evacuated, take student attendance and report any missing students to Principal/Site Administrator.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

If gas leak is internal, evacuate the building immediately.

Call 911.

Notify utility company.

Determine whether to move to alternate building location.

If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.

Do not return to the building until it has been inspected and determined safe by proper authorities.

### **ADDITIONAL STEPS FOR THE SCHOOL:**

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## 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:

Call 911, if necessary.

If there is a threat of airborne toxicity, shut-off ventilation system in affected area.

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.

Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.

If time is available, initiate **Off Site Evacuation**, which may include the use of busses. Move students and staff away from the path of the hazardous materials.

Notify District Superintendent.

Wait for instructions from emergency responders-- Health or Fire Department.

Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.

Upon return to school, ensure that all classrooms are adequately aired.

### TEACHER ACTIONS:

Follow standard student assembly, accounting and reporting procedures.

Report names of missing students to office.

Do not take unsafe actions such as returning to the building before it has been declared safe.

### ADDITIONAL STEPS FOR THE SCHOOL:

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## 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

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

Identify an assembly area for responding officers away from the hostage situation.  
Have school liaison wait at assembly area for police to arrive.

Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.

Secure exterior doors from outside access.

When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.

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.

Identify media staging area, if appropriate. Implement a hotline for parents.

Account for students as they are evacuated.

Provide recovery counseling for students and staff.

### STAFF ACTIONS:

If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.

Alert the principal/site administrator.

Account for all students.

### ADDITIONAL STEPS FOR THE SCHOOL:

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## 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 cameras and staff to monitor entryways.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

Initiate **LOCKDOWN**.

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.”*

As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.

Keep subject in view until police or law enforcement arrives.

Take measures to keep subject away from students and building.

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.

When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.

Be available to deal with the media and bystanders and keep site clear of visitors.

**STAFF ACTIONS:**

Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.

Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

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:**

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**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:**

Keep the individual under continuous adult supervision.

Keep the individual on campus until parent/guardian has been notified.

Arrange appropriate support services for necessary care of individual.

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).

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.

Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.

Provide follow-up collaborative support for the student and parents (as indicated) within the school

Develop a safety plan prior to the student's return to school.

Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

**STAFF ACTIONS:**

Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.

Notify principal/site administrator.

Notify school nurse, school psychologist, counselor or social worker.

Protect individual from injury.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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# EMERGENCY RESPONSE

# KIDNAPPING

## PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Verify information with the source of the abduction report.

Contact law enforcement (call 911) for assistance.

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).

Provide suspect information to the police, if known.

Contact the parents/guardian of the student involved and establish a communication plan with them.

Obtain the best possible witness information.

Conduct a thorough search of the school/campus/bus.

Relay current information to police, parents and essential school staff.

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.

Advise the law enforcement dispatcher of the staff member key contact's name and number.

Provide the key contact with access to school records.

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.

When the child is found, contact all appropriate parties as soon as possible.

## STAFF ACTIONS:

Notify principal, providing essential details:

Name and description of the student

Description of the suspect

Vehicle information

Move students away from the area of abduction.

## ADDITIONAL STEPS FOR THE SCHOOL:

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# 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:

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 number

Do not hang up until advised to do so by dispatcher.

Assign staff member to meet rescue service and show medical responder where the injured person is.

Assemble emergency care and contact information of victim

Monitor medical status of victim, even if he or she is transported to the hospital.

Assign a staff member to remain with individual, even if he or she is transported to the hospital.

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.

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:

Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.

Notify Principal/Site Administrator.

Stay calm. Keep individual warm with a coat or blanket.

Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.

Do not give the individual anything to eat or drink.

## ADDITIONAL STEPS FOR THE SCHOOL:

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# 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:**

Call 911 and explain the situation.

Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.

Conduct an immediate search of the school campus/bus, as appropriate.

Gather information about student to provide to law enforcement authorities:

photo

home address

parent contact numbers

class schedule

special activities

bus route /walking information

Notify parents/guardians if the student is not found promptly.

If case involves abduction, begin gathering witness information for the police. Interview friends, last person to see student.

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?

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.

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.

Advise law enforcement dispatcher of the staff member key contact's name and number.

If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.

Have driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher

Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.

When the child is found, contact all appropriate parties as soon as possible.

Arrange for counseling of students, as needed.

**STAFF ACTIONS:**

Confirm that student attended school that day. Notify Principal.

Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.

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.

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:**

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## 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:

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

### STAFF ACTIONS:

Notify Principal.

Move students away from immediate vicinity of the crash.

- **EVACUATE** students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.

Check school site to assure that all students have evacuated.

- Take attendance at the assembly area.
- Report missing students to the principal /designee and emergency response personnel.  
Maintain control of the students a safe distance from the crash site.  
Care for the injured, if any.
- 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:

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## EMERGENCY RESPONSE PANDEMIC INFLUENZA

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:

Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.

Insure that students and staff members who are ill stay home.

Send sick students and staff home from school immediately.

Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette

Monitor bulletins and alerts from the Department of Health and Human Services.

Keep staff informed of developing issues.

Assist the Department of Health and Human Services in monitoring outbreaks.

Respond to media inquiries regarding school attendance status.

Implement online education, if necessary, so that students can stay home.

Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

### STAFF and STUDENT ACTIONS:

Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).

Practice "respiratory hygiene etiquette".  
Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).

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

throat).

### ADDITIONAL STEPS FOR THE SCHOOL:

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## 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:**

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

**STAFF ACTIONS:**

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

**PREVENTATIVE MEASURES:**

- Keep poisonous materials in a locked and secure location.
- Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- 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:**

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## **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:**

Obtain information on when, why and how many people are expected. Identify the spokesperson for the group

Contact local police department for the school's jurisdiction and advise them of the situation.

Notify staff of the planned demonstration.

Develop an information letter to parents.

Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.

Designate a staff member to handle incoming calls during the demonstration.

Establish areas where demonstrators can set up without affecting the operation of the school

Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

### **STAFF ACTIONS:**

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

### **ADDITIONAL STEPS FOR THE SCHOOL:**

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# 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:

- Call 911 if the assault is physical.
- Close off the area to everyone.  
Assign a counselor/staff member to remain with the victim.  
Review possible need for a **Lockdown** or **Secure Campus** until circumstances surrounding the incident are known.  
Notify victim's family.  
If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.  
The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.  
Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.  
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:

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

## ADDITIONAL STEPS FOR THE SCHOOL:

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# EMERGENCY RESPONSE

# 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:**

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

## Windstorm

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

### **STAFF ACTIONS:**

- Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- Initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- Take attendance. Report any missing students to principal/site administrator.
- Close all blinds and curtains.
- Avoid auditoriums, gymnasiums and other structures with large roof spans.
- 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:**

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## EMERGENCY RESPONSE

## STUDENT RIOT

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:

- In a violent situation, immediately notify the first available adult.
- Do not retaliate or take unnecessary chances.
- Move away from the area of agitation.
- 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.
- Stay calm and reassure fellow students.
- Assist teachers and staff in accounting for students.
- Share all relevant information with law enforcement, teachers, and school staff.
- Follow directions from school administrator or law enforcement directions about where to go.
- Do not speculate to others or perpetuate rumors.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate **LOCKDOWN**, if warranted. Alert other administrators about the incident.
- Control student ingress and egress from campus.
- Identify why the disruption is occurring. If necessary, notify police to request assistance.
- If disruption is non-violent, notify school resource officer or school education officer.
- 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.
- Assign staff member to be responsible for media relations and for setting up a staging area for the media.
- If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Responsibilities and Rights Handbook.
- Notify parents about the incident, as appropriate.
- 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:

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## 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:

- Call ambulance in event of overdose or injury requiring medical attention.
- Call 911 if immediate threat exists to the safety of the student or others.
- 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.
- Cancel all outside activities.
- 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.
- If allegations warrant, refer student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- Arrange for medical or counseling resources that may provide assistance.

### STAFF ACTIONS:

- Inform the Principal of what was written, spoken and/or threatened.
- Move other students away from the immediate area, but remain with the troubled until assistance arrives.
- Calmly talk to the student to determine whether he/she has any life-threatening (e.g., gun, knife, drugs, etc.) If possible, remove them from the student and the immediate environment. Do NOT struggle if meet resistance.
- 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                    |
| 1.                             | Follow-up                 |

drawn,  
student  
devices  
calmly  
you

### ADDITIONAL STEPS FOR THE SCHOOL:

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## EMERGENCY RESPONSE

## SUSPICIOUS PACKAGE

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

Call 911.

Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.

Prevent others from coming into the area.

Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.

If powder spills out, shut the ventilation system, heating system, or air  
Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.

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:**

Do not open package. Do not pass it around to show it to other people.

Do not bend, squeeze, shake or drop package.

Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.

Leave the room promptly and prevent anyone from entering.

Notify principal or Site Administrator.

**STAFF ACTIONS if package is leaking:**

Do not sniff, touch, taste, or look closely at the spilled contents.

Do *not* clean up the powder.

Put the package on a stable surface.

Leave the room promptly and prevent anyone from entering.

Wash hands thoroughly with soap and water.

Notify principal or Site Administrator.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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# 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:**

Move students to closest suitable shelter.

If the above is not advisable, remain in school building and initiate **Duck, Cover and Hold On**.

### **STAFF ACTIONS:**

Keep students calm.

Close all curtains and blinds.

## Enemy Attack Without Warning

### **STAFF ACTIONS:**

Keep students calm.

Close all curtains and blinds.

Instruct students to DUCK AND COVER.

### **ADDITIONAL STEPS FOR THE SCHOOL:**

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# EMERGENCY RESPONSE

# THREAT LEVEL RED

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:**

Listen to radio and TV for current information and instructions.

Initiate **ACTION** appropriate for the situation. Action may likely involve **DUCK, COVER and HOLD, EVACUATION, SHELTER IN PLACE** or **TAKE COVER**.

Continue to monitor media for specific situation.

Be alert and immediately report suspicious activity to proper authorities.

If circumstances and time allow, move students to closest suitable shelter.

Location: \_\_\_\_\_

Procedure for movement to shelter: \_\_\_\_\_

If moving students is not advisable, remain in building as place of shelter.

Close school if recommended to do so by appropriate authorities.

### **OFFICE STAFF ACTIONS:**

Require identification check for anyone entering school other than students, staff and faculty.

Escort visitors to location in school building.

### **ADDITIONAL STEPS FOR THE SCHOOL:**

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# EMERGENCY RESPONSE

# THREATS / ASSAULTS

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.

Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.

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.

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.

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.

Facilitate a meeting with student(s) and family to review expectations.

Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

## STAFF ACTIONS:

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.

Inside the classroom, institute **LOCKDOWN**. Close all curtains and blinds.

Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.

Remain with students until **ALL CLEAR** is given.

## ADDITIONAL STEPS FOR THE SCHOOL:

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## EMERGENCY RESPONSE

## TSUNAMI

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

Know the height of the school above sea level and its distance from the shoreline. Evacuation orders may be based on these numbers.

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.

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

Heed natural warnings. An earthquake or rapid fall in coastal waters may serve as a warning that a tsunami is coming

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.

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.

Notify superintendent of school status.

Remain on safe ground until local authorities advise it is safe to return.

#### After

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.

Expect debris.

Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.

Determine whether school will be closed or remain open.

Notify superintendent of school status.

Assign staff to activate staff and parent phone trees

Post school status on school website.

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.

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.

Photograph the damage, both of the building and its contents, for insurance claims.

**STAFF ACTIONS:**

If there is a coastal earthquake, initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.

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.

Take attendance. Report any missing students to principal/site administrator.

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.

Return to school only if authorities advise it is safe to do so.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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## 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:

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

Determine length of time service will be interrupted.

Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.

If disruption in service will severely hamper school operation, notify students and staff by appropriate means.

Use messengers with oral or written word as an alternate means of faculty notification.

Notify District Office of loss of service.

Implement plan to provide services without utilities or with alternate utilities.

### A. Plan for Loss of Water

Toilets: \_\_\_\_\_

Drinking Water: Emergency water bottles on campus/ cafeteria

Food Service: Cafeteria keeps food supplies

Fire Suppression: Fire extinguishers in every classroom

Other: \_\_\_\_\_

### B. Plan for Loss of Electricity

Ventilation: Windows/Move outside

Emergency Light: Go outside/Open windows and doors

Computers: use cells phones/tablets

Other: \_\_\_\_\_

### C. Plan for Loss of Natural Gas

Heat: If cold weather is severe send students home

Food Service: Pre-packaged food

Other: \_\_\_\_\_

# Suspension & Expulsion Policies

Discipline, including suspension or expulsion, may be imposed in accordance with Board policy (BP 5131.7(a)) and regulations.

1. (1) Caused, attempted to cause, or threatened to cause physical injury to another person.  
(2) Willfully used force or violence on another person except in self-defense.
1. Possessed, furnished, or sold any firearm, knife, explosive, or other dangerous object.
1. Possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance.
1. Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind; and then sold, delivered, or furnished any other liquid or substance represented to be the controlled substance, alcoholic beverage or intoxicant.
1. Committed or attempted to commit robbery or extortion.
1. Caused or attempted to cause damage to school property or private property.
1. Stole or attempted to steal school property or private property.
1. Possessed or used tobacco, or any products containing tobacco or nicotine products.
1. Committed an obscene act or engaged in habitual profanity or vulgarity.
1. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.
1. Disrupted school activities or willfully defied the valid authority of school personnel, including cheating.
1. Knowingly received stolen school property or private property, including electronic data/files.
1. Possessed an imitation firearm.
1. Committed or attempted to commit sexual assault.
1. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary hearing.
1. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence; or harassed, threatened or intimidated a student or group of students. (EC 48901.2, 48900.2, 48900.3, 48900.4)
  1. The production of any written, painted, drawn, or otherwise created student work or product that illustrates or depicts any connection to any form of illegal activity.

## **Mandatory recommendation for expulsion:**

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any drug except for the first offense of possession of not more than one ounce of marijuana.
4. Robbery or extortion.
5. Assault or battery upon a school employee. (EC 48915.a)

## **Mandatory expulsion:**

1. Possession, selling or otherwise furnishing a firearm.
2. Brandishing a knife.
3. Unlawfully selling a drug.
4. Committing or attempting to commit sexual assault or committing sexual battery.  
Possession of an explosive. (EC 48915.c)

# Procedures for Notifying Teachers of Dangerous Pupils

Teachers of Borrego Springs Unified School district will be notified of students who are suspended or expelled by email from the principal or the principal's secretary. On Synergy it will be entered in the attendance portion by the school secretary.

If an incoming student has previous suspension or expulsions it is in their cumulative folder and is the teacher's responsibility for reading the folder when students are accepted into the school.

## E. Discrimination & Harassment Policy

The Governing Board of Borrego Springs Unified School District 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.

The Board of Trustees prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

Borrego Springs School Board Policy 5030

# School-wide Dress Code Prohibiting Gang Attire

Borrego Springs Unified School District does not have a specific board policy regarding gang attire. The following is the policy on dress code:

All students are expected to be dressed appropriately, neatly, and cleanly while on campus, or during any school event or activity. Additionally, student dress and/or grooming which interferes with or detracts from an environment conducive to academic learning or study, disrupts or threatens to disrupt the educational or instructional process, or which creates an unnecessary or unreasonable risk of injury or harm to any student is prohibited. Minimum dress and grooming standards include but are not limited to:

1. Hats, hoods, and caps (including beanie caps) are not allowed to be worn in the classrooms and school offices at any time;
2. Students must dress safely; appropriate footwear must be worn at all times; no flip-flop type sandals, or sandals without (foot) back straps;
3. Clothing and jewelry shall be free of writing, pictures, or any other insignia, which are crude, vulgar, profane, obscene, libelous, slanderous, or sexually suggestive; clothing and jewelry that advocates racial, ethnic, or religious prejudice or other unlawful acts are prohibited;
4. Clothing or jewelry containing emblems, printing, lettering, or pictures pertaining to drugs, including tobacco, alcohol, sex, or profanity is not permitted;
5. Dark glasses shall not be worn in classrooms or offices unless a health problem exists;
6. Students and clothing shall be clean so as not to promote unhealthy or unsanitary conditions;
7. Clothing must be sufficient to conceal all undergarments; clothes must conceal the stomach and lower back at all times; halter and tube tops are prohibited; all tops must have at least 1-inch straps over both shoulders; tops may not have low necklines; any clothing which exposes the body in a sexually suggestive manner is not permitted; skirts and shorts must be below the fingertips when arms are held at the side;
8. Any material clothing, grooming, or articles brought to school including notebooks, binders and books) that is obscene or defamatory, or that so incites students to create a clear and present danger of the commission of unlawful acts on school premises, or the violation of school regulations, or the substantial disruption of the orderly operation of school is prohibited.
9. This list is not exhaustive; final decision is made by school administration if it is deemed students are not dressed appropriately for school.

(BP 5231 (a))

## Physical Education Dress Code

1. Middle school students are required to have the following items of clothing for class which can be purchased at registration:
  - Swimsuit (only one-piece swimsuits for girls)
  - Plain white t-shirt with sleeves (no writing or design)
  - Blue shorts (knee length or shorter, no short-shorts, no jean shorts and no baggies)
  - Tennis shoes or appropriate sports shoes
  - Socks
  - Sweats (black, white, gray or red) for cold weather, optional
1. High school students are required to have the following items for class:
  - Swimsuit
  - Plain white t-shirt with sleeves (no writing or design)
  - Black shorts (knee length or shorter, no short-shorts, no jean shorts and no baggies)
  - Tennis shoes or appropriate sports shoes
  - Socks
  - Sweats (black, white, gray or red) for cold weather, optional

## G. Safe Ingress and Egress

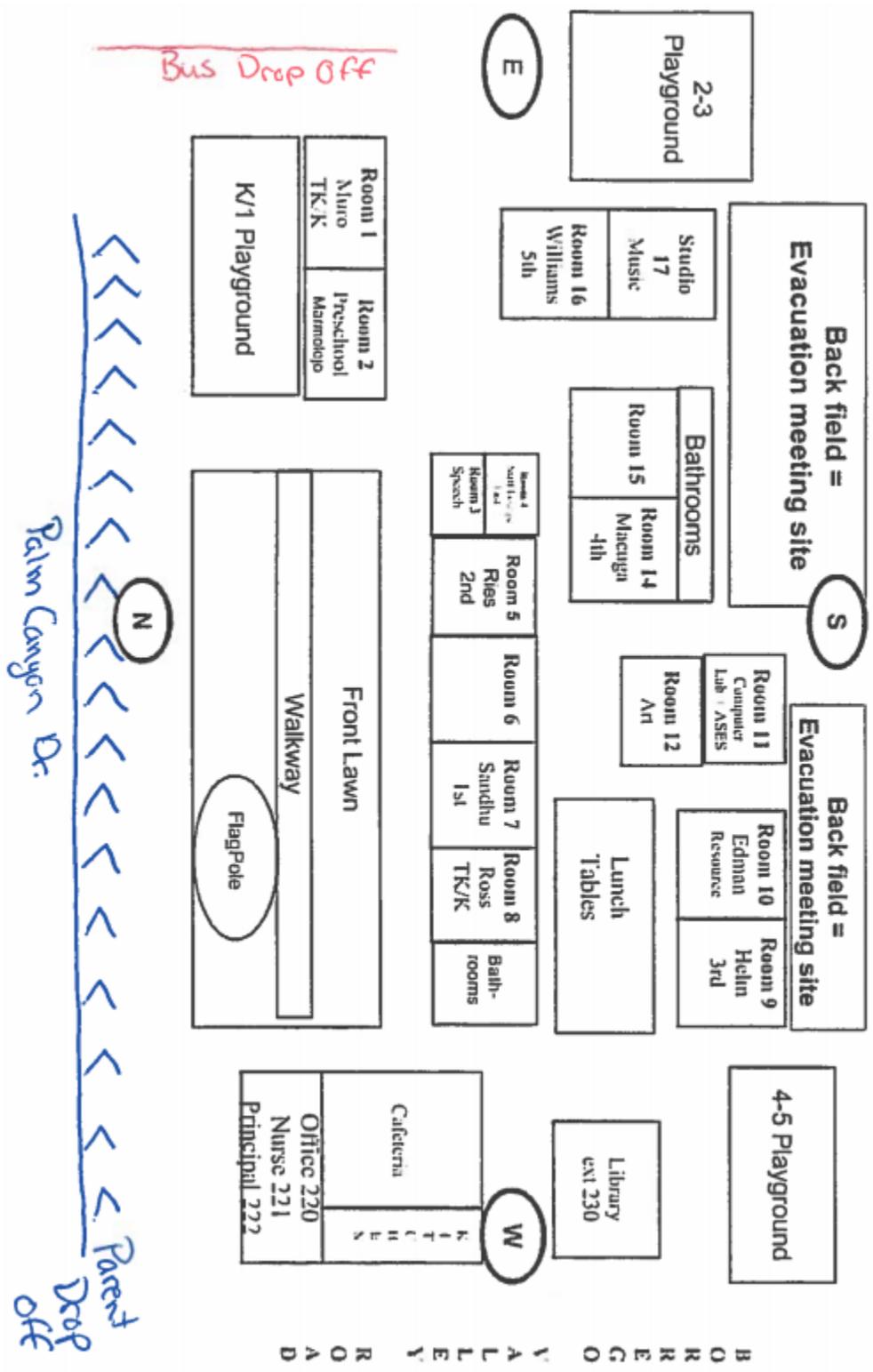
The following maps and materials outline the procedures for safe ingress and egress from Borrego Spring Elementary School. Items marked with an \* are considered to be “tactical information” that will be withheld from the public view version of this plan.

A map indicating student drop off and pick-up locations and the traffic flow patterns during arrival and dismissal from school.

\*A map indicating the supervision postings during arrival and dismissal from school.

Visitors to campus are required to check into the office by signing in and receiving a visitor’s pass. If a visitor is seen on campus without the visitors pass, the office shall be notified by staff who observe the visitors and Administration will address the visitors.

**Borrogo Springs Elementary School**  
 1315 Palm Canyon Drive  
 Borrogo Springs, CA 92004  
*Ingress & Egress Map*





## H. Rules and Procedures on School Discipline

Borrego Springs Unified School District has a student/parent handbook that goes out to middle and high school students.

Discipline, including suspension or expulsion, may be imposed in accordance with Board policy (BP 5131.7(a)) and regulations.

1. (1) Caused, attempted to cause, or threatened to cause physical injury to another person.  
(2) Willfully used force or violence on another person except in self-defense.
2. Possessed, furnished, or sold any firearm, knife, explosive, or other dangerous object.
3. Possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance.
4. Offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or intoxicant of any kind; and then sold, delivered, or furnished any other liquid or substance represented to be the controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco, or any products containing tobacco or nicotine products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.
11. Disrupted school activities or willfully defied the valid authority of school personnel, including cheating.
12. Knowingly received stolen school property or private property, including electronic data/files.
13. Possessed an imitation firearm.
14. Committed or attempted to commit sexual assault.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary hearing.
16. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence; or harassed, threatened or intimidated a student or group of students. (EC 48901.2, 48900.2, 48900.3, 48900.4)
17. The production of any written, painted, drawn, or otherwise created student work or product that illustrates or depicts any connection to any form of illegal activity.

### **Mandatory recommendation for expulsion:**

1. Causing serious physical injury to another person, except in self-defense.
2. Possession of any knife, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any drug except for the first offense of possession of not more than one ounce of marijuana.
4. Robbery or extortion.
5. Assault or battery upon a school employee. (EC 48915.a)

### **Mandatory expulsion:**

1. Possession, selling or otherwise furnishing a firearm.
2. Brandishing a knife.
3. Unlawfully selling a drug.
4. Committing or attempting to commit sexual assault or committing sexual battery.
5. Possession of an explosive. (EC 48915.c)

### **Weapons and Dangerous Instruments (BP 5131.7(a))**

The Board desires students and staff to be free from the fear and danger presented by firearms and other weapons. Therefore, the Board prohibits any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, or at a school-related or school-sponsored activity away from school.

1. Any school employee is authorized to confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds and immediately notify the principal or designee.
2. Students possessing or threatening others with a weapon, dangerous instrument or imitation firearm are subject to suspension and/or expulsion in accordance with law, Board policy and administrative regulations.
3. The principal or designee shall notify law enforcement authorities when any student possesses a weapon or commits any act of assault with a firearm or other weapon. (20 USC 8922, EC 48902, Penal Code 245, 626.9, 626.10)

Weapons and dangerous instruments include, but are not limited to: (AR 5131.7(a))

1. Firearms (pistols, revolvers, shotguns, rifles, zip guns, stun guns, lasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion);
2. Knives (any dirks, daggers or other weapons with a fixed, sharpened blade fitted primarily for stabbing; weapons with a blade fitted primarily for stabbing; weapons with a blade longer than 3 ½-inches; folding knives with a blade that locks into place; and razors with an unguarded blade) (ED 48915)
3. Explosive and/or incendiary devices (pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices)
4. Any instrument that expels a metallic projectile, such as a BB or pellet, through the force of air pressure, carbon dioxide pressure or spring action, or any spot marker gun; (Penal Code 626.10)
5. Any other dangerous device, instrument or weapon, (especially those defined in Penal Code 12020), including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon;
6. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm. (EC 48900)

### **Dietary Supplements**

In an effort to keep the students free from dietary supplement misuse, these substances are prohibited on the school campus, or any field trip, athletic event and school sponsored event.

### **Matches and Lighters**

Matches, lighters, or any flammable object(s) are not allowed on campus. If found, these items will be confiscated and disciplinary measures taken.

### **Detention**

Students do not have the right to interfere with the learning process of others, therefore, teachers and staff may give detentions to a student whose behavior distracts from the healthy, safe, and positive learning environment, or is in violation of classroom, school or teacher-imposed rules. In addition, detentions will be given for tardies.

### **Suspension by Teachers**

Teachers may suspend a student for violation of classroom rules. Student will be suspended for a day and the day following. Alternative suspension options include:

1. In-house suspension.
2. Check for appropriate educational placement.
3. Detention

### **Suspension by Administration or Designee**

Administration or designee may suspend any student for up to 5 days. Levels of the suspension may include, but not be limited to:

1. Class suspension
2. In-House suspension
3. Suspension from school

Additional consequences in conjunction with a suspension may include, but not be limited to:

-not being allowed participate or attend any school function(s) at the high school, middle school, and/or elementary school.

-not being allowed to be on any of the three campuses for any reason.

# I. Bullying Prevention Policies & Procedures

## **Bullying Policy**

The local education agency (LEA) has a duty to protect students from discriminatory harassment. (EC 200, PC 422.55). Any student who exposes another student or person to abusive actions repeatedly over time may be subject to disciplinary action because of bullying.

Bullying is a form of violence. It involves a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. Bullying may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or emotional (spreading rumors, manipulating social relationships, extorting, or intimidating). Bullying can occur face-to-face or online.

Bullying is also one or more acts by a student or group of students directed against another student or person that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment, and includes acts that are committed personally or by means of an electronic act. (EC 201, 234.1(a), 48900; Title 5 5CCR 4900, 4902, 4960)

- An electronic act is defined as transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.

Bullying actions may be direct or indirect.

1. Direct bullying or identifiable bullying actions may include:
  - Hitting, tripping, shoving pinching, and excessive tickling;
  - Verbal threats, name calling, racial slurs, and insults;
  - Demanding money, property, or some service to be performed;
  - Stabbing, choking, burning, and shooting.
2. Indirect bullying may be more difficult to detect and may include:
  - Rejecting, excluding, or isolating target(s);
  - Humiliating target(s) in front of friends;
  - Manipulating friends and relationships;
  - Sending hurtful or threatening e-mail or writing notes;
  - Blackmailing, terrorizing, or posting dangerous dares;
  - Developing a Web site devoted to taunting, ranking, or degrading a target and inviting others to join in posting humiliating notes or messages.

*The above excerpt is taken from CDE, Bullying FAQ*

## **Bullying Notifications**

A copy of the District's bullying policy and regulation shall:

1. Be included in the annual notification to parents/guardians each school year. (EC 231.5) (cf. 5145.6)
2. Be displayed in a prominent location in the main administrative building or other area where notices of District rules, regulations, procedures and standards of conduct are posted. (EC 231.5)
3. Be provided as part of any orientation program conducted for new students. (EC 231.5)
4. Appear in school or District publication that sets forth the school's or District's comprehensive rules, regulations, procedures and standards of conduct. (EC 231.5)
5. Be provided to employees and employee organizations.

## **Bullying Investigation of Complaints at School – Site-Level Grievance Procedure**

1. The principal or designee shall promptly investigate all complaints of bullying. In doing, he/she shall talk individually with:

- The student who is complaining;
- The person accused of bullying;
- Anyone who witnessed the conduct complained of;
- Anyone mentioned as having related information.

1. The student who is complaining shall have an opportunity to describe the incident, present witnesses and other evidence of the bullying, and put his/her complaint in writing.

1. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the follow persons:

- The Superintendent or designee;
- The parent/guardian of the student who complained;
- If the alleged bully is a student, his/her parent/guardian;
- A teacher or staff member whose knowledge of the students involved may help in determining who is telling the truth;
- Child protective agencies responsible for investigating child abuse reports;
- Legal counsel for the District.

1. When the student who complained and the alleged bully so agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided and both parties agree.

1. In reaching a decision about the complaint, the principal or designee may take into account:

- Statements made by the persons identified above;
- Details and consistency of each person's account;
- Evidence of how the complaining student reacted to the incident;
- Evidence of any past instances of bullying by the alleged bully;
- Evidence of any past bullying complaints that were found to be untrue.

1. To judge the severity of the bullying, the principal or designee may take into consideration:

- How the misconduct affected one or more students' education;
- The type, frequency and duration of the misconduct;
- The number of persons involved;
- The age and gender of the person accused of bullying;
- The subject(s) of bullying;
- The place and situation where the incident occurred;
- Other incidents at the school, including incidents of bullying that were not related to gender.

1. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.

1. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If the principal or designee verifies that bullying occurred, this report shall describe the actions taken to end the bullying, address the effects of the bullying on the student bullied, and prevent retaliation or further bullying.

1. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the student who complained has been further bullied.

### **Bullying Complaint Process**

1. Any student who feels he/she is being, or has been subjected to bullying, shall immediately contact his/her teacher or any other school employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.
2. Any school employee who observes any incident of bullying involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint.

3. In any case of bullying involving the principal or any other District employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the Superintendent or designee.
4. The principal or designee to whom a complaint of bullying is reported shall immediately investigate the complaint in accordance with administrative regulation. Where the principal or designee finds that bullying occurred, he/she shall take prompt, appropriate action to end the bullying and address its effects on the victim. The principal or designee shall also advise the victim or any other remedies that may be available. The principal or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement authorities, where required.
5. The Superintendent or designee shall maintain a record of all reported cases of bullying to enable the District to monitor, address and prevent repetitive bullying behavior in its schools.
6. All complaints and allegations of bullying shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

### **Bullying Disciplinary Measures**

Any student who engages in bullying anyone at school, school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.