



Century Community Charter School

SAFE SCHOOL PLAN 2017-18

Dana Means

Principal



School Emergency Response Plan

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Section 1
Introduction

Introduction

What is an Emergency?

- A. A duly proclaimed existence of conditions of disaster or extreme peril to the safety of persons or property caused by air pollution, fire, flood or floodwater, storm, epidemic, riot, earthquake, intruder, or other causes. This may be beyond the control of the services, personnel, equipment, and facilities of the school site and require the combined efforts of the State or other political subdivisions. School facilities must be prepared to respond to an emergency or traumatic event in an organized and timely manner so that students and staff can continue to function effectively without additional trauma or the development of additional emergencies.
- B. School emergencies can be small and easily managed, or they can be large and difficult to manage. Every school emergency must be managed in a way that ensures the safety of everyone involved. In order to provide a safe and secure teaching and learning environment, personnel must plan for the management of emergency events that cannot be predicted or prevented. This plan is designed assist in planning for such events.

Requirements

The Plan meets the requirements of the State of California and the City/County of Los Angeles policies on Emergency Response and Planning, the National Incident Management System (NIMS), and defines the primary and support roles of the schools in after-incident damage assessment and reporting requirements.

Purpose

- A. To effectively handle an emergency, a comprehensive School Emergency Response Plan must be developed and a School Emergency Response Team must be organized before an emergency occurs (Required by ARS 15-341, A 34). The school's plan must be organized and all staff members trained in order to effectively prepare for maximum safety, efficiency, and communication in the event of an emergency.
- B. The Incident Command System (ICS) will be used to manage all emergencies that occur within the school. The use of ICS to perform non-emergency tasks to promote familiarity with the system is encouraged. All site personnel must complete the required ICS training.
- C. Students and parents must also understand that contingency preparation and procedures are necessary and are conducted for their safety and well-being. An overview of the plan must be explained and distributed to parents.

- D. Planning, preparation, and training will help staff personnel learn the proper course of action in an emergency. This manual will provide step-by-step guidelines to help deal with emergencies that may occur. This manual cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation. Staff will receive annual training in the plan.
- E. A committee will be established consisting of local law enforcement, fire/EMS, emergency management, county health department, and site personnel to develop the School Emergency Response Plan. The committee should consist of site staff from the following disciplines at a minimum:
 - Administrator
 - Office Staff
 - Facility manager
 - Monitor/Safety personnel
 - Teacher
- F. Procedures will be developed to provide for disabled and non-English speaking students and staff.
- G. This plan shall be reviewed annually by the above committee and updated to maintain current procedures.
- H. Drills will be conducted periodically to test the effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan. Identified weaknesses will be addressed to strengthen the plan.
- I. Each classroom will be supplied with a Classroom Emergency Response Guide that provides instructions on how to respond to specific events as determined by the site emergency planning committee.
- J. A groupme app specifically for emergencies will be used where it can be monitored for emergency messages during school hours.
- K. Provisions for off campus emergencies will be addressed in this plan (e.g. bus accidents, field trips, off campus school activities....).

Approval Statement

The School Emergency Response Plan for Century Community Charter School (CCCS) has been reviewed and found to comply with the California School Emergency Response Plan, minimum and/or recommended requirements.

<hr/>	<hr/>
Principal (required)	Charter Board Representative (required)
Date	Date
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Law Enforcement (recommended)	Fire/EMS (recommended)
Date	Date
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The objectives of the plan are to:

- ◆ Protect the safety and welfare of students, employees, and staff.
- ◆ Provide for a safe and coordinated response to emergencies.
- ◆ Protect the School's facilities and properties.
- ◆ Enable the School to restore normal conditions with minimal confusion in the shortest time possible.
- ◆ Provide for interface and coordination between the school and the City and/or County Emergency Operation Center (EOC).

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

Section 2

Situation and Assumptions

Situation

- A. The school sits on (insert acreage) at (insert address). The site consists of (insert # of buildings) buildings. There is an Average Daily Membership of (insert ADM) and (insert # of staff members) staff members.
- B. The principal has the primary responsibility for developing and implementing the School Emergency Response Plan. The principal has the responsibility of executing the policies developed by the Board.
- C. Site personnel and/or local fire and law enforcement agencies handle most emergencies on site.

Assumptions

- A. During an emergency, centralized direction and control (i.e., activation of the Command Post) is the most effective approach to management of emergency operations.
- B. In case of an emergency that is beyond the capabilities of the site to handle, site personnel will coordinate with local emergency response agencies. This may include having a member or members act as a liaison with responding agencies.

Security and Vulnerability Assessment

**Remove this page and insert the
Security and Vulnerability
Assessment**

Section 3

National Incident Management System (NIMS)

NIMS Purpose and Scope

The National Incident Management System (NIMS) was issued by Department of Homeland Security on March 1, 2004 to provide a comprehensive and consistent national approach to all-hazard management at jurisdictional levels and across functional disciplines. The NIMS will enable responders at all levels to work together more effectively to manage domestic incidents no matter what the cause, size or complexity.

NIMS is the overall system in which many agencies, levels of government, and information systems fit. The parts of NIMS are:

- ◆ Incident Command System
- ◆ Multi-agency or inter-agency coordination
- ◆ State Master Mutual Aid Agreement and Systems
- ◆ Operational Areas
- ◆ Operational Areas Satellite Information System (OASIS)

Public schools have mutual aide agreements for shelter, counseling, and other items and must participate in inter-agency coordination. It is important to understand this and be prepared to participate.

NIMS and Schools

The National Incident Management System is based on a number of concepts, three of which are pertinent to schools:

- 1). a management tool called the Incident Command System (ICS);
- 2). Mutual aid systems, in which similar organizations assist each other in emergencies; and
- 3). Multiple agency coordination, under which diverse organizations work together and communicate with each other.

1) Incident Command System (ICS)

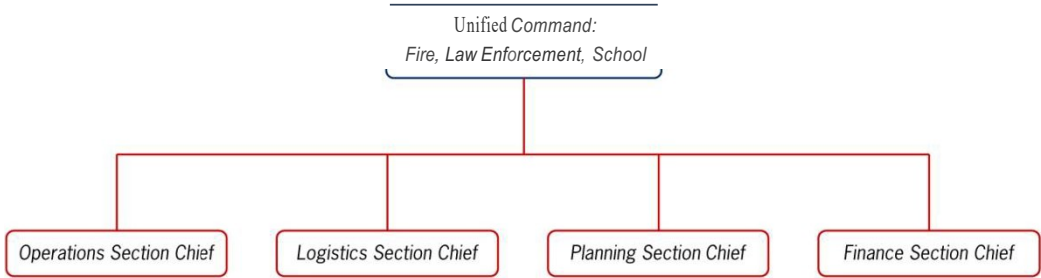
ICS was developed by fire departments to give them a common language when requesting personnel and equipment from other districts, and common tactics when responding to emergencies. The system is designed to minimize the problem common to many emergency response efforts – duplication of efforts – by giving each person a structured role in the organization, and each organization its piece of the larger response.

The Incident Command System is the combination of facilities, equipment, personnel, procedures, and communication operating within a common organizational structure, designed to aid in domestic incident management activities. It is used for a broad spectrum of emergencies, from small to complex incidents, both natural and manmade, to include acts of catastrophic terrorism. ICS is used by all levels of government-Federal, State, tribal, and local, as well as by many private section and non-governmental organizations.

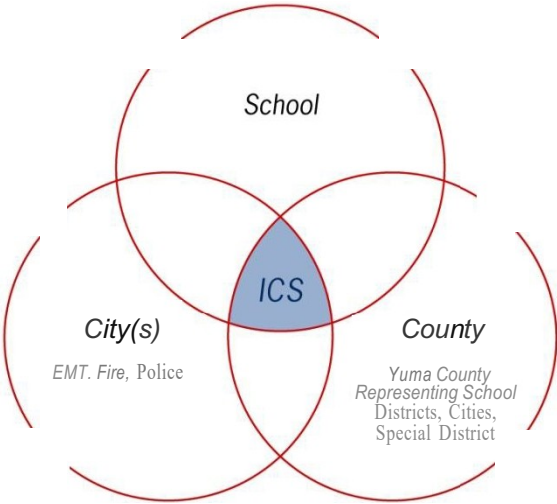
The five ICS functions are required at all NIMS levels. They are: command, planning, operations, logistics, and finance/administration. These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human resources at hand.

Incident Command System

ICS Unified Command



ICS Principles



- Diagram indicates activation of operational area

Command (The “leaders”)

Responsible for the overall policy, direction, and coordination of the emergency response effort in school Command Center. Command staff are also responsible for interacting with each other and other Emergency Operations Center’s (EOC), to ensure the effective function of the EOC organization. Example: police, fire.

Operations (The “doers”)

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

Planning (The “thinkers”)

Responsible for collecting, evaluating, and disseminating information; maintaining documentation, and evaluating incoming information to determine the potential situation in the not-too-distant future. This team also develops school site action plans for implementation by the Operations team.

Logistics (The “getters”)

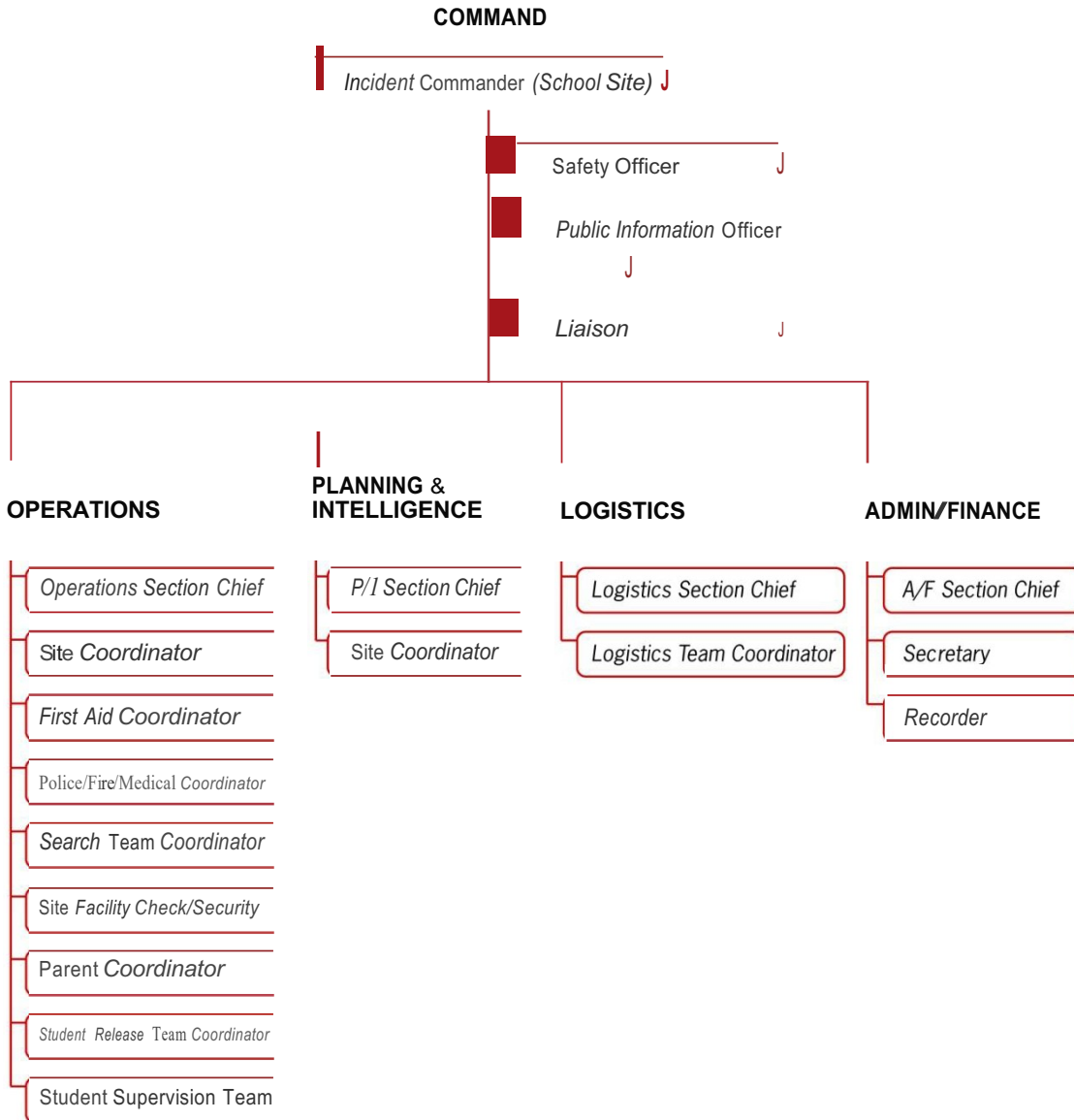
Responsible for providing all types of support for the emergency response operation (facilities, services, personnel, equipment, transportation and materials).

Finance/Administration (The “payers”)

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

Major Concepts

1. Every emergency, not matter how large or small, requires that certain tasks be performed, called management, planning, operations, logistics, and finance/administration.
2. The system can be expanded or contracted, depending on the situation and the immediate needs. One person can do more than one function.
3. Every incident needs a Incident Commander, called the Incident Commander at the site level.
4. No one person should be in charge of more than seven people (the optimum number is five). Note: this does not apply to Student Supervision.



ICS responsibilities of the School Site

The following chart outlines the responsibilities, within each of the five ICS functions, of the School Site:

Function	School Site Command Center
COMMAND	Overall responsibility for all incident activity on site
OPERATIONS	Directs the tactical response of all incident operations on site
PLANNING	Collects, processes and documents information at that site for use on the incident
LOGISTICS	Provides services, personnel and equipment in support of the incidents on site
FINANCE / ADMINISTRATION	Provides financial accounting and cost control at incident site

2) **Mutual aid systems**

Voluntary and reciprocal agreements which provide services, resources and facilities when existing resources prove to be inadequate.

There are several Mutual Aid systems included in the Mutual Aid Program.

3) **Multiple Agency Coordination (MAC)**

Agencies working together at any NIMS level to facilitate decisions.

Section 4

Emergency Telephone Numbers and Communication

Communication Tools

Public Address System? Yes No

If yes, list any „dead“ communication areas:

List procedures for contacting all „dead“ communication areas:

Radios

Frequency: _____

Quantity: _____

Distribution:

Automatic Phone Tree? Yes No

If not, attach the manual phone tree for contacting parents and guardians.

Other communication Tools:

Cell Phones Yes No

Nextel two-way calling Yes No

Bull horn Yes No

Other: _____ Yes No

Other: _____ Yes No

Other: _____ Yes No

Communication

1. Emergency Communication

When emergency conditions exist, the Incident Commander will notify the necessary personnel to respond to their area of assignment. The methods for communication listed below in descending order will be used (a being the primary mode of communication followed by alternative modes). Notification will be given in plain language. Code words will not be used, but emergency signals will be utilized to signal that a crisis exists.

- a. Intercom or Public Address system
- b. Two-way radios
- c. Telephone
- d. Runners

2. Media Relations

The Public Information Officer will be prepared to deal with the media. A separate staging location will be pre-identified for media briefings.

Emergency Telephone Numbers

(This sheet should be laminated and posted in a prominent place in the school office)

EMERGENCIES – 911

Local Police Precinct **911** or _____ **The**

Mayor’s Citywide Call Center

Emergency Management Agency (24 hours)

Department of Mental Health (Access HelpLine)..... _____

Department of Public Works (Water Emergencies)

American Red Cross,

Electrical Company

(customer service)

Poison Control Center

Gas Company

(customer service)

(Natural Gas Emergency Number)

Water and Sewer Authority

Health Department.....

West Nile Virus Call Center (DOH).....

Animal Shelter and Animal Issues (24-hours).....

Fire Department..... **911** **or**

Department of Children’s Services..... **Child**

Abuse Hotline.....

Hospital(s)

Radio Stations

Emergency Broadcasts can be received via the Emergency Alert System (ES). The primary radio stations (FM/AM).

Other Frequencies

NOAA Weather – 24 hours.....

General Mobile Radio Service (emergency)

Name: _____ Lower Frequency _____ Upper Frequency _____

Motorola Channel ____ Icom Channel _____

Crisis Communication Guidelines

Communication at the School Site

A crisis that takes place at a school impacts the entire community and is likely to draw media attention. Ineffective handling of a crisis can endanger the welfare of all involved and negatively impact the school's public image with parents, teachers, school boards and communities. Each School Emergency Response Team must be prepared to deal with the media on site and create press statements for release to the public.

Who Should Communicate?

A member of the School Emergency Response Team will be appointed as the Public Information Officer (PIO). This person will assist the IC in the preparation of a news statement for release to the public. On site the PIO will meet with the press and arrange for their needs. If possible, there should be a pre-designated area where the media can work and/or hold news conferences. The PIO will also be responsible for recording duties, noting when notification of the School Emergency Response Team took place and what other parties were notified. They will maintain a log of the sequence of events as they unfold. The PIO will ensure that the person who is answering the phones at the school has a prepared statement to read as well as a prepared notice for staff and parents.

See roles and responsibilities for Public Information Officer (Section 5).

What Should Be Communicated?

Once verification of the crisis has taken place, a formal statement including minimal details, can be prepared for release to the entire school, indicating that more information will be forthcoming. The PIO, IC and the entire School Emergency Response Team should review this statement before it is released. Avoid using inflammatory words and phrases. A copy of this statement must be provided to staff members handling phone inquiries.

General Guidelines for Dealing with the Media

1. Convey the message that immediate and appropriate actions are being taken to investigate and address the situation.
2. Information should be as up to date and complete as possible, focusing on the school's response to the situation and any changes in the school schedule for the following day.
3. The primary concern is for the safety and welfare of the students and staff.
4. The police or local authorities should address questions about the specifics of any crime.
5. Do not release the names of any students.
6. Do not be defensive or argumentative.
7. Do not confirm or deny statements from the media.

8. Do not give more information than is necessary.
9. Do not delay in responding to the media.

Communications Equipment & Protocol for the school

1. In the event of a crisis, all communications gear must be gathered and then redistributed to teams and/or personnel who will need to use it during an emergency.
2. Phone or radio communication, especially during the initial hours of a disaster must be kept to essential message traffic only. During a wide-area emergency expect the land lines to be inoperable or overloaded. Cellular phone sites will probably be down or overloaded. It is probable that our own radios will be subject to heavy message traffic, jamming, and inaccurate or false messages.
3. Allowable message traffic will be at the discretion of the IC. Message traffic type and priority shall be as follows:

Type 1: Emergency medial or life or death situations

Type 2: Request for emergency services (not a life threatening situation)

Type 3: General medical or transportation needs.

Type 4: General message traffic

Communication mode priorities:

- a. Land lines
- b. Cellular Phones
- c. Amateur radio (if available)

While using any communication device, following these guidelines will make emergency communication more effective.

- a. Do not use any mode of communication unnecessarily
- b. Keep messages short and to the point
- c. Speak slowly and clearly. Keep your voice even – NEVER YELL!
- d. Remain calm
- e. Do not use „CB“ type jargon
- f. Never transmit with a radio that has a broken or damaged antenna, you will destroy the radio.

Communications with Parents

1. The Principal or Designee will make available to parents and discuss with the Charter Board copies of the School Emergency Response Plan.
2. As part of the emergency preparedness efforts, the Principal will send home an annual letter to parents providing the telephone numbers of the Police Department, and other emergency contact information, and the radio stations where emergency information may be available.
3. If students are removed to an evacuation site or to the hospital, notify the parents as soon as possible.
4. If students are removed from the school site, signs will be posted outside the school by the School Emergency Response Team providing additional information, and contact numbers when available.
5. The IC will direct the communications with the School Emergency Response Team when it is appropriate to begin parent notification of the evacuation or status of students.

Section 5

School Emergency Response Team

The School Emergency Response Team (SERT)

Selecting the Members of the School Emergency Response Team

The principal and his/her leadership team are responsible for assembling the School Emergency Response Team (SERT).

Who Should Be On The Team?

Staff members who are recognized within the school and who respond well to a crisis are good SERT candidates, as are people who are calm, accepted by staff and students as impartial and fair, good listeners and communicators, skilled negotiators, and adept at crowd control. One of the SERT members should be a bilingual staff person. Also, including members who do not have supervisory duties or whose groups can be canceled in an emergency is important, such as:

- ◆ **Office Manager**
- ◆ Special Education Coordinator
- ◆ Technology Support Manager
- ◆ School Resource Officers
- ◆ Speech Therapist
- ◆ Occupational Therapist/Physical Therapist
- ◆ Outreach Consultant
- ◆ Program Facilitators
- ◆ Reading Coaches
- ◆ School Secretary
- ◆ Counselors/Social Workers
- ◆ Custodians/Security Personnel
- ◆ School Nurse
- ◆ Psychologist

The names and locations of any staff members trained in CPR and first aid must be laminated and posted in a prominent place in each classroom and in the school office.

How Many People Should Be On The School Emergency Response Team?

The number of members on the team should be in relationship to the number of students in the school. If any of the members of the team are classroom teachers, substitutes will need to be chosen and their names should be listed as alternate SERTs.

NOTE: The NIMS/SEMS ICS structure (School Emergency Response Team) may expand or contract depending on the scope of the emergency and number of staff available. Staff members may be assigned multiple roles in an emergency.

COMMAND TEAM

Incident Commander (IC):

Job Description: Responsible for emergency operations to ensure safety of students, staff and others who are on campus.

Responsibilities:

1. Assess emergency or threat and impact to students, staff, school property and surrounding community
2. Activate emergency plan and Incident Command System
3. Establish a Command Post
4. Develop and communicate a plan of action
5. Provide Board/City Officials Site Specific Status Report Form
6. Authorize any release of public information
7. Begin student release procedures (when it is safe to do so)
8. Make provision for mental health counseling
9. Make provisions for language translations
10. Release teachers and staff as appropriate
11. Declare end of emergency – initiate recovery when appropriate
12. Remain in charge of your campus until released by fire or law enforcement incident commander.

Note: Incident Commander for Police or Fire will take control of emergency once they have arrived at the site. IC (school site) will remain in charge of school procedures (accountability of students, etc.), but will work with First Responders and provide any necessary assistance. Once Police/Fire Incident Commander is on site all decisions regarding evacuations, relocations, declaring an „All Clear“ will be made with the expressed approval and coordination of First Responders.

Remains in the Command Post and manages the crisis.

Safety Officer:

Job Description: Responsible for monitoring the safety and conditions for students and staff.

Responsibilities:

1. Participate in planning sessions, concentrating on issues of safety for both those caught up in the incident and those responding to it.
2. Monitor operational activities to assess potential danger and unsafe conditions.
3. Correct unsafe acts or conditions through regular lines of authority when possible.
4. Monitor stress levels of personnel involved in the response.

Safety Considerations:

- Are people performing out of role or responsibility?
- Is there enough manpower available to perform the prescribed tasks?
- Are the prescribed tasks being performed properly (such as proper lifting techniques)?
- Is appropriate personnel protection equipment (PPE) being used?

Public Information Officer (PIO):

Job Description: Conduit for information flow between the school and community; including the media.

Responsibilities:

1. Work closely with the IC (if not performing both roles) and first responders in providing information to the media and community.
2. Establish a media information center.
3. Provide press briefings and news releases as appropriate.
4. Obtain copies of all media releases and post them in the Command Post for review.
5. Prepare information summary on media coverage for SERT personnel.
6. Arrange for meetings between news media and incident personnel as directed by the IC.
7. Coordinates press conferences.
8. Prepares information for distribution to parents and students.
9. Coordinates with the City/County PIO, if appropriate.
10. Maintain a log of all activities.

Liaison

Job Description: Liaison between the school site, unified command, EOCs and all other agencies. Position may be performed by the PIO and/or IC.

Responsibilities:

1. Identify representatives from and maintain contact with each responding agency, including communication links and locations of assisting personnel.
2. Handle requests from Command Post for inter-organizational contacts.
3. Monitor operations to identify current/potential inter-organizational problems.
4. Provide information to appropriate governmental agencies.
5. Maintain an activity log.

OPERATIONS TEAM

Operations Section Chief:

Job Description: Manages and directs emergency response activities on campus (Note: the IC may also perform this job).

Responsibilities:

1. Coordinate Staff Buddy Assignments
2. Coordinate Student Messengers
3. Coordinate Search & Rescue
4. Coordinate Campus Check and Security
5. Coordinate School Emergency Response Team response
6. Coordinate Medical Aid
7. Coordinate Student Care
8. Coordinate Student Release
9. Coordinate mental health counseling
10. Make sure teams have enough supplies
11. Reassign staff as needed
12. Schedule breaks and back-ups for staff

Site Coordinator:

Job Description: Manages emergency at the crime scene.

Responsibilities:

1. Respond to the scene of emergency
2. Control access to the affected area
3. If necessary, preserve crime scene until police arrive and assume control
4. Keep IC updated on status of emergency
5. Assist medical team, if necessary
6. Assist First Responders at the scene

OPERATIONS TEAM (Continued)

First-Aid Coordinator:

Job Description: Provide emergency first aid until medical assistance arrives.

Responsibilities:

1. Provide emergency first aid.
2. Keep site coordinator updated on status of victim(s).
3. Update First Responders, upon arrival at the scene.
4. Keeps log of status of the victim(s) and all aid administered.

Note: In the event of multiple injuries the First Aid Coordinator will manage the First Aid Team. Members of the First Aid Team may be any adults who have received First Aid/CPR training.

Responsibilities for First Aid Team (to be managed by First Aid Coordinator):

1. Assist the First Aid Coordinator with administering first aid and with his/her other duties and responsibilities.
2. At the direction of the First Aid Coordinator, organize an Emergency First Aid Station.
3. Obtain first aid supplies and bring them to the Emergency First Aid Station. First Aid supplies will be maintained in a visible area and will be known to all SERT members.
4. Coordinate efforts with the SERT and First Responders.
5. Provide the IC with periodic updates as to the status of those who are and were treated at the Emergency First Aid Station.
6. Keep accurate records of the medical attention required by each person and will complete an Emergency Medical Release Form for each individual treated.
 - a. If an individual requires hospitalization, the first aid team will contact the paramedics for transportation to a hospital.
 - b. Complete the Emergency Medical Release Form for all individuals who received medical treatment and are returning to the assembly area.
7. If necessary, will set up a Casualty Collection Point and Morgue.

OPERATIONS TEAM (Continued)

Police/Fire/Medical Coordinator:

Job Description: Assist emergency personnel and direct them to the scene.

Responsibilities:

1. Meet emergency personnel and take them to the scene – utilizing the most efficient route
2. Follow emergency personnel instructions (i.e., locking or unlocking doors, turning off water, electricity, etc.)
3. Keep IC updated on status of police/fire/medical personnel
4. Once released by emergency personnel, return to the Command Post and assist with emergency as directed by the IC.

Helpful Hint: Meet first responders with site map and master keys

Search Team Coordinator:

Job Description: Manage the search efforts.

Note: members of the Search Team will be comprised of any adults who do not have supervisory responsibilities at the time the emergency is declared. If additional adults are needed, consider combining classrooms to release additional staff members to assist in the search activities.

Responsibilities:

1. Assemble adults who do not have supervisory duties, into Search Teams based on available manpower; minimum 2 persons. Attempt to place one experienced person on each team.
2. Perform visual check of outfitted team(s) leaving Command Post; include radio check. Advise teams of known injuries.
3. Coordinate the efforts of all Search Team's to ensure all areas of the school campus have been searched and are secure.

Helpful Hint: Color code the school site map into search areas and distribute maps to Search Team. This will help to ensure all areas that individual Search Teams are responsible for are covered (i.e., bathrooms, storage areas, closets, etc.)

4. Assemble the emergency attendance forms and begin reconciliation of student and staff accountability. During the reconciliation phase of the student lists, he/she will ensure the Early Release Log and Visitor Log are included in the process.

OPERATIONS TEAM (Continued)

Search Team Coordinator (continued):

Responsibilities for Search Team in the event of a fire:

1. Until the police and Fire Department have arrived, the search team will direct the fire fighting efforts.

Responsibilities for Search Team in the event of an earthquake or other emergency requiring evacuation:

1. Conduct a pre-established search pattern of the school buildings and property.

Generally, the team will begin at the center of the building destruction, search the immediate area and then move to the next building (moving clockwise). If the search team coordinator determines that a secondary location requires immediate relocation, the team will move to the location and then proceed clearing buildings using the North search procedures until all buildings have been cleared or until the arrival of the Police and Fire Departments.

Procedures for Searching a Room:

- a. Tape will be placed on the door as the team enters the room to indicate that the room is in the process of being searched.
 - b. The team will search the room in a clock-wise direction.
 - c. When the room has been searched and cleared, the team will place a second piece of tape so that a large „X“ will indicate that the room has been cleared by the team.
2. Bring the emergency containers to the evacuation site.
 3. Once the Police and Fire Departments have arrived, the search team coordinator will report their findings and assist first responders as needed.
 4. Keep the IC updated on the status of the team’s effort and assist with the emergency as directed.

OPERATIONS TEAM (Continued)

Site Facility Check/Security:

Job Description: Secure the school campus and all buildings.

Responsibilities:

1. Lock gates and all external doors.
2. Locate/control/extinguish small fires as necessary.
3. Check gas meter and, if gas is leaking, shut down gas supply.
4. Shut down electricity only if building has clear structural damage or advised to do so by IC.
5. Post yellow caution tape around damaged or hazardous areas.
6. Verify that the campus is „locked down“ and report to IC.
7. Keep IC updated of all activities and precautions taken.
8. Ensure that the entire campus has been checked for safety hazards and damage.
9. No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
10. Route fire, rescue, police, etc. as appropriate.

Parent Coordinator:

Job Description: Liaison with the parents on site.

Responsibilities:

1. Meet with the parents and arrange for their needs (i.e., if approved by First Responders, bring them into a classroom or portable)
2. Advise parents of the situation, and if their child is or isn't involved in the emergency
3. Keep IC updated on the status of parents
4. After the „All Clear“ has been given, assist those parents who wish to take their children home

OPERATIONS TEAM (Continued)

Student Supervision Team:

Job Description: Remains with and supervises students.

Responsibilities:

1. Remains with and supervises students after the evacuation. Ideally each classroom teacher is supervising their class, but teachers who are needed on other teams will combine their classroom with another teacher.
2. Organize and supervise student activities

Note: As other team members are no longer needed for other assignments, they will join the Student Supervision Team. Supervision Team members will be released for breaks and will be released from service at the school site when deemed appropriate by the IC. All personnel not assigned to a team will be assigned to the Student Supervision team.

Student Release Team:

Job Description: Release students to authorized adults.

Responsibilities:

1. At the direction of the IC, release students to authorized adults.
2. Maintain a log of all students who have been released and who they were released to.
3. Set up a parent contact area with student emergency cards and appropriate paper work (sign out register, student call slips).

Procedures for releasing students

- a. Parent or guardian reports to the Student Release Station identifying the student(s) he/she desires to pick up.
- b. Check the emergency cards to verify the adult is authorized, and the student(s), may be released to that person.
- c. Bring student to release point (use runners).
- d. Instruct the parent to sign the register, verifying that the student(s) has/have been removed from campus.
- e. Document the whereabouts of any student transported from the site by any agency to a hospital, shelter, or Collection Point.
- g. Any student having a triage tag should have one of the serial numbered corners taken off and attached to release team documentation.

Procedures for teachers when releasing students

- a. Complete Emergency Release Form
- b. Identify parent (or other authorized adult) and have form signed. If a positive identification cannot be made, teacher needs to refer to child's emergency card for authorized adult release. (if adult cannot be verified, put a large „?“ on the Emergency Release Form, so student release team can verify adult).

- c. Release student to parent pick up station (or runner) and remove name from class list

Procedures for Adults when picking up student(s)

- a. Proceed to student release station at the evacuation site
- b. Fill out and sign release form/register as soon as teacher/adult in charge is available
- c. Upon receiving copy of release form, parent or authorized adult will meet child at release point to verify ID and be released.

Note: It is important to create a secure area for student release. If the school grounds do not afford physical barriers use staff members until police can secure the area. Also consider using yellow caution tape and/or orange cones.

PLANNING TEAM

Planning Section Chief:

Job Description: Keep current on situation at all times. Analyze information, prepare necessary reports, and manage status reports. (Note: the IC may also perform this job).

Responsibilities:

1. Collect all information pertinent to incident (internal and external)
2. Analyze information for potential impacts or changes
3. Prepare and update status reports

LOGISTICS TEAM

Logistics Section Chief:

Job Description: Secure supplies, personnel and equipment and arrange for transportation and lodging of resources. (Note: the IC may also perform this job with assistance from members of the Search Team and/or Police/Fire/Medical Coordinator).

Responsibilities:

1. Open disaster container.
2. Distribute supplies, kits, etc.
3. Set-up various staging areas(s) for sanitation, feeding, etc.
4. Sign-in volunteers and assign to various sections needing assistance.
5. Determine whether additional equipment, supplies, or personnel are needed. Provide this information to the Liaison.
6. Make arrangements for transport of supplies and lodging of personnel.

FINANCE and ADMINISTRATIVE TEAM

Finance and Administrative Section Chief:

Job Description: Track all costs and staff time redirected to emergency. (Note: the IC may also perform this job).

Responsibilities:

1. Document all supplies redirected to emergency
2. Document all personnel time redirected to emergency (number of hours with description of activities performed)
3. Check with Section Chiefs to determine whether additional supplies, etc. will need to be purchased.
4. Purchase needed items, upon approval of IC
5. Document all activities

School Secretary and other Office Staff:

Job Description: Assist IC in managing crisis, making necessary notifications and recording all events.

Responsibilities:

1. Upon the direction of the IC, place a telephone call to 911 and advise the dispatcher of the nature of the emergency.
2. Keep 911 dispatcher informed of any changing conditions until police/fire or medical assistance arrives at the school.

Note: The individual on the phone with 911 will stay on the phone until released by 911 (usually when First Responders have arrived at the scene). This individual will not be able to assist with any other tasks until released by 911. Therefore, it is important to ensure that at least 2 additional adults are in the Command Post to assist the IC.

3. Shut off school bell system
4. Make other required telephone calls (i.e., to board)
5. Maintain a Chronological Event Log. The following information will be recorded in the Log:
 - Time IC was advised of the emergency
 - Time Lock-Down (or other emergency signal) was declared
 - Time all out going calls were made and to whom, their phone numbers, and the information that was furnished
 - Time all incoming calls were received, from whom, and nature of the call
 - Time School Emergency Response Team arrived at the Command Post
6. Advise the IC of any new information

Note:

It is important for each member of the SERT to have a way of identifying themselves as members of the team. In an emergency, responding police or other emergency personnel will need to be able to ascertain who is authorized to be roaming the building.

School Emergency Response Team Master List

Position Office Tel Radio Room #

Command Section

Incident Commander			
1.			
2.			
3.			
Public Information Officer (PIO)			
1.			
2.			
Safety Officer			
1.			
2.			
Liaison			
1.			
2.			

Operations Section

Operations Section Chief			
1.			
2.			
Site Coordinator			
1.			
2.			
3.			
First Aid Coordinator			
1.			
2.			
3.			
Police/Fire/Medical Coordinator			
1.			
2.			
3.			
Site Facility Check/Security			
1.			
2.			
3.			
Search Team Coordinator			
1.			
2.			
3.			
Parent Coordinator			
1.			
2.			

Position	Office Tel	Radio	Room #
3.			
Student Supervision Team			
Student Release Team			

Planning Section

Planning Section Chief			
1.			
2.			
<u>Logistics Section</u>			
Logistics Section Chief			
1.			
2.			
3.			

Administration & Finance Section

Finance and Administrative Section Chief			
1.			
2.			
3.			
Secretary			
1.			
2.			
Recorder			
1.			
2.			

Additional Information

Medication Trained Staff			
Staff Trained in First Aid/CPR			
Staff Trained in Physical Restraint			
Individuals who need assistance during a crisis (physical or mental handicap)			

Note: any member of the SERT who is a classroom teacher or has supervisory responsibilities must have a pre-designated substitute to provide class coverage should the team be activated. Use an asterisk (*) to indicate the designated substitutes and include their phone numbers.

Positions of SERT members in a Lock Down – Response
Scenario: Crime committed on campus- location is Room 20

Evacuation Route



Legend for Previous Map Illustrating Team Member Positions in a Lock Down - Response

IC (Incident Commander)

- ◆ Remains in command center
- ◆ Manages emergency
- ◆ Deploys team members
- ◆ Liaison with district first responders

Site Coordinator

- ◆ Goes to crime scene
- ◆ Updates IC with status
- ◆ Restricts access to crime scene

First Aid Coordinator

- ◆ Goes to crime scene
- ◆ Renders medical assistance

Front Office Staff

- (1) Call 911
- (2) Call District
 - ◆ Keep event log
 - ◆ Assist IC

Search Team Coordinator

- ◆ Remains in command center
- ◆ Deploys search teams
- ◆ Reconciles accountability of staff and students

Police Fire Coordinator

- ◆ Secures perimeter (additional adults may assist in this)
- ◆ Greets police officer in front of building and brings them directly to crime scene

Parent Coordinator

- ◆ Waits outside of perimeter
- ◆ Liaison with parents

Media Coordinator

- ◆ Waits outside of perimeter
- ◆ Liaison with media, until district PIO arrives

Search Team

- ◆ Collects emergency attendance forms
- ◆ Ensures all students and adults are in classroom

Note: See School Emergency Response Plan for complete list of roles and responsibilities

School Emergency Response Team positions for evacuations: If the school evacuates to an assembly area on school campus, ensure that the following areas are pre-identified on an emergency map:

- Assembly Area for Students
- Command Center
- First Aid Station (including triage, treatment, and a morgue)
- Student Release Team
- Reunion Gate
- Staging areas for team members (search team, runners, etc.)



- If the school evacuates to the off-site evacuation site (another school or facility), ensure that the receiving school or facility is provided with the following information:
 - Anticipated time of arrival
 - Number of students and staff members evacuating
 - Report on injuries, if any
 - Any special needs (medication, food, etc.)

Section 6

Emergency Maps and Staging Areas

Emergency Maps

Maps of the interior of all buildings, exterior of school grounds and aerial photos are essential to develop an emergency evacuation plan. In addition to copies of unaltered maps of the facilities, maps indicating the entrances and exits (including perimeter fencing), fire extinguishers, fire alarm pull boxes, telephones, telephone network hubs, tool storage, camera locations, fire suppression system in kitchen, evacuation routes (primary and secondary), utility shut offs, access roads, Command Post locations, and emergency supply storage locations shall be developed and kept with the emergency vital records to be deployed with the Incident Commander in the event of an emergency.

In addition to maps covering the entire facility, evacuation maps shall be placed in each classroom. These maps will include the primary and secondary evacuation routes, and interior safe area, and placed near the door at eye level of the students.

School Floor Plan

School floor plans should be attached to this School Emergency Response Plan. You may need to use several different floor plans to complete and identify all of the necessary components of the School Emergency Response Plan.

1. Evacuation Sites and Routes.

This floor plan should include the following:

- a. Entrances (including perimeter fencing). Be sure to number all entrances and gates.
- b. Master evacuation routes
- c. Command Posts
- d. Fire extinguishers
- e. Fire alarm pull boxes
- f. Shut-off valves (electric, natural gas, water, etc.)
- g. Telephones (if every room has a telephone – include telephone extensions in the plan)
- h. Telephone and Network hubs
- i. Tool storage
- j. Camera locations
- k. Fire suppression system in kitchen
- l. Dead communication areas
- m. First Aid and Emergency Supplies

Identify the Emergency Operations at your evacuation site. This map should include the following:

- a. Command Post
- b. First Aid Station
 - i. Triage
 - ii. Casualty Collection Point/Morgue
- c. Emergency supplies
- d. Student release point
- e. Assembly area

Aerial Maps

These maps will identify additional threats and resources surrounding your facility.

Insert the location and contact information for each of the following areas:

Command Post or Emergency Control Area	Location/Contact Information
Primary Command Post	
Secondary Command Post	
Primary Evacuation Site	
Secondary Evacuation Site	
Off-Site Command Post	
Media Staging Area (outside school)	
Parent Staging Area (outside school)	
Media Staging Area (inside school)	
Parent Staging Area (inside school)	
Interior Safe Area *	
Other:	

*** List alternate site for each classroom inside the school. Include diagram of floor plan**

Primary Command Post

The primary Command Post is always the main office. The secondary Command Post will only be used if the primary Command Post is taken out (hostage situation, explosion, etc.).

Secondary Command Post

The secondary Command Post must meet the following criteria:

1. Access to the secondary Command Post without passing the primary Command Post
2. Ability to house 8-10 adults

3. Communication system (telephone, fax line, etc.). Ideally the room will have access to the P.A. system.
4. An Emergency Response Kit should be kept in both Command Posts, as well as emergency contact information for both students and staff.

Primary Evacuation Site

Evacuation site located on school property – ball fields and playgrounds are excellent examples. Chose an area that is farthest away from the building, but can house your school's population. Avoid sites that pass through or are in parking lots (emergency vehicles will need access to these areas). The evacuation route for each classroom must be posted in the classroom.

Secondary Evacuation Site

A secondary evacuation site must be identified in the event the evacuation must take students and staff further away from the building than the primary evacuation site or in the event of inclement weather during an evacuation. Consider another school, public building or church. Arrangements must be made with the administrators of that building as part of the planning process. A safe passage route must be mapped out and included in this plan. Include a copy of the site map for the secondary evacuation site in this plan.

Off-Site Command Post

Indicate the area where the Command Post will be set up during an emergency that requires an evacuation. Notate the Command Post in both your primary and secondary evacuation sites.

Media and Parent Staging Area

Outside of School

Identify an area where parents and media can congregate during an emergency. Portable classrooms and other buildings that are not connected to the affected area are excellent examples.

Inside of School

Identify an area within the school where parents and media can congregate during an emergency. This area must be away from the affected area within the school. Parents and Media will only be allowed into the building with police approval.

Note: Staging areas for parents and media should be separate. Ensure the parent/media coordinator remains in this location.

Interior Safe Location

Each classroom should have a designated safe location inside the school in the event that the classroom must be evacuated to a safer area. This location would be used in the event of an exterior hazard in the school area. Avoid areas with a great deal of glass or ceiling span (gymnasiums or lunchrooms).

Site Maps, Arial Map and School Floor Plans

Remove this page and insert your Site Map, Arial Map and School Floor Plans.

Remove this page and insert the site map, Arial map and school floor plans.

Utility Information

Emergency Utility Disconnect Information

Electricity:

Location of main breaker panel into facility:	
Locations of secondary/specific breaker panels:	

Natural Gas:

Location of main gas shut-off valve into facility:	
Locations of secondary/specific shut-off valves:	

Water: (NEVER close water valves during a fire)

Location of main water shut-off valve into facility:	
Locations of secondary/specific shut-off valves:	

Steam:

Location of main steam pipe shut-off valve into facility:	
---	--

HVAC System:

Location of ventilation fans switches (if not at breaker panels):	
---	--

Utility Vendor Information

Utility Type	Vendor Name	Contact Person	Estimated Response Time	24-hour Dispatch #
Electricity				
Natural Gas				
Water				
Information Technology/Networking				
Telephone				

Section 7
Evacuation Procedures

Evacuations

Evacuations will be conducted as follows:

1. General evacuation

A general evacuation is executed upon hearing the fire alarm or with a verbal command. Standardized evacuation procedures are followed.

Fire: Evacuate at least **50 feet** from the building.

Bomb Threat: Evacuate at least **300 feet** from the building.

Multi-hazards: Evacuate at least **300 feet** from the building.

2. Controlled evacuation

A controlled evacuation will be executed by the IC or police/fire authorities. A controlled evacuation is typically conducted classroom by classroom and staff and students are directed to evacuate away from the threat. Areas/classrooms closest to the threat are evacuated first.

3. Reverse evacuation

Reverse evacuation provides refuge for students, staff and public within school buildings during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency. Be prepared to go into lockdown/shelter-in-place once inside.

General procedures:

1. Remain calm.
2. Ensure that an evacuation map is posted in every room. This map should include the evacuation route and site, as well as all fire extinguishers and pull stations. This map should be posted on or near the evacuation door and should be at the student's eye level.

EVACUATION CHECKLIST

1. Evacuation

- Incident Commander (IC) initiates evacuation procedures.
- IC determines if students and staff should be evacuated outside of building or to _____ relocation center. IC contacts transportation coordinator and informs them that the evacuation is taking place.
- IC notifies relocation center.
- Direct students and staff to follow evacuation drill procedures and route. Follow alternate route if primary route is too dangerous.
- Close all windows.
- Turn off lights, electrical equipment, gas, water faucets, air conditioning and heating systems.
- Describe how disabled and non-English speaking students and staff will be provided for.
- Lock doors.

2. Teachers

Direct students to follow primary evacuation drill procedures unless IC alters route, or primary route is unsafe.

- Take classroom roster and emergency kit.
- Close classroom doors and turn out lights.
- When outside building, account for all students. Inform IC immediately of missing student(s).
- If students are evacuated, stay with class unless relieved by buddy teacher. Take roll again when you arrive at the relocation center.

3. Relocation Centers

List primary and secondary student relocation centers:

Primary Relocation Center

Secondary Relocation Center

Address/Phone No.:

Address/Phone No.:

Evacuation procedures for IC:

1. Responsible for organizing the School Emergency Response Team during an evacuation.
2. IC determines if students and staff should be evacuated outside of building or to a relocation center. If it is determined to evacuate to a relocation center; IC notifies relocation center.
3. Coordinates and manages the overall evacuation of personnel from the building.
4. Members of the School Emergency Response Team or IC designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in evacuation site) and report findings to IC. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.
5. Relays evacuation information to first responders.
6. Directs that all windows are closed, all lights, electrical equipment, gas, water faucets, air conditioning and heating systems are turned off.
7. Directs that all doors are locked.
8. Ensures that disabled and non-English speaking students and staff are provided for.

Evacuation procedures for Teachers:

Evacuate the area immediately. Take your Emergency Backpack and ID card. All staff and students are to report to the evacuation site and display the appropriate 'alert card' (Green Card = all students accounted for, Red Card = missing students and/or need assistance) from the backpack. The office staff must take the emergency cards, radios, and keys. All staff and students must be accounted for.

Teachers should check their buddy classroom to ensure everyone has evacuated and assist or evacuate the class yourself if necessary.

Evacuation responsibilities and procedures for Teachers

1. The teacher will review with all student the fire, earthquake, lock-down - RESPONSE, Lock Down - NO RESPONSE drill procedures during the first week of attendance at the school.
2. The teacher will review with all students the procedures and exit routes at least once each month.
3. Immediately following an emergency drill, the teacher will help students to evaluate their conduct during a drill.
4. The teacher will give the Drop, Cover and Hold command during an earthquake, a surprise attack or when deemed necessary.
5. The teacher is responsible to see that all students are safely evacuated

6. If there is a blocked exit, the teacher will know the alternate route and guide or instruct the students to proceed with a secondary evacuation route.
7. The teacher will supervise his/her students and will remain with the students. Those teachers who are members of the SERT and their presence is required elsewhere, will turn over his/her students to a teacher on the Student Supervision Team for supervision before reporting to duty at their SERT location.
8. Procedures for moving to the evacuation area:
 - ♦ Students are to line up silently and in single file. No talking, running or pushing is allowed.
 - ♦ The teacher will take the emergency pack.
 - ♦ The teacher will take the current grade book and any additional vital information.
 - ♦ The teacher will take the room keys.
 - ♦ The teacher will turn off the lights.
 - ♦ The teacher will leave the door opened and unlocked, or in the case of a fire or other appropriate emergency, will close the door.
 - ♦ The teacher will check the evacuation route to make sure it is safe. The teacher will direct the students to move to the evacuation site in accordance with the route or other safe route as determined by the teacher. **DO NOT WALK UNDER COVERED WALKWAYS UNLESS IT IS NECESSARY.**
 - ♦ The teacher will be the last to leave the room, making sure all students have exited.
 - ♦ The teacher will check to make sure that other teachers and staff are not injured before evacuating the building in accordance with the Buddy System Check Assignments.
9. If there is an injured, immovable student, the teacher will leave the immovable student, lead the remaining students to the evacuation area and immediately notify the Command Post of the location and condition of the immovable student in the classroom.
10. If there is an injured, immovable teacher, the students will evacuate with a Buddy Teacher. The Buddy Teacher will immediately notify the Command Post of the location and condition of the immovable teacher.
11. Upon arrival at the evacuation site:
 - ♦ All specials (library, art, pe, etc.) teachers will return students to their homeroom teacher.
 - ♦ The teacher will direct students to form a line and sit on the grass.
 - ♦ The students are to remain silent and attentive.
 - ♦ The teacher will take roll call of the students, using the Emergency Attendance Form, to ensure every member of the class is present or accounted for.
 - ♦ The teacher will report the results of the Emergency Attendance Form by posting either the Green (all accounted for) or Red (missing students or need assistance) card. The Emergency Attendance Forms will be collected by members of the Search Team.
 - ♦ The teacher will render first aid if necessary or if the school nurse or First Aid Team is not available.

- ♦ Students on the playground should proceed to their previously designated area and assume regular emergency procedure discipline.
 - ♦ During a fire drill, the teacher will remain with the class.
12. The teacher will assist others as directed by the IC.
 13. An All Clear signal will be given to return to your classrooms.
 14. At the conclusion of the emergency, the teacher will walk the students back to the classroom in an orderly and silent manner.

Reverse Evacuation

- 1. Identify safe areas in each school building.**
- 2. IC warns students and staff to assemble in safe areas. Bring all persons inside building(s).**
- 3. Teachers take class roster.**
- 4. Close all exterior doors and windows.**
- 5. Turn off any ventilation leading outdoors.**
- 6. Cover up food not in containers or put it in the refrigerator.**
- 7. If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.**
- 8. Teachers should account for all students after arriving in the safe area.**
- 9. Deploy the search team to collect all emergency attendance sheets.**
- 10. All persons must remain in safe areas until notified by IC or emergency responders.**

Evacuation of Disabled Students

General Procedures

An individual plan should be formulated for each disabled student or staff member in your school who requires assistance during an evacuation due to physical, cognitive, or emotional/behavioral needs. This plan should be reviewed with all staff directly involved with the student, including (but not limited to) the school nurse, classroom and special education teachers, and all adults assigned to aid disabled students in an emergency requiring evacuation.

Options include:

1. Overriding discontinuance of elevator (physical disability).
2. Carrying student (physical disability).
3. Adult and student waiting for fire department in prearranged area (physical disability)
4. Staff person assigned to specific student(s) to assist student during an evacuation.

When developing your individual plans for disabled students, consultation with the fire department is strongly advised.

Identify Disabled Individuals Needing Evacuation Assistance and Post Evacuation Plan

Identify any student or staff member who may need evacuation assistance (e.g., individuals who are in wheel chairs or unable to use stairs). Develop a specific plan for their evacuation. It is recommended that each student's classroom teacher be designated to assist the student in getting to the Evacuation Staging Area. The designated teacher may need to transfer their class to another teacher to remain with the disabled student until they are evacuated. The Site Administrator must:

- Identify students or staff needing evacuation assistance
- Develop an evacuation plan for each student or staff member
- Post a list of these individuals and their evacuation plan on the Fire Panel
- Put list of disabled individuals in the secretary's copy of the student emergency contact information roster. See sample form.
- Inform the classroom teacher of each student or staff member of the evacuation plan
- Inform students and parents of the evacuation plan

Evacuation of Wheelchair-Confined Individuals

To accomplish a safe evacuation from the second floor of a building, the following procedures should be followed:

1. Designated staff members should be assigned to assist wheelchair users down the stairs. The number of staff members required would depend upon the number of people needing assistance. Three staff members per wheelchair would be the minimum number needed (two staff members to transport the person and one to bring the wheelchair or to assist in other ways).
2. A designated area by the stairs (out of the evacuation path) should be assigned where wheelchair users can gather. This will aid in their accountability and speed up their evacuation. Because a hazard is created when evacuating wheelchair-confined students down stairs, unless necessary, they should not be transported.
3. If it is determined an actual fire hazard exists and evacuation must be made using stairs, the wheelchair-confined should be the last to be transported down the stairs. Because their movement will be slow, their evacuation may hinder the evacuation of others if on the stairs at the same time. In addition, the rushing of others may knock down physically challenged individuals and their transporters.
4. If wheelchair-confined individuals must be transported down stairs, the evacuation should be accomplished by staff properly training in the following methods:
 - Chair carry
 - Fore-and-aft carry
 - Two-handed and four-handed seats.
 - Evacuation chair. This chair is designed to ride on the ends of stair treads so one person can easily guide it down the stairs. The evacuation chair is lightweight, folds flat, and can be unobtrusively stored.

Evacuation Routes for Disabled Students and Staff

Remove this page and insert your Site Map with Evacuation Routes for Disabled Students and staff.

Remove this page and insert a site map showing the primary and backup evacuation routes from all offices in all buildings leading to the primary and secondary assembly areas. Mark the location of students and staff members with mobility impairments and note plans to get those people out of the buildings safely.

Evacuation Resources

Bus Services

Section 8
Emergency Management

Buddy System

Teachers and staff occupying rooms listed together will check to make sure the other teachers and staff are not injured before the rooms are evacuated. In the event a teacher is injured, the students will be evacuated by a “buddy” teacher, or if a “buddy” teacher needs to remain to administer first aid the teacher in the adjoining room will evacuate the students.

1. Assign teachers in adjacent or nearby rooms as buddies.
2. Review evacuation routes and procedures with entire staff.

During an emergency, teachers should conduct a classroom status check and buddy teachers should check with each other to determine each others health status, the need to assist with injuries, the need to stay with injured students, etc. If possible, injured students should not be left alone.

Remember: the teacher’s responsibility is to all students, but in situations that threaten the lives of all, teachers should do the greatest good for the greatest number.

3. If necessary, one buddy teacher should evacuate both classrooms. In these cases, the students should exit without the teacher leading them. The teacher should stay back to check the classroom and close the door (but not lock it). If both buddy teachers are available for evacuation, one should lead and one should bring up the rear.
4. If the emergency situation does not involve evacuation, it may be necessary to move all students from one buddy classroom into the other. One teacher is then available for serving on the school emergency response team.
5. Ensure that substitute teachers are familiar with emergency procedures and who their buddies are.

Buddy List

**Remove this page and insert your
Buddy List.**

Emergency Signals

We will use the following signals in responding to an emergency

Signal	Description	Signal
Lock-Down - RESPONSE	Crisis that activates the School Emergency Response Team	Verbal Command
LOCK DOWN - NO RESPONSE	Does NOT activate the School Emergency Response Team (threat is too dangerous). Is used in one of the following scenarios: <ol style="list-style-type: none"> 1. Shots being fired 2. Gunman in the building 3. Hostage situation 	Verbal Command
Fire	Fire	Verbal Command or Fire Alarm System (bells will only be used with a fire)
Duck, Cover & Hold	Threat requiring the protection of the body (i.e.: earthquake)	Verbal Command or movement of the earth
Shelter-in-Place	Threat requiring the school and community remain indoors. Similar to lock down, but instead of keeping individuals out of the school; they would be invited into the school. External threats such as airborne contaminant or wild fire.	Verbal Command
All Clear	Signals that the crisis/emergency has ended	Verbal Command

Alert Cards

The purpose of the Alert Cards is to signal to police and/or fire officials, responding to the building, that you need immediate medical assistance in your classroom or office. The alert cards allow first responders to triage the building, in the event of a severe emergency (lock-down – no response).

Alert Cards for the Interior

Place alert cards, in the door window, of every classroom, office, or space where individuals work. Alert cards are 3|| x 3|| cards, with red on one side and green on the other side. (size is approximate). If you don't have a window on the door, please place in the closest window. Velcro is recommended for affixing the alert cards to the window.



Front



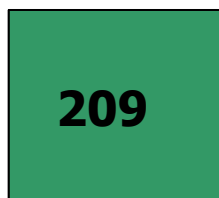
Back

Procedures for Alert Cards

Alert cards are to have the red side facing out (into the interior of the building) at all times. During an emergency, if you don't need immediate medical assistance, flip the card to the green side.

Alert Cards for the Exterior

Place alert cards, in a window that faces the exterior of the school building. Use an 8/5 x 11 piece of paper for the exterior window. Include your classroom number on these cards. The same procedures apply to the exterior cards.



Section 9

Emergency Response Supplies

Emergency Response Supplies

1. Emergency Response Kit

This kit should be kept in the Primary and Secondary Command Posts, in a location that is known to the members of the School Emergency Response Team. Contents of the kit should be kept in a heavy duty backpack, or other container that holds all of the contents.

The Emergency Response Kits Should Contain:

Quantity	Contents	Quantity	Contents
1	Copy of the School Emergency Response Plan	1	Instant Ice Pack
1	Updated class lists and emergency contact information	1	CPR Mouth barrier (kit)
12	Antiseptic Towelettes	2	Tongue Depressors (individually wrapped)
1 pair	Leather Pal Gloves	2	Sanitary Pads
2 pair	Latex Gloves	2	5x9 ABD Pad
1	1 ½" Masking Tape	2	2-inch sterile roller bandages
1	Flashlight w/ Batteries	2	3-inch sterile roller bandages
1	Rope (100")		Assorted sizes of safety pins
1	Safety Goggles	2	Antiseptic A&E cream
1	Dust Mask	1	Tweezers
1	First Aid Guide	1	Whistle
1	EMT Scissors 7 ½"	6	Safety vest
2	4x4 Gauze Dressing 2/s	2	Infectious waste bags & ties or large ziplock baggies
1	Lightstick (12 hr)	1	FM Radio w/ Batteries
1	2" Duct tape	1 roll	Caution tape
1	½ x 10 yard Adhesive Tape	1	Pliers
1	Gauze forceps, Plastic	1 packet	Stick on name tags
10	Band Aids	1	Blank notebook
1	Emergency Blanket (Mylar)	1	Disposable camera with flash
2	Triangular Bandages	1	Bull horn
5	Cotton Q Tips	1	

2. Emergency Items for Classrooms

a). Emergency Envelopes should contain:

Quantity	Contents	Quantity	Contents
40	Medical emergency release forms	40	Emergency student release forms
1 pack	Labels that can be used as name tags	1	Quick Reference Guide for the School Emergency Response Plan
2	Pens	2	Pencils
1	Pad of paper	1	Clipboard
1	Laminated Cards: Red Card = Students missing and/or need assistance Green Card = All students present		
1	Class roster with emergency contact numbers. Update Monthly.		

b). Emergency Go Kits for classrooms should contain:

Quantity	Contents	Quantity	Contents
1	Bright-colored bucket with lid. The bucket should be stenciled with the classroom number for visual identification.	1	First Aid Kit
1	Hat, vest, or other unique identifier for the teacher (and Aide)	1	Whistle
	Age appropriate „time passers“ (cards, crayons, etc.)		

c). Classroom Buckets should contain:

Quantity	Contents	Quantity	Contents
1	Bucket	1 pkg	Kitty Litter
1 roll	Toilet Paper	2	Trash Bags
1 case	Water	4 doz	Granola bars

3. Emergency Supplies for barrels or containers

Item	Quantity	Description/Usage
Air Horn	1	Signaling "all clear", getting attention, may give to S&R
Ax	1	
Band-Aids	25	Bandaging smaller wounds, placebo
Barrel Container with wheels	1	
Barrier Tape	1 roll	
Blankets (emergency)	3	Warmth, privacy
Blankets (solar)	5	
Bolt cutter	1	
Bottled Iodine	1	Cleansing wounds, antiseptic
Bucket (vinyl)	1	
Can Opener (two-way)	1	
Candles	10	
Chisel	1	
Clamps	12	Holding
Clorox Bottle	1	Sterilization in water
Crow Bar	2	S&R equipment, open doors and/or windows, remove debris from area around injured person
Drinking Cups	1 box	Dispersing liquids, covering injured eye
Drinking Straws	1 box	
Dust Mask	12	
Duct Tape	1 roll	
Eye Wash	1 bottle	
Face Mask	12	Sterilization
First Aid Book	1	Reference source
Flashlight	4	
Flashlight Bulb	4	Replacement
Gauze Packs	1	Bandaging wounds, attaching splints, holding in place
Gloves	12	
Grease Marker	4	
Item	Quantity	Description/Usage
Hacksaw	1	

3. Emergency Supplies for barrels or containers (continued)

Item	Quantity	Description/Usage
Halogen Lantern	1	S&R, general night lighting/back up
Hammer	1	
Hard Hat	4	Protection for S&R team members
Hydraulic Jack (6-ton)	1	
Light stick	8	12-hour
Matches (weather proof)	1 box	Sterilize, light candles
Paintbrush	1	Removing glass fragments from skin surface
Plastic Trash Bags	1 box	Place in toilet bowls, then remove and bury; general trash containment; "coats" for smaller children, place on ground as tarp
Plier Set	1	
Rope	2	Closing off pedestrian entrances to campus, cordon off specific areas, S&R, bracing
Safety Goggles	4	Eye Protection
Safety Pins	1 box	Use with splints
Safety Vest	4	
Sanitary Napkins	1 box	Bandaging wounds, compresses for direct pressure of smaller wounds, hygiene
Saw (30")	1	
Scissors	2	Cutting tape and gauze, cutting clothes away from injured areas
Screwdriver Set	1	
Sewing Kit	1	Mending, Triage
Shovel	1	S&R equipment, digging latrines, burying garbage and sanitary refuge area
Sling Cloth	2	Holding in place
Splints	6	Splinting broken bones
Table Cloth	2	Privacy, concealment
Tarp	1	
Toilet Paper	1 case	Hygiene

3. Emergency Supplies for barrels or containers (continued)

Item	Quantity	Description/Usage
Toilet Seat	2	Latrine
Tongue Depressors	1 box (individually wrapped)	Finger splints, tourniquet stick
Tool bag	1	
Tool set	1	
Trash Can	1	Transportation of items
Tweezer	1	Removing glass, metal or wood splinters from skin
Utility Knife	1	
Water	3 day supply	
Whistle	4	
Wrench (pip)	1	
Wrench (adjustable)	1	

4. First Aid Team Supplies

Emergency First Aid Supplies are located: _____

Quantity	Contents	Quantity	Contents
100	Adhesive Bandage 3/4x3"	4	Telfa pads 3x42
20	Adhesive Bandage sensitive 3/4x3s	20	Alcohol pads
5	Knuckle bandage	75	Antiseptic Towels
5	Band Aids large 2x3	3	4" Gauze roll
6	4x4 Gauze Pads 2/s	3	3" Elastic roll
10	2x2 Gauze Pads 2/s	3	Surgical tape
4	2" Gauze roll	8	First Aid Ointment 1/32
3	3" Gauze roll	4	5x9 Combine pad
3	Toothette	100 pair	Latex Gloves
6	Pk Face Tissue	5	Ammonia inhalant
1	Plastic Forceps	6	Safety pins
1	Plastic Splinter Tweezers	4	Infectious waste bag
1	EMT scissors	6	Eye pads
6	Eye wash	2	18" Arm splints
4	Cotton tip applicators 6"	5	Protector, Gauze pad & roll
6	Cotton tip applicators 3"	10	Tongue Depressor
3	Ice Pack	3	CPR mask kit
4	13" Arm splints	2	Emergency blankets
1	Carton cutter	1	Flashlight w/Batteries (D)
7	Antiseptic A&E Cream	1	Safety Vest
1	First Aid instructions	1	Dust Mask
2	Triangular Bandage	1	Isolation kit
4	Sanitary pads	1	Case
1	Wheelchair	1	Stretcher
1	Portable ice chest	1	Hand sanitizer
1 bar	Soap	1	Red Bag (body fluids)
100	Student Release Forms	100	Employee Injury/Illness Forms
100	Medical Release Forms	100	Triage Tags
1	Confidential list of student health problems, with extra copies for use as needed by First Aid Team.		
1	Student medications and documentation log		

Food and Water Management

Meals will be prepared in a disaster situation from the food service inventory for food on premises: such items as cheese, peanut butter, canned fruits and vegetables and any frozen products, if a way to cook them is available.

It is suggested that two gallons of distilled water be placed in each classroom along with paper cups. This would allow two cups of water per student in a 12-hour period. Four gallons more per classroom should be centrally stored for two more days drinking and cooking necessity.

Suggested Items:

Water purifier (1 case) tablets

Charcoal – 200 pounds

Matches – 1 small case

Paper plates – approximately 3000 per day for estimated 1000 students

Napkins – approximately 3000 per day for estimated 1000 students

Crackers – 12 cases (500 each)

Water Management

1. Provide an adequate supply of drinking water;
2. Control and, if necessary, limit use of water for other purposes;
3. Maintain purity of available water; and
4. Locate alternate water source.

Water for drinking is your first priority.

Because of the danger of dehydration, priority must be given to using available water for drinking purposes. If the water supply is limited, it should not be used for personal hygiene, sanitation, or fire fighting.

So far as undrinkable water is concerned, priority should be given to using it for fire- fighting, sanitation (e.g., flushing toilets), washing, bathing, and heating food containers, in that order.

Human water requirements.

Each person or animal needs about 1 gallon of water per day to maintain body functions. Pregnant women, persons doing physical work, diabetics, the very young or very old, and ill persons all require more water and should be encouraged to drink it.

Dehydration is easy and quick in the young and old.

Physical damage to the body becomes irreversible after a certain amount of time without water; increasing water intake after this will not help people recover. Symptoms of water deprivation range from the mild – impatience, emotional instability, fatigue, and apathy through headache, labored breathing and increasing weakness – to the extreme symptoms of mental confusion and hallucination. Death can follow.

Inadequate ventilation will raise water requirements.

Water requirements are another reason to be concerned with air temperature in your facility. The warmer the temperature, the more people must perspire (and thus lose water) to reduce body heat. If your facility's temperature rises to about 82 degrees F., the water needed by each person increases above normal body requirements.

Diet and exercise affect water requirements.

Salty or other thirst-provoking foods raise water requirements. Foods high in protein and fat greatly increase the amount of drinking water required to eliminate waste from the body. Vigorous physical exercise increases water requirements.

Controlling Water Use

The IC will have to determine which outlets to cut off or place under guard (in cooperation with SERT members) so as to prevent or limit non-priority water use. It may be necessary to have team members monitor use of water that is not safe for drinking so that such use is properly restricted.

How to Purify Contaminated Water.

The three most probable impurities of water which are not from the regular supply system are: bacteria, foreign bodies, and toxics, such as antirust chemicals.

To purify against bacteria.

Use water purification tablets, several drops of chlorine household bleach, or tincture of iodine added to each quart of water; or boil water for at least one minute.

To purify against foreign bodies.

Filter water through filter paper, gauze, Fiberglass, or finely woven fabric; or allow water to stand until sediment settles and then pour off "clean" water.

How to improve the taste of stored water.

Drinkable water that has been stored in a closed system or closed container for any length of time may taste bad and appear undrinkable to many people. Exposing it to fresh air will improve its taste; carefully pour it from one container into another several times.

Water Storage

Before purchasing water storage containers; consider: stacking, storage space and transport requirements.

1. Consider having the local water authority perform random checks of the drinking water to ensure potability.
2. If containers must be stacked, consider improving stability by placing a masonite or plywood sheet between each layer of containers.
3. If toppling is a potential problem (such as in an area that is high-risk for earthquakes), consider restraining the containers boards, held in place with removable wingnuts.

Food and Meal Management

The following are the four traditional food groups:

- 1). **Milk Group:** evaporated, condensed, or dried milk. Processed cheese products if consumed immediately or refrigerated.
- 2). **Meat Group:** canned meats, poultry, fish and meat alternatives; canned meat with vegetables, rice, noodles, macaroni, or beans; condensed soups containing meat, poultry, fish, or legumes.
- 3). **Fruit and Vegetable Group:** canned fruits, vegetables, juices, and dried fruits.
- 4). **Cereal and Bread Group:** ready-to-eat packaged cereals, crackers, cookies, canned breads and macaroni, spaghetti, noodles, and rice.

Food service personnel should be able to provide information regarding menu planning, food preparation, and serving procedures. In addition, information from the Red Cross, civil defense, scouting organizations, and experienced military food service personnel is available pertaining to food service operational activities in an emergency situation.

Schedule meals on a regular basis.

Serve meals on a regular basis, even if your food supply is limited. If your building has a feeding capacity, serve food five or six times throughout the day, either:

1. In the form of three larger servings at hours corresponding to normal mealtimes, with two or three smaller amounts between meals as refreshing, relaxing "coffee breaks" or
2. Five or six equal servings.

Serving smaller portions of food more often breaks the monotonous routine, raises morale by providing relaxing "coffee breaks" throughout the day, and reduces feelings of hunger if food supplies become limited. In larger facilities, you may need to feed the population in shifts.

What to serve.

If food is available, or if arrangements can be made for delivery, try to serve a beverage and simple snack to your incoming disaster service group as soon as the building is filled and order has been established. (the beverage can be coffee, cocoa, milk, or soft drinks; the simple snack can be cookies, crackers, light sandwiches, hard candies, or other easy-to-serve items). If the food service personnel are not set up to serve hot meals in an extended feeding operation, use packaged, canned, and fresh foods that can be served without cooking, such as canned stews, hash, meats, beans, soups, vegetables, fruits, cereals, cheese, bread, crackers, other cold foods, and sandwiches.

Section 10

Emergency Management Plans Lock-Down – NO RESPONSE

A verbal command – no one moves in the school until the police arrive on the scene

This situation involves one of the three conditions:

1. Armed Intruder
2. shots being fired
3. a hostage situation

Please Note: The five ICS functions are required at all NIMS/ levels. They are: command, planning/intelligence, operations, logistics, and finance/administration. These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human resources at hand. The five components should constitute the school's basic structure for any emergency response. Please see Section 2 for additional information regarding using the NIMS/ICS model. The following information outlines procedures in responding to specific emergencies; the NIMS/ICS protocols must be activated when responding to any emergency.

Lock-Down – NO RESPONSE

Armed Intruder/Hostage Situation/Shots Fired

General Procedures

1. Assess the situation and remain calm.
2. Move away from the threat.
3. Notify the Incident Commander (IC) of the situation
4. Call 911
 - Provide:
 - School Site name and location
 - Suspect description, direction of travel
 - How many shots have been fired
 - Location on campus
 - Hostage situation: victims, etc.
 - Obey the Police.
 - Everyone may be treated as a suspect.
5. Obtain accurate information:
 - ♦ Where in the building is the event occurring?
 - ♦ How many are involved (both perpetrators and hostages)?
 - ♦ What demands, if any, have been made?
6. Render appropriate assistance.

IC Responsibilities

1. Direct 911 to be called.
2. Declare a Lock-Down – NO RESPONSE.
3. Isolate the area.
 - ♦ If possible, begin a controlled evacuation – move all non-essential adults and students away from the affected area. Begin with areas closest to the affected area.
4. Direct that all appropriate notifications be made.
5. Await the arrival of the police, and provide needed assistance.
6. Secure main office area and entrance to the school (if safe to do so)
7. If the decision is made to evacuate the unaffected portion of the school, accountability for all evacuated students and staff becomes a critical issue.
8. **Remember that the job of resolving the incident belongs to the police. The IC's job is to facilitate their efforts.**

Teacher/Staff Responsibilities

1. If directly involved, follow the instructions of the intruder.
2. Attempt to summon help if it can be accomplished without placing yourself or others in further danger.
3. Await the arrival of the police.
4. Remember, time is on your side. Don't threaten or attempt to intimidate or disarm the intruder.
5. If students are involved as victims, attempt to keep them calm and minimize their involvement with the intruder.
6. If not directly involved, follow instructions quickly and without comment.
7. When notified of the Lock-Down – NO RESPONSE, follow established procedures.
 - a. Lock Doors
Doors are not to be opened for anyone. All doors will remain locked until the "all clear" code or until law enforcement or school officials gain access to classrooms and other areas using master keys.
 - b. Direct students to Duck, Cover and Hold in the safest place possible.
8. Be able to account for all students under your control.
9. Be prepared to evacuate if directed to do so by Police or IC. Follow evacuation procedures – be prepared for a controlled evacuation.

Section 11

Emergency Management Plans Lock-Down – RESPONSE

A verbal command that activates the
School Emergency Response Team

Please Note: The five ICS functions operations, logistics, and finance/administration. These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human resources at hand. The five components should constitute the school's basic structure for any emergency response. Please see Section 2 for additional information regarding using the NIMS/ICS model. The following information outlines procedures in responding to specific emergencies; the NIMS/ICS protocols must be activated when responding to any emergency.

Animal Disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

General Procedures

1. Notify office and administration.
2. **Keep students away from the animal (return to classroom, secure all entrances to classroom, etc.)**

IC Responsibilities

1. Call 911 and/or Animal Control
2. **Attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal.**

Assault on Staff Member by Student

General Procedures

1. Provide medical attention for staff member.
2. Notify office and administration.
3. Determine if the victim wishes to make a police report of the incident. If a weapon was involved or the injury required more than minor first aid, the police must be called.
4. Complete intentional assault (where the student has attacked the staff member with intent to cause physical injury) or reckless assault (where the student has inadvertently struck a faculty member without personal regard) forms as appropriate.
5. Take statements and interview witnesses to consider depositions if the situation warrants.
6. Inform the student's parents or guardian.
7. Assess the need for disciplinary action.
8. Prepare for media coverage.

Assault/Fights

General Procedures

1. Ensure the safety of students and staff first.
2. Call 911, if necessary.
3. **Notify First Aid Coordinator and provide medical assistance, when necessary.**
4. **Notify IC.**
5. **Seal off area where assault took place.**
6. **Defuse situation, if possible.**
7. **IC notifies school police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact.**
8. **IC notifies district office and parents of students involved in assault.**
9. **Document all activities. Ask victim(s)/witness(es) for their account of incident.**
10. **Assess counseling needs of victim(s) or witness(es).**

Biochemical or Chemical Release

A biological or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance:

Multiple victims suffering from:

- Watery eyes**
- Twitching**
- Choking or loss of coordination**
- Trouble breathing**

Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances:

Scenario 1: Substance released inside a room or a building

Scenario 2: Substance released outdoors and localized; and

Scenario 3: Substance released in the surrounding community.

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below:

Scenario 1: Substance Released Inside a Room or Building

General Procedures

- 1. Evacuate the building.**
- 2. Notify Main Office/Administration**
- 3. Turn off all fans in the area of the release, close the windows and doors, shut down the building's air handling system.**

IC Responsibilities

- 1. Signal for the building to be evacuated.**
- 2. Call 911.**
- 3. Contact the Charter Board**
- 4. Direct School Emergency Response Team members (search & rescue team) to isolate and restrict access to potentially contaminated areas.**
- 5. Direct School Emergency Response Team members (search & rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.**
- 6. Ensure person's who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.**
- 7. Complete the Biological and Chemical Release Response Checklist.**
- 8. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so.**

Teacher/Staff Responsibilities

- 1. Evacuate classroom in a calm and orderly fashion. Follow general evacuation procedures.**
- 2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area, specify those who may have had actual contact with the substance. Provide this information to the IC.**

First Aid Team

- 1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.**
- 2. Remove and contain all contaminated clothes.**
- 3. Segregate individuals that have been contaminated –topically|| by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases).**
- 4. Provide additional medical attention as needed.**

General Procedures

- 1. Notify Main Office/Administration**
- 2. Turn off all fans in the area of the release, close the windows and doors, shut down the building's air handling system.**

IC Responsibilities

- 1. Immediately direct staff to remove students from the affected areas to an area upwind from the release. If necessary, evacuate the building.**
- 2. Call 911.**
- 3. Contact the Charter Board**
- 4. Direct School Emergency Response Team members (search & rescue team) to establish a safe perimeter around the affected area and ensure personnel do not reenter the area.**
- 5. Direct School Emergency Response Team members (search & rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.**
- 6. Ensure person's who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.**
- 7. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so.**

Teacher/Staff Responsibilities

- 1. Evacuate students away from the affected area, as directed by the IC.**
- 2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area, specify those who may have had actual contact with the substance. Provide this information to the IC.**

First Aid Team

- 1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.**
- 2. Remove and contain all contaminated clothes.**
- 3. Segregate individuals that have been contaminated –topically|| by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases).**
- 4. Provide additional medical attention as needed.**

IC Responsibilities

- 1. Once local authorities determine a potentially toxic substance has been released to the atmosphere, initiate a Lock-Down Response.**
- 2. Direct all students and staff who are outside when the Lock Down Response is declared to return to their classrooms or other designated space.**
- 3. Call 911 and advise them of the school's response to the event.**
- 4. Contact the Charter Board**
- 5. Direct staff to turn off local fans, close and lock doors and windows. Consider directing staff to seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed; monitor the air space in each classroom.**
- 6. Direct School Emergency Response Team (search & rescue team) to seal vents with aluminum foil or plastic wrap and turn off sources of ignition, such as pilot lights, and shut down all buildings' air handling systems.**
- 7. Turn on a radio or television station to monitor information concerning the incident.**
- 8. Do not declare an All Clear until the County HazMat or appropriate agency provides clearance to do so.**

Teacher/Staff Responsibilities

- 1. When directed to do so, turn off local fans, close and lock doors and windows, seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed; monitor the air space.**
- 2. Report any medical conditions or other concerns to the IC.**

Background Information

Bioterrorism (BT) is the use of biologic agents such as bacteria, viruses, parasites or biological toxins to intentionally produce disease or intoxication in a susceptible population to meet terrorist aims. Chemical terrorism (CT) employs certain classes of chemical compounds as weapons of mass destruction.

An act of biological (BT) or chemical terrorism (CT) might range from dissemination of aerosolized anthrax spores to food product contamination, and predicting when and how such an attack might occur is not possible. Although paramedics, ER physicians, primary health care providers and the local health department will probably be the first to observe and report unusual illnesses or injuries, school physicians and nurses may occasionally encounter such cases in a school setting.

Early detection of and response to biological or chemical terrorism are crucial and preparedness for terrorist-caused outbreaks and injuries is an essential component of the US public health surveillance and response system. Terrorists might use combination of agents. CDC has developed a list of critical BT and CT agents.

Environment Where Exposure May Have Occurred

Law enforcement and public health officials work together to investigate the environment including envelopes and packages suspected of containing anthrax or other biological agents. Powder and other specimens collected from these sources usually are analyzed through the Public Health Laboratory Network. As a part of the investigation, environmental sample (where the exposure may have occurred) may be necessary. Testing of the environment is useful for detecting trace amounts of anthrax spores. Specimens obtained may include samples of air and/or swabs of material on various surfaces. The law enforcement and public health agencies will arrange for processing these samples.

Clean-Up of Contaminated Areas

The U.S. Environmental Protection Agency with help from other federal agencies and departments, including the Center for Disease Control and Prevention (CDC) is responsible for environmental and clean-up issues. Federal agencies, in conjunction with local and state agencies will determine the best approach to the cleanup.

Biological Agents

BT agents are more likely to be covert because of the delay between exposure and onset of illness, known as the incubation period. Thus they present different challenges, as there is no immediate impact: persons are unknowingly

exposed and an outbreak is suspected only upon recognition of unusual disease clusters or symptoms. BT may also occur as announced events in which persons are warned that an exposure has occurred. BT agents include bacteria, viruses and toxins among others. Anthrax, Small Pox, Botulinum Toxin are some of the examples of BT agents.

The following are some examples of the indicators of a BT attack:

- Large numbers of ill persons with similar diseases or syndromes**
- Unexplained disease, syndrome or death**
- Unusual illness in a population**
- Single case of disease caused by an uncommon agent**
- Multiple unexplained diseases in the same patient**
- Diseases transmitted through aerosol, food or water suggestive of sabotage**

Detection of BT-related Outbreaks

BT may occur as covert events, in which persons are unknowingly exposed and an outbreak is suspected only upon recognition of unusual disease clusters or symptoms. BT may also occur as announced events, in which persons are warned that an exposure has occurred. The possibility of a BT event should be ruled out with the assistance of the FBI and state and local health officials.

Rapid response to a BT-related outbreak requires prompt identification of its onset. The most critical step in response is early recognition that something unusual is occurring. Response to a BT event will require a concerted effort of physicians, the health department, health care facilities, laboratories, and others to identify BT agent used, treat affected individuals, prevent additional transmissions, and bring the situation under control. Primary care providers and emergency room physicians will likely be the first medical responders.

Chemical Agents

Chemical agents, like other substances, may exist as solids, liquids or gases, depending on temperature and pressure. CT effects are likely to be overt, immediate and obvious because CT agents are absorbed through inhalation or by absorption through the skin or mucous membranes are usually immediate and obvious. Such attacks elicit immediate response from police, fire and EMS personnel. CT agents can also be delivered covertly through contaminated food or water. Chemical agents that might be used by terrorists range from warfare agents to toxic chemicals commonly used in industry.

There are at least six types of chemical agents described which include nerve agent and cyanide among others. Biological effects such as eye or skin injury, and injury to lungs and other systemic effects can occur following exposure to chemical agents dispersed as solids, liquids or vapor. Evacuation and triage are integral to the response along with decontamination and medical management.

CDC does not recommend hoarding antibiotics or buying a facemask. In the event of a biological or chemical emergency, the state and local public health departments will inform the public about the action(s) they should take.

Radiation Accident

Radioactive materials are among many kinds of hazardous substances emergency responders might have to deal with in a transportation accident. Radiation is energy that comes from a source and travels through some material or space. Light, heat, etc. are types of radiation. Unstable atoms produce ionizing radiation. Unstable atoms are said to be radioactive.

Regardless of how radiation accident happens, three types of radiation-induced injury can occur:

- 1. External radiation: when all or part of the body is exposed to penetrating radiation from an external source;**
- 2. Radiation contamination occurs where material containing radioactive material is deposited on skin, clothing or other places where it is undesirable. Contamination means that radioactive materials in the form of gases, liquids or solids are released into the environment and contaminate people externally on skin, internally in lungs, gut or wound, or both; and**
- 3. Radiation injury is incorporation of radiation material, which refers to the uptake of radioactive materials by body cells, tissues and organs.**

These injuries can occur along with illness or physical injury and in such instances serious medical problems have a priority over concerns about radiation. Law enforcement and public health and safety agencies are involved in responding to these emergencies.

Bomb Threats

General Procedures

1. Evacuation route should be posted in every classroom.
2. Use Bomb Threat Checklist to record information about telephone bomb threats. Listen to the message without interrupting the caller. Write down the message, noting time of call, unusual background noises, and estimated age of caller, and try to keep the caller talking. Attempt to ascertain from the caller the type of bomb, where placed, time of detonation, and reason school has been targeted.
3. After caller has concluded his or her threat, hang up and immediately lift the receiver and press *69 (call trace).
4. If school has caller ID, note the number from which call was made.
5. Notify Main Office/Building Administration.
6. If threat is written, place it in an envelope or plastic bag.
7. Prepare media statement and flyer to inform parents.

IC Responsibilities

1. Evaluate the bomb threat and determine if building evacuation is necessary.
2. If threat is deemed valid:
 - ♦ Call 911 – advise building is being evacuated because of a bomb threat.
 - ♦ Activate SERT.
 - ♦ Turn off school bell system.
 - ♦ Don't use PA system.
 - ♦ Turn off all two-way radios.

NOTE: Do not utilize the fire alarm system to evacuate the building.

3. Dispatch SERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school.
4. In consultation with police/fire officials, determine when it is safe to reenter the school.

Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the school, conduct a limited search of classrooms to determine if any strange or unknown objects are in the room.
2. Proceed to pre-designated evacuation point with class roll book.
3. Maintain control of students and advise SERT of any missing children.
4. Do not reenter the building until directed to do so by an SERT member or someone in authority.

Device Found

Upon discovery of a suspicious device, immediately send word to the IC. If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom. **UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE DEVICE.**

IC Responsibilities

1. Upon notification of a device found:
 - ♦ Call 911 – advise building is being evacuated because a suspected bomb has been discovered. If possible, give a description of the device.
 - ♦ Activate the SERT.
 - ♦ Turn off the school bell system.
 - ♦ Turn off all two-way radios.
 - ♦ **Do not use the fire alarm system to evacuate the building.**
2. Dispatch SERT to begin the evacuation process. The order of evacuation should be:
 - ♦ Classroom in which the device is located.
 - ♦ Classrooms on either side of, across the hall from, that back up to, or are directly above or below the classroom containing the device. Continue increasing the size of the evacuation until all students and staff are at a safe distance.
3. The evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment which may exacerbate the situation.
4. In consultation with police/fire/bomb disposal officials, determine when it is safe to reenter the building.

Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the classroom, proceed to pre-designated evacuation location with class roll book.
2. Maintain control of students and advise SERT of any missing or unaccounted for students.
3. Do not enter the school until directed to do so by an SERT or police/fire authority.

Letter/Package Bomb or Mailed Hazardous Substance

Mail handlers should be trained on what could be suspicious. A suspicious letter/package could contain any of the following:

Foreign mail	Misspelling of common words
Excessive postage	Odd noises
Handwritten messages	Oily stains/discoloration/odor
Special delivery	Poorly typed addresses
Restrictive markings	Lopsided or uneven envelope
Incorrect titles	Protruding wires or tinfoil
No return address	Excessive weight
Excessive securing material (i.e.: tape)	Powder leaking

1. If any of the items listed above are identified on a package, do not open the package. Secure the area around the item and contact the principal.
2. Persons who touch the letter should wash their hands if powder or liquid is leaking.
3. The person who identified the suspicious package should not „broadcast“ the matter and cause panic, but contact the principal giving as much detail about the situation as possible.

Civil Disturbance

Civil disturbances such as a public or a student demonstration on school grounds having the potential to injure staff or students, damage property or disrupt instruction are grounds to put the following procedures in action.

General Procedures

1. Contact office and administrators when a civil disturbance is observed.
2. Call 911 if warranted.
3. Assess the danger of the disturbance and issue a Lock-Down if necessary.
4. Prepare a flyer to inform parents of the incident.
5. Notify the Charter Board.

ANNOUNCEMENT

I am _____(name and title).

You are on school grounds without permission. You are directed to leave the premises now. As trespassers, you are subject to possible arrest if you do not leave.

Optional Language:

If you do not leave, we will ask law enforcement authorities to take appropriate action.

OR

Law enforcement has already been notified.

Active Measures

In spite of one's best efforts at prevention, disturbances may still occur. The following measures are recommended to lessen the school's exposure to personal injury and property damage:

1. Try to isolate the participants (if they are students). If a small group is protesting on the campus, invite them into the nearest classroom and listen to their complaints. If the group is large, it may be desirable to have them designate leaders to meet with you. Do not invite non-students onto the grounds.
2. If invaded by a group of non-students who appear threatening, listen to their complaints and politely tell them to leave the building. If they do not leave upon request, call the police.

Active Measures (continued)

3. In cases where there are threats of violence or property damage, remove the students from the area or room, counsel with them, and record their names for later use. If the group threatening violence or property damage is composed of non-students, ask them to leave the area. If they refuse to leave, call the police.
4. It is reasonable to expect that the news media will become interested in any disturbances or demonstrations occurring on school property. It is desirable to work with the media in every possible manner.
5. Matters pertaining to individual students should be discussed with the student and his/her parent or guardian and not with other parties. This does not preclude getting evidence or testimony from other students who may have witnessed the act(s) in question.
6. Parent/guardians may become greatly concerned about events at the school. To reassure them or to clarify the situation, it may be necessary to call a special meeting.

Preventative Measures

1. Be aware of the morale of the student body.
2. Principals should establish an open door policy so students will feel free to voice their problems to the school administration with the assurance that they will be heard.
3. Have a close working relationship with the student council.
4. Maintain an awareness of any tense community situations that could „spill over“ into the school and set the stage for a school disturbance.
5. Have the following sign posted on all exterior doors:

–VISITORS, PLEASE REPORT TO THE OFFICE||

Pickets and boycotts

1. Peaceful picketing is a lawful activity provided it is limited to the public sidewalks around the building.
2. Pickets should be kept under discreet surveillance.
3. In non-student pickets attempt to enter school property, politely ask them to leave. If they refuse, call the police.

Death of a Student/Staff Member

General Procedures

If not occurring on school property:

1. Upon notification of death, arrange for an emergency staff meeting where procedures will be reviewed and current information be provided.
2. Arrange for counseling services for students and staff.
3. Prepare a notice to be sent home to parents with particulars regarding any arrangements that may have been decided by the family of the deceased.

If occurring during the school day, on school property, follow the Lock-Down procedures and treat the event as a criminal act.

IC Responsibilities

1. Call a meeting of SERT to formulate the school's response to the notice.
2. Activate the telephone tree to school staff if notification is received after school hours or during non-school days.
3. Contact family/friends of the deceased to offer support and obtain information regarding arrangements.
4. Arrange for appropriate counseling services.
5. Update information to staff and parents as it becomes available.
7. If the student or staff member had personal property in school, secure the property, including locker contents, until authorized to release same to family or relative.

Teacher/Staff Responsibilities

1. Keep informed of plans and procedures that may be implemented in response to the death.
2. Be observant of students' and fellow staff members' reaction to news. If required, refer the person(s) to counseling.
3. Do not deny your own emotional response to this situation, and seek appropriate help.
4. Assist in bringing closure to the event.

Disruptive Student

General Procedures

1. At the beginning of each school year, every teacher is to develop a "Clear the Room" procedure. This procedure includes step-by-step instructions of what to do should a student begin to throw things or attack other students or staff.
2. "Clear the Room" procedures should state to which teacher the students should report.
3. The receiving teacher will notify the office immediately.
4. The teacher must stay with the disruptive student until assistance arrives.
5. Students will not return to their classroom until notified by the sending teacher.

IC Responsibilities

1. Respond to the classroom as soon as possible.
2. Assist the teacher with the student.
3. Involve other staff as necessary.
4. Call 911 if situation does not abate.
5. Notify the School Counselor/Psychologist or outside agency.
6. Review each plan and require that the plan be practiced so that students will know what to do.

Teacher/Staff Responsibilities

1. In concert with receiving teachers, develop the "Clear the Room" plan.
2. Develop an alternative plan for when receiving teacher is not in the room.
3. Instruct students as to their roles if plan is implemented.
4. Stay with the out-of-control student.

Clear the Room Procedures

Remove this page and insert clear the room procedures.

Explosion or Risk of Explosion

This section addresses four possible scenarios involving an explosion or risk of explosion:

- Scenario 1: Explosion on school property
- Scenario 2: Risk of explosion on school property
- Scenario 3: Explosion or risk of explosion in a surrounding area
- Scenario 4: Nuclear blast or explosion involving radioactive materials
(a nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout).

It is important to first determine which scenario applies and then implement the appropriate response procedures. For "Bomb Threats" refer to Pages 95 -97.

Scenario 1: Explosion on School Property

General Procedures

1. Call 911.
2. Initiate Duck, Cover and Hold procedures.
3. Consider the possibility of another imminent explosion and take appropriate action.
4. After the explosion, the IC will initiate the appropriate response signal, which may include a Lock Down or Evacuation. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
5. In the event of an evacuation, sound the fire alarm and everyone in the school should leave the building in a calm, orderly manner with classes led by teachers.
6. Any students separated from their classes should be incorporated into any adult-led group.
7. Follow the evacuation routes established in the fire drill plan. Create a safety zone -
- at least 300 feet from the building.
8. Staff without classes should monitor crosswalks or other posts to locate children that may have been separated from adult supervisors.
9. Teachers should have class rosters so that each student can be accounted for once the evacuation is completed. Names of any students unaccounted for or students that have joined groups other than their own classes in the evacuation process should immediately be given to the IC.

10. The IC should formulate a list of students that could still be in danger with the assistance of other administrators or staff.
11. Limit the use of electronic and motorized devices – no open flames.
12. Attempt to suppress fires with extinguishers.

Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

13. Contact the Utility company with any damage to water lines, sewers, power lines or other utilities.
14. Any areas affected by the explosion will not be reopened until the City/County HazMat or appropriate agency provides clearance and authorization.

Scenario 2: Risk of Explosion on School Property

General Procedures

1. Call 911.
2. Determine the appropriate response signal: Lock Down Response or Evacuation.
3. If an evacuation is warranted, follow standard evacuation procedures in Section 8.
4. If an explosion occurs follow the procedures outlined in pages 103-104.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

General Procedures

1. The IC will initiate a Lock Down – Response.
2. Call 911.
3. Do not declare an All Clear until the appropriate authorities have given authorization to do so.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

General Procedures

1. The IC will initiate a Lock Down – Response.
2. Call 911.
3. Staff members should attempt to establish an adequate barrier or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion. Move students away from exterior windows.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
5. Turn off the school's main gas supply, local fans in the area, lock doors and windows, shut down all buildings' air handling systems, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights.
6. Monitor radio or television announcements and initiate further action as appropriate.
7. Do not declare an All Clear until the City/County HazMat or appropriate agency provides clearance.

Fallen Aircraft

An airplane crash on or near a school site could pose a number of hazards, including: damage/injuries from the impact, flying debris, hazardous materials spills, fires, explosions, structure collapse, mass casualties, and psychological distress. If a crash results in a fuel or chemical spill on school property, refer to Pages 88 - 94: Biological or Chemical Release.

After a crash event, the IC will direct the staff and students to do one of the following:

1. Remain indoors and await instructions.
2. Evacuate the facilities and form up in the assembly area, or other designated spot.
3. Evacuate the site to a designated area.

When an order to evacuate has been issued, take your ID card, emergency backpack, and escort your students to the designated area. Check your buddy teacher on the way out and assist or evacuate the class if necessary. Office staff must take the radios, keys, emergency cards, and staff rosters to the assembly area.

Report to the assembly area, take roll, display the appropriate alert card (red card signals missing students and/or need medical assistance, green card signals all students are accounted for) from the emergency backpack and await further instruction. All staff and students must be accounted for.

Emergency teams will form up and begin operations at the direction of the IC

All staff will remain on duty until notified by the IC.

If the facility is hit

The IC will direct the following:

1. Call 911 and provide exact location and nature of the emergency.
2. Direct SERT members (Search Teams) to secure the crash area to prevent unauthorized access.
3. Direct SERT members to organize fire suppression activities until the Fire Department arrives.
4. Determine the safest place for students and staff. This may include a complete or partial evacuation (on or off campus). The assembly team and student release team will be activated.

5. Direct the First Aid team identify, triage and provide medical assistance to injured students and/or staff members.

Hazardous Material Spill

Hazardous substances include chemicals, asbestos, mercury (from thermometer), gasoline or oil, and burned-out/leaking ballast.

General Procedures

1. Contact the main office and administration about the spill.
2. Call 911.
3. Do not turn any electrical switches on or off. Do not use any electrical equipment, eliminate any open flames.
4. Notify the custodial staff of the spill.
5. Evacuate and close off the area of the spill. (follow standardized evacuation procedures – See Section 8).
6. Assess the need for medical attention for anyone exposed to the hazardous fluids and call the school nurse and/or responding officials to the location of the spill if necessary.
7. Record the names and personal information of any persons exposed to the spill.
8. Notify the Charter Board.
9. Assess the need to inform parents about the spill and prepare a media statement if warranted.

Hazardous Material Spill (continued)

Temporary Stay at School Status

If given instructions by the Incident Commander or First Responders that it is necessary to temporarily stay at school until the evacuation vehicles arrive, use the following guidelines:

1. IC advises Teachers and Staff of the situation through the intercom and alerts them to listen for further instructions. Instruct Teachers to close all windows, doors and vents.
2. Direct all Students, Teachers and Staff to come inside and/or stay in the buildings. Students must be kept quiet and still. In the event of a chemical accident, instruct students to keep their hands out of their mouths and eyes.
3. Instruct team members to shut off all heating systems and fans.
4. Instruct all teachers to place wet towels or wet clothing under the doors and around windows.
5. Conduct an emergency attendance to account for all students, staff and visitors.
6. Instruct Teachers and Staff to evacuate once vehicles have arrived on campus.

Hazardous Material Spill (continued)

Evacuation Procedures

If given instructions by the Incident Commander or First Responders that it is necessary to evacuate the school, use the following guidelines:

1. Determine an evacuation site that is crosswind from the movement of the fumes and a safe distance from a hazard or chemical accident.
2. Determine the method of evacuation. If students are to remain on campus, determine which evacuation assembly site is best. If students are to evacuate to another location, as in the event of a chemical accident, determine which location is appropriate and by which means the Students, Teachers and Staff will be evacuated by school buses, other transportation, or by foot.
3. If it is decided that the building should be evacuated:
 - a. Sound the fire alarm
 - b. Notify the following:
 - i. 911 (alerts police and fire departments)
 - ii. Teachers and Staff
4. The location of the evacuation site will be posted by the Parent Coordinator outside the school for parent information.
5. The IC will instruct that the evacuation site be notified of the impending evacuation and arrival of staff and students.
6. An Emergency Attendance will be taken at the evacuation site. The Search Team Coordinator will report attendance status to IC.
7. The IC will provide a report to the Charter Board President office by phone or messenger as soon as possible after the evacuation. The report will include: (a) the location of the evacuation site, (b) the status of students and staff, and (c) the immediate needs of students, teachers and staff.
8. The Site Coordinator will give directions for loading students into buses or other evacuation vehicles or proceeding on foot to the determined evacuation site.

Kidnapping or Missing Student

General Procedures

1. Upon discovering that a child is missing or abducted, immediately inform school administration. Obtain a detailed description of abductor, including physical appearance, type and color of clothing, and make, model, color and license number of any vehicle used in the abduction. Also obtain a detailed description of clothing, and the time and location when the child was last seen.
2. Treat custody dispute cases as possible kidnapping situations.
3. Consider generating an informational flyer to parents about the dangers of abduction, especially if the incident took place en route to school.
4. Consider increasing security at school.
5. Notify the Charter Board.

IC Responsibilities

Abduction

1. Call 911 and advise of the abduction.
2. Provide the 911 operator with a description of vehicle with license plate number, if known.
3. Notify custodial parent.
4. Provide support services as needed.
5. If this abduction was witnessed by other students, notify their parents, as the children will be upset.
6. Brief SERT on the situation and arrange for counseling for the next day.

Missing Student

1. Conduct an immediate search of school and school grounds. The extent of the search will depend upon the age, emotional stability, and past history of the student.
2. Call 911 and parents of missing student.
3. Check student's locker and desk for any indication of why incident occurred.
4. Interview student's friends for information.
5. Contact student's teacher(s).

Teacher/Staff Responsibilities

Abduction

1. If abduction occurs while class is in session, attempt to persuade the abductor not to commit the act.
2. If unsuccessful in persuading the adult not to carry out the abduction, do not place yourself or other children in harm's way.
3. Immediately notify the office and provide as many details as possible.
4. Maintain control of remaining students.

Missing Student

1. Immediately notify the office when advised that a student is missing.
2. Assist IC with questioning of friends and fellow classmates as to why student is missing.
3. Maintain control of remaining students.

Police Activity in the Neighborhood

Police activity in the neighborhood might be an incident or situation of criminal nature occurring in the vicinity of or on the school site which constitutes a clear and present danger to the welfare of the students and staff. Such occurrences might include police stake-outs, pursuit of suspected criminals, SWAT situations, gang disturbances, intruder or hostage situations, civil unrest, etc.

General Procedures

- ◆ Stay calm
- ◆ Move away from the threat and notify the IC
- ◆ Account for all students in your charge

IC

- ◆ Issue a Lock-down-RESPONSE
- ◆ Notify 911
- ◆ Secure the building
- ◆ Take attendance
- ◆ Students and staff will remain indoors until the All Clear signal is given.
- ◆ Be prepared to keep students at school until police have cleared the area.

If a suspect is encountered (whether in possession of a weapon or not), move in a non-threatening manner and direct students (if applicable) away from the direct view or contact by suspect.

If the assailant is in possession of a weapon, DROP, COVER and HOLD. If you have students with you, first direct the students to do the same.

If the situation permits, make note of as many details as possible, such as:

VEHICLE

- License plate number
- Type of vehicle
- Color of vehicle
- Damage to vehicle
- Occupants (number and ethnicity)
- Weapons (type and number)

PERSON

- Height
- Weight
- Color of hair
- Clothing (type and color)
- Weapons (type)
- Ethnicity

In the event gunfire is heard, everyone should be instructed to lie flat on the ground.

Riot, Racial Conflict or Gang Altercation

General Procedures

- ◆ Notify the IC.
- ◆ Call School Police.
- ◆ Make verbal contact in a calm, low-toned voice.
- ◆ Never grab or touch a violent student, unless they are causing harm to themselves or others.
- ◆ Violence is time-lined – if you can delay long enough, it may subside.

IC Responsibilities

- ◆ Evaluate the severity of the situation.
- ◆ Call School Police.
- ◆ Call district office.
- ◆ Activate the SERT.
- ◆ Be prepared to declare a lock-down response.
- ◆ Make contact in a calm, low-toned voice.
- ◆ If behavior does not cease, shout “STOP”, and then lower your voice and encourage students to talk about the issued someplace else.
- ◆ Separate opposing factions and try to get them to a more isolated area so they can calm themselves down without losing face.
- ◆ Assist school police, as necessary.
- ◆ Identify participating students and any gang affiliations.
- ◆ Notify parents or guardians.
- ◆ Recommend for counseling.
- ◆ File an incident report.

Spilled Bodily Fluids

General Procedures

1. Contact the main office and locate a custodian for clean up.
2. Assess the need for medical help for the victim.
3. Wear disposable gloves and avoid getting spilled body fluids in your eyes, mouth, or open sores when assisting the victim.
4. After providing assistance to the victim, be sure to wash hands and arms with soap and water when gloves are removed.
5. If any students have been exposed to the victim's bodily fluids, send them to the school nurse for examination and care. Notify parent and request they bring clean clothes and make a medical follow up appointment.
6. The custodial staff should take special care in cleaning the body fluid spill. Use a germicidal disinfectant.
7. Place contaminated fluids and clean-up materials in plastic bags, seal bags or tie and place in a plastic-lined garbage container specially labeled for biohazard precautions.

Body Fluids Cleanup Kit

Kits for cleaning up body fluids should be provided for each classroom, office, school bus, and other locations as requested. Use the disposable gloves and absorbent wipes to clean up the material, and then dispose of the wipes in the zip lock bag. Disinfectant is also provided to spray on the contaminated area. Wash your hands thoroughly when the area has been cleaned. In addition to the lightweight gloves provided in the kits, heavier disposable gloves are provided for first aid, and reusable gloves are provided for custodians.

Bloodborne Pathogen Cleanup Kit

Kits are provided for the protection of all staff and students of our school. The following is a list of supplies and procedures for the use of our Bloodborne Pathogen Cleanup Kits:

Supply Items:

- Instruction sheet for body fluid spill cleanup
- 1 quart Rubbermaid bowl and lid
- 2 pairs latex rubber gloves
- 2 large disposable towels
- 1 ½ gallon zip lock bag
- 1 8 oz. package of Sani-sorb bits
- 1 4 oz. Bottle of Virahol Disinfectant cleaner
- 1 large bandage

Cleanup Procedures:

1. Open Rubbermaid bowl and put on latex gloves.
2. Open up package of Sani-sorb bits and sprinkle the drying material over contaminated area.
3. Using the zip lock bag and using the disposable towels, pick up the dried material and put it in the zip lock bag.
4. Open the 4 oz. bottle of disinfectant and pour over the contaminated spot. Allow up to ten (10) minutes for disinfectant to work on sanitizing the area; then blot up the residue with the other disposable cloth and put the fluids and cleanup materials into the zip lock bag.
5. Dispose of zip lock bag in our large outside trash container, not in room wastebaskets.
6. Replenish the kit.
7. Leave work orders for custodial staff to shampoo area of contamination.

Student With a Gun

General Procedures

NOTE: IF THE STUDENT IS DISPLAYING A GUN IN A MENACING MANNER, TREAT THE INCIDENT AS A HOSTAGE/ARMED INTRUDER EVENT (Lock Down – No Response).

IN ALL OTHER_SITUATIONS:

1. Notify the IC.
2. Assess information
3. Keep calm until assistance arrives.
4. Contact parents of the student(s) in possession of a weapon (or toy replica, including bb-guns, lighters in the form of a gun).
5. Notify the Police and/or School Resource Officer

IC Responsibilities

1. Call 911.
2. Respond to the scene and make an assessment of the situation. If the use of the weapon is not being threatened, time is on the IC's side.
3. Attempt to isolate the student. If this cannot be accomplished under existing conditions (i.e. student is in a place surrounded by other students), keep student under surveillance until he or she can be safely isolated.
4. Wait for police officer(s) to conduct search.
5. Turn all weapons over to the police.

Teacher/Staff Considerations

1. Upon being made aware of the presence of a gun in school, notify the IC.
2. Under no conditions should a teacher or staff member attempt to confront or to disarm the student.
3. As long as the gun is not being displayed and no one is being threatened, time is on the teacher's side.
4. If this event is occurring in a classroom, and time permits (at least ten minutes before classes change), send a message to the teacher next door.
5. Meet the responding administrator at the door and advise him or her who the student is, where seated, and current behavior of the student.
6. If there is less than ten minutes before classes change, wait until just before the bell is to ring and ask the student to remain in class to assist you with carrying something to the office.
7. If #6 is not successful and the bell rings to change class, immediately tell the teacher next to your classroom of the situation and follow the student to their next class.

Procedures for Dealing with Intelligence Regarding Weapons

Student has a Weapon, not on their Person, such as a locker or an empty classroom.

1. Isolate the area.
 - a. Remove all students and non-essential adults from the area to be searched.
 - b. Post individuals at the perimeter of the area – ensure no one enters the area while the search is being conducted.
 - c. Shut off bell system. Alert staff that the class schedule may be adjusted and to wait for further instructions.
2. Identify two individuals to conduct the search: one to perform the search and the other as a witness. One of these individuals should be an administrator when possible.
3. If a hand-held scanner is available, run the scanner over the student's possessions.
 - a. If the scanner is activated, carefully conduct a pat down search of the belongings.
 - b. Safely secure all weapons and contraband found.
 - c. Contact the Police and/or School Resource Officer and turn over ALL weapons.
4. If a hand-held scanner is not available proceed with a pat-down search and follow steps b and c.

Student has a Weapon on their person (intelligence – weapon has not been confirmed).

IC Responsibilities

1. Call 911.
2. Attempt to isolate the student. If this cannot be accomplished under existing conditions (i.e. student is in a place surrounded by other students), keep student under surveillance until he or she can be safely isolated.
3. Wait for police officer(s) to conduct search.
4. Turn all weapons over to the police.

Suicide or Suicide Threat or Attempt

General Procedures

1. Always assume the victim is alive!
2. Administer emergency first aid.
3. Notify the IC.
4. Stay with the victim until help arrives.
5. Limit access to the immediate area until police arrive (treat as a crime scene).
6. Prepare an informational flyer for parents of the students in the victim's class.
7. Notify the Charter Board.
8. Notify the Crisis Response Team

IC Responsibilities

Actual

1. Assess the situation.
2. Direct that 911 be called.
3. Declare a Lock-Down-RESPONSE.
4. Direct that appropriate notifications are made.
5. Isolate all witnesses; if they are students, notify their parents.
6. Direct that personal property of the victim be secured. This includes items in classroom and in locker.
7. If victim has siblings in your school, bring them to a secure area until their parents arrive at the school.
8. If victim has siblings in other area schools, notify their administrators.
9. Be prepared to deal with the media.
10. Arrange for counselors for students and staff.
11. Make contact with parents of deceased student.

Attempted

1. Assess situation.
2. Direct that appropriate notifications be made.
3. If required, call 911.
4. Deal with siblings as set forth above.
5. If Lock-Down was not called, hold an emergency staff meeting at close of school to brief staff.
6. Arrange for additional counselors if needed.

Teacher/Staff Responsibilities

Actual/Attempted

1. Immediately notify the IC.
2. Administer first aid/CPR (if knowledgeable).
3. Secure the area until an administrator arrives on the scene.
4. Once relieved, teacher responds to his or her classroom and maintains order.

Rumors

1. Treat all verbal and written threats as a serious matter.
2. Immediately notify the IC about the information.
3. Assist in the evaluation of the threat with other staff.

Trespasser in Building

General Procedures

1. If the unauthorized visitor remains on the school property, notify the police, or IC of the situation, and implement Lock-Down procedures.
2. If the trespasser refuses to register in the office and flees the scene, obtain an accurate description and inform the office.
3. Should a staff member observe a trespasser on school property; treat them as if they are simply a visitor who has failed to register in the office and kindly invite them to do so. NOTE: If a staff member is uncomfortable approaching trespasser, notify the office immediately of their presence.
4. Teachers should recall students in halls, lock doors, and remain with their classes at all times.
5. When the trespasser has registered in the office, has fled or been escorted from the scene, make a P.A. announcement that the Lock-Down situation has ended, by announcing an „all clear“.
6. Notify the Charter Board.
7. Prepare for possible media coverage.
8. Consider formulating an informational flyer for parents.

Section 12

Emergency Management Plans Other Emergencies Not Requiring a Lock-Down

Please Note: The five ICS functions are required at all NIMS levels. They are: command, planning/intelligence, operations, logistics, and finance/administration. These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human resources at hand. The five components should constitute the School's basic structure for any emergency response. Please see Section 2 for additional information regarding using the NIMS/ICS model. The following information outlines procedures in responding to specific emergencies; the NIMS/ICS protocols must be activated when responding to any emergency.

Bus Accidents

General Procedures

1. Upon learning of an accident, obtain the bus number, location and time of accident, number of injuries sustained, whether police/fire/ambulance is on the scene or are required, and the location of all injured parties from the person notifying the administration or other school employee.
2. Notify the IC.

IC Responsibilities

1. Dispatch SERT to accident scene with Emergency Response Kit and student information cards, if this is a group on a field trip the student roster will advise you of which students, parents and staff are on the bus. If this is a home-to-school bus, you will need to print an entire student roster report.
2. If there are injuries of students, determine if siblings of bus-riding students are still at school. Assemble these students and advise them of the accident and make them available for parent pick up.
3. When advised by SERT on scene of current status, direct appropriate notifications to be made.
4. If appropriate, respond to the hospital.

Responsibilities of Staff Person Riding on Bus

1. Follow the Bus Drivers instructions and if appropriate call 911.
2. If danger of fire or if vehicle is in a precarious position, evacuate the bus and direct students to a safe location.
3. Have older students assist younger students.
4. Notify the school of the accident and the extent of the injuries.
5. Keep children under control. Have adults in area assist with tasks.
6. If students are transported to hospitals, determine which student(s) are going to which hospitals.

Responsibilities of SERT Responding to the Scene

1. Assess the current situation and advise the IC.
2. Assist in the movement and/or control of non-injured students.
3. **If parents** arrive on the scene students **are not** to be removed from the scene until released by the Police. **NOTE: parents should be directed to either wait at home or report to the school site not the accident scene.**
4. Designated SERT respond to the hospital(s) and provide support to injured students and their parents. Keep the IC updated on all medical conditions of students and staff.
5. Designated SERT member handles media inquiries at the accident scene. The hospital spokesperson will handle any inquiries regarding treatment of injured students.
6. Provide parent contact information to hospital if needed. Call parents from school in the case of uninjured students.
7. Returning uninjured students should be examined by the school nurse, school counselor or social worker, provided with breakfast or snack as appropriate, and be given the option of returning home for the day.
8. Secure copy of police report.
9. Prepare for possible media focus.
10. Create informational flyer to inform parents of accident.

Child Abuse Reporting

Emergency Procedures

Teacher/Supervising Adult and Administration

1. If reasonable cause exists to believe abuse has occurred, report immediately to Child Protective Services (CPS) (888.767.2445) or local law enforcement. WHEN IN DOUBT, REPORT.
2. Do not inform parent/guardian of the report. It is CPS's or law enforcement's responsibility to investigate and inform them.

Additional Information

Child Protective Services

CPS safeguards the rights and protects the welfare of children whose parents are unable to do so. As the point of entry for clients, the CPS intake program operates a 24-hour hotline that receives reports of suspected child abuse and neglect at (888.767.2445). The CPS staff conducts initial investigations of all reported abuse and neglect to determine whether the allegations are supported.

How to Recognize Child Abuse and Neglect

"Child abuse and neglect is the intentional, physical or mental injury, sexual abuse, negligent treatment, or maltreatment of any child under the age of eighteen by a person who is responsible for the child's welfare under circumstances which indicate the child's health or welfare is harmed or threatened."

There are many indicators of child abuse. Learn how to recognize the warning signs of:

- ♦ Physical Abuse
- ♦ Emotional Abuse
- ♦ Sexual Abuse
- ♦ Neglect
- ♦ Domestic Violence

Child Abuse and Neglect Indicators

Physical Abuse is indicated when non-accidental injuries occur, including:

Burns	Bruises	Welts	Severe beatings
Fractures	Unexplained or repeated physical injuries		

Emotional Abuse occurs when a parent or caretaker allows or creates a negative emotional atmosphere for the child with these conditions:

DemEANING remarks	Perceived or actual threats of harm
Unrealistic parental expectations	Illegal behaviors taught to a child

Sexual Abuse happens when a child is exploited for the sexual gratification of an adult or older child. Indicators include:

- ♦ Involvement of a child in sexual activity
- ♦ Knowledge of sexual behavior inappropriate for the child's age
- ♦ Contact for sexual purposes such as fondling

Involvement or exposure to prostitution and/or pornography

Neglect occurs when a parent or caretaker allows the child to experience avoidable suffering or fails to provide basic essentials for physical, social, and emotional development. Indicators of neglect include:

Lack of basic food and clothing	Lack of medical treatment or medication for a serious illness	Inappropriate child hygiene
Lack of appropriate supervision	Lack of education as required by law	Residing in an inappropriate/dangerous living environment

Domestic Violence-Related Child Abuse occurs when a child:

- ♦ Is injured during a physical altercation between adults
- ♦ Witnesses domestic violence between adults
- ♦ Experiences perceived or actual threats of harm
- ♦ Experiences disruption in his/her living situation

How to Respond to an Abused Child

If you suspect a child has been abused or neglected, use the following guidelines to respond.

- ♦ Remain calm. A child may retract information or stop talking if he/she senses strong reaction.
- ♦ Believe the child. Children rarely make up stories about abuse.
- ♦ Listen without passing judgment. Most children know their abusers and often have conflicted feelings.
- ♦ Tell the child you are glad that he/she told someone.
- ♦ Assure the child that abuse is not his/her fault.
- ♦ Do what you can to make certain that the child is safe from further abuse.
- ♦ Do not investigate a case yourself. Call the police or the Child Protective Services hotline at (888.767.2445) to make a report.

Legal Definitions/References

Child abuse or neglect includes the following (ARS 13-3620, Sec. A-P)

1. A physical injury inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child as defined in ARS 13-1404.
3. Neglect as defined in ARS 8-201.
4. Willful cruelty or unjustifiable punishment of a child as defined in ARS 8-21.
5. Unlawful corporal punishment of a child as defined in ARS 8-821.

Child abuse or neglect does not include:

1. A mutual affray between minors (ARS 13-1404).
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (ARS 13-3623).

How to Report Child Abuse

Anyone involved in the care and treatment of patients under the age of 18 are considered "mandatory reporters" and are required to report suspected cases of child abuse and neglect. According to Penal Code ARS 13-3620, any mandatory reporter who fails to make a report will be fined or imprisoned. Mandatory reporters include the following professionals: Counselor, Day Care Worker, Licensed Practical Nurse, Registered Nurse, School Official, and Teacher.

If child abuse or neglect is suspected, immediately call the CPS reporting hotline at (800) 540-4000 and TDD (800) 272-6699. To make a report, you will need to provide the following information:

- ♦ Name, age, sex, and address of the child who is the subject of the report, any siblings, and the parent, guardian, or caregiver
- ♦ Nature and extent of the abuse or neglect, as you know it (and any previous abuse or neglect)
- ♦ Any additional information that may help establish the cause and identity of persons responsible
- ♦ Your name, occupation, contact information, and a statement of any actions taken concerning the child

Call the CPS hotline immediately-even if all the information is not available to you. If requested, follow up with a written report to the Child Protective Services.

Responsibility for Reporting

The reporting duties are individual and cannot be delegated to another person (ARS 13-3620). When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report (ARS 13-3620).

CPS Abuse Investigation Process

Once an abuse report is filed, the Child Protective Services (CPS) will assess and investigate the case. CPS determines the nature, extent, and cause of child maltreatment and assesses possible risk to the child if left in the situation.

CPS and neighborhood community centers offer a range of services to abused and neglected children and their families, including:

Diagnostic and treatment service	Day care services
Casework services, such as family counseling	Alcohol or drug counseling
Foster home network	Parenting classes
Homemaking or caretaker services	Psychological services

To report suspected child abuse or neglect, contact CPS at (888) 767-2445.

Child Does Not Arrive Home

(within a reasonable time)

General Procedures

4. If the school learns that a child has not arrived home from school in a reasonable amount of time, contact the child's last classroom teacher of the day to find out the child's normal end-of-day habits (i.e. walker / bus rider or gets ride from parent).
5. Contact Transportation for assistance. They will need the following information when called, Child's name, Date of Birth, Address, Home phone number, Description of the student (hair color, height, ethnicity, what was the student wearing when last seen). If the parent is at the school, send them home to wait and check their neighborhood.
6. Notify the police and request that they commence an investigation into the situation if the child has been missing for an extended period of time.
4. Organize the child's teachers, friends, and companions for interview with the police.
5. Attempt to locate the last person to see the child.
6. Send a school representative (preferably the student support manager/school counselor) to the child's family home to comfort his or her parents and relatives.
8. Work cooperatively with the authorities to assist in locating the child.
9. Prepare a media statement.
10. Compose a flyer informing parents

Critical Condition/Hospital Treatment

General Procedures

1. If a child is in need of immediate hospital treatment at your school, notify the office as to the person's location and condition, but stay with the victim.
2. Call 911.
3. Secure medical help available in the school (school nurse/health aide and CPR providers).
4. Evacuate any students who may be present and secure adult support.
5. When help for the victim is secured, the teacher helping the victim should rejoin her or his class.
6. The person accompanying the child to the hospital should take the medical emergency form kept in the office.
7. Review the student's health file kept in the nurse's office for pertinent information such as drug allergies, last tetanus shot, and medications taken. Relay this information to the hospital.
8. Notify the victim's family.
9. Consider composing a flyer to inform parents of the incident.
10. Arrange for counseling sessions with witnesses as necessary.

Detecting Suspicious Packages/Letters

***Remember* the item does not have to be delivered by a carrier. Most bombers set up and deliver the bomb themselves.**

- 1. If delivered by carrier, inspect for lumps, bulges, or protrusions, without applying pressure.**
- 2. If delivered by carrier, balance check if lopsided or heavy sided.**
- 3. Handwritten addresses or labels from companies are improper. Check to see if the company exists and if they sent a package or a letter.**
- 4. Packages wrapped in string are automatically suspicious, as modern packaging materials have eliminated the need for twine or string.**
- 5. Excess postage on small packages or letters indicates that the object was not weighed by the Post Office.**
- 6. No postage or non-canceled postage.**
- 7. Any foreign writing, addresses, or postage.**
- 8. Handwritten notes, such as: –To be opened in the privacy of...||, –confidential||, –your luck day is here||, and –prize enclosed||.**
- 9. Improper spelling of common names, places or titles.**
- 10. Generic or incorrect titles.**
- 11. Leaks, stains, or protruding wires, string, tape, etc.**
- 12. Hand delivered or dropped off for a friend packages or letters.**
- 13. No return address or nonsensical return address.**
- 14. Any letters or packages arriving before or after a phone call from an unknown person asking if the item was received.**
- 15. If you have a suspicious letter or package:**
 - Call 911**
 - Notify the IC**
 - Follow procedures for Bomb Threats/Device Found (Pages 99-101)**

WARNING

Suspect Letter and Package Indicators

If you receive a suspicious letter or package:

▪ Stop. Don't handle.

▪ Isolate it immediately.

▪ Don't open, smell, or taste.

▪ Activate your emergency plan. Notify a supervisor.



If you suspect the mail of package contains a bomb (explosive), or radiological, biological, or chemical threat:

Isolate area immediately.

Call 911.

Wash your hands with soap and water.

For more information on bomb security or bomb threats, contact your local ATF office.

Gas Leak

If gas odor has been detected in the building:

- 1. Evacuate students and staff to a safe distance outside of the building.**
- 2. Follow normal fire drill route. Follow alternate route if normal route is too dangerous.**
- 3. Teachers take class roster.**
- 4. IC directs 911 to be called.**
- 5. Accountability of all students, staff and visitors is performed at the evacuation site.**
- 6. IC makes determination to move students and staff to relocation center based on
weather, status of building, etc.**
- 7. No one may re-enter the building(s) until fire or police personnel declare the entire
building(s) safe.**
- 8. IC , in conjunction with first responders, will give the All Clear signal.**

If gas odor has been detected outside of the building:

- 1. IC directs 911 to be called.**
- 2. IC determines whether to shelter in place or evacuate. First responders may assist
with the determination.**
- 3. No one may re-enter the building(s) until fire or police personnel declare the entire
building(s) safe.**
- 4. IC , in conjunction with first responders, will give the All Clear signal.**

Loss or Failure of Utilities

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

General Procedures

1. Communicate with school administration when a power failure or loss of utilities in any part of the school building occurs.
2. Call 911 and provide them with location and nature of the emergency.
3. Inform the custodial staff of the situation.
4. Check elevators affected by the outage for stranded occupants. If there are stranded elevator passengers, a staff member should be assigned to stand outside on the nearest floor to facilitate communication with the person(s) inside.
5. Locate flashlights with batteries to use until power comes back on. Do not use candles – this can cause a fire.
6. Turn off sensitive electric equipment such as computers, VCRs, and televisions.
7. Turn off major electric appliances that were on when the power went off. This will help to prevent power surges when electricity is restored.
8. Check the status of the fire alarm system. The system should have a secondary back up power supply and should be operating. This is important, as the cause of the electrical failure may be the result of an electrical fire condition.
9. Assess need for further assistance. Contact the appropriate utility company.
10. Consider the need for evacuation or early dismissal of the school on the basis of the time it will take to restore power to windowless areas, heat or air conditioning, meal preparation facilities, and water services.
11. Should the school be without electricity for an extended period, notify appropriate individuals/agencies (charter board, media).
12. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
13. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Pages 103 - 106: Explosion/Risk of Explosion

Food or Water Contamination (suspected)

This procedure should be followed if school personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by an outside agency. Indicators of contamination may include unusual odor, color, taste, or multiple incidents of unexplained nausea, vomiting, or other illnesses.

General Procedures

1. The IC will isolate the suspected contaminated food/water to prevent consumption and restrict access to that area.
2. Call 911.
3. The IC will direct that a list of all potentially affected students and staff be made and will provide the list to the responding authorities.
4. The IC will direct the first aid team to provide immediate medical assistance, when necessary.
5. The IC will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The IC will not declare an All Clear until authorized to do so by the responding health department.
7. The IC will notify the parents of the incident, as appropriate.

Forced Entry/Theft of School Property

General Procedures

1. If evidence of forced entry or theft is seen, notify the main office first.
2. Call 911.
3. If the crime is in progress, do not confront the perpetrator and avoid being noticed. Instead, attempt to collect a physical description and a license plate number of any vehicle the perpetrator may be using. Watch the direction in which the criminal flees.
4. Secure the crime scene. Prevent others from entering, and do not disturb possible fingerprints, shoe, or tire impressions.
5. Notify staff to increase security measures.
6. Prepare a list of missing items with serial numbers, make, model, and estimated cost.
7. Organize all witnesses for police interviews and be as helpful as possible to the authorities.
8. Obtain a copy of the police report.
9. Prepare a media statement and to ease the worries of parents, draft an informational flyer.

Heat Emergencies

Temperatures that hover 10 degrees or more above the average high temperature for that area and last for several weeks and considered –extreme heat|| or a heat wave. Humid and muggy conditions can make these high temperatures even more unbearable. Really dry and hot conditions can cause dust storms and low visibility. Droughts occur when a long period passes without enough rainfall. A heat wave combined with a drought is a very dangerous situation.

Before Extreme Heat Hits:

Keep it Cool

- 1. Close all floor heat vents.**
- 2. Seal gaps around window units with foam or duct tape.**
- 3. Use a circulating or box fan to spread the cool air around.**
- 4. Use aluminum foil covered cardboard in windows to reflect heat back outside.**
- 5. Use weather-stripping on doors and windowsills.**
- 6. Keep storm windows up all year to help keep cool in.**

During Extreme Heat

Protect Windows – hang shades, drapes, sheets or awnings on windows to reduce heat from entering building.

Conserve Power – stay indoors as much as possible.

Conserve Water

- 1. Check plumbing for leaks.**
- 2. Ensure all toilets and showers are set to –low flow||.**
- 3. Don't leave water running**

Motor Vehicle Crash

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to pages 92-98: Biochemical or Chemical Release.

General Procedures

- 1. Based on the location and extent of the crash, the IC will declare a Lock Down – Response or evacuation.**
- 2. If an evacuation is declared, students and staff will follow standard evacuation procedures. IC will determine safest location for evacuation site.**
- 3. Call 911.**
- 4. The IC will direct members of the School Emergency Response Team (search & rescue) will secure the area surrounding the crash to prevent unauthorized access, until the police arrive.**
- 5. The IC will direct the search & rescue team to perform fire suppression activities, if necessary, until the fire department arrives.**
- 6. The IC will direct the first aid team to check for injuries and provide appropriate first aid.**

Severe Weather

In the event of a severe weather situation such as heavy rain, lightening, wind, or hail the IC will determine which action, if any, should be implemented. When necessary, the staff will take immediate action for the safety of the students without waiting for directions.

General Procedures

1. Provide care for students at the site.
2. Listen to weather updates and stay informed (www.nws.noaa.gov).
3. Keep away from windows and doors.
4. Evacuate the buildings and move to a safe location if necessary.
5. Evacuate the site to another facility if necessary.
6. Being student release procedures at the direction of the IC.
7. Upon official request, the site or portions thereof will be converted to a mass care shelter.

Flood/Mudslide/Flash Flood

California has experienced flooding incidents of sufficient magnitude to prompt Presidential and/or Gubernatorial disaster declarations. The predicted extent of the flood and the amount of time available before it arrives will determine the course of action to be taken. The IC may initiate many of the emergency actions considered necessary. The greatest danger of flooding is from a flash flood.

General Procedures

1. Call 911.
2. The IC will keep a battery-powered radio turned to a local radio station for information.
3. Determine appropriate response signal (Lock Down – Response or Evacuation).

Lightning

Definition: lightning is produced in all thunderstorms. In general, if you are close enough to a storm to hear thunder, you are close enough to be struck.

1. Move inside as quickly as possible
2. If a building is not available, move into a car with windows rolled up
3. If outside – spread out, keep several yards apart from each other

Thunderstorms/High Winds/Tornadoes

Thunderstorms occur throughout the year in California, but most commonly during the monsoon season. Severe thunderstorms produce heavy rain, flash flooding, severe winds, hail, and lightning. All of which can be extremely hazardous.

Definition: tornadoes are extremely violent localized windstorms. A tornado is characterized by a funnel cloud that reaches to the ground with wind velocities inside the funnel as high as 200 miles per hour. Tornadoes are usually part of a severe thunderstorm and may be accompanied by lightning, high winds, floods, and flash floods from extremely heavy rainfall.

Tornado Watch – indicates that conditions are right for a tornado to develop and that the sky should be watched.

Tornado Warning – indicates a tornado has been sighted or is spotted on radar.

Warning of hurricane/severe wind/tornado will come from local authorities. If high winds develop during normal hours of operation, the following emergency actions should be taken:

1. If outside, proceed with caution to nearest building, if time permits. If time doesn't permit, lie flat on ground, preferably in a ditch or culvert if nearby.
2. Students and staff should be assembled inside buildings; avoid auditoriums, gymnasiums and other structures with large roof spans.
3. Implement Duck, Cover and Hold if necessary.
4. Close windows and blinds.
5. Move away from windows and remain near an inside wall on lower floors if possible.
6. Relocate students from classrooms bearing full force winds.
7. Have maintenance staff shut off gas and electrical power.

Sex Offense

All sex offenses, whether committed by or against a minor, are extremely serious and must be dealt with by school staff in an appropriate manner. The offenses may take the form of rape (consensual or not), indecent liberties, exposing, etc. When any of these or similar offenses occur or are suspected, the following procedures must be followed:

1. Regardless of when or where a sex offense occurred, the employee receiving the complaint must report to his or her principal/supervisor immediately.
 - a. If the victim is a student, also notify the CPS, and the local police department.
2. The school principal/supervisor will notify the student/victim's parent or guardian, if appropriate, only after consulting with police or CPS.
3. The school principal/supervisor will consider contacting the Police Department and/or Child Protective Services, as well as notifying the victim and/or the family of available services, including immediate counseling, ongoing support, medical and legal advocacy, and a 24-hour crisis phone (888.767.2445).

If law enforcement is involved the crisis counseling can be done at the police station, the school site or the medical facility. Counseling services will be provided while a medical exam is being conducted.
4. If, after thorough investigation, the alleged perpetrator is identified as a student, the principal/supervisor will initiate appropriate corrective action and notify that student's parent/guardian of the incident.

NOTE: All alleged sex offenses should be treated as a crime and reported to the authorities immediately. It is **not** the school's responsibility to determine if a crime took place – leave that to the authorities. The school should not conduct internal investigations on alleged sexual offenses before determining if a call to the authorities is warranted.

Student Walkout

Indications of a potential walkout:

1. Students inform teachers, counselors, or the Principal's office of their plans for a walkout.
2. Student Walkout Leaders or a group of students meet with Principal to present issues and concerns that are causing them to plan a walkout.

Upon Hearing About Potential Walkout

Principal Responsibilities

1. Identify the issues and concerns that have lead up to a potential walkout.
2. Obtain the date and time of the planned walkout and the names of the students involved.
3. Call 911.
4. Determine the course of action to aver the walkout, in conjunction with Police.
5. Meet with staff members to inform them of the potential walkout.
6. Meet with student leaders, student council, and leaders of school organizations to explain the situation, clear up rumors, and attempt to gain support to avert the walkout.
7. Meet with community leaders to enlist their support to avert a walkout.

Pre-Plan for Day of Walkout

Principal Responsibilities

1. Assign staff members to a "supervision schedule" for the day that the walkout is supposed to occur.
2. Pre-plan to have teachers stand at specific locations in halls and on the school grounds to supervise if the walkout occurs.
3. Instruct teachers to take attendance before the time of the walkout and after the time of the walkout.
4. Instruct teachers to prepare a special absentee list to document the names of students who participate in the walkout.
5. Instruct teachers to watch their actions and comments so they do not aggravate the situation.
6. Designate a person to make a video recording using an audio/video camera, of all students and adults who participate in the walkout.
7. Emphasize to the video operator the importance of the film for later use in identification purposes and for documenting verbal communications between the principal and the walkouts.
8. Confer with the Charter Board and law enforcement for advice and decision-making.
9. Ensure that the PIO is on campus to assist with the news media.

During the Walkout

Principal Responsibilities

1. Instruct all staff members to allow the students to leave the building.
2. Do not stop any student from leaving.
3. Encourage staff member to say the following to walkouts: "Students, if you go to class now, there will be no disciplinary action. If you walk out, you will be subject to disciplinary action."
4. Ensure that the video operator is filming the students, any outsiders or adults that are participating in the walkout.
5. Make the following announcement: "Students, we want you to go to class. You have five minutes to return to class. If you leave, you are subject to disciplinary action."
6. Wait five minutes to give students the initial opportunity to return to class.
7. Instruct personnel assigned to hall duty to conduct a "hall sweep" to clear the halls of all students after five minutes.
8. Ensure that all students are either in class or outside (the school perimeter).
9. Secure the building doors and all perimeter entrances.
10. Monitor the on-going situation.
11. Activate the SERT.
12. If students are outside of the school perimeter, make similar announcements in an attempt to get students back into school/class.

After the Walkout

Principal Responsibilities

1. Instruct teachers to take attendance each period after the walkout so that a list can be generated to identify the students who participated in the walkout.
2. Be responsible for developing the list of all students who walked out.
3. Use the attendance lists and the video tape to develop the list of all students who walked out.
4. Contact the parents or guardians of walkout students to arrange for the return of each student.
5. Inform the parents or guardians of the disciplinary action.
6. Develop a system for admitting students back to school after the walkout.

Terrorist Acts

Definition: Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives.

Terrorism targets often include government and military facilities, infrastructures, businesses with symbolic value, religious institutions and public assemblies. Common terrorist attacks include, but are not limited to: bombs/explosives; malicious destruction of property; sabotage; arson; shootings; and the use or threatened use of chemical, biological or radiological agents.

In the event that any of the aforementioned occur, immediately follow specific emergency response. Example: bomb or suspicious device found – follow protocols for bombs and suspicious device.

Warning, Intelligence or Suspicion

In the event there is a general warning of the possibility of a terrorist act occurring within the confines of the State of California, in conjunction with Administrators, local Police Department and the California Division of Emergency Management Agency, heighten security policies throughout the school, to include (but not limited to):

- ♦ Review your School Emergency Response Plan.
- ♦ Provide additional training to school site employee and conduct drills to test the effectiveness of the plan.
- ♦ Review your employment screening policy and procedures.
- ♦ Report suspicious personnel, vehicles or packages. Pay particular attention to school buses.
 - Confirm the identify of all bus drivers. If you are unfamiliar with the driver – contact the bus company.
 - Report all unscheduled buses on or near school property.
 - Train mailroom and other key personnel to recognize suspicious packages.
- ♦ Review the adequacy of physical security in and around campus buildings.
 - ♦ Secure unused buildings or portions thereof.
- ♦ Review access control procedures and heighten employee awareness.
 - ♦ Ensure positive identification and accountability for visitors
- ♦ Increase liaison with police – advise and update staff and students
- ♦ Train staff to report suspicious activity on or about school property.
- ♦ Implement a tip-line program that allows users to report concerns anonymously, if they choose.
- ♦ Increase patrols (perimeter and interior)
- ♦ Control and limit access to the building
- ♦ Cancel or suspend extra-curricular activities
- ♦ Inspect all buses used to transport students

Threat of Violence

This procedure should be followed if site personnel receive a threat may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication, web posting or phone call. The School Administrator should ensure that all threats are properly assessed and addressed.

General Procedures

1. The School Administration will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The School Threat Assessment Team and/or Leadership Team will conduct the threat assessment utilizing the risk analysis form. A police officer should be included in the assessment.
3. The assessment team will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk as described by the Los Angeles Police Department:

Category 1: High violence potential; qualifies for arrest or hospitalization

Category 2: High violence potential; does not qualify for arrest or hospitalization

Category 3: Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.

Category 4: Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.

Category 5: Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.
4. In categorizing the risk, the assessment team will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
5. The assessment team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
6. The assessment team will recommend appropriate action to the School Administrator.

7. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.
8. See Section 17, The Recovery Phase, for additional information on Organizing for Crisis Intervention and Assessing and Managing Threats.

Section 13

Earthquake

A verbal command or response to earth moving

RESPONSE: Duck, Cover and Hold

Please Note: The five ICS functions are required at all NIMS levels. They are: command, planning/intelligence, operations, logistics, and finance/administration. These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human resources at hand. The five components should constitute the school's basic structure for any emergency response. Please see Section 2 for additional information regarding using the NIMS/ICS model. The following information outlines procedures in responding to specific emergencies; the NIMS/ICS protocols must be activated when responding to any emergency.

Earthquake

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events.

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

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

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

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

Earthquakes in California

Many people do not know about California's earthquake dangers. The entire state has been susceptible to some ground-shaking from time to time, although the southwestern and northwestern part of the state are typically more vulnerable. Earthquakes which occur in neighboring areas, such as California and northern Mexico, can also put residents at risk depending on their magnitude.

Actual Earthquake

Tremors and shaking of the earth are the signals of an earthquake. The initial shock is likely to be **not** more than ninety seconds duration. Emergency action to be taken when children are inside the building is:

When inside a building, stay inside. Do not run outside because you may be hit by falling debris. Drop to the floor on your knees and make the body as small as possible. Cover yourself under a desk, table or bench, in a doorway or hall, or stand against an inside wall. You should be facing away from: windows; doors; glass; skylights; brick or rock faced walls; large moveable objects, such as book cases; or outside doors and walls. With one arm, hold on to a desk leg so that it will protect your head and neck and so that it will not move away from covering you. Rest your head on one arm and place your other arm over the base of the head and neck. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

When outdoors, stay outside. Do not run inside because you may be hit by falling debris. Move away from buildings and overhead structures. Drop to the ground on your knees and make the body as small as possible. Face position away from: buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control. Cover as much skin surface as possible, close your eyes, and cover your ears. If you have a book or other similar object, place it over the base of your head and neck to protect you from flying debris. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

Walking to or from school facilities: if students are walking to or from school when an earthquake occurs, they should stay away from all buildings, trees, exposed wires, or other hazards that may fall. The safest place is in the open. Students should assume "drop, cover, and hold" position until the quake is over. After the earthquake, if on the way to school facilities, continue to school. If on the way home, continue home or return to school.

After an Earthquake

The ABCs of Post-Earthquake Evacuation – A Checklist for School Administrators and Faculty

A. Evacuation should NEVER be automatic.

- ◆ There may be more danger outside your building or facility than there is inside.
- ◆ There may be no safe assembly area outside. There may be no clear routes to get outside, and alternate routes may need to be created.
- ◆ The lighting inside your building or room will probably be out – it will be dark.
- ◆ Before any decision is made to vacate all or part of a school, someone must find out that there is:
 1. a safe route out, and
 2. a safe place to assemble the students outside

A. BEFORE an earthquake, survey your school with evacuation in mind.

1. Look for potential post-earthquake hazards INSIDE the building:

- ◆ Suspended ceilings
- ◆ Pendant light fixtures
- ◆ Large windows – either exterior or interior – not protected against shattering
- ◆ Tall bookcases or cabinets that may topple because they are not bolted to the wall
- ◆ Classroom equipment such as computers, TVs, VCRs, stereos, and slide projectors
- ◆ Stairwells
- ◆ Science labs, especially chemistry
- ◆ Storage areas for cleaning, painting, or other hazardous materials
- ◆ Shop areas
- ◆ Places where the main gas supply or electric current enters the building

- A. Designate evacuation routes that avoid as many of those areas as possible.
- B. In addition, decide on alternate routes to your main routes.
- C. Consider students with disabilities as you think about your evacuation routes.

2. Look for potential post-earthquake hazards OUTSIDE the building:

- ◆ Power lines
- ◆ Trees
- ◆ Areas near buildings that may have debris fall on them – parapets, roof tiles, chimneys, glass
- ◆ Routes past concrete block walls
- ◆ Covered walkways
- ◆ Places under which large gas mains run
- ◆ Areas near chain link fences (can be electric shock hazard when live wires touch)
- ◆ Hazardous materials storage areas
 - A. Designate open areas outside that are without overhead hazards and removed from potential dangers spots: choose one, off-campus spot such as park for back-up.
 - B. Assembly areas should not be so remote from the faculty that students and staff won't have easy access to bathrooms, phones, and the student release point.

4. Everyone should be informed about the plans:

- ◆ Once routes and assembly areas have been chosen, make floor plans and maps; give them to everyone.
- ◆ Tell all personnel and students about the plans made and the routes chosen.
- ◆ Make it clear that a post-earthquake evacuation route differs from a fire evacuation route, and that alternate routes may need to be used.
- ◆ Hold drills and exercises two or three times a year; practice alternate routes.
- ◆ Include all students and staff with disabilities in the drills and exercises.

C. AFTER the earthquake, gather information and make decisions.

IC

- ◆ Assess the situation – inside and outside
- ◆ Decide how much evacuation is necessary – all or parts of the buildings
- ◆ Choose the route(s) and the assembly place
- ◆ Communicate directions to SERT and all staff members.

Teachers

Do NOT automatically rush your class out into the corridor or out an exterior door.

- ◆ Wait to hear from an administrator, or the designated SERT member, about what to do.

In circumstances in which a lot of time passes and you do not hear anything, you will have to make decisions yourself:

- ◆ If you are in a dangerous classroom – the ceiling has collapsed, wires are crackling, broken glass or chemicals are all over the floor, you smell gas or smoke – you will want to leave, BUT you must do some reconnaissance before you move to safety.
- ◆ Get your buddy teacher to cover the students while you find the best way to get out and the safest place to go. You may not need to go outside, but merely move from one inside room to another.
- ◆ Account for all your students before you leave the classroom.

If your classroom is dangerous, you may want to take injured students with you, or move them a short way to a safe room. If you must leave an injured student, post a large, visible sign indicating the student is in there.

The lights will probably be out – ALWAYS have a flashlight that works.

- ◆ Be alert, as you lead students down stairwells or corridors, to anything (dangling lights, ceiling struts, broken glass, slippery floors) that could hurt them or you.

In an aftershock, everyone should duck and cover until the shaking stops.

- ◆ Once you get to your new safe place, communicate your location to the IC, by sending a runner, using a walkie-talkie, or returning to your classroom to post a note.

The first 72 hours after an earthquake are critical. Electricity, gas, water, and telephones may not be working. In addition, public safety services such as police and fire departments will be busy handling serious crises. You should be prepared to be self-sufficient – able to live without running water, electricity and/or gas, and telephones – for at least three days following a quake. To do so, keep on hand the following:

- ◆ Food.
- ◆ Water. Enough so each person has a gallon a day for 72 hours, preferably one week. Store in airtight containers and replace it every six months. Store disinfectants such as iodine tablets or chlorine bleach, eight drops per gallon, to purify water if necessary.
- ◆ First aid kit
- ◆ Fire extinguisher
- ◆ Flashlights with extra batteries. DO NOT USE matches or candles after an earthquake unless you are certain there are no gas leaks.
- ◆ Hand Held radios with extra batteries.
- ◆ Extra blankets, clothing, shoes and money.
- ◆ Alternate cooking sources.
- ◆ Medications
- ◆ Tools (turning of main shut off valves)

Roles and Responsibilities

Incident Commander (IC)

Will coordinate all personnel and operations, as well as serve as a liaison between all off campus organizations such as: Red Cross, Fire, Police, Utility companies, media, and other emergency agencies.

The IC will:

1. Direct team operations
2. Work with emergency responders
3. Coordinate and authorize communication modes
4. Assign tasks as necessary
5. Make media releases as appropriate

Teacher responsibilities during the evacuation:

The teacher may render immediate first aid if necessary.

Students with major injuries and are unable to move are to remain in the classroom.

(search & rescue team members or first responders will remove injured students/staff)

Students with minor injuries are to be moved out of the classroom with the class.

1. Teachers check primary evacuation route for blockage and dangers such as fallen trees or electrical wires.
2. If primary route is blocked, check alternate route. Do not walk under covered walkways unless absolutely necessary.
3. If both routes are blocked do not risk injury to yourself or students. Wait for help to arrive!
4. When evacuating classroom, take your emergency backpack and folder with you.
5. Door is to be left open during an earthquake disaster.

Always DUCK, COVER, and HOLD when an earthquake occurs. Assess the situation and remain calm. When alerted to evacuate; or have made a decision to evacuate, look for the safest route, take your emergency backpack and ID card, and escort your children to the assembly area. Check the adjacent classroom(s) and assist if necessary or evacuate the class(es). Wedge the door open if possible. Take the attendance with the Emergency Attendance Form to the evacuation site and display appropriate „alert card“ (Green Card = all students accounted for, Red Card = missing students and/or need assistance) from the emergency back pack.

1. Anyone who is „injured but mobile“ should be escorted to the assembly area.
2. Anyone who is „severely injured and not mobile“ should be left for the search and rescue team or first responders.
3. Leave all „dead“ where they are.

All classified and support staff are to escort their students to the assembly area and return to their teacher. They will then await instruction from the IC. Office personnel are to take emergency cards, radios, and key sets with them and report to the Incident Commander for instructions.

Search Team Coordinator

Will leave the assembly area to begin operations after being directed to do so by the IC.

Search & Rescue will:

1. Retrieve emergency supplies and bring to the assembly area. The team should shut off the gas, water, and electrical mains. These should be marked with barrier tape or signs to indicate they are off.
2. S&R will return to the assembly area to be assigned further duties by the IC. These may include setting up a waste facility, building shelter, assisting another team, or providing site security.

First Aid Team

Will move to their designated area, unpack supplies as they become available and set up triage, treatment stations, and a morgue if necessary.

The First Aid Team will assess the extent and incidence of injuries and tag them accordingly. All persons sent to triage are to be tagged. The triage categories are as follows:

MINOR:	Move to Walking Wounded
DELAYED:	May be able to take direction to help one another.
IMMEDIATE:	Tag victim, note time and type of injury.
DECEASED:	Should be removed as far away as possible

Treat injuries to the extent possible.

Inform outside emergency personnel via the IC as to the status of the injured.

Attend to morgue concerns if necessary:

1. Identify the body.
2. Probable cause of death.
3. Cover the body.
4. Leave the body undisturbed awaiting coroner.

Keep the IC apprised of your status

Student Supervision Team

Will form up and begin operations when directed to by the IC. They will manage students in the assembly area and check students out as they are requested by the Student Release Team. See Section 5 for details.

Student Release Team

Will set up a parent contact area with student emergency cards and appropriate paper work (sign out register, student call slips) at the designation of the IC. Student Release will coordinate and document the release of student to parents or authorized guardians. See Section 5 for details.

Section 14

Fire

Fire Alarm Signal or a verbal command

Please Note: The five ICS functions are required at all NIMS levels. They are: command, planning/intelligence, operations, logistics, and finance/administration. These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human resources at hand. The five components should constitute the School's basic structure for any emergency response. Please see Section 2 for additional information regarding using the NIMS/ICS model. The following information outlines procedures in responding to specific emergencies; the NIMS/ICS protocols must be activated when responding to any emergency.

Fire

Fires may occur at any time in almost any structure and usually are totally unexpected. The longer a fire is undetected the more severe and dangerous it can become. A definite plan of action is needed for each occupied area to ensure that the maximum effort is made to protect the occupants and the buildings involved.

The Principal of each school shall develop a route of egress and an alternate route to be used in case of fire. These route signs shall be posted in each occupied area in a conspicuous place, preferably near the door to be used during the evacuation (place at student's eye level). Clearly identify the primary escape route.

Fire extinguishers should be used only after notifying the Fire Department and only if feasible. Fire extinguishers are intended for small fires only. In addition, the user should make sure the fire extinguisher is of the proper type for the fire before using it.

General Fire Safety

1. Ensure that all exits are clearly marked and free of clutter (this includes classroom exits).
2. Ensure the Location of all fire extinguishers and pull stations is indicated on the evacuation map posted in every classroom and office.

Passage and Aisle Widths

A minimum of 36 inch free and clear passage width shall be maintained in all doorways and aisles within each classroom and office. Equipment, furniture, or materials which reduce these passageways to less than 36 inches must be relocated.

Turning off the Fire Alarm System

If for any reason it is determined that the fire alarm bell system must be silenced, a trained member of the staff must maintain a watch at the systems panel to monitor for activations of the systems detection devices. This person should have radio communications to other's who can: sound an alert for evacuation if necessary; be dispatched to the area where the device has been activated to verify a fire or emergency; and to ensure that they system is not silenced and forgotten.

Procedures

1. Any person discovering a fire will activate the fire alarm, call 911, evacuate the area, close doors and windows to confine the fire, or extinguish it if possible. Take your Emergency Backpack and ID card when evacuating.
2. Check with your buddy teacher during an evacuation to ensure everyone is evacuating and assist or evacuate the class yourself if necessary. All staff are to report to the assembly area and display the appropriate „alert card“ (Green Card = all students accounted for, Red Card = missing students and/or need additional assistance) in the emergency back pack.
3. The IC is to be notified immediately.
4. Members of the Search Team or IC designees will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in evacuation site) and report findings to IC. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.
5. The IC will form a Command Post at the evacuation site.
 - a. Direct that the necessary agency contacts be made
 - b. Teachers will immediately take roll and report any missing students to the Search Team Coordinator by using the card system. If problems exist, hold up appropriate colored card:

Red Card	Missing Students/Need Assistance
Green Card	All Students Present
6. The Search Team Coordinator will manage the reconciliation of all students and staff. The Search Team Coordinator is responsible for bringing the Visitor’s Log and Early Dismissal Log (and any additional entry logs) to the evacuation site and reconciling attendance with these documents.
7. First aid is rendered as necessary.
8. Use fire extinguisher if appropriate. While attempting to extinguish the fire, the user should keep a free exit path to his/her back to prevent being trapped by the fire. If one extinguisher does not put out the fire, do not go searching for additional extinguishers.
9. Access roads are kept open for emergency vehicles.
10. IC in consultation with first responders will determine if students and staff should be moved to another area and/or begin the early release procedures.
11. Students and staff will not return to the school building until fire department officials declare the area safe.

Additional School Emergency Response Team Responsibilities in a Fire, all other responsibilities to be carried out by the School Emergency Response Team

TEAM MEMBER DUTY	NAME/Floor	CONTACT INFORMATION	RESPONSIBILITY
<p>Floor Warden (one for every floor)</p>			<ul style="list-style-type: none"> - Implement in an orderly fashion, the appropriate evacuation route, upon notification from the building fire alarm system. - Act as „supervisor“ of the area under their direct control. - Receive and dispatch information and instructions and oversee evacuation of occupants from their area. - Ensure every disabled person has staff assigned to him or her who stays with them. - Report the location of these persons to the Fire Department upon their arrival
<p>Assistant Floor Warden (one for every floor)</p>			<ul style="list-style-type: none"> - Responsible to the Floor Warden to see all students and staff leave their area(s) and evacuate through the appropriate exit. - Listen for any new information and if questions arise, get direction from Floor Warden - Take no action without checking with the Floor Warden, except in extreme circumstances.

Fire Near School:

IC will determine whether the students and staff should leave the premises, or any further action should be implemented.

Burning Clothes:

If a student's or staff member's clothing catches fire, don't allow them to run! Smother the fire with a blanket, coat, rug, curtain, or other heavy fabric material. If wrapping material is not available, drop the victim to the ground and attempt to smother the fire by rolling the victim to the ground. After the fire is out treat the victim for shock (lying down, feet raised, neck supported) and cover the burned area with soaking wet cloth, sheet or blanket.

When appropriate and directed by the IC, SERT member may:

1. Turn off the gas and electricity service.
2. Direct emergency vehicles to the scene
3. Make sure fire lanes are clear and gates are open.

IMPORTANT: ALL SEARCH AND RESCUE, FIRE FIGHTING, OR ANY OTHER ACTIVITIES WILL CEASE IF TOXIC OR HAZARDOUS MATERIALS ARE INVOLVED. ALL PERSONNEL ARE TO EVACUATE IMMEDIATELY.

First Aid Team

Will move to their designated area, unpack supplies as they become available and set up triage, treatment stations, and a morgue if necessary.

The First Aid Team will follow their pre-assigned responsibilities as outlined in Section 4.

The First Aid Team will assess the extent and incidence of injuries and tag them accordingly. All persons sent to triage are to be tagged. The triage categories are as follows:

MINOR:	Move to walking wounded
DELAYED:	May be able to take direction to help one another
IMMEDIATE:	Tag victim, note time and type of injury
DECEASED:	Should be removed as far away as possible

Treat injuries to the extent possible. Inform outside emergency personnel via the IC as to the status of the injured.

Student Supervision Team

Will form up and begin operations when directed to by the IC. They will manage students in the assembly area and check students out as they are requested by the Student Release Team.

The Student Supervision Team will follow their pre-assigned responsibilities as outlined in Section 5.

Student Release Team

Will set up a parent contact area with student emergency cards and appropriate paper work (sign out register, student call slips) at the designation of the IC. Student Release will coordinate and document the release of student to parents or authorized guardians.

The Student Release Team will follow their pre-assigned responsibilities as outlined in Section 5.

Teachers follow standard evacuation procedures. See Section 7.

Fire Drills

Fire Code specifies that the fire alarm signal to be sounded at least once every month. The principal shall also hold fire drills at least once a month. At least 30 minutes in each school month shall be used to instruct children in grades one through eight on fire dangers and drills. It further states, "all exit doors shall be maintained so that they can be opened from the inside without a key during school hours."

Fire Code also directs actual fire drills to be held the first week of school each year and at least once each month thereafter. On occasion, the building should be evacuated under the pretense that smoke and gases have filled the hallways. Faculty and students should practice getting their faces as near the floor as possible (by bending over or by crawling on their hands and knees) and proceed to the nearest exit.

Each school must establish a fire or emergency evacuation plan and hold regular drills once a month to make this plan effective. Drills must be documented and reports submitted to the Fire Marshall. The fire drill report must include: person conducting drill; date and time of drill; notification method used; staff members on duty and participating; number of occupants evacuated; special conditions simulated; problems encountered; corrective actions to be taken; weather conditions when occupants were evacuated; and time required to accomplish complete evacuation and accountability.

Section 15

Shelter-in-Place

A verbal command that activates the School Emergency Response Team, and keeps staff, students and community members indoors to provide greater level of protection from threats.

Examples:

- 1. Airborne Contaminants**
- 2. Wild Fire**

Please Note: The five ICS functions are required at all NIMS/SEMS levels. They are: command, planning/intelligence, operations, logistics, and finance/administration. These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human resources at hand. The five components should constitute the school's basic structure for any emergency response. Please see Section 2 for additional information regarding using the NIMS/SEMS/ICS model. The following information outlines procedures in responding to specific emergencies; the NIMS/SEMS/ICS protocols must be activated when responding to any emergency.

General Procedures

The Shelter-in-Place signal is used to place and/or keep staff, students and members of the community (parents, volunteers, neighbors, etc.) indoors in order to provide a greater level of protection from threats such as: airborne contaminants and wild fires. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shut down of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lock Down is that the former invites community members inside the school building, away from the threat, and a Lock Down keeps all individuals, not in the building when the signal is declared, outside of the school campus.

1. The IC will declare a Shelter-in-Place.
2. Call 911
3. This signal activates the School Emergency Response Team. Team members are to follow their pre-assigned roles as directed by the IC.
4. If inside, teachers will keep students in the classroom until further instructions are given.
5. If outside, students will proceed to their classrooms (if safe to do so). If not, teachers or staff will direct student into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).
6. Upon notification from IC, teachers are to secure individual classrooms:
 - Turn off local fans
 - Close and lock doors and windows
 - Seal gaps under doors and windows with wet towels or duct tape
 - Seal vents with aluminum foil or plastic wrap, if available
7. Site Security Team will assist in completing the procedures as needed: shut down the classrooms/buildings HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
8. IC will direct the Search Team collect the attendance sheets and secure the campus.
9. Community members will be invited into the school buildings for shelter. All community members invited into the school campus will be supervised by school personnel and will not be placed in the same room with students.
10. Account for all students and staff and maintain a roster of all additional adults and children who have entered the campus.

11. Be prepared to evacuate if requested to do so by local authorities.

For specific instructions, see biological/chemical hazards Pages 92-98, and Fire Section 14.

Airborne Contaminants

Background

The U.S. EPA's National Homeland Security Research Center (NHSRC) has conducted a comprehensive study that confirms the potential effectiveness of the U.S. Department of Homeland Security guidelines for safe havens to protect against a hazardous airborne release in the event of a terrorist attack or accident.

They include:

- ♦ Locking doors, and closing windows and air vents**
- ♦ Turning off fans, air conditioning and forced air heating systems**
- ♦ Going into an interior room with the fewest windows**
- ♦ Sealing all windows, doors and air vents with plastic sheeting and duct tape**

Sheltering in place can be 500 times safer than staying outside under the following conditions:

- ♦ You enter the shelter before the arrival of the contaminant,**
- ♦ You exit the shelter as soon as the contaminant passes over,**
- ♦ The contaminant passes over quickly.**

It is recommended to allow at least 10 square feet of floor space for each occupant in the sealed room. Occupants should maintain a low level of activity so breathing rates remain low. If the room is very well sealed following the DHS guidance, you can safely stay inside for approximately three hours. Persons with existing respiratory problems may have a shorter time.

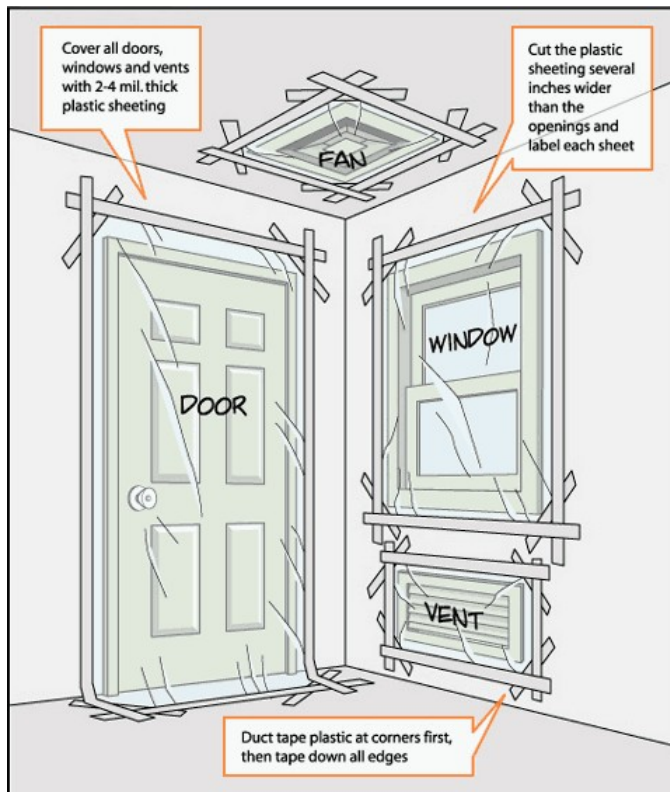
Weather conditions or geography may affect how an airborne contaminant moves, and this may affect your decisions (1) whether to shelter in place or evacuate, (2) when to enter the shelter, and (3) when to exit the shelter.

General Procedures

- 1. Notify Main Office/Administration**
- 2. Turn off all fans, close the windows and doors, shut down the building's air handling system.**

IC Responsibilities

1. Immediately direct staff to remove students to shelter in place. Utilize classrooms, offices, and other rooms within the school with the fewest number of windows (if possible).
2. Instruct staff to lock all doors, close windows and air vents.
3. Direct School Emergency Response Team members (search & rescue, police/fire/medical coordinator) to turn off fans, air conditioning and forced heating systems.
4. Take emergency supplies kits unless you have reason to believe it has been contaminated.
5. Instruct all staff members to seal all windows, doors and air vents with plastic sheeting and duct tape. Consider measuring and cutting the sheeting in advance to save time.



6. **Be prepared to improvise and use what you have on hand to seal gaps so that you create a barrier between yourself and any contamination.**
7. **Local authorities may not immediately be able to provide information on what is happening and what you should do. However, you should watch TV, listen to the radio or check the Internet often for official news and instructions as they become available.**
8. **Call 911.**
9. **Contact the Charter Board**

Wildfires in California

Wildfires affect large portions of the state of California, which has six national forests in addition to the desert areas:

1. Apache-Sitgreaves - East-Central California
2 million acres, 450 miles of rivers & streams. The Apache and Sitgreaves National Forests are managed as one national forest.
2. Coconino - North-Central California
1.8 million acres, elevations to 12,643 feet, the highest peak in the state. Includes Oak Creek Canyon in the Sedona area.
3. Coronado - Southern California
1.7 million acres, elevations from 3,000 to 10,000 feet, 8 wilderness areas
4. Kaibab - North-Western California
1.6 million acres, elevations from 5,500 to 10,418 feet, 4 wilderness areas
5. Prescott - Central California
1.25 million acres, 8 wilderness area
6. Tonto - Central California
3 million acres, elevations from 1,300 to 8,000 feet, 8 wilderness areas. One of the Nation's top 10 visited forests

It is unlikely that wildfires will have any direct impact on large metropolitan areas like Phoenix and Tucson, but there certainly are indirect affects of such fires.

- ♦ Air quality
Smoke can be hazardous to many people, and it can drift very far during wildfire season. If you have respiratory problems, make sure you keep current on any wildfires burning in California. Authorities will generally let you know when there are advisories for smoky air.
- ♦ Economic impact
Not only does fighting forest fires have an obvious cost, but wildfires also affect our insurance rates, as well as California tourism during the summer season.
- ♦ Environmental affects of forest loss.

For the latest information about the wildfires click on the following link, then click on the California Fire Management Daily Activity Report.

www.azsf.az.gov/fire_managment/current_fire_information/wildfire_situation_reports.asp

Section 16

Emergency Management Procedures Infectious Diseases and Pandemics

Section 17

Emergency Management Procedures The Recovery Phase

Section 18

Plan Maintenance, Training and Vital Record Retention

School Emergency Response Plan Maintenance

Century Community Charter School Emergency Response Plan is designed for efficient update and additions. The responsibility of maintaining the document is assigned to the Principal.

The Principal will conduct a thorough review of the plan annually.

Updates shall be distributed every year as needed or when there are significant changes.

This plan is a management tool. The sections of the plan can be easily updated with minor modifications when there are changes to the school organization, systems, and/or new functional positions are added. It does not need updating every time site procedures change.

Individuals with emergency assignments are to review their procedures and related information after activation, either simulated in drills or as an actual response. Individual checklists are revised as needed. Additionally, individual users are encouraged to add supplemental materials to their sections for a complete "response ready" plan.

The checklists are designed to be used as worksheets. New and revised checklists can be reprinted after activation. If additional pages are added and the school does not wish to renumber the entire section, new pages can include the letters A, B, C, etc., respectively after the last page of the checklists and inserted into an existing document.

It is not necessary to reprint the entire document each time it is updated. The footer date should always be kept current and can include the word "Revised" to indicate the update.

Training Program

This plan is consistent with the National Incident Management System (NIMS) and the National Incident Management System (NIMS) guidelines. The guidelines provide standardized training modules with competency requirements for each level of activation and responsibility. At a minimum, the following training program will be adhered to:

Orientation

All school employees will attend a plan review and orientation training either as a facilitated class or as computer-based training through the School's website.

Training

The Principal and staff with emergency assignments in the Command Post should attend periodic special management Table-Top Training in order to become familiar with the applied theory of the Incident Command System and functional management coordination.

School Site Requirements

“WhatIf?”Scenario’s

The school will incorporate two “What If?” scenario discussions annually. “What If” scenario’s can be found in the School Emergency Response Plan.

Table-Top Exercise

The school will conduct one table top exercise annually. Table-top exercises can be found in the School Emergency Response Plan.

Emergency Drills

The school will conduct one emergency lock-down drill annually. Sample scenario’s and evaluation sheets can be found in the School Emergency Response Plan.

Fire drills will be conducted ten (10) times during each school year.

Earthquake/Duck, Cover, and Hold drills will be conducted four (4) times during each school year.

Vital Record Retention

The (insert position) is responsible for protecting vital records, and the maintenance of the back-up system, and archiving schedules.

RECORD OF CHANGES

Change Number	Date of Change	Date Entered	Change Made By (signature)
Initial Release			

Section 19

Operating Procedures Responding to a Crisis

Responding to a Crisis

There are four phases to every crisis:

- Phase 1: the first ten minutes
- Phase 2: the next fifty minutes
- Phase 3: the remainder of that day
- Phase 4: the subsequent days

The clock starts ticking the moment the notification is made to the school. How one responds and the timeliness of the response will, in large measure, be used to judge the effectiveness of the response.

Let us assume for the moment that you are confronted with a full-fledged crisis, one that requires the stopping of all student and staff movement in the school. How would you accomplish this task? Remember, time is critical.

Inner City Education Foundation (ICEF) Public Schools has implemented a Lock-Down procedure for responding to a crisis

What Do You Do When a Crisis Occurs?

When a crisis occurs it is imperative that you are able to stop the movement of all staff and students in the building. A simple signal, such as "Students and staff we have a Lock-Down - RESPONSE," alerts the staff in the building that there is an emergency situation and it activates the School Emergency Response Team.

Managing an Emergency

The very nature of the event is one that has the potential of injury to students and staff and damage to the facility. The primary responsibility of the Incident Commander (IC) is to manage the event so as to minimize injuries to students and staff and loss of property.

There are four phases of activities that are associated with every crisis/emergency. This **School Emergency Response Plan** addresses all four Phases.

Phase I. What does the IC do in the first ten (10) minutes upon being notified of an emergency? During this phase the following events occur:

- Decision to call 911
- Declare a Lock-Down - RESPONSE, which activates the School Emergency Response Team (SERT)
- Declare a Lock-Down – NO RESPONSE, which holds everyone in place. Depending upon the nature of the crisis, selected members of the SERT may be activated by phone or radio. A Lock-Down – NO RESPONSE is given when:
 - a. gunman in the school
 - b. shots are being fired
 - c. hostage situation
 - d. any situation the IC feels is appropriate
- Dispatch an administrator and nurse to scene.
- Dispatch Police/Fire/Medical Coordinator to the front of the school.
- Direct Charter Board to be notified.
- Direct school bells are turned off.

Phase II. What does the IC do in the next fifty (50) minutes? During this phase the following events occur if a Lock-Down - RESPONSE was given:

- Directs the Search Team Coordinator and Search Teams are collecting and reconciling student and visitor information. All students, staff and visitors must be accounted for as soon as possible.
- Receives briefing on the situation including a narrative of what happened, who was involved, extent of injuries and name of any suspects.
- Briefs Charter Board on the incident.
- Coordinates with emergency response units to facilitate their needs.
- Directs that notifications are made to affected parents and/or staff member's family.
- Check with appropriate Coordinators to ascertain current status of media personnel and parents.
- Select staff person to accompany injured person to hospital.
- Determine if all students, staff and visitors have been accounted for.

Phase III. What does the IC do for the remainder of that day? With the concurrence of the police/fire/medical declare an "All Clear". This may occur in

Phase II but more than likely it will be a Phase III activity. During this phase the following issues will need to be addressed:

- ✓ Decision as to what adjustments will need to be made to the school's schedule.
- ✓ Information will need to be collected and disseminated to staff and students. In preparation the IC will need to:

1. **Reassemble School Emergency Response Team** – Prior to the scheduled staff meeting, gather the SERT and assess how the crisis was handled. Knowing what they are seeing and what they are hearing from students and staff is critical. Obtain update on victim(s) and on the investigation.
2. **Press Conference** – The media will want to interview the IC. In preparation for this event the following suggestions are made:

Sample Press Release

At (time of the event) this morning the office was advised that a (what were you advised?) [Example] 7th grade female student had been injured in the second floor girl's bathroom. Upon receipt of the information (name of the Incident Commander) directed that emergency procedure be activated and a Lock-Down - Response was declared. Our School Emergency Response Team was activated, 911 was called at (give the time of the call) and our team performed their pre-assigned duties.

The police and ambulance arrived at (give the time) and it was determined that the child would be transported to (give name of hospital). The child's mother/father was/were notified and is/are in route to the hospital. Mrs./Mr. (Whoever) accompanied the child to the hospital. The injury does not appear to be life threatening.

We stood down from our Lock-Down at (give the time) and class schedules were adjusted to accommodate the time lost due to the emergency.

Sgt. Wright of the police department will address any questions concerning the investigation.

Note: The person reading this statement needs to be prepared to answer the question of "What is a Lock-Down"?

Words to avoid using:

- Raped
- Attacked
- Stabbed
- Mutilated
- Bludgeoned
- Attacked by a gang
- Multiple injuries
- Sexual assault
- Slashed

In general if a person has been injured, use the word "injured"

3. **Staff Meeting** -There will be a need to hold a staff meeting at the end of the school day. **ALL** staff members need to attend. In addition to teachers, the meeting should include all aides/para-professionals, specialists, school resource officers, custodians, office staff, cafeteria workers, central office staff, itinerant teachers, part-time staff and any other adult who happened to be in the building when the crisis occurred.

At this meeting you tell the staff what happened including the names of the student(s) or staff person(s) involved. You will advise them of the condition of the victim(s) and the status of the investigation. You can entertain some questions but do not allow this meeting to turn into an inquest. Advise staff to report a half-hour earlier in the morning for instructions on the day's activities. Caution staff about talking with the media. Explain to them that you would prefer they did not, but if they choose to make a statement to the media to be accurate in what they say and not to speculate on what might or might not happen as a result of this episode. Inform staff that they will be held accountable for their public comments.

4. **Visit the Victim** - Following the after-school staff meeting, make time to go and visit the victim and his/her family. The principal, a social worker or guidance counselor and perhaps the child's teacher should attend. This is a time to be sympathetic, emphatic and express your concerns for the victim(s).

The purpose of this meeting is to find out first-hand the condition of the victim and to assess how the parents are reacting to this event. It is important not to attempt to explain what happened only that the event did occur and is under investigation.

5. **SERT Meeting** – Following the visit with the victim’s family, reassemble the SERT to plan on the next day’s activities. Included in this meeting should be representatives from the School Board and the police department. The following issues will need to be addressed:
 - Arrangements for counseling services.
 - Arrangements for substitute teachers in case of absenteeism of regular staff.
 - Arrangements for dealing with the media.
 - Arrangements for dealing with concerned parents.
 - Arrangements for additional security and/or police presence.
 - Arrangements for assigning a staff person to be the liaison with the victim’s family.
 - Arrangements for the following morning’s staff meeting.

Phase IV. What does the SERT do during subsequent days? The aftermath of a crisis/emergency can go on for an extended period of time. It is not unusual for the impact of the event to last weeks and even months. Crisis counselors refer to this period as the “healing period.” Realizing that people “heal” at different rates, ICs are cautioned not to expect a quick recovery. In preparation for the following days these events need to occur:

1. **Staff Meeting the following morning.** Provide refreshments for staff. Bring them up to speed on the condition of the victim and status of the investigation. If counselors are going to be made available to students and staff advise them how this is going to be accomplished. If any teacher is not comfortable in discussing with his/her students the latest information regarding the crisis, arrange for an administrator to handle the notification.
2. **SERT Meeting.** At sometime before the lunch periods start, call the team together to get their feedback on how the day is progressing. What are they seeing and hearing? Are there any surprises or concerns that need to be addressed?

3. **Parent Meeting.** Within 48 hours of the crisis schedule a parent meeting. This is a critical meeting and one in which there is liable to be very strong feelings expressed by parents. It is important that all members of the SERT are present, the Charter Board President (or representative), all school administrators, and a representative from the police department. The press will be there as well as some elected officials (particularly true if an election is soon). Someone other than the principal should chair this meeting. The meeting should be conducted by someone who is skilled in dealing with emotional issues and has the skills to keep participants on task.

This is a difficult meeting because the issue will have shifted from "what happened?" to "why did it happen?" Someone should take notes so that unanswered questions can be answered at a later time. Do not attempt to answer all of the questions. Advise the questioner that you will get back to them with an answer and then make sure someone does get back to the individual.

4. **The Healing Process.** Meetings with the SERT members and informal discussions with students and staff members is vital in assessing the healing process. Realizing that students and staff members "heal" at different rates will enable you to make informed decisions with regards to the length of time additional resources must remain at the school. The traumatic impact of the event, the number of students and staff members who were directly affected, parental and community reaction and the status of the investigation are all factors to be taken into consideration.

Lock-Down Procedures

The purpose of a Lock-Down signal is to provide the IC with a means for alerting staff and students that there is an emergency situation in the school and that for a period of time, movement in the school will be restricted.

Because of the variety of emergencies/crisis that can occur in a school it is necessary to establish two Lock-Down Signals:

Lock Down – NO RESPONSE – is used when:

- (1) there is a gunman in the school, or;
- (2) there are shots being fired, or;
- (3) there is a hostage situation.

These three situations pose the greatest threat to students and staff and require that **NO ONE MOVES IN THE SCHOOL**. The School Emergency Response Team (SERT) is not activated. Staff not supervising children remain where they are. Personnel available in the office (Command Post) will be utilized to stabilize the situation until the police arrive on the scene and assess the situation.

Teachers close their classroom doors, make a list (see Emergency Attendance Sheet) of all children not accounted for, add to this list the name of any child or adult that enters the classroom after the LOCK DOWN - NO RESPONSE is declared, moves the children away from windows (if possible) and have everyone sit on the floor. They remain in this position until directed to do otherwise.

Students who are not under direct supervision of an adult when the LOCK DOWN - NO RESPONSE signal is given will find the nearest adult and follow their directions.

Any visitors to the school will remain where they are, assuming they are either in a classroom or in an office. If in neither location, they should go to the nearest classroom and follow the teacher's instructions.

The Assistant office manager or someone else who is in the Command Post at the time the emergency is declared will call each classroom by telephone and ascertain the names of any missing students or students who entered after a LOCK DOWN - NO RESPONSE was given. The Search Team will not collect the Emergency Attendance Sheets during a LOCK DOWN - NO RESPONSE.

Lock Down - RESPONSE – Is used, at the designation of the Incident Commander when in her/his opinion an emergency/crisis has occurred and it requires the holding of students for a period of time. The command activates the SERT who will respond to the Command Post and receive their instructions. All adults not having direct supervision of children will report to a designated location and assist in the Searching of the school for stray children and guests.

Teachers will follow the same procedures as they would for a LOCK DOWN - NO RESPONSE except there is no need to move children away from windows or to sit on the floor. Instruction can continue after the Emergency Attendance Form is completed.

A Lock-Down signal should never be used for **fire/explosion** or **weather emergency**. These events have their own signal and should not be confused with Lock-Down situations.

Practical Application of a Lock-Down Drill

Assume the following scenario: a female student runs into the office and excitedly tells you that she has just come from the girls' restroom on the second floor of the school and that there is a female student lying on the floor bleeding. It appears to her as though the student has been stabbed. What do you do?

Also assume this is a middle school with 1,000 students and 90 staff members. You are the principal, with three assistant principals and a school nurse. The school is located on a 40-acre lot and is composed of three buildings. The school is equipped with hand-held radios and you have a cellular phone.

Phase I: The First Ten Minutes

- B. Believe the messenger.
- B. Isolate the witness with an adult.
- C. Dispatch the school nurse and one administrator to the scene.
- D. Call 911 (the secretary should make this call and keep a log of all outgoing and incoming calls).
- E. Declare a **Lock-Down - RESPONSE**. This automatically activates the SERT who responds to the Command Post (normally the main office).
- F. Shut off the school's bell system (this should be a pre-assigned responsibility for someone on the SERT).
- G. Notify the Charter Board of the situation.
- H. By radio, confirm the name of the injured student, physical condition, and the identity of the assailant, if known.
- I. SERT and Teachers will implement **Lock Down - RESPONSE** procedures.

NOTE: The IC, does not, repeat, does not go to the scene of the crime. A crisis is an event that requires management. The IC must be the manager. There are a number of activities that need to be coordinated during a crisis, and the IC must perform these tasks.

Phase 2: The Next Fifty Minutes

- A. The SERT members have assumed their pre-designated area of responsibilities:
1. Site coordinator has responded to scene and secured same until police/medics arrive.
 2. Police/fire coordinator has responded to front of school (or closest entrance to injured) to await arrival of the police/medical units.
 3. Search Team coordinator has divided responding adults into teams, and they are checking the school and picking up the Emergency Attendance Sheets from each classroom. **Tip:** Color code your floor plan. Put Search team responsibilities on the back of the floor plan. Distribute the color-coded Search team layout.
 4. Media coordinator is prepared to meet the press and deal with their needs.
 5. Parent coordinator is preparing for the arrival of parents and has identified a location in which they can wait.
 6. The Recorder (typically the school secretary) has taken the appropriate notes and has made the necessary telephone notifications.
- B. Notification is made to the parents or guardian of the injured child and the parents or guardians of the witness.
- C. The Emergency Attendance Sheets are being compiled by the attendance officer. This information will be provided to the police if necessary. Remember to check these sheets with the visitor's log and the early release log.
- D. Assuming the injured child will be transported to the hospital, a staff person (someone the child knows) will accompany the child to the hospital. Keep the school nurse on campus. There may be a greater need for his or her services at school. The adult accompanying the child has three tasks to perform:
1. Be supportive and calming to the injured student.
 2. Be the IC's representative when the parent(s) or guardian(s) arrive at the hospital.
 3. Be resourceful in obtaining accurate medical information on the injured child.
- E. The IC meets with the police for a briefing on the status of their investigation. School will render whatever assistance is required to accommodate the police investigation. If a student suspect has been identified, the IC will have that student's parents notified.
- F. The Charter Board will be provided with an update on the situation.
- G. No child will be released to a parent or guardian while a **Lock Down** is in effect.

Phase 3: The Remainder of the Day

- A. The IC, after consultation with the investigating officer, will stand down from the Lock Down. This is best accomplished by announcing to the school an **All Clear** signal.
- B. At this time, any adjustment to the bell schedule will be announced.
- C. The IC or PIO has prepared a written news release. This statement should be written and reviewed by someone other than the IC. A good rule to follow is to let the police handle any questions about the actual crime, and the IC deals with what the school did in response to the incident and what will occur for the rest of the day and on subsequent days. Inflammatory words, such as **stabbed, attacked, knifed** and so forth, should not be used.

In this particular case, the press statement might sound like this:

"At 10:15 this morning, we were notified that a 12-year-old 7th grade female student had been injured in the restroom. Immediately upon notification we implemented our School Emergency Response Plan. Emergency units responded to the school and provided first aid to the injured student. As part of our Emergency Plan, a Lock-Down was declared, which effectively held all classes until the emergency units responded to the school. The child was transported to the county hospital where she was treated and released to her parents.

As a result of this incident, we modified the remainder of the school day. I have met with my staff, and the School Emergency Response Team and we are making arrangements for crisis teams to be on campus tomorrow. Additionally, there will be a meeting for concerned parents tomorrow evening at 7:30, here at the school."

The key is to stick to the facts and do not allow yourself to be dragged into responding to hypothetical questions.

- D. The Charter Board is provided with a detailed briefing on the entire event.
- E. SERT members will be dispatched to individual classrooms to advise students and staff as to what has occurred.
- F. The Search Team members will be utilized to bring children from the classroom to parents who insist on taking their child(ren) home. Parents will be required to sign for their children before they are released.
- G. IC meets with SERT members for a quick briefing on how things went. This will also offer the IC an opportunity to gather facts he or she might not be aware of prior to the staff meeting.
- H. If time permits, a statement (perhaps simply a copy of the press release) needs to be prepared to be sent home with the students.

- I. Whenever a Lock-Down is declared, an emergency staff meeting will be held at the end of the school day. At this meeting, the staff should be briefed on the nature of the emergency, the status of the police investigation, the physical condition of the injured student, and what they can expect the next day. Be prepared to answer their questions. Of great concern is not only what happened but why it happened.
- J. Following this meeting, it is time to visit the injured child and her family.
- K. As the last order of business for the day, check with the police for an update on their investigation. The longer the case remains a mystery, the higher the feelings of anxiety will be for both students and staff.

Phase 4: Subsequent Days

- A. The morning following the incident, meet with the SERT and discuss the day's plan. Prepare a statement to be placed in each staff member's mailbox setting forth all the latest facts as well as any changes to the current day's schedule. If counseling is needed, information on how and where it will be available needs to be provided to staff.
- B. Be prepared to respond to parent inquiries and additional coverage from the media.
- C. Prepare for the parent meeting that will be held that evening. The SERT should be present, as well as Charter Board representatives, and police representatives. There is a need to coordinate and be supportive of one another.

How long phase four lasts will depend upon a number of variables. The seriousness of the event, the amount of media coverage the event receives, the community's reaction, the political ramifications this event might have caused, how your handling of the initial crisis is viewed, how your staff and students reacted to the event, and what measures you have taken to bring closure to the crisis, will all determine the longevity of phase four.

Closure

Every principal who has experienced a major crisis agrees that bringing closure to the event may prove to be the most challenging aspect of dealing with a crisis. There will be no shortage of suggestions on what might have been an appropriate response to the event. The problem is that each crisis has an emotional component to it that needs to be recognized and addressed. Your students and staff will need time to grieve, to express their sense of loss, and to deal with their fears and anxieties. Remember, whatever you are willing to do for the most popular student/staff member, you must be willing to do for the least popular.

These emotional needs might be expressed days, sometimes weeks, and even months after the event. Schools are very good at providing counseling services following an event. Watching for signs of emotional distress that will require a referral for additional counseling is important.

Do not overlook the need for counseling for administrators after dealing with an emotionally charged event. It is quite common for a school administrator to deny these needs and hunker down and carry additional burdens. Give yourself a break. You are human, and you need to acknowledge your personal needs.

How Do You Know Your Emergency Management Plan Works?

In order to ensure the effectiveness of the plan and evaluate staff preparedness, a Lock Down - RESPONSE/LOCK DOWN - NO RESPONSE should be practiced at least two times a year. One drill should take place while the principal is present in the building. The second drill should be called in by the principal when he/she is not on site. This is the only way to know if the plan works and if the staff can perform without the principal. At this time you detect any weaknesses in the plan and adjust it accordingly.

Section 20

Table-Top and Functional Exercises

What Do You Do If.....?

The key to creating a proactive school safety plan is not just creating a document that addresses a number of „crisis“ episodes, but one that prepares staff for dealing with a variety of events that can have a long-lasting and negative impact on a school. Too often, school administrators do not prepare their staff for dealing with such events. Although they themselves may have an idea as to what to do or how to respond, many teachers and support personnel have never had the opportunity to discuss how they personally would respond. Therefore, they have not identified options that are available to them should they be required to deal with an unsettling event or threat to their person.

The following are actual scenarios that have occurred in schools. The suggestions provided for dealing with each one are merely suggestions. Although administrators will have to respond to all of them, there are responses that are appropriate for teachers and support personnel. These scenarios and suggestions should be viewed as starting points for making staff meetings more informative and thought provoking. Challenge your staff to develop their own scenarios and possible solutions. It is always better when the ideas come from within and are not dictated.

NOTE: The strongly held belief that “it can never happen here” is one of the most difficult mindsets to overcome. So long as that belief is held by the majority of your staff, effective preparation for dealing with unwanted or threatening behaviors, or a genuine crisis, is almost impossible to achieve. Our suggestion would be to start every staff meeting with a different scenario. Get your people thinking about possible solutions to some very complex issues. The time spent on these discussions may prove to be a “life-saving” experience.

For Administrators

1. You receive a phone call at 2 AM Sunday from the sheriff's office advising you that three of your students have been killed in an automobile accident. Preliminary investigation indicates that alcohol and excessive speed were factors in the accident.

Suggestions:

- Verify accuracy of call.
 - Call SERT for an early morning meeting.
 - Notify the teachers of the student and arrange to have a meeting with them and their classmates early Monday morning.
 - Determine if the deceased students have siblings and notify their principals.
 - Determine if any of the students had girlfriends or boyfriends and if so, whether they have been made aware of the accident.
 - Activate telephone tree to notify staff of the accident and to alert them to the emergency staff meeting Monday morning.
 - After meeting with SERT, visit the affected families.
 - Designate an SERT member to be the liaison with each of the families.
 - Direct that deceased students' personal property be secured. Make sure that there is nothing in these personal affects that would prove to be an embarrassment to the families.
 - Consider having counselors available on Monday for fellow students.
 - When funeral arrangements are known, include this information during the staff meeting on Monday.
 - Decide how best to deal with the students on Monday. Many will already know about the accident, but there will be others who do not.
 - Initiate discussion with SERT and Principal as to an appropriate memorial service that would allow school participation.
2. You receive a phone call at 2 AM Monday from the police department advising you that three gang members who attend your school have been killed in a drive-by shooting. The police are concerned that there may be repercussions at the school.

Suggestions:

- Verify the call and ask for detailed information.
- Notify SERT to meet you at the school at 6:00 AM.
- Request police presence at school in the morning.
- Activate telephone tree to advise staff of emergency meeting before school.
- If rival gang members attend school, arrange to meet with them when they arrive at school.
- Determine if any of the deceased students have siblings in other schools and if so, make sure their principals are notified.
- Assign an SERT member(s) to act as liaison between the school and the families of the deceased.
- Arrange, before students arrive, that all personal property of the deceased is secured.
- Arrange for counselors.

- Many of the suggestions listed in the #1 scenario are applicable in this situation.
3. A student is found hanging from a support pipe in the boys' restroom, an apparent suicide.

Suggestions:

- Declare a Lock-Down - RESPONSE.
 - Dispatch CPR and first-aid trained staff to the scene and have them administer emergency treatment.
 - Direct 911 to be called.
 - Notify the Charter Board of the situation.
 - Direct SERT members to perform their assigned tasks. Special emphasis must be given to preserving the crime scene until police arrive and take control of the restroom.
 - Decide, in concert with the police, how the family is to be notified.
 - Determine if there are siblings in the school or in other schools and make the required notifications.
 - Direct that all personal property be secured and turned over to the police to aid in their investigation.
 - Follow all of the procedures that are set forth in the Lock-Down procedures.
 - Arrange for counseling.
4. An irate parent comes into the school office and demands to see his child. You know that the father has been barred by a court order from having access to his child. You attempt to reason with him with no success. The parent pulls a gun from his pocket and takes office staff hostage.

Suggestions:

- Try not to lose your cool.
- This is a dispute between the father and mother of the child, not you.
- Be empathetic with the father. Assure him that you see his side and can only imagine what his level of frustration and anger must be at being denied access to his child.
- Begin calling the parent by his first name.
- Offer to help him develop a solution to his problem. Offer to call the court on his behalf and to try and negotiate a compromise.
- Offer to help the father compose a letter to the court explaining his position (often the writing process helps to alleviate the anger).
- Tell him how his child is doing. Offer to get the child's record from the guidance office. This might provide an opportunity to have someone summon help.
- Try and convince him that for his child to see him so upset will have a serious impact on the child.
- If none of the above is having any positive impact, the decision will have to be made as to whether or not the child will be released to the parent.
- Call 911

5. A teacher comes to you and tells you there is a strange object in her classroom. You examine the object and suspect it may be a bomb.

Suggestions:

- DO NOT PULL THE FIRE ALARM OR USE HAND-HELD RADIOS OR CELLULAR PHONES in attempting to evacuate the building.** The use of such equipment may detonate the device.
 - Immediately evacuate the classroom in which the device was found.
 - Do not touch, handle, or attempt to move the device.**
 - Once the children have cleared the room, evacuate the classrooms that are on either side of and across the hall from the affected room.
 - Instruct one of the evacuated teachers to notify the office of the situation and have the police/fire department called.
 - Instruct each teacher to notify the classroom teachers whose rooms they pass of the need to quickly evacuate their rooms.
 - Assuming for the moment that as each classroom is passed, that room will be evacuated, the principal immediately moves to the floor above the affected classroom and begins the evacuation process, starting with the room directly over the affected room and moving outward from there.
6. Your school is preparing to play a basketball game against your archrival. The winner will go to the regional playoffs; the loser stays home. You receive a phone call from the principal of your rival school advising you that he has been hearing rumors that an attempt will be made to disrupt the basketball game by individuals who may not be students of either school.

Suggestions:

- In consultation with the calling principal, try to assess the validity of the information.
- Alert the SERT and have them check with their sources to see if this threat is valid.
- Initiate discussion with the police. Specifically, find out what information they have developed regarding the disruption of this game and the number of officers they feel are required to cover the event.
- If there is sufficient time (for example, several days before the game), implement a different color game ticket strategy. Each school will have a different color ticket.
- Establish pre-event sales only. No tickets will be sold at the game.
- Arrange for a knowledgeable administrator from each school to be present at the entry point to the gym. This will help exclude unwanted or unauthorized spectators from gaining entrance to the game.
- Obtain from the visiting school the names of all staff persons who will be attending the game and what type of identification they will be wearing.
- Both coaches and their respective teams need to be advised of the information received and should be instructed as to appropriate courtside conduct.

- Consideration should be given to the use of metal detectors for admission to the game.
- As a general rule, school staff and a limited number of police should monitor the game. The major contingency of police should be outside the school, monitoring the parking lots and streets leading to the school. Once the game starts, "cruising" of the school parking lot needs to be stopped.
- Arrange for parents of band members, cheerleaders, pompoms, and players to pick their students up in a specific location.
- Have the visiting team and their support personnel leave the campus as quickly as possible.

For Teachers

1. A student comes up to your desk and quietly whispers in your ear that David has a gun in his pocket.

Suggestions:

- Ask your informant, "Did you see it, or were you told about the gun?" (your response will be the same regardless of the answer).
- Check the time. Note how long before the bell will ring to change classes.

- ♦ Scenario A – full class period before the bell rings:
 - Keep calm!
 - Observe David. How is he acting? Do not walk back to see if you can see the gun; assume it is there.
 - Do not attempt to challenge David.
 - Notify office you need assistance. Do not use the "all call" buttons or telephone as this may alert David that something is about to happen.
 - Write a note stating you believe a student has a gun in your classroom.
 - Put the note in a book, and ask a student to take the book to the teacher next door. The student chosen for this task should not be your informant.
 - Teacher next door notifies the office of the situation.
 - When the administrator arrives at your classroom, meet the administrator at the door.
 - Be guided by the administrator's decision on how to get David out of the room.

- ♦ Scenario B – two minutes before the bell rings:
 - ♦ There is inadequate time to summon help to your room.
 - ♦ Wait until just before the bell is scheduled to ring and ask David to help you carry some material to the office. The trick is to keep his hands full.

2. A student in your class loses control and starts to throw objects around the class, turning over desks and threatening the safety of other students in the class.

Suggestions:

- Direct a student nearest the door to take a "Red Card" to the teacher next door. A "Red Card" states that Mrs. Easto, in room 214, needs immediate help. Every teacher in the school should have such a card and use it to summon help.
- When help arrives at the classroom, remove the other students from the room and isolate the student out of control. Often this will have a quieting effect on the student.

3. You are working in your classroom after school when you realize that a parent has entered your room. The parent is angry. You inquire as to what the parent wants and are told that the parent is unhappy about the way you treated his child.

Suggestions:

- Immediately stand up. Never remain seated during a confrontation or a potential confrontation.
- If it appears that the parent does not want to engage in a dialogue, but is intent only on telling you what his demands are, it is time to get out of the classroom.
- Tell the parent (while you are walking toward the door) that you realize he has a concern but that unfortunately, you have an appointment. Offer to make an appointment for another day at a time convenient to both of you.
- Do not become argumentative or combative with the parent.
- Remember you cannot have a rational discussion with someone who is angry and perhaps out of control.
- The critical issue is for you to head for safety.

4. A student turns in a story that he has written. The story is about a young man who is tired of being picked on in school. The writer describes how his lunch money is taken from him on a regular basis and how tired he is of being afraid. In his story, the victim comes to school one day and gets his revenge.

Suggestions:

- Talk with the student about the subject matter of his story. Schools can no longer ignore or treat lightly threats made by a student either in writing or verbally.
- After your conversation, contact an administrator and a guidance counselor for their input and assessment.
- Your role in this event is critical. The student chose to share this information with you. Your task is to remain in touch with the student while others are doing their part, i.e., contacting parents, arranging for a psychological assessment of the student, or referral to another agency.

5. You have a student in your class who is always being picked on. Kids say mean and hurtful things to the student and you continue to try to defend and support the student. You realize that the student goes out of his way to draw attention to himself. He is always first to answer a question, he dresses differently than the rest of the students, he does not appear to have any friends, and no matter what the discussion in class is, he takes the opposite view.

Suggestions:

- You may have a student who has chosen the role of „victim“ as his persona.
- Depending upon the age of the student, your strategies for dealing with this behavior will vary. With a younger, primary-grade-level child, it may be sufficient to talk with the youngster and help him develop more appropriate responses to what is going on around him. With older students, this task becomes more difficult.
- Make the administration aware of your observations and concerns.
- Talk with his other teachers to see if the behavior you are seeing is consistent in their classes.
- Working with other teachers and administrators, decide on a school-wide plan for helping this youngster.
- Involve the parents during the assessment process.

For Support Staff

1. A student walks up to an adult in the cafeteria and tells the adult that a kid in a green jacket has a gun in his pocket.

Suggestions:

- So long as the gun remains in the pocket, a crisis has not occurred.
- Try and make an identification of the student. If you don't know his name, look to see if there is someone seated/standing near that person that you know.
- Locate the nearest adult and inform him or her of what you have been told.
- Decide who is going to notify the administration.
- If the individual begins to move about the cafeteria or appears to be leaving, do not attempt to stop him.
- Keep in eye contact with him, and if he leaves the cafeteria, try and observe where he goes.
- When the administrator arrives on the scene, brief the administrator on what has transpired.
- Remember, a cafeteria or any area where there are lots of students and staff milling about is not the place to challenge the student with the gun.**

2. You are walking down the hallway and see an adult looking into several different classrooms. You also note that this person is not wearing a "visitor" badge.

Suggestions:

- Our natural instinct is to ask the person if you might help them. Under normal conditions, this is an appropriate approach. The problem arises when the intruder responds, "No thanks, I'm doing fine." Now you are stuck with finding a graceful way to deal with the lack of a badge and why this individual is looking into several classrooms.
- A response that works very effectively is the following: in a most cheerful voice you say,

"Oh there you are! WE knew someone who had not checked in with the office was in the building. You probably didn't see the sign directing you to the office. Let me show you the way, and I can cancel the call to the police at the same time."
- One of two things will occur: (A) the person goes with you, or (B) he/she does not.
- If (B) occurs, step into the nearest classroom and ask the teacher to notify the office of an intruder in the building.
- Don't attempt to detain the individual if he or she decides to leave the premises. Get a good description of the person, call the police, and make a report.

3. You are a secretary who receives a phone call from a man who identifies himself as the father of a 4th grade student. The caller states that tomorrow his son has a

dentist appointment and that neither he nor the child's mother is able to pick up his son and that a relative has agreed to pick up the child and take him to the dentist. The caller asks that you please advise his son's teacher of the appointment.

Suggestions:

- Verify the identity of caller. This can be accomplished in several ways:
- Ask caller for his home telephone number and child's date of birth.
- Check emergency card for home phone number and call to verify caller.
- Call mother, at home or at work, for verification.
- Ask the child if he knows about a dentist appointment.
- If you are satisfied with the legitimacy of the caller, direct the caller to come to the school and make his request in person.
- If he shows, ask for photo identification.
- Prior to his arrival, check records to see if this is a custody issue.
- Ask for the name and phone number of the relative who is to pick up the child.
- When the relative arrives to pick the student up, ask for photo identification.
- Send an adult for the child, and prior to releasing the child to the relative, ask the child if he knows the person and if he is comfortable leaving with this person.

4. You are a custodian who is working outside the school. You notice several cars "cruising" through the parking lot.

Suggestions:

- Note the time, record the tag numbers, get a description of the cars, and try to get a look at the drivers.
- Report your observations to an administrator.
- Attempt to maintain visual contact of the cars until police arrive on the scene.
- Assist the police by identifying the cars and tag numbers.

5. You are a cashier in the school cafeteria and know the buying and eating habits of the majority of students in the school. For several days, you have been noticing a major change in Billy's eating habits. Normally Billy buys his lunch, but for the past week or so Billy has not been buying or bringing his lunch.

Suggestions:

- Report your observations to the appropriate administrator or guidance counselor. Billy's family may be having some financial difficulties and the school may be in a position to have Billy enrolled in a reduced-price lunch program.
- If this is not the case, Billy may be the victim of extortion by having his lunch money taken on a daily basis.
- An administrator/guidance counselor needs to be involved, regardless of the cause.
- You will need to be observant of other children's eating habits and buying powers. The extortionist may be acting like the big spender on campus, treating friends to multiple desserts or other goodies. Report your suspicions.

6. You are notified that a student has a gun in a classroom.

Suggestions:

- Call the police and ask for immediate assistance.
- Check the time. When are the bells due to ring?
- Proceed to the classroom.
- Have the teacher meet you at the door.
- Determine where the student is seated, how he or she is acting, and how the teacher came to know that he or she has a gun.
- If the police have arrived, have the officer remain in the hallway while you get the student from the classroom.
- Enter the classroom and extract the student. Based on your knowledge of the student; utilize a scenario that would take David's mind off of the gun situation. Here are two suggestions for accomplishing the task:
 - ◆ "David, your mother is on the phone. There is some problem at home and she needs to talk to you right now. Come on down to the office and take care of the matter" or "David, the health department called. You have been identified as a possible contact and they need to see you immediately."

The issue is to occupy David until you can get him in the hallway.

7. You are notified that a classroom has been taken hostage. The gunman is an adult male, identity unknown.

Suggestions:

- Declare Lock-Down – NO RESPONSE.
 - Direct 911 to be called.
 - Shut off the school bells.
 - Await the arrival of police.
 - In concert with the police official on the scene, develop a strategy for dealing with the situation.
 - Activate the SERT if it can be accomplished without further endangerment of students and staff.
 - Try to ascertain the demands of the hostage taker.
 - If appropriate, arrange for transportation of non involved students.
 - The resolution of the hostage situation is a police matter. Your role is to provide support to the police.
 - Follow the procedures as set forth in your School Emergency Response Plan.
8. A female student comes to you with the following story. A friend of hers told her this morning that yesterday, at about 2:30 PM, she was raped in the girls' restroom.

Suggestions:

- Determine who the friend is and ask your informant to bring the victim to you.
- If informant is hesitant to identify the victim, ask the informant what it is she expects you to do.
- Assuming the victim's identity is made known to you, call the student in and, with a female witness, ask her what happened.
- If she tells you she was sexually assaulted, **isolate the victim with an adult, call the police and call her family.**
- Your role is to support the police in their investigation.
- Your responsibility is not to determine if the victim is telling the truth. Let the police make that determination.
- Notify the Charter Board of the complaint and what is currently being done to investigate the issue.

9. You have a teacher who is always into power games with his students. You strongly suspect that he often sets kids up so he can report them for violating a school rule. One day he discovers his car has been „keyed“ and he demands that you conduct an investigation into the incident.

Suggestions:

- There are two separate issues in this scenario: one is the act of vandalism and the other is how this teacher is treating kids. Separate the issues.
- Have the teacher call the police and his insurance company to report the act of vandalism.
- Let the police determine if the act occurred on school property or was done somewhere else.
- Have a serious and frank discussion with the teacher over the issue of fair and equitable treatment of students.
- In addition to establishing a generic file on reasons students get sent to the office, create a file on this teacher. Every time he sends a student to the office, a copy of that referral goes in the teacher’s folder. If, as you suspect, he is setting kids up, this file will prove to be a valuable tool in bringing attention to the error of his ways. It will also be useful if further disciplinary action is anticipated.

Table Top Exercise

Chemical Agent

Scenario:

At 11:10 A.M., on a hot, still day in early September, _____ School's main office receives a frantic call from one of the teachers at the far end of the building.

The teacher reports that students in her class are having trouble breathing, and between her coughs, says that at least four students are vomiting. The secretary quickly calls 9-1-1 for help and tries to contact the principal via the school's intercom as s/he was not in the office at the time of the call.

The first arriving ambulance sees parents running into the building and notices that a local TV station has arrived and is setting up near the bus lane in front of the school. A local radio station is reporting that a group identifying themselves as RIOT claims they released a 'deadly' substance near the school, and soon the community will mourn for their children.

Suggested questions for the facilitator to stimulate discussion

- ♦ What are the immediate actions the school should take in the event of a chemical agent?
 - **Who should take them?**
 - **What are the school's priorities? Rank them.**
 - To emergency responders
 - **What type of information will the responding agencies need from the school?**
- ♦ What type of communication system or policy does the school have in place?
 - **Inter-campus communication?**
 - **Campus to bus communication?**
- ♦ How is notification of an emergency situation made?
 - **Who makes the notification?**
- ♦ Are there any immediate protective measures the school should take (e.g., evacuation, shelter-in-place, etc.)?
 - **Who makes this decision?**
- ♦ How will the school account for persons inside the school and on campus grounds?
 - **How long will this process take?**
 - **Who will do it?**
- ♦ How will the school disseminate timely information to the parents and the community?
 - **Who will do it?**

- ♦ If the school evacuates:
 - **Are there enough busses to transport students?**
 - **If needed, where will the school obtain additional busses?**
 - **Where will students be taken?**
 - **How will parents be notified?**
 - **How will the school provide food, water and medication?**
- ♦ Which local, state or federal agencies and private organizations are likely to respond?
 - **How will the school coordinate and communicate with all of them?**
- ♦ Do school personnel understand the concept of NIMS and ICS?
 - **Explain ICS concept to the group**
- ♦ Do school officials understand what happens in the „decontamination“ process?
 - **To emergency responders**
 - **Explain the _decon` procedure.**
 - **Explain what will be expected of school staff.**
- ♦ How will students be released to parents?
 - **What are the notification procedures?**
 - **Where is the assembly area?**
- ♦ Does the school have:
 - **A designated assembly or staging area?**
 - **A planned and alternative evacuation route?**
- ♦ Is there a plan or policy in place for after-incident or stress debriefing?
 - **To include school personnel?**
 - **To include response personnel?**
 - **To include parents/students?**

Table Top Exercise

Biological Event

Scenario:

It is 11:35 a.m. at _____ School in early December. The mail has just been delivered to the office and the secretary opens a box that looks like the package of school supplies that were ordered a week ago. As s/he opens the box, a white powdery substance spills into the air, on the secretary, the desk and the floor.

The office is full of people at the time. The principal has scheduled a meeting with parents about the district's budget cuts and many are in the office to find out the location of the meeting. The principal is down in the gym, setting up chairs with the custodian for the meeting.

An hour ago, the local fire department has received a similar package.

Suggested questions for the facilitator to stimulate discussion

- ♦ What are the immediate actions the school should take in the event of a biological event?
 - **Who should take them?**
 - **What are the school's priorities? Rank them.**
 - To emergency responders
 - **What type of information will the responding agencies need from the school?**
- ♦ What type of communication system or policy does the school have in place?
 - **Inter-campus communication?**
 - **Campus to bus communication?**
- ♦ How is notification of an emergency situation made?
 - **Who makes the notification?**
- ♦ Are there any immediate protective measures the school should take (e.g., evacuation, shelter-in-place, etc.)?
 - **Who makes this decision?**
- ♦ How will the school account for persons inside the school and on campus grounds?
 - **How long will this process take?**
 - **Who will do it?**
- ♦ How will the school disseminate timely information to the parents and the community?
 - **Who will do it?**

- ♦ If the school evacuates:
 - **Are there enough busses to transport students?**
 - **If needed, where will the school obtain additional busses?**
 - **Where will students be taken?**
 - **How will parents be notified?**
 - **How will the school provide food, water and medication?**
- ♦ Which local, state or federal agencies and private organizations are likely to respond?
 - **How will the school coordinate and communicate with all of them?**
- ♦ Do school personnel understand the concept of NIMS and ICS?
 - **Explain ICS concept to the group**
- ♦ Do school officials understand what happens in the „decontamination“ process?
 - **To emergency responders**
 - **Explain the _decon` procedure.**
 - **Explain what will be expected of school staff.**
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 - **A designated assembly or staging area?**
 - **A planned and alternative evacuation route?**
- ♦ Is there a plan or policy in place for after-incident or stress debriefing?
 - **To include school personnel?**
 - **To include response personnel?**
 - **To include parents/students?**

Table Top Exercise

Radiological Agent

Scenario:

At 12:35 p.m., a series of loud explosions are heard in front of School, near the principal's office. The front portion of the school and several parked cars are burning.

Fire and police are called, and respond quickly. The fire department starts search and rescue and assists with the evacuation of the building. The local police work quickly to close all surrounding streets. The fire continues to burn and the Fire Chief (Incident Commander) orders implementation of mutual aid from nearby departments to aid in the response.

As additional responders arrive on scene, the fire safety officer receives a reading on his dosimeter of .5 rem/hr (a significant amount of radioactivity) and immediately reports it to the Incident Commander, who at that moment is talking to the school principal.

Within ten minutes of the explosion, concerned parents start to rush the police barricades and despite the best efforts to contain them, some parents run to the school. Some local news media have gotten around the barricades also, and are filming the incident.

Suggested questions for the facilitator to stimulate discussion

- ♦ What are the immediate actions the school should take in the event of a chemical agent?
 - **Who should take them?**
 - **What are the school's priorities? Rank them.**
 - To emergency responders
 - **What type of information will the responding agencies need from the school?**
- ♦ What type of communication system or policy does the school district have in place?
 - **Inter-campus communication?**
 - **Campus to bus communication?**
- ♦ How is notification of an emergency situation made?
 - **Who makes the notification?**
- ♦ Are there any immediate protective measures the school should take (e.g., evacuation, shelter-in-place, etc.)?
 - **Who makes this decision?**
- ♦ How will the school account for persons inside the school and on campus grounds?
 - **How long will this process take?**
 - **Who will do it?**
- ♦ How will the school disseminate timely information to the parents and the community?
 - **Who will do it?**

- ♦ If the school evacuates:
 - **Are there enough busses to transport students?**
 - **If needed, where will the school obtain additional busses?**
 - **Where will students be taken?**
 - **How will parents be notified?**
 - **How will the school provide food, water and medication?**
- ♦ Which local, state or federal agencies and private organizations are likely to respond?
 - **How will the school coordinate and communicate with all of them?**
- ♦ Do school personnel understand the concept of NIMS and ICS?
 - **Explain ICS concept to the group**
- ♦ Do school officials understand what happens in the „decontamination“ process?
 - **To emergency responders**
 - **Explain the _decon` procedure.**
 - **Explain what will be expected of school staff.**
- ♦ How will students be released to parents?
 - **What are the notification procedures?**
 - **Where is the assembly area?**
- ♦ Does the school have:
 - **A designated assembly or staging area?**
 - **A planned and alternative evacuation route?**
- ♦ Is there a plan or policy in place for after-incident or stress debriefing?
 - **To include school personnel?**
 - **To include response personnel?**
 - **To include parents/students?**

Table Top Exercise

Nuclear Event

Scenario:

It is early February at 1:00 p.m., and the superintendent is currently meeting with all school principals in the district about more proposed budget cuts. The meeting is taking place at the district offices.

A call was received at _____ School from a group that identified itself as FEAR. The caller stated that a bomb (with an unknown amount of nuclear material) was placed somewhere in the building in a backpack.

The secretary quickly calls 9-1-1, then the superintendent's office, and is now consulting the school's emergency procedures.

Four inches of rain have fallen over the last few hours; the temperature is very cold and winds are up to 25 mph.

Suggested questions for the facilitator to stimulate discussion

- ♦ What are the immediate actions the school should take in the event of a chemical agent?
 - **Who should take them?**
 - **What are the school's priorities? Rank them.**
 - To emergency responders
 - **What type of information will the responding agencies need from the school?**
- ♦ What type of communication system or policy does the school district have in place?
 - **Inter-campus communication?**
 - **Campus to bus communication?**
- ♦ How is notification of an emergency situation made?
 - **Who makes the notification?**
- ♦ Are there any immediate protective measures the school should take (e.g., evacuation, shelter-in-place, etc.)?
 - **Who makes this decision?**
- ♦ How will the school account for persons inside the school and on campus grounds?
 - **How long will this process take?**
 - **Who will do it?**
- ♦ How will the school disseminate timely information to the parents and the community?
 - **Who will do it?**

- ♦ If the school evacuates:
 - **Are there enough busses to transport students?**
 - **If needed, where will the school obtain additional busses?**
 - **Where will students be taken?**
 - **How will parents be notified?**
 - **How will the school provide food, water and medication?**
- ♦ Which local, state or federal agencies and private organizations are likely to respond?
 - **How will the school coordinate and communicate with all of them?**
- ♦ Do school personnel understand the concept of NIMS and ICS?
 - **Explain ICS concept to the group**
- ♦ Do school officials understand what happens in the „decontamination“ process?
 - **To emergency responders**
 - **Explain the _decon` procedure.**
 - **Explain what will be expected of school staff.**
- ♦ How will students be released to parents?
 - **What are the notification procedures?**
 - **Where is the assembly area?**
- ♦ Does the school have:
 - **A designated assembly or staging area?**
 - **A planned and alternative evacuation route?**
- ♦ Is there a plan or policy in place for after-incident or stress debriefing?
 - **To include school personnel?**
 - **To include response personnel?**
 - **To include parents/students?**

Table Top Exercise

Explosion

Scenario:

It is a hot, humid September morning at 11:35 a.m., in a new academic year. Today, the superintendent has requested all school principals to attend an emergency meeting about more proposed budget cuts. The group is meeting at the district offices.

Meanwhile, at _____ School, a large explosion is heard near the multi-purpose room and the blast caused glass to shatter and massive amounts of debris to be spread around the building and grounds. The gym is on fire. Students in the classrooms near the gym are injured and many are experiencing seizures as they try to escape the building. There are also fatalities. Within several minutes, many students and staff are also experiencing difficulty in breathing and begin to lose muscle control.

First arriving on the scene are local fire and EMS. The fire chief implements the Incident Command System and asks for mutual aid to be implemented, which triggers nearby responding agencies to send help to the school. Within several minutes after the blast, concerned parents, grandparents and the media show up at the school, all demanding information.

Suggested questions for the facilitator to stimulate discussion

- ♦ What are the immediate actions the school should take in the event of a chemical agent?
 - **Who should take them?**
 - **What are the school's priorities? Rank them.**
 - To emergency responders
 - **What type of information will the responding agencies need from the school?**
- ♦ What type of communication system or policy does the school district have in place?
 - **Inter-campus communication?**
 - **Campus to bus communication?**
- ♦ How is notification of an emergency situation made?
 - **Who makes the notification?**
- ♦ Are there any immediate protective measures the school should take (e.g., evacuation, shelter-in-place, etc.)?
 - **Who makes this decision?**
- ♦ How will the school account for persons inside the school and on campus grounds?
 - **How long will this process take?**
 - **Who will do it?**

- ♦ How will the school disseminate timely information to the parents and the community?
 - **Who will do it?**
- ♦ If the school evacuates:
 - **Are there enough busses to transport students?**
 - **If needed, where will the school obtain additional busses?**
 - **Where will students be taken?**
 - **How will parents be notified?**
 - **How will the school provide food, water and medication?**
- ♦ Which local, state or federal agencies and private organizations are likely to respond?
 - **How will the school coordinate and communicate with all of them?**
- ♦ Do school personnel understand the concept of NIMS and ICS?
 - **Explain ICS concept to the group**
- ♦ Do school officials understand what happens in the „decontamination“ process?
 - **To emergency responders**
 - **Explain the _decon` procedure.**
 - **Explain what will be expected of school staff.**
- ♦ How will students be released to parents?
 - **What are the notification procedures?**
 - **Where is the assembly area?**
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 - **A designated assembly or staging area?**
 - **A planned and alternative evacuation route?**
- ♦ Is there a plan or policy in place for after-incident or stress debriefing?
 - **To include school personnel?**
 - **To include response personnel?**
 - **To include parents/students?**

Table Top Exercise

(Use the attached worksheets for the following seven scenario"s)

Tabletop Exercise #1: Gas Leak

At 8:00 a.m., on a cold morning in December (Inner City Education Foundation (ICEF) Public Schools)"s head custodian reports an extremely strong gas odor. The custodian believes the odor is coming from gas supply line at the side of the building. The custodian has called 911 and the Fire Department has been dispatched. The odor has already caused a teacher to have a severe asthma attack. Buses are arriving, parents are driving up to drop off students, and fire trucks and HAZMAT equipment are trying to maneuver through traffic to reach the school. Teachers and parents are panicked and looking to administrators for direction. Traffic on (insert street name) in front of the building is gridlocked.

Tabletop Exercise #2: Gun in School

Middle School

Approximately 45 minutes after the start of school on Wednesday, a teacher calls the office to report that he heard what he believed to be gunshots in the school parking lot. Seconds later, the custodian radios the office to report that he saw three youths run into the building, one was holding a handgun and they scattered in different directions.

The custodian radios again to report the locations he believes the youths were headed. He identifies one of the three as a student who was recently suspended from school for assaulting another student. A couple of minutes later three police officers arrive at the main entrance.

When the police arrive a sergeant, as the highest-ranking officer, becomes the Incident Commander.

Because the situation involves one or more weapons, the sergeant orders that as soon as the officers verify a wing is safe, the classes in that wing must be evacuated from the building. The entire building must be checked and evacuated. Thirty minutes later the evacuation is completed and the three youths are led from the building in handcuffs. SWAT team and K-9 units are searching the building and grounds for the handgun. Three T.V. channels have arrived; parents are attempting to get on school grounds.

At 11:00 the police have finished their search, located one handgun and declared the building safe.

Tabletop Exercise #3: Transportation Accident

- 5 buses taking a field trip to an aquarium
- Armed robbery occurs across town and a high speed chase ensues
- Robbery suspect vehicle hits one of the buses broadside
- 1 suspect deceased, 1 seriously injured
- Bus driver slightly injured, 6 students injured
- School radios not working
- School decides to let other buses continue to the aquarium, but many students are upset from witnessing the accident
- Injured students treated without parental consent
- Investigation reveals bus driver had DUI and suspended license
- Parents call the school district stating they are going to sue

Tabletop Exercise #4: Food Poisoning

- No training for cafeteria staff in five years
- Cafeteria back door is left open and door is malfunctioning in walk-in cooler
- 3 students get sick after lunch
- 7 additional people get sick later that night
- All have the same symptoms
- Food Poisoning story makes the 6:00 news
- Parents call the school district to see if school is safe; told it is safe
- School district working with public health office

Tabletop Exercise #5: Fire

- Contractor working in boiler room accidentally starts fire
- Office is alerted; school officials sound alarm and call 911
- PA system does not work in parts of the school campus
- Difficult for students to leave multi-purpose room because of car parked against school
- Fire Department arrives and cannot get school maps
- Teachers forget class rosters and 12 students are missing
- 10 students found trapped in storage room and 2 did not check in
- East side of school is closed for 60 days and district needs to find alternate space for 12 classrooms

Tabletop Exercise #6: Chemical Release

- 42-car train derailment with chlorine tanker car leak
- School within one hour of chemical plume
- Principal alerts SERT and monitors news channels
- Police deny access into area around school
- Fire Department advises to stay indoors and shut off HVAC
- Principal orders lock-down and finds out there is no way to shut off HVAC
- 2 classes outside for recess
- Police Department advises school to evacuate South to alternate evacuation site
- No school recovery plan or reunification process

Tabletop Exercise #7: Shooting on School Grounds

- Student walks into school at lunch and is told by employee to check in at office; instead walks to opposite side of school and hides in restroom
- Student walks into hall (courtyard) and shoots fellow student and teacher
- Students are shocked by the scene
- Administrative assistant calls 911 with little information
- No one meets first responders at front entrance
- Little interaction between school and public safety responders
- Channel 7 calls school office and secretary states, "very chaotic right now"
- Principal calls district office and requests assistance
- Student victim dies and teacher is seriously injured
- Student suspect goes home and takes his own life

TABLETOP EXERCISE WORKSHEET
Mitigation and Prevention Phase

Event _____

What mitigation/prevention strategies will your team implement to eliminate exposures and reduce the likelihood that this occurrence will happen again?

What evaluation strategies will you use to validate that the mitigation techniques have improved or impaired your revised mitigation program?

TABLETOP EXERCISE WORKSHEET
Preparedness and Prevention Phase

Event _____

What proactive preparedness programs, tools, and training should be implemented to prepare schools and district staff, parents and the community for this event in the future?

What evaluation data will help to assess the school's current state of preparedness?

TABLETOP EXERCISE WORKSHEET
Response Phase

Event _____

How will your team respond to this event and what strategies will be used to manage this event to prevent loss of life, bodily injury and minimize property damage in the first 10 minutes?

What action will you take during the next 10 hours?

What will you do to respond during the next 30 days?

What evaluation methods and data are helpful to assess the school's response to this event?

TABLETOP EXERCISE WORKSHEET
Recovery Phase

Event _____

What recovery activities will you implement to resume normal school operations as quickly as possible?

How will you evaluate the recovery process, and how will this information be used to reduce gaps in the recovery plan?

Table Top Exercises

Earthquake

Objectives:

- **Participants will define what their roles and responsibilities are.**
- **Participants will demonstrate the ability to set priorities and identify major tasks, functions, and operations in response to a disaster.**
- **Participants will identify and organize procedures for evacuation of the student population – both the school and the school grounds.**
- **Participants will identify critical information and recording methods to document costs and what happened during the response.**
- **Participants will identify any problems with the communications system currently in place.**

Scenario

It is approximately 9:30 am on the second Thursday in November. The principal has just sat down in his/her office to take care of a problem with one of the fourth grade students. All classes have settled into their daily routines. Suddenly, severe ground shaking takes place for approximately 30-45 seconds. As everyone hides under their desk, the light fixtures and false ceilings collapse in the room around them. You can hear children crying. As the shaking stops, you find children hurt; some with minor injuries, others severely. The temperature outside is 50 degrees; it is sunny. The wind is from the West at 15 miles per hour.

Problem Statements:

- 1. The following classrooms cannot exit through their classroom doors – all their doors are jammed shut: 15, 16, 17, 18, 19 and 20.**
- 2. After evacuating, the following teachers discover that they are missing children:**
 - **Ruth Ann Henderson, 2 students**
 - **Betsy Thurgood, 1 student**
 - **Russ Bender, 2 students (last seen in the library)**
 - **Jean Allred, 2 students (last seen in the library)**
- 3. It has been discovered that Dody Zaugg's class has evacuated, but where is Dody?**
- 4. None of the kitchen staff is outside. Do they know where to evacuate to, or are they missing?**
- 5. Angela Pectol announces that she is going home to check on her baby?**

6. The roads are impassible. Are we going to release students, or do we find a shelter? Do we accept responsibility for the students?

Questions to Drive Discussions

These questions are used to drive the discussion. Do not ask the questions, unless the discussion has stagnated. They are questions to make individuals think about different issues involved with evacuating an entire student population.

- Did everyone remember to Duck, Cover and Hold? Did the teachers?
- What did the teachers say to the students to calm them?
- How do we know who has been evacuated or not? Did we take rolls with us, or did we try to do this from memory?
- When we found that some staff and students were missing, how did we find them? How did we get them out? Are there crowbars or something else in the school that can be used to help open doors that are jammed shut?
- Did we set up a first aid station to treat injuries? Who will be in charge? Who will help? Where do we get the supplies from?
- What did we do to quiet and calm the students once we got them outside? Was someone in charge of singing songs or doing something else with them?
- Who called first responders?
- Did everyone remember to line up 500 feet away from the building? Did they remember to evacuate waking as far away from the building as possible?
- How did we contact the parents? Do we have a phone tree in place? Do we have an alternate method of contacting parents? Who calls the radio and TV stations to disseminate the information?
- How did the release of the students go? Did we have traffic jams? Did those who were on the release cards pick up the students K through 8?
- Did you need to use buses to evacuate the students? Who was responsible for calling bus transportation?
- Did you miss more than a couple of hours of school? Are you going to need to make up that time?
- Where is your secondary site? If the weather is bad, where will you take your students to get them out of the elements?
- Do you have food, water, and other supplies on hand to take care of the 10% of your student population that will not be picked up?
- Is the Red Cross going to use your building as a shelter? Who do you contact? How will you turn over the building? Who will inspect the building? Can you turn your students over to the Red Cross when they arrive? Can the Red Cross use your building if you have students in it?

A DAY LIKE ANY OTHER DAY

Jo Ann Schmokenberg is the popular principal of Manzanita Elementary, a school of 230 children located in the East Bay Hills. She's done much in her five years at the helm to change the teaching style there at Manzanita because she believes all students learn best when they are actively involved in the process. She's been so busy thinking about class size and bilingual education, however, that she hasn't paid much attention to emergency preparedness planning at her school site or the response training underway at the district.

When the earthquake hits that Thursday morning in October, Jo Schmo (the term of endearment used by her teachers) ducks under a table and waits out the shaking, all the while trying to remember where she put the disaster response checklists the superintendent sent out a couple months ago. She wishes she could recall what hers said. A light fixture crashing down on the table shocks her into a chilling realization: this is IT, and she has to do something.

After the shaking stops, she calls for the secretary in the next room. She begins to pick her way there, carefully trying to avoid broken glass all over the floor. In the main office she finds the secretary being ministered to by a volunteer parent, who was preparing to lead the afternoon field trip. Blood is streaming from the secretary's scalp, and she's too shaky to answer Jo Schmo's plaintive questions, –who do we call?|| The parent says, –I haven't had a chance to try the phone yet.|| Jo thinks maybe this is the day the district nurse is on campus, and she starts toward the nurse's office next door. She's slowed by the debris on the floor and she can't see very well in the hallway because the lights are all out.

As she is struggling with the locked (or is it jammed?) door to the nurse's office, wishing she had a tire iron, a student appears in the gloom saying he's been sent by the third grade teacher to find out whether they should all evacuate. –Is anybody hurt in your room?|| she asks him. –I don't know,|| he replies. She mutters –evacuate|| reflectively under her breath, wondering about the whereabouts of the custodian. –Is there lots of damage in your room?|| she asks. –I don't know,|| he responds. –I'll be right there,|| she says, –but first I have to get the first aid kit out of here.||

At the sound of a voice behind her, she turns to see a fourth grade teacher approaching: –Jo, we gotta call the ambulance, well, two or three of them, because there's a bunch of kids hurt in my classroom and in Julie's. I just left my kids with her to look for first aid stuff. I tried to get to the storage shed on the playground, but there's trees down and a power pole. I looked for Karl, I called for him, but there was no answer. Was he here this morning? Did you notice? Listen! Sirens, maybe on Mountain Boulevard.||

An adrenaline rush propels Jo Schmo back into the main office to use the phone. The secretary is already dialing it, sitting on the floor with a Pampers wrapped around her head. -We need to call an ambulance,|| announces Jo, -and then, I suppose, the district office. -I'm calling my husband,|| says the secretary, -I want him to come and get me.|| Jo grabs the phone out of her hands and punches in 911; it's busy. Then she tries to dial the district office, but this time hears nothing - no dial tone, no ringing, no busy signal.

At this moment the part-time Librarian comes into the office, her eyes bigger than usual and her voice quavering, -I wasn't sure what I was suppose to do; the library is a mess and I....|| Jo Schmo interrupts her, -We've got to get an ambulance; we've got injured kids. The phone is busy. I can't get into the nurse's office for the first aid kit. Is she here today? I don't know how many kids are injured. I don't know if all the teachers are OK. I don't know if we should evacuate, there are electric lines down on the playground. Have you smelled any gas? Have you seen Karl? Can you run down to the fire station and tell them we need help?||

-Use the radio they gave us,|| pipes up the secretary from the floor, -it's in your office.|| Jo Schmo walks gingerly back into her office, crunching glass shards with each step, and begins looking for the radio.

Questions:

- 1. What's the most important thing for Jo Schmo to do?**
- 2. What does Jo Schmo need to know?**
- 3. What things need to be done, and who can do them?**
- 4. What equipment or supplies are needed? Who can get them?**
- 5. Can the employees leave the school and go home?**

Table Top Exercises

Case Study #2

MY MENTOR TOLD ME THERE'D BE DAYS LIKE THIS

Even if Jo Schmo had gotten a dial tone, she still probably couldn't have reached the district office. The phone in the Superintendent's office has been ringing incessantly since the earthquake 20 minutes ago, and one of the secretaries just figured out a way to put a number of the 12 incoming lines on hold. That limits the number of calls the three secretaries have to take, but still they don't know what to say to the ones that get through.

The Superintendent is out of town today, in Chicago at the National Conference of School Officials, and none of the office staff knows exactly what to do. The Assistant Superintendent for Transportation came through the office, but he was on his way to the vehicle yard and didn't stay long. The Assistant Superintendent for Business cut her hand trying to catch her computer as it flew off the desk, and was last seen heading off toward the nurse's office with her hand wrapped in a bloody GO BEARS! Sweatshirt.

The Curriculum Coordinator has just entered the office and asked to see the School Emergency Response Plan. -I suppose we should try to follow those checklists,|| she offers, apologetically. One of the secretaries gestures towards the Superintendent's office, but can't interrupt her phone conversation to give directions. -I can't tell you about your son right now, ma'am, we don't know if any kids are hurt. Have you tried to call the school? Well, I can't tell you now. OK, just go there then, good!|| she growls as she hangs up the phone.

Another secretary has the district facilities manager on the phone, reporting power outages in the building she is in, and asking how the Superintendent wants to organize damage assessment for the 18 schools. -I wonder if we can page the Superintendent in Chicago,|| says the secretary in reply. -Have you tried to phone the hotel?!?|| shouts the district Communications Director as he enters the office waving a cellular phone in each hand. -That pushy Jack Sprat from WAQT tracked me down and wants a report on the situation in the schools.||

-It says here,|| offers the Curriculum Coordinator, -that we're supposed to establish a public relations team.|| -I know all that, Gloria,|| says the Communications Director, -but they have to have something to say!|| -And we're supposed to inform the school board,|| adds Gloria helpfully.

-Some guy on the phone wants to know if we need any portapotties,|| interjects one of the secretaries into the din. -He says we have an M-O-U, whatever that is.|| -Do we know what's happening at ANY of our schools?|| wails the Communications Director, -we may need lots more than portapotties! Is the water working in this building?|| he adds as an afterthought.

At that moment the Legal Counsel and the Special Projects Administrator enters the office, both talking at once, but the Legal Counsel's voice soars above the ringing phones: –The staff in our wing wants to go home and check on their houses. Do you need them, or can we let them go?|| –I thought everybody was supposed to stay here and help out,|| offers the Curriculum Coordinator, –It says here....|| –I need to run over to Escuela Bonita and pick up my kid,|| interrupts the Special Projects Administrator. –but I'll be right back.||

–Why don't YOU talk to Jack Sprat!|| sings the Communications Director, thrusting a cellular phone at the Legal Counsel, –Certainly you know what to say.|| While the two are jostling with the phone, a call comes through from the county Office of Emergency Services; the person on the other end wants to know the extent of damages for the school district. –We're just working on that,|| says the secretary as she puts the caller on hold. She turns to the Curriculum Director, –Can you find anything in that plan about damages?||

Questions

- 1. What does the Superintendent need to do?**
- 2. What does the district office need to know?**
- 3. What does the district office need to do? Who can do it?**
- 4. Are any supplies or tools necessary? Who can get them?**
- 5. Should SOMEONE talk to Jack Sprat? What should be said?**

VIOLENT INTRUDER TABLETOP EXERCISE

The following tabletop exercise is an effective way to help you learn what you may need to consider when developing your emergency response procedures.

Provide your group with the first scenario followed by an update every 15 minutes. The debriefing can take place at the end of the exercise after the third and final update. Allow the participants time to openly discuss their response to the questions.

INTRUDER SCENARIO

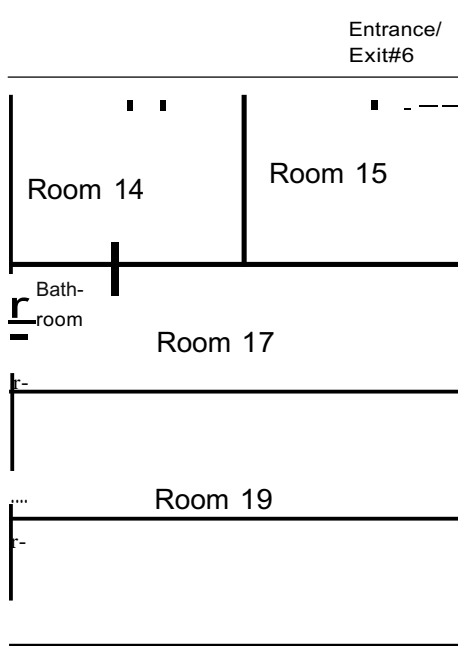
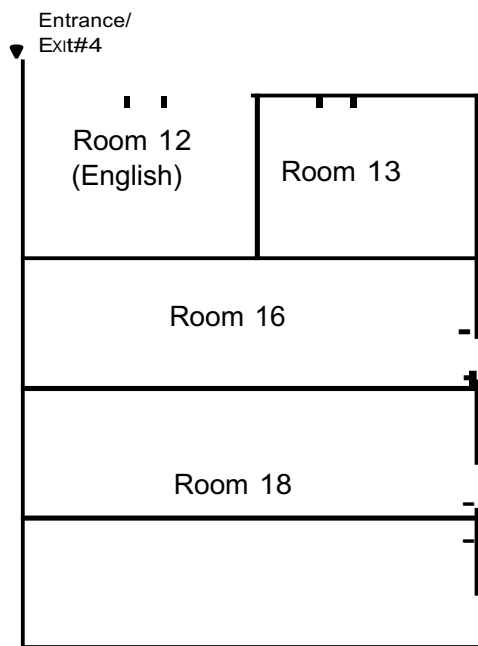
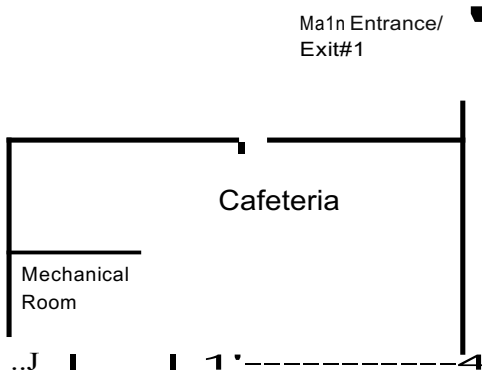
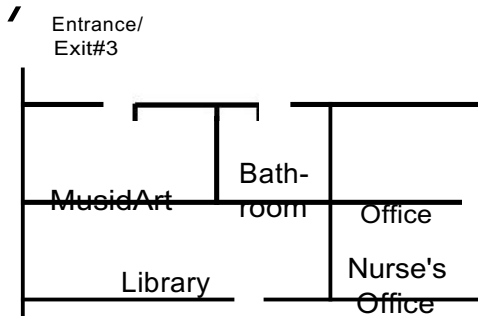
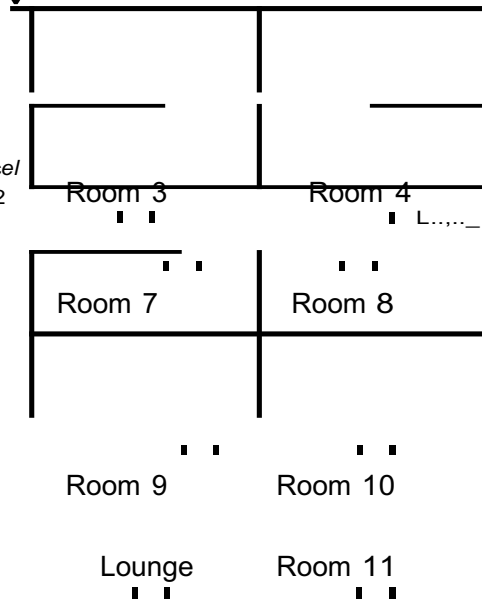
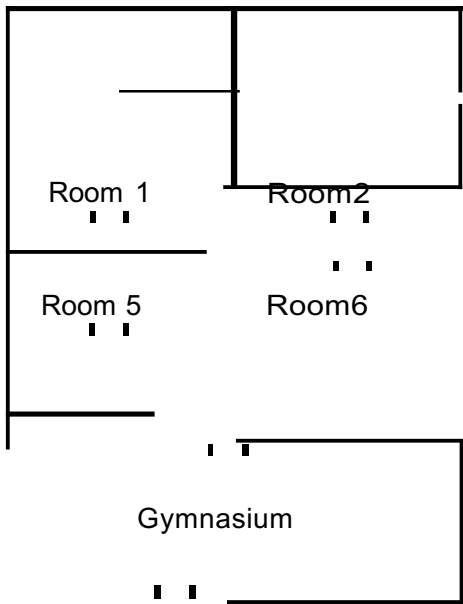
As students arrived at school on the first day after spring break, a woman in her middle 20s is noticed entering through the main entrance. Because she is known to faculty and staff as the spouse of an English Instructor, no one thought to question her as she entered the building. The woman went directly to her husband's classroom along with the students.

When the woman arrived in the classroom, she pulled out a 9mm hand gun and began screaming at her husband. (*Her husband had told her the evening before that he was going to file for divorce and request custody of their child.*) Immediately, the instructor shouted for the students to hit the deck.

Upon hearing the commotion, an instructor in a nearby room called the main office. The schools emergency plan was immediately activated.

School

...

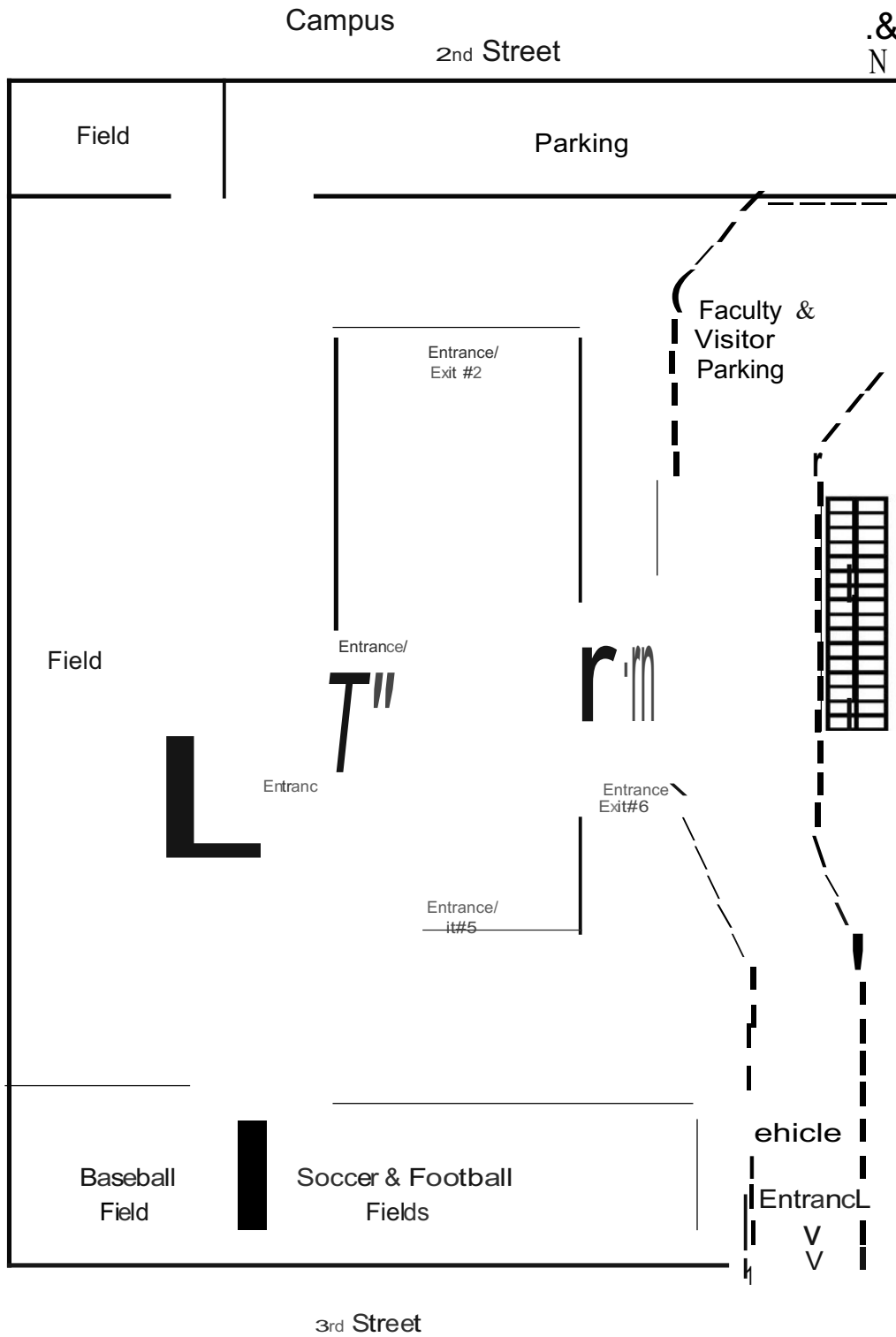


Room 20

Room 21



INTRUDER SCENARIO (CONTINUED)



INTRUDER SCENARIO (CONTINUED)
Scenario Questions

1. To respond to this incident, you will establish your management structure using the ICS model. Draw your initial emergency organization, including the personnel assigned to each position (by title), in the space provided below.

2. Where will you establish your Command Post for this Incident?

3. What will you do first? Why?

4. What is your first concern in this situation?

5. What special concerns should you have?

6. For what contingencies must you plan?

INTRUDER SCENARIO UPDATE #1

The police have been called and are on their way. According to an instructor in an adjacent classroom, a male instructor who went to the classroom in an attempt to calm the shooter has also been taken hostage. The woman is highly agitated and is screaming at her husband and his students.

A custodian has told a secretary that he is going to sneak down the hallway to see if he can gather more information about what's going on in the classroom.

Update #1

Questions:

1. Does this information change your planning? If so, how?
2. What should you do about the custodian?
3. Will you evacuate some or all of the school?
4. For what contingencies must you plan now?
5. What will you tell parents? How will you notify them?

INTRUDER SCENARIO UPDATE #2

The police and a hostage negotiator have arrived at the scene. They have cordoned off the area surrounding the school. Fire personnel and several emergency medical services crews have also been dispatched to the school.

Just as the police arrive, the phone rings in the main office. The instructor who has been reporting the situation is calling to report that she has just heard a loud crash. She says the shooter just left the classroom and is heading in the direction of the school's mechanical room.

Update #2

Questions

1. What information will you provide to the police?
2. How will you work with the police throughout the remainder of this incident?
3. Now that the shooter has left the classroom, what should your immediate concerns be?
4. What does the fact that the male instructor tried to intervene tell you about your emergency plan?
5. For what long-range processes must you plan?

INTRUDER SCENARIO UPDATE #3

It is now approximately 1½ hours since the incident started. Through the efforts of the police department's hostage negotiator, the shooter has surrendered without further violence. Police are escorting her to a police vehicle.

The media picked up on the incident and began interrupting regularly scheduled programming about 30 minutes ago. Since that time, the telephone at the school has been ringing constantly as parents try to find out about their children. Parents are starting to arrive and are upset that the police will not allow them past the barrier to talk to school personnel and find their children.

Update #3

Questions:

1. What can you do to assist the police in addressing the parents' concerns?

2. How will you handle the media?

3. What insights has participating in this exercise provided you about your school's or district's state of readiness for an emergency situation involving a gunman on campus? What revisions would you recommend to your emergency plan as a result?

Lock-Down Drill Evaluation

School Name: _____ Date: _____

General Preparedness (35 points maximum)

- _____ Emergency Management Plan is current.
- _____ School Emergency Response Team (SERT) has been selected.
- _____ Standardized Lock-Down - RESPONSE/LOCK DOWN - NO RESPONSE Procedures are in place.
- _____ Every teaching station has the Lock-Down - RESPONSE/LOCK DOWN - NO RESPONSE Procedures posted.
- _____ Every teaching station has an Emergency Evacuation diagram posted.
- _____ Primary and Secondary Command Posts meet minimum standards:
 - a. _____ telephone
 - b. _____ accessible to outside entrance
 - c. _____ large enough to house 6-8 adults
 - d. _____ access to public address system
 - e. _____ contains student and staff phone numbers
- _____ All entrances to the school have been numbered.

General Response (40 points maximum)

- _____ Upon notification of an emergency the Incident Commander (IC) makes the right decision on declaring a Lock-Down - RESPONSE or a LOCK DOWN - NO RESPONSE.
- _____ Telephone calls to 911 and the Charter Board are made.
- _____ The SERT is activated and upon notification of the event go to their pre-assigned posts.
- _____ The school bells are shut off.
- _____ An SERT member maintains a written record. Record includes the name and time calls are made, time unfolding events occur and other information relative to this event.
- _____ SERT member coordinates the Search & Rescue Teams response.

- _____ Each Search & Rescue Team is provided a color-coded floor plan showing the area they are to search.
- _____ Lists of missing or additional students/staff/other adult are picked up during the Search.
- _____ These lists are checked against the Absent List and the Visitor's Log.
- _____ The IC remains in the Command Post.
- _____ SERT members keep the IC advised of the situation.

- _____ Notification of parent/spouse/significant other of injured students and/or adults is arranged.
- _____ Arrangements are made to meet the needs of parents and members of the media.
- _____ A press statement is prepared.
- _____ Briefing is held with SERT members.
- _____ Information is disseminated to students before the end of the school day.
- _____ A statement is prepared to be sent home with students.
- _____ This statement contains a date, time and place for a parent meeting.
- _____ Emergency staff meeting is held at the end of the day.
- _____ Visit with injured child and parents is arranged.

Specific Response to the following scenarios (25 points maximum)

1. The estranged husband of a cafeteria worker has entered the school through an open kitchen door and has taken five cafeteria workers hostage.

_____ IC declares LOCK DOWN - NO RESPONSE

_____ Secretary calls 911

_____ IC reviews floor plan of the school and selectively activates members of the SERT.

_____ SERT member is sent to notify any classes out of doors.

_____ Student and staff accountability is completed.

2. You notice police activity across the street from the school. A SWAT team vehicle arrives on the scene and it appears to be a barricade situation. You have children at recess and your lunch period is about to begin.

_____ IC declares LOCK DOWN - NO RESPONSE

_____ Secretary calls 911 and inquires as to the activity across the street from the school.

_____ Selected SERT members are activated and the playground is cleared.

_____ Students in classrooms facing the street are placed on the floor away from windows and doors.

_____ Student and staff accountability is completed.

3. The school secretary receives a telephone call from the police department advising that there has been a toxic spill near the school. The officer recommends that the school be evacuated to another facility.

_____ IC directs that a call to the police department be made to verify the facts.

_____ IC declares a Lock-Down – NO RESPONSE.

_____ SERT members are selectively activated

_____ IC directs a Search of the school yard to insure that all staff and students are inside

_____ IC awaits further instructions from HAZMAT personnel.

4. A male student is found hanging from a toilet support with a belt around his neck.

_____ Persons dispatched to the scene cut the student down and begin first aid/CPR.

_____ IC directs SERT member to take possession of the student's property and to bring the property to the office. Give property directly to police officers responding to the school.

_____ Locate friends of injured students for police to interview and notify their parents.

_____ Contact student's teachers to determine if there has been any hint of a suicide.

_____ Determine if injured child has siblings in this school or in other district schools.
Make appropriate notifications.

5. A student runs into the office and tells the secretary that there is a girl who has been stabbed in a restroom.

_____ The secretary believes the child and notifies the IC.

_____ The student messenger is placed with an adult until the police arrive and the student's parent is notified and asked to respond to the school.

_____ Three persons are dispatched to the bathroom. (1) to administer first aid, to secure the crime scene until the police arrive and (1) to begin to gather facts.

_____ Someone other than the school nurse accompanies the injured child to the hospital.

_____ Determine if injured child has siblings in this school or in other district schools.
Make appropriate notifications.

6. An employee is advised that his employment is terminated for cause. The employee becomes angry and storms out of the office. Several hours later the secretary receives a telephone call from a woman who identifies herself as the terminated employee's wife. She advises that her husband has been drinking and that he is on his way back to school to get even with the principal. The wife further advises that his gun is missing from the house.

_____ Secretary attempts to obtain a description of the car and tag number as well as a description of the gun.

_____ IC directs that 911 be called with all of the pertinent facts.

_____ IC declares LOCK DOWN - NO RESPONSE.

_____ Selected members of the SERT are activated.

_____ Student and staff accountability is completed.

7. A custodian discovers what he believes to be a pipe bomb in a boy's restroom..

_____ The IC orders a controlled evacuation.

_____ Bell system is shut off and all office telephones are rendered "busy".

_____ Evacuation starts with the classrooms nearest the office.

_____ IC goes to the location of the suspected bomb and directs the immediate evacuation of students and staff.

_____ Teachers take their roll books with them.

8. The secretary receives a telephone call from a woman who claims she saw a man pull a female student into his car several blocks from the school. The caller described the girl as being upset.

_____ IC asks the secretary if she has a description of the car, man and/or female. Was the caller able to record the tag number of the vehicle? Did the secretary get the callers name, address and phone number.

_____ IC directs that 911 is called and all pertinent information furnished to the police.

_____ A Lock-Down - RESPONSE is declared.

_____ Student and staff accountability is completed.

_____ Direct SERT members to call the home of each child on the absent list and/or early release list.

9. Duck/Cover/Hold signal is given.

_____ All teachers led the duck/cover/hold by example.

_____ The students knew the proper procedures. The students: ducked under cover, covered their eyes, and held on.

_____ All teachers gave instructions and reassurances.

_____ All teachers checked themselves and evaluated the situation.

_____ All teachers asked the students to check themselves and evaluate others.

_____ All teachers evaluated the situation and waited for class composure before asking for an evacuation.

_____ All teachers checked with their buddy teacher.

_____ Evacuation was orderly.

_____ At the assembly area, the students sat down while all teachers took attendance.

_____ Accountability of all students and staff was obtained.

_____ The IC remained at the Command Post (at evacuation site) during the entire drill.

_____ The IC made a visual survey of the assembly area from the Command Post.

_____ The first aid area was set up out of site of the student assembly area.

_____ First aid supplies were brought to the first aid area.

_____ Victims were received and treated.

_____ A log was kept of all treatments.

Reunification

_____ Appropriate number of individuals were assigned to the reunification/student release area.

_____ Table and chairs were set up and necessary materials (emergency cards, forms)

_____ Parents were handled calmly and respectfully. Parent identification was verified.

_____ Runners were available to handle requests.

_____ Total points

Comments:

Section 21
Homeland Security Advisory

Homeland Security Advisory Recommendations

(Based on American Red Cross Homeland Security Advisory American Red Cross – www.redcross.org)

SEVERE (Red)	<ul style="list-style-type: none"> ♦ Complete all recommended actions at lower levels. ♦ Listen to radio and TV for current information and instructions ♦ Be alert and immediately report suspicious activity to Police 911 ♦ Close school if recommended to do so by appropriate authorities ♦ 100% identification check (i.e. driver's license retained at front office) and escort anyone entering school other than students, staff and faculty. ♦ Offer lessons from Masters of Disaster "Facing Fear: Helping Young People Deal with Terrorism and Tragic Events" curriculum. ♦ Ensure School Emergency Response Team members are available for students, staff and faculty.
HIGH (Orange)	<ul style="list-style-type: none"> ♦ Complete all recommended actions at lower levels. ♦ Be alert and immediately report suspicious activity to Police 911 ♦ Review emergency procedures and supplies ♦ Offer lessons from Masters of Disaster "Facing Fear: Helping Young People Deal with Terrorism and Tragic Events" curriculum. ♦ Discuss children's fears concerning possible terrorist attacks in consultation with School Emergency Response Team. ♦ Prepare to handle inquiries from anxious parents and media.
ELEVATED (Yellow)	<ul style="list-style-type: none"> ♦ Complete all recommended actions at lower levels. ♦ Be alert and immediately report suspicious activity to Police 911 ♦ Ensure all emergency supplies are stocked and ready ♦ Distribute copies of Terrorism: Preparing for the Unexpected to students, staff and parents.
GUARDED (Blue)	<ul style="list-style-type: none"> ♦ Complete all recommended actions at lower levels. ♦ Be alert and immediately report suspicious activity to Police 911 ♦ Provide safety training to staff and practice emergency drills ♦ Review emergency supplies and supplement as necessary
LOW (Green)	<ul style="list-style-type: none"> ♦ Ensure School Emergency Response Plan is current with team members and emergency telephone numbers ♦ Offer American Red Cross "Masters of Disaster" curriculum on emergency preparedness for natural disasters. ♦ Ensure selected staff members are trained on first aid and CPR.

Master of Disaster Lesson Plans can be found at <http://redcross.org/disaster/masters/>

Section 22

Forms and Resources

List of Forms

School Emergency Response Team Forms

COMMAND

Incident Commander

- | | |
|---|---------------|
| 1. Incident Commander (IC) Checklist | Pages 257-258 |
| 2. School Emergency Response Team Chart | Page 259 |
| 3. Incident Characteristics Checklist | Page 260 |
| 4. Site Status Report | Page 261 |
| 5. Update Report | Page 262 |
| 6. Incident Action Plan Worksheet | Page 263 |
| 6. Biological and Chemical Release Response Checklist | Page 264 |

Public Information Officer (PIO)

- | | |
|---|---------------|
| 1. Public Information Officer (PIO) Summary Worksheet | Pages 265-266 |
| 2. PIO Briefing Notes | Page 267 |
| 3. PIO Information Release Checklist | Page 269 |

Liaison

- | | |
|--------------------------------------|---------------|
| 1. Liaison Checklist | Pages 270-272 |
| 2. School Emergency Resources Report | Page 273 |

Safety Officer

- | | |
|-----------------------------|---------------|
| 1. Safety Officer Worksheet | Pages 274-275 |
|-----------------------------|---------------|

OPERATIONS

Operations Section Chief

- | | |
|---------------------------------------|---------------|
| 1. Operations Section Chief Checklist | Pages 276-277 |
|---------------------------------------|---------------|

Site Coordinator

Page 278

First Aid Coordinator

- | | |
|--|---------------|
| 1. First Aid Coordinator Summary Worksheet | Pages 279-281 |
| 2. Notice of First Aid Care | Page 282 |
| 3. Emergency Medical Release Form | Page 283 |

Police/Fire/Medical Coordinator

- | | |
|--|----------|
| 1. Police/Fire/Medical Coordinator Summary Worksheet | Page 284 |
|--|----------|

Site Facility Check/Security

- | | |
|---|----------|
| 1. Site Facility Check/Security Worksheet | Page 285 |
|---|----------|

Search Team Coordinator

- | | |
|--|---------------|
| 1. Search Team Coordinator Summary Worksheet | Pages 286-288 |
| 2. Search Team Assignment Worksheet | Page 289 |
| 3. Damage Assessment Report | Page 290 |

Parent Coordinator

- | | |
|---|----------|
| 1. Parent Coordinator Summary Worksheet | Page 291 |
|---|----------|

Student Release Team

- | | |
|---|---------------|
| 1. Student Release Team Summary Worksheet | Pages 292-293 |
| 2. Student Release Log | Page 294 |
| 3. Emergency Student Release Form | Page 295 |
| 4. Student Release Form (Runners) | Page 297 |

PLANNING & INTELLIGENCE

- | | |
|-----------------------|-----------|
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|-----------------------|-----------|

LOGISTICS

- | | |
|------------------------|---------------|
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|------------------------|---------------|

ADMIN/FINANCE

- | | |
|--|---------------|
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GENERAL

- | | |
|---|---------------|
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Need Assistance in an Emergency | Page 310 |
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Incident Commander (IC)

Century Community Charter School

Responsibilities of the Incident Commander

<input type="checkbox"/>	Assess emergency or threat and impact to students, staff, school property and surrounding community.
<input type="checkbox"/>	Activate school emergency response plan and Incident Command System.
<input type="checkbox"/>	Establish a Command Post.
<input type="checkbox"/>	Develop and communicate an incident action plan with objectives and a time frame to meet those objectives.
<input type="checkbox"/>	Activate School Emergency Response Team as needed. Complete School Emergency Response Team Organization Chart.
<input type="checkbox"/>	Continually monitor and assess total school situation: view site map periodically for Search Team progress and damage assessment information. Reassign personnel as needed.
<input type="checkbox"/>	Provide Board/City Officials with Site Status Report Form.
<input type="checkbox"/>	Authorize any release of public information
<input type="checkbox"/>	Begin student release procedures (when safe to do so). NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day, except individuals on request of parent/guardian.
<input type="checkbox"/>	Make provision for mental health counseling.
<input type="checkbox"/>	Make provisions for language translations.
<input type="checkbox"/>	Release teachers and staff as appropriate.
<input type="checkbox"/>	Remain in charge of your campus until released by fire or law enforcement Incident Commander.
<input type="checkbox"/>	Declare an "All Clear" – initiate recovery when appropriate. Obtain approval from first responders before declaring an All Clear.
<input type="checkbox"/>	Set objectives and approve plans for returning to normal operations. Ensure that any open actions not yet completed will be taken care of after the All Clear. Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the appropriate agencies/individuals.

Command Post Equipment/Supplies:

Campus Map	School Emergency Response Team Folders
Master Keys	Command Post tray (pens, etc.)
Staff and Student Rosters	Radio (2-way radio's or cellular telephone)
Emergency Response Forms	School Emergency Response Plan
AM/FM Radio (battery)	Bullhorn
Tables and Chairs (if Command Post is outside)	Vests (or team member identification)

School Emergency Response Team Organizational Chart

Incident Commander

 INSERT NAME

COMMAND

Safety Officer

 INSERT NAME

Public Information Officer

 INSERT NAME

Liaison

 INSERT NAME

OPERATIONS

Operations Section Chief

 INSERT NAME

Site Coordinator

 INSERT NAME

First Aid Coordinator

 INSERT NAME

Police/Fire/Medical Coordinator

 INSERT NAME

Search Team Coordinator

 INSERT NAME

Site Facility Check/Security

 INSERT NAME

Parent Coordinator

 INSERT NAME

Student Release Team Coordinator

 INSERT NAME

Student Supervision Coordinator

 INSERT NAME

LANNING & INTELLIGENCE

P, I Section Chief

 INSERT NAME

Site Coordinator

 INSERT NAME

LOGISTICS

Logistics Section Chief

 INSERT NAME

Logistics Team Coordinator

 INSERT NAME

ADMIN/FINANCE

A/F Section Chief

 INSERT NAME

Secretary

 INSERT NAME

Recorder

 INSERT NAME

Date _____ Nature of Emergency _____

Site Status Report

To: _____ Location: _____ From: _____ Date: _____
 Time: _____ IC: _____

Message via † 2-way radio † Radio † Telephone † Messenger

EMPLOYEE/STUDENT STATUS

	# of Absent	# of Injured	# of Sent to hosp/med	# of Dead	# of Missing	# released to parents	# being supervised
Students							
Site Staff							
Others							

STRUCTURAL DAMAGE (check damage/problem and indicate location(s))

Check all that apply	Damage/Problem	Location(s)
	Gas leak	
	Water	
	Fire	
	Electrical	
	Communications	
	Heating/cooling	
	Other:	
	Other:	

MESSAGE: (include kind of immediate assistance required; can you hold out without assistance/how long?; overall condition of campus, neighborhood and street conditions; outside agencies on campus and actions; names of injured, dead, missing and accounted for ASAP)

Update Report

Name of school _____

Name: _____

Date: _____ **Time:** _____

of children remaining at school: _____

of staff members remaining to care for children: _____

of people missing or not yet accounted for (approximate): _____

Evacuation: † Yes † No

Where Evacuated to: _____

Student release in progress? † Yes † No

Student release gate is located at:

Damage to campus:

† Buildings † Infrastructure † Utility problems

† Communication problems † Other

† Assistance required: † water † food † blankets † helpers. # req. _____

† No assistance required. We are fine at this time

Incident Action Plan

Date & time of this report: _____	
Name of school site: _____ _____	Name of the emergency: _____
Current operational period From: _____ To: _____	Plan Reviewed by: (plan/intel chief) _____ Plan Approved by: (plan/intel chief) _____
Overall IC/EOC Strategic Objectives 1. 2.	
IC/EOC Priorities:	
Management Section Objectives:	
Operations Section Objectives:	
Logistics Section Objectives:	
Planning/Intelligence Section Objectives:	
Finance/Administration Section Objectives:	

BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST

School _____

Location _____

	Yes	No	Notes
Have students and staff been evacuated from area of contamination?	<input type="checkbox"/>	<input type="checkbox"/>	
Have all students and staff been accounted for?	<input type="checkbox"/>	<input type="checkbox"/>	
Has the area of contamination been cordoned off and secured?	<input type="checkbox"/>	<input type="checkbox"/>	
Has the area of contamination been affixed with conspicuous signs reading "DO NOT ENTER"?	<input type="checkbox"/>	<input type="checkbox"/>	
Have the doors and windows to the area of contamination been closed and locked?	<input type="checkbox"/>	<input type="checkbox"/>	
Have fans and ventilation to the area of contamination been turned off?	<input type="checkbox"/>	<input type="checkbox"/>	
Have staff, students, or other personnel who came in contact with the area of contamination cleaned their hands with soap and water?	<input type="checkbox"/>	<input type="checkbox"/>	

Completed by: _____

Century Community Charter School
Public Information Officer
Summary Worksheet

Responsibilities of Public Information Officer

<input type="checkbox"/>	Work closely with the IC and first responders in providing information to the media and community.
<input type="checkbox"/>	Establish a media information center.
<input type="checkbox"/>	Obtain copies of all media releases and post them in the Command Post for review. Continue to monitor broadcasts about the incident and correct any misinformation.
<input type="checkbox"/>	Prepare information summary on media coverage for SERT personnel.
<input type="checkbox"/>	Obtain approval from the IC for release of information to the news media. All statements must be approved by the IC and should reflect: <ul style="list-style-type: none"> ○ Reassurance – EGBOK – “Everything’s going to be OK.” ○ Incident or disaster cause and time of origin. ○ Size and scope of the incident. ○ Current situation – condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names. ○ Resources in use. ○ Best routes to school if known and appropriate. ○ Any information school wishes to be released to the public.
<input type="checkbox"/>	Provide press briefings and news releases as appropriate. If possible, tape media briefings. Keep all documentation to support the history of the event. When answering questions, be complete & truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking “off the record”, arguing, etc. Avoid use of the phrase “no comment.”
<input type="checkbox"/>	Coordinate press conferences.
<input type="checkbox"/>	Arrange for meetings between news media and incident personnel as directed by the IC.
<input type="checkbox"/>	Remind all staff members and volunteers to refer all questions from media or waiting parents to the PIO.

<input type="checkbox"/>	Prepare information for distribution to parents and students
<input type="checkbox"/>	Ensure announcements & other information are translated into other languages as needed.
<input type="checkbox"/>	Coordinate with the City/County PIO, if appropriate
<input type="checkbox"/>	Maintain a log of all activities.

Equipment/Supplies:

Identification vest (or other form of identification)	Battery operated AM/FM radio
Paper, pens, pencils	Scotch tape, masking tape
Scissors	School site map and area maps

**Century Community Charter School
Public Information Officer
Summary Worksheet (continued)**

Key Contacts	
Name/Affiliation	Number

Contacts on Scene		
Location	Name	Number

Briefing Notes

Incident Update (Type of incident, locations at risk, time began, contained/not contained, extent of injuries/damage, etc.)	Precautionary Measures (What's being done, who's participating, time of arrival, who's in charge, role of district, etc.)

Points to Emphasize

Public Information Release Checklist

School _____

Date _____

Time _____

Note: If this is used as a script, read only those items checked. **Make no other comments.**

Check () as appropriate

The (students/employees) [(are being) or (have been)] accounted for

No further information is available at this time

Emergency medical services [(are here) or (are on the way) or (are not available to us)]

Police [(are here) or (are on the way) or (are not available to us)]

Fire department/ paramedics [(are here) or (are on the way) or (are not available to us)]

_____ [(are here) or (are on the way) or (are not available to us)]

Communication center(s) for parents (is/are) being set up at _____
to answer questions about individual students.

Communication center(s) for families (is/are) being set up at _____
to answer questions about individual employees.

Injuries have been reported at _____ and are being treated at the site by
(staff/professional medical responders). (#) _____ reported injured

(#) Students have been taken to the local emergency room for treatment of serious injury.
Parent of injured students should go to the emergency room at _____

(#) Confirmed deaths have been reported at _____
Names cannot be released until families have been notified.

Structural damage has been reported at the following sites: _____

Release restrictions yes no

If yes, what?

Released to the public as Public Information Release # _____

Date _____ Time _____

Century Community Charter School
Liaison to City/County

Responsibilities of Liaison to City/County

<input type="checkbox"/>	Identify representatives from and maintain contact with each responding agency, including communication links and locations of all assisting personnel.
<input type="checkbox"/>	Handle requests from Command Post personnel for inter-organizational contacts.
<input type="checkbox"/>	Monitor operations to identify current/potential inter-organizational problems.
<input type="checkbox"/>	Provide information to appropriate governmental agencies. Brief agency representatives on current situation, priorities and incident action plan.
<input type="checkbox"/>	Ensure coordination of efforts by keeping IC informed of agencies' action plans.
<input type="checkbox"/>	Maintain an activity log.

Equipment/Supplies:

Identification vest (or other form of identification)	Radio (2-way or cellular telephone)
Clipboard, paper, pens	

Key Contacts	
Name/Affiliation	Number

Liaison to City / County

Responding Agency:	Responding Agency:	Responding Agency:	Responding Agency:
Agency Rep:	Agency Rep:	Agency Rep:	Agency Rep:
2nd Agency Rep (if assigned):	2nd Agency Rep (if assigned):	2nd Agency Rep (if assigned):	2nd Agency Rep (if assigned):
Location:	Location:	Location:	Location:
Phone/frequency:	Phone/frequency:	Phone/frequency:	Phone/frequency:
School Rep at Location (if assigned):	School Rep at Location (if assigned):	School Rep at Location (If assigned):	School Rep at Location (if assigned):
Location of Staging Area:	Location of Staging Area:	Location of Staging Area:	Location of Staging Area:
Phone/frequency	Phone/frequency	Phone/frequency	Phone/frequency

School Emergency Resource Request

Name of school _____

Name: _____

Date: _____ Time: _____

Resource Request # _____

Request made to:

† Police

† DCEMS

† Other

† Fire

† Board of Ed

† Charter Board

Location of incident: _____

Type of resource needed:

† life safety

† threat to property

† health and welfare

Resources to support:

† Command (includes PIO, language translations, safety, mental health, liaison)

† Planning

† Logistics

† Administrative and Finance

† Operations

† Search & Rescue

† Student Release

† Mental Health

† Medical Aid

† Communications

† Security (includes damage assessment)

Describe resource needed: _____

How many and for how long: _____

When do you need this resource: _____

Where should this resource be delivered to: _____

Contact person where resource should be delivered

Name: _____ Phone: _____

Century Community Charter School Safety Officer Summary Worksheet
--

Responsibilities of Safety Officer	
---	--

<input type="checkbox"/>	Monitor drills, exercises, and emergency response activities for safety.
<input type="checkbox"/>	Identify and mitigate safety hazards and situations.
<input type="checkbox"/>	Stop or modify all unsafe operations.
<input type="checkbox"/>	Ensure that School Emergency Response Team members use appropriate safety equipment.
<input type="checkbox"/>	Keep the IC advised of your status and activity and on any problem areas that now need or will require solutions.

Equipment/Supplies for Operations Section Chief:

Identification vest (or other form of identification)	Radio (2-way or cellular telephone)
Hard Hat (if available)	

Safety Officer

Responsibility of Safety Officer

- C:::J Participate in planning sessions, concentrating on issues of safety for both those caught up in the incident and those responding to it
- C:::J Monitor operational activities to assess potential danger and unsafe conditions.
- C:::J Correct unsafe acts or conditions through regular lines of authority when possible.
- C:::J Invoke EMERGENCY AUTHORITY to immediately correct unsafe acts when time is of the essence
- C:::J Monitor stress levels of personnel involved in the response

Safety Considerations

- Are people performing out of role or responsibility?
 - Is there enough manpower available to perform the prescribed tasks?
 - Are the prescribed tasks being performed properly (such as proper lifting techniques)?
- Is appropriate Personal Protective Equipment (PPE) being used?

Signs of Stress

Physical symptoms

- Nausea
- Difficulty breathing
- Increased heart rate
- Hyperventilating
- Headache
- Easily startled
- Sweating tremor
- Difficulty sleeping

Cognitive symptoms

- Impaired thinking
- Poor concentration
- Poor attention span
- Confusion
- Memory problems
- Flashbacks

Emotional symptoms

- Anxiety/fear
- Grief
- Guilt
- Numbness
- Resentment
- Feeling abandoned

Combating Stress

- Stay active
- Take breaks
- Know that all roles are important
- Control humor
- Display controlled emotions
- Eat well; avoid caffeine and sugar
- Disengage non-essential personnel
- Rotate workers (gradually)
- Call in mutual aid assignments such as Red Cross, chaplains, etc

**Century Community Charter School
Operations Section Chief
Summary Worksheet**

Responsibilities of Operations Section Chief

<input type="checkbox"/>	Coordinate staff buddy assignments.
<input type="checkbox"/>	Coordinate student messengers.
<input type="checkbox"/>	Coordinate Search Team efforts.
<input type="checkbox"/>	Coordinate campus check and security.
<input type="checkbox"/>	Coordinate School Emergency Response Team response.
<input type="checkbox"/>	Coordinate Medical Aid
<input type="checkbox"/>	Coordinate Student Care
<input type="checkbox"/>	Coordinate Student Release
<input type="checkbox"/>	Coordinate mental health counseling
<input type="checkbox"/>	Ensure teams have enough supplies
<input type="checkbox"/>	Reassign staff as needed
<input type="checkbox"/>	Schedule breaks and back-ups for staff.

Equipment/Supplies for Operations Section Chief:

Identification vest (or other form of identification)	Search & Rescue Equipment
Radio (2-way or cellular telephone)	Clipboard, paper, pens
Search Maps	Large Campus Maps

**Century Community Charter School
Site Coordinator
Summary Worksheet**

Responsibilities of the Site Coordinator

<input type="checkbox"/>	Respond to the scene of the emergency
<input type="checkbox"/>	Control access to the affected area
<input type="checkbox"/>	If necessary, preserve crime scene until police arrive and assume control
<input type="checkbox"/>	Keep IC updated on status of emergency
<input type="checkbox"/>	Assist medical team, if necessary (keep a record on medical treatment provided, ensure additional first aid/cpr trained staff are on hand to assist if necessary)
<input type="checkbox"/>	Assist First Responders at the scene

Equipment/Supplies for Site Coordinator:

Identification vest (or other form of identification)	Radio (2-way or cellular telephone)
School Emergency Map	Clipboard, paper, pens

Century Community Charter School
First Aid Coordinator
Summary Worksheet

Responsibilities of First Aid Coordinator

<input type="checkbox"/>	Provide emergency first aid
<input type="checkbox"/>	Keep site coordinator updated on status of victim(s)
<input type="checkbox"/>	Update First Responders, upon arrival at the scene
<input type="checkbox"/>	Keep log of status of the victim(s) and all aid administered
<input type="checkbox"/>	Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
<input type="checkbox"/>	If school has evacuated, set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipments/supplies from the container.
<input type="checkbox"/>	Set up morgue, if necessary, in cool, isolated, secure area. Report deaths to IC immediately.
<input type="checkbox"/>	Stay alert for communicable diseases and isolate appropriately.

NOTE: in the event of multiple injuries the First Aid Coordinator will manage the First Aid Team. Members of the First Aid Team may be any adults who have received First Aid/CPR training. The following are the responsibilities of the first aid team (to be managed by the First Aid Coordinator)

<input type="checkbox"/>	Assist the First Aid Coordinator with administering first aid and with his/her other duties and responsibilities
<input type="checkbox"/>	At the direction of the First Aid Coordinator, organize an Emergency First Aid Station.
<input type="checkbox"/>	Obtain first aid supplies and bring them to the Emergency First Aid Station. First Aid supplies will be maintained in a visible area and will be known to all SERT members.
<input type="checkbox"/>	Coordinate efforts with the SERT and First Responders

<input type="checkbox"/>	Provide the IC with periodic updates as to the status of those who are and were treated at the Emergency First Aid Station
<input type="checkbox"/>	Keep accurate records of the medical attention required by each person and will complete an Emergency Medical Release Form for each individual treated.
<input type="checkbox"/>	If necessary, set up a Casualty Collection Point and Morgue
Triage Entry Area:	
<input type="checkbox"/>	Staffed with minimum of two (2) trained team members, if possible. <ul style="list-style-type: none"> ○ One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess – no treatment takes place here. Assess if not tagged. ○ Second team member logs victims' names on form and sends forms to Command Post as completed.
Treatment Areas (-Immediate and -Delayed 	
<input type="checkbox"/>	Staff with minimum of two (2) team members per area, if possible.
<input type="checkbox"/>	One member completes secondary head-to-toe assessment.
<input type="checkbox"/>	Second member records information on triage tag and on-site treatment records.
<input type="checkbox"/>	Follow categories: Immediate, Delayed, Dead
<input type="checkbox"/>	When using 2-way radio, do not use names of injured or dead.
Morgue	
<input type="checkbox"/>	Confirm that the person is actually dead.
<input type="checkbox"/>	Do not move the body until directed to do so by the IC/Command Post.
<input type="checkbox"/>	Do not remove any personal effects from the body. Personal effects must remain with the body at all times.
<input type="checkbox"/>	As soon as possible, notify the IC, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. They will notify the coroner.

<input type="checkbox"/>	Keep accurate records and make available to law enforcement and/or the Coroner when requested.
<input type="checkbox"/>	Write the following information on two tags: <ul style="list-style-type: none"> ○ Date and time found. ○ Exact location where found. ○ Name of deceased, if known. ○ If identified – how, when, by whom. ○ Name of person filling out tag.
<input type="checkbox"/>	If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move the body to the morgue.
<input type="checkbox"/>	Place any additional personal belongings found in a separate container and label as above. Do not attach to the body – store separately near the body.

Equipment/Supplies:

Identification vests (or other forms of identification)	First Aid Supplies
Paper, pens, pencil	Stretchers
Blankets	Quick reference medical guides
Tables and chairs	Ground cover/tarps

Notice of First Aid Care

Name & School _____ / _____
Name School

_____ Was injured at school and has been given first aid. If you feel further care is necessary please consult your family physician.

Destination (if not presently on site) _____

Transportation Agency (if not presently on site) _____

Time _____

Remarks:

Notice of First Aid Care

Name & School _____ / _____
Name School

_____ Was injured at school and has been given first aid. If you feel further care is necessary please consult your family physician.

Destination (if not presently on site) _____

Transportation Agency (if not presently on site) _____

Time _____

Remarks:

MEDICAL EMERGENCY RELEASE FORM

Name _____ Age _____ Date _____ Time _____

Address _____ Phone _____

Parent/Guardian _____

School _____ Teacher/Classroom _____

Condition: Walking Crutches Stretcher

Able to follow directions Confused

Other (specify) _____

Health Problems _____

First aid given _____

Person administering first aid _____

Released to _____

Transported by _____

Destination _____

Signature of person receiving patient _____

MEDICAL EMERGENCY RELEASE FORM

Name _____ Age _____ Date _____ Time _____

Address _____ Phone _____

Parent/Guardian _____

School _____ Teacher/Classroom _____

Condition: Walking Crutches Stretcher

Able to follow directions Confused

Other (specify) _____

Health Problems _____

First aid given _____

Person administering first aid _____

Released to _____

Transported by _____

Destination _____

Signature of person receiving patient _____

Century Community Charter School
Police/Fire/Medical Coordinator
Summary Worksheet

Responsibilities of the Police/Fire/Medical Coordinator

<input type="checkbox"/>	Meet emergency personnel and take them directly to the scene – utilizing the most efficient route. (ensure police/fire/medical coordinator greets first responders in front of the school building/campus)
<input type="checkbox"/>	Follow emergency personnel instructions (i.e., locking or unlocking doors, turning off water, electricity, etc.)
<input type="checkbox"/>	Keep IC updated on status of police/fire/medical personnel
<input type="checkbox"/>	Once released by emergency personnel return to the Command Post and assist with emergency as directed by the IC.

Equipment/Supplies:

Identification vests (or other forms of identification)	Radio (two-way or cellular telephone)
Paper, pens, pencil	School Emergency Map (extra copy for first responders)
Master Keys	

**Century Community Charter School
Site Facility Check/Security
Summary Worksheet**

Responsibilities of the Site Facility Check/Security

<input type="checkbox"/>	As you perform your duties, observe the campus and report any damage or threats by radio to IC.
<input type="checkbox"/>	Lock gates and all external doors.
<input type="checkbox"/>	Locate/control/extinguish small fires as necessary.
<input type="checkbox"/>	Check gas meter and, if gas is leaking, shut down gas supply.
<input type="checkbox"/>	Shut down electricity only if building has clear structural damage or advised to do so by IC.
<input type="checkbox"/>	Post yellow caution tape around damaged or hazardous areas.
<input type="checkbox"/>	Verify the campus is "locked down" and report same to IC.
<input type="checkbox"/>	Ensure the entire campus has been checked for safety hazards and damage. No damage should be repaired prior to full documentation such as photographs and video evidence, unless the repairs are essential to immediate life-safety.

Equipment/Supplies:

Identification vest (or other form of identification)	Hard hat, and work gloves
Radio (2-way or cellular telephone)	Master keys
Bucket with: goggles, flashlight, dust masks, yellow caution tape, and shut off tools for gas & electricity.	

Century Community Charter School
Search Team Coordinator
Summary Worksheet

Responsibilities of the Search Team Coordinator

NOTE: members of the Search Team will be comprised of any adults who do not have supervisory responsibilities at the time the emergency is declared. If additional adults are needed, consider combining classrooms to release additional staff members to assist in the search activities.

<input type="checkbox"/>	Assemble adults who do not have supervisory responsibilities into Search Teams based on available manpower; minimum 2 persons. Attempt to place one experienced person on each team. Send a specific map assignment with each team.
<input type="checkbox"/>	Perform visual check of outfitted team(s) leaving Command Post; include radio check. Advise teams of known injuries.
<input type="checkbox"/>	Coordinate the efforts of all Search Team's to ensure all areas of the school campus have been searched and are secure.
<input type="checkbox"/>	Assemble the emergency attendance forms and begin reconciliation of student and staff accountability. During the reconciliation phase of the students lists, he/she will ensure the Early Release Log and Visitor's Log are included in the process.

Responsibilities of the Search Team Coordinator in the event of a FIRE

<input type="checkbox"/>	Until the police and fire department have arrived, the search team will direct the fire fighting efforts
--------------------------	--

Responsibilities of the Search Team Coordinator in the event of an EARTHQUAKE or other emergency requiring EVACUATION

<input type="checkbox"/>	<p>Conduct a pre-established search pattern of the school buildings and property</p> <p>Generally, the team will begin at the center of the building deconstruction, search the immediate area and then move to the next building (moving clockwise). If the search team coordinator determines that a secondary location requires immediate relocation, the tea will move to the location and then proceed clearing buildings using the North search procedures until all buildings have been cleared or until the arrival of the Police and Fire Departments.</p> <p>Procedures for Searching a Room:</p> <ol style="list-style-type: none"> a. Tape will be placed on the door as the team enters the room to indicate that the room is in the process of being searched. b. The team will search the room in a clock-wise direction. c. When the room has been searched and cleared, the team will place a second piece of tape so that a large „X“ will indicate that the room has been cleared by the team.
<input type="checkbox"/>	Bring the emergency containers to the evacuation site.
<input type="checkbox"/>	If injured students are located, team transmits location, number and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.
<input type="checkbox"/>	Once the Police and Fire Departments have arrived, the search team coordinator will report their findings and assist first responders as needed
<input type="checkbox"/>	Keep the IC updated on the status of the team's effort and assist with the emergency as directed

Equipment/Supplies:

Identification vests (or other form of identification)	Hard hats
Work and latex gloves	Whistle with master keys on lanyard
First aid backpack (one for each team)	Radio (2-way or cellular telephone)

Search Map	Goggles
Flashlight	Dust masks
Pry bar	Grease pencil
Duct tape	Masking tape

Search Team Assignment Worksheet

Search Team Coordinator: _____

Date: _____

Nature of Incident: _____

NOTE: Number of teams will vary depending on the size of the campus and nature of the emergency.

Search Team 1	Team Members: _____ _____	Area to Search: Activities: <input type="checkbox"/> Secure Facility <input type="checkbox"/> Collect Attendance <input type="checkbox"/> Fire Suppression <input type="checkbox"/> Damage Assessment <input type="checkbox"/> Other: _____	Supplies: <input type="checkbox"/> Keys <input type="checkbox"/> Radio/Cell Phone <input type="checkbox"/> Map <input type="checkbox"/> Other: _____
Search Team 2	Team Members: _____ _____	Area to Search: Activities: <input type="checkbox"/> Secure Facility <input type="checkbox"/> Collect Attendance <input type="checkbox"/> Fire Suppression <input type="checkbox"/> Damage Assessment <input type="checkbox"/> Other: _____	Supplies: <input type="checkbox"/> Keys <input type="checkbox"/> Radio/Cell Phone <input type="checkbox"/> Map <input type="checkbox"/> Other: _____
Search Team 3	Team Members: _____ _____	Area to Search: Activities: <input type="checkbox"/> Secure Facility <input type="checkbox"/> Collect Attendance <input type="checkbox"/> Fire Suppression <input type="checkbox"/> Damage Assessment <input type="checkbox"/> Other: _____	Supplies: <input type="checkbox"/> Keys <input type="checkbox"/> Radio/Cell Phone <input type="checkbox"/> Map <input type="checkbox"/> Other: _____
Search Team 4	Team Members: _____ _____	Area to Search: Activities: <input type="checkbox"/> Secure Facility <input type="checkbox"/> Collect Attendance <input type="checkbox"/> Fire Suppression <input type="checkbox"/> Damage Assessment <input type="checkbox"/> Other: _____	Supplies: <input type="checkbox"/> Keys <input type="checkbox"/> Radio/Cell Phone <input type="checkbox"/> Map <input type="checkbox"/> Other: _____

Search Team Leader

- Assign teams based on available manpower; min. 2 persons. Attempt to place one experienced person on each team.
- Perform visual check of outfitted team leaving CP; include radio check. Advise team of known injuries.
- Be attentive to all Search Team related communications.
- Utilize boxes above to record location of injured students. Example: report of 2 injured students in Room 20 would be recorded as "S/2 = RM20" in box under Team #3.
- Utilize manpower to pool aid to Search Team (i.e., request for backboard and carryout or request for rescue equipment).

DAMAGE ASSESSMENT REPORT

Note: Do not enter building unless the structural evaluation has been completed and the building is designated as safe to enter.

School/Site Name _____

Date _____

Damage Category	No Damage	Slight Damage	Severe Damage	Hazardous Condition	Location/Room #/Note
Electrical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Natural Gas Lines and Water Heater/Boiler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Hazardous Materials</u> Custodial chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lab chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Asbestos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Physical Hazards</u> Sink Holes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Construction Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Damaged Bldg Matl	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Broken Glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Notes: (description of trouble, location, severity of hazardous materials):

Findings:

Building or room safe for reoccupancy

Building or room closed due to hazardous condition

The following corrective measures need to be completed prior to reoccupancy:

**Century Community Charter School
Parent Coordinator
Summary Worksheet**

Responsibilities of the Parent Coordinator

<input type="checkbox"/>	Meet with the parents or guardians and arrange for their needs (i.e., if approved by First Responders, bring them into a classroom or portable)
<input type="checkbox"/>	Advise parents or guardians of the situation, and if their child is or isn't involved in the emergency
<input type="checkbox"/>	Keep IC updated on the status of parents or guardians
<input type="checkbox"/>	After the „All Clear“ has been given, assist those parents who wish to take their children home

Equipment/Supplies:

Identification vests (or other forms of identification)	Radio (two-way or cellular telephone)
Paper, pens, pencil	Staff and Student Rosters with contact information

**Century Community Charter School
Student Supervision Team
Summary Worksheet**

Responsibilities of the Student Supervision Team

<input type="checkbox"/>	Team members remain with and supervise students after the evacuation. Ideally each classroom teacher is supervising their class, but teachers who are needed on other teams will combine their classroom with another teacher
<input type="checkbox"/>	Monitor the safety and well-being of the students and staff in the assembly area.
<input type="checkbox"/>	Administer minor first aid as needed.
<input type="checkbox"/>	Support the student release process by releasing students with appropriate paperwork.
<input type="checkbox"/>	When necessary, provide water and food to students and staff.
<input type="checkbox"/>	Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
<input type="checkbox"/>	Make arrangements to provide shelter for students and staff.
<input type="checkbox"/>	Organize and supervise student activities
<input type="checkbox"/>	Update records of the number of students and staff in the assembly area (or in the buildings).

NOTE: as other team members are no longer needed for other assignments, they will join the Student Supervision Team. Supervision Team members will be released for breaks and will be released from service at the school site when deemed appropriate by the IC. All personnel not assigned to a team will be assigned to the Student Supervision Team.

Equipment/Supplies:

Identification vest (or other identification)	Radio (2-way or cellular telephone)
Ground cover, tarps	First aid kit
Water and food	Sanitation supplies
Students activities: books, games, coloring books, etc.	Student roster and emergency contact information

**Century Community Charter School
Student Release Team
Summary Worksheet**

Responsibilities of the Student Release Team

<input type="checkbox"/>	At the direction of the IC, release students to authorized adults
<input type="checkbox"/>	Maintain a log of all students who have been released and who they were released to
<input type="checkbox"/>	Set up a parent contact area with student emergency cards and appropriate paper work (sign out register, student call slips, etc.)

Procedures for releasing students

<input type="checkbox"/>	Parent or guardian reports to the student release station identifying the student(s) he/she desires to pick up
<input type="checkbox"/>	Check the emergency cards to verify the adult is authorized, and the student(s), may be released to that person
<input type="checkbox"/>	Bring student(s) to release point (use runners)
<input type="checkbox"/>	Instruct the parent or guardian to sign the register/log, verifying that the student(s) has/have been removed from campus
<input type="checkbox"/>	Document the whereabouts of any student transported from the site by any agency to a hospital, shelter, or Collection Point
<input type="checkbox"/>	Any student having a triage tag should have one of the serial numbered corners taken off and attached to release team documentation

Procedures for teachers when releasing students

<input type="checkbox"/>	Complete Emergency Release Form
<input type="checkbox"/>	Identify parent (or other authorized adult) and have form signed. If a positive identification cannot be made, teacher needs to refer to child's emergency card for authorized adult release. (if adult cannot be verified, put a large ? on the Emergency Release Form, so student release team can verify adult)
<input type="checkbox"/>	Release student to student release point/parent pick up station (or runner) and remove name from class list

Procedures for Adults when picking up student(s)

<input type="checkbox"/>	Proceed to student release station at the evacuation site
<input type="checkbox"/>	Fill out and sign release form/register as soon as teacher/adult in charge is available
<input type="checkbox"/>	Upon receiving copy of release form, parent or authorized adult will meet child at release point to verify ID and be released.

NOTE: It is important to create a secure area for student release. If the school grounds do not afford physical barriers use staff members until police can secure the area. Also consider using yellow caution tape and/or orange cones.

Equipment/Supplies:

Identification vest (or other form of identification)	Paper, pens, stapler
Emergency Cards	Signs to mark Parent Request Gate/Release Gate and alphabetical grouping to organize the parents
Student Release forms, Student rosters	

Emergency Student Release Form

EMERGENCY STUDENT RELEASE FORM

Student: _____ School: _____

Date / / Teacher/Classroom: _____

Condition: Walking Other (specify) _____
 Able to follow directions Confused

Needs attention for these health problems: _____

First aid given: _____

Person releasing student: _____

Released to: _____

Above person listed on emergency card: Yes No

Time released: am pm Destination: _____

Signature of person receiving student: _____

Student Release Form

To be taken by Runner

Please Print

Student's Name	
Teacher	Grade
Requested by	

To be filled in by Request Gate staff

Proof of I.D.
Name on Emergency Card
(yes) (no)

Student's Status

To be filled in by teacher

Sent with Runner	Absent	First Aid	Missing
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To be filled in by Request Gate staff

Proof of I.D.
Name on Emergency Card
(yes) (no)

To be filled in by Requester

At Release Gate

Requester Signature
Destination:
Date:
Time:

Century Community Charter School
Planning Section Chief
Summary Worksheet

Responsibilities of the Planning Section Chief

<input type="checkbox"/>	Collect all information pertinent to incident (internal and external)
<input type="checkbox"/>	Analyze information for potential impacts or changes
<input type="checkbox"/>	Prepare and update status reports

Equipment/Supplies:

Identification vest (or other form of identification)	Radio (2-way or cellular telephone)
Paper, pens	White board, dry erase markers
Large site map of campus	

Planning & Intelligence Worksheet

Intelligence Notes	Planning Notes	
	Objective	Time Assigned Time to be completed by
	Information requested	Information found out
High-risk locations:		
Damage/injury estimates:		
Crowd (size,type,etc.):		
Other factors (special circumstances, individuals inciting violence,etc.):		

**Century Community Charter School
Logistics Section Chief
Summary Worksheet**

Responsibilities of the Logistics Section Chief

<input type="checkbox"/>	Secure supplies, personnel and equipment and arrange for transportation and lodging of resources
<input type="checkbox"/>	Open disaster containers
<input type="checkbox"/>	Distribute supplies, kits, etc.
<input type="checkbox"/>	Set up various staging area(s) for sanitation, feeding, etc.
<input type="checkbox"/>	Sign-in volunteers and assign various sections needing assistance
<input type="checkbox"/>	Determine whether additional equipment, supplies, or personnel are needed. Provide this information to the Liaison.
<input type="checkbox"/>	Make arrangements for transport of supplies and lodging of personnel

Equipment/Supplies:

Identification vest (or other form of identification)	Paper, pens
Radio (two-way or cellular telephone)	Inventory and location of all emergency supplies on campus

Logistics

<p>Other Key Contacts</p> 	<p>Staging Area #1</p> <p>Location:</p> <p>Staging Area Manager Name:</p> <p>Contact info (phone/frequency):</p>	<p>Staging Are #2</p> <p>Location:</p> <p>Staging Area Manager Name:</p> <p>Contact info (phone/frequency):</p>
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Requested Resources								
Item no.	Resource	Description (size, numbers, etc.)	Available (yes/no)	Time requested	ETA	Time arrived	Time staged	Time deployed

Century Community Charter School Finance and Administrative Section Chief Summary Worksheet
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Responsibilities of the Finance and Administrative Section Chief	
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<input type="checkbox"/>	Document all supplies redirected to the emergency
<input type="checkbox"/>	Document all personnel time redirected to emergency (number of hours with description of activities performed)
<input type="checkbox"/>	Check with the Section Chiefs to determine whether additional supplies, etc. will need to be purchased
<input type="checkbox"/>	Purchase needed items, upon approval of IC
<input type="checkbox"/>	Document all activities

Equipment/Supplies:

Identification vest (or other identification)	Radio (2-way or cellular telephone)
Paper, Pens	School Maps
Student and Staff Rosters	Emergency Contact Information

School Office Manager and Other Office Staff Summary Worksheet

Responsibilities of the School Secretary and Other Office Staff

<input type="checkbox"/>	Upon the direction of the IC, place a telephone call to 911 and advise the dispatcher of the nature of the emergency
<input type="checkbox"/>	Keep 911 dispatcher informed of any changing conditions until Police/Fire or Medical assistance arrives at the school.
<p>NOTE: The individual on the phone with 911 will stay on the phone until released by 911 (usually when First Responders have arrived at the scene). This individual will not be able to assist with any other tasks until released by 911. Therefore, it is important to ensure that at least 2 additional adults are in the Command Post to assist the IC.</p>	
<input type="checkbox"/>	Shut off school bell system
<input type="checkbox"/>	Make other required telephone calls (Charter Board, etc.)
<input type="checkbox"/>	<p>Maintain a chronological Event Log. The following information will be recorded in the log:</p> <ul style="list-style-type: none"> - Time IC was advised of the emergency - Time Lock Down (or other emergency signal) was declared - Time all outgoing calls were made and to whom, their phone numbers, and the information that was furnished - Time all incoming calls were received, from whom, and nature of the call - Time School Emergency Response Team arrived at the Command Post
<input type="checkbox"/>	Advise the IC of any new information

Administration/Finance Section Chief

Administrative Worksheet				
Item no.	Equipment/service/manpower	Time in	Time out	Notes (cost,availability,PO#,name and phone of supplier,etc.)

Event Log

- 1. Record any important event that happens to you, your students, or that you witness. Also record the date and time.**
- 2. Keep the notations short and to the point, this is an anecdotal record.**
- 3. This information will be very important after things are over.**

Emergency Attendance Form

Search Team members should pick up this form from every classroom

Date: -

Teacher:

Classroom:

The following students and adults were added to my classroom when the Lock Down - RESPONSE/LOCK DOWN - NO RESPONSE was declared.

Additional students and adults:

The following students are missing from my classroom when the Lock Down - RESPONSE/LOCK DOWN - NO RESPONSE was declared. **Note:** if the daily attendance sheet has already been turned into the office write down missing students not absent.

Missing students:

Search Team members will take this form to the Command Post in order to compile a master list. **Note:** When accounting for all students during an emergency do not forget to reconcile this report with the Visitor's Log and Early Dismissal Log.

Bomb Threat Checklist

LISTEN!! Do Not Interrupt the Caller!!

Where is the bomb planted? _____

When will it go off? Hour _____ Time Left _____

Who is calling? _____

Did the caller appear to be familiar with the area or the building?

Identity of Caller: Male ___ Female ___ Estimated Age ____

Voice Characteristics:

† Loud † Soft † High Pitched † Low Pitched
† Raspy † Clear † Intoxicated

Speech:

† Slow † Fast † Distinct † Distorted
† Stutter † Slurred † Nasal

Accent:

† Local † Not Local

Language:

Excellent † Good † Fair † Poor † Foul

†

Manner:

† Calm † Angry † Rational † Irrational

Background Noise:

† Inside † Outside † Street Noises † Airplanes † Quiet
† Voices † Party † Animals † Office Machines
† Factory machines

Write the message exactly as the Caller said it.

Person completing this form: _____

Student Emergency Contact Information Form

Room Number _____
Student's Name _____ Grade _____

Address _____ Home Phone _____

Parent's Names _____

Mother's Work Address _____

Father's Work Address _____

Mother's Work Phone _____ Father's Work Phone _____

In an emergency or major disaster during school hours, my child may be released to the following persons:

Name _____ Address _____ Phone _____

Name _____ Address _____ Phone _____ Name _____

Address _____ Phone _____ Name _____ Address _____

Phone _____

Name _____ Address _____ Phone _____

My son/daughter needs to take the following medication: _____

Medication _____ Dosage _____ Time _____

Have you provided the school office with a supply of this medicine? _____

My child may ____ or may not ____ have Tylenol if needed during an emergency.

List allergies to medicine or foods: _____

Doctor _____ Address _____ Phone _____

Family out-of-state telephone contact to be used in an emergency:

Name _____ Phone _____
(outside of state) (include area code)

Date _____ Parent's Signature _____

Student released to _____

Date _____ Time _____ Destination _____

INJURY/ILLNESS/EXPOSURE REPORT

FOREMPLOYEE'S/VOLUNTEER/USE

1. CHECK ONE: EMPLOYEE JOB TITLE _____ or VOLUNTEER
2. Print Your Name: _____ Your Site/Dept: _____
3. Home Address: _____
Street City Zip
4. Home Phone: () _____ 5. Date of Birth: ____ / ____ / ____ 6. SSN: _____
7. Date and Time of Injury/Illness/Exposure: ____ / ____ / ____ Time ____ AM/PM
Date (Circle one)
8. State Specific Part(s) of Your Body Injured/Affected: _____
9. Describe exactly what happened, where and how the incident occurred: _____

10. Will you receive medical attention? Yes No
11. If "Yes," state name, address, and phone number of medical facility to be visited: _____
12. Will you leave work? Yes No If "Yes," Date ____ / ____ / ____ , Time ____ AM/PM
(circle one)
13. Names of Witnesses; If NONE, so state: _____
14. Your Signature: _____ Today's Date: ____ / ____ / ____
-

FOR SITE ADMINISTRATOR'S USE ONLY

1. Was individual given a Worker's Compensation claim Form (DWC Form1)? Yes. Date _____ No

If "No", Why Not? _____

2. Did a safety violation occur? Check Yes No If "YES", Explain what will be done to one: similar injuries/exposures? _____

3. SiteAdministrator'sSignature: _____ Date: ____ / ____ / ____

FOR RISK MANAGEMENT DEPT'S USE ONLY

1. If Employee, Date of Hire: _____ Hours Worked/Week: _____ Monthly Salary: _____

2. Review Date: _____

by: _____

RISK REFERRAL INTERVIEW REPORT

Name of Student _____ Birthdate _____

Site _____ Incident Date _____

Counselor (therapist) conducting interview _____

REASON – CRISIS REFERRAL

_____ Suicidal Talk	_____ Suicidal Writing
_____ Suicidal Superficial Gesture	_____ Suicidal Attempt
_____ Danger to others	_____ Withdrawal/Crying/Non-Communication
_____ Loss of Reality/Illogical	_____ Other _____

STRESSORES (current situation) Add individual comments as necessary.

_____ Loss of significant person by death, divorce, separation (who, when)
_____ Abuse of drugs and/or alcohol
_____ Loss of important peer relationships or breakup of boyfriend/girlfriend
_____ Apparent alienation/rejection of/by parent(s)
_____ Family issues (turmoil, violence, unemployment, mobility, abuse)
_____ Recent failure at school – relationships or breakup of boyfriend/girlfriend
_____ Recent involvement with the law
_____ Does not belong to an identified peer group
_____ Other stressors (e.g., history of learning disabilities, gender identification problems, etc.)

SYMPTOMS (current duration)

Emotional/psychological

_____ Anxiety	_____ Self criticism
_____ Isolation/withdrawal	_____ Difficulty Concentrating
_____ Low Self-esteem	_____ Feelings of hopelessness/helplessness
_____ Lack of interest in school, in social activities	_____ Thinking talking about wish to be dead
_____ Variable mood	_____ Truancy - running away
_____ Change in personal appearance (observable lack of interest)	_____ Giving away prized possessions
_____ Aggression/anger	

RISK REFERRAL

To principal/designee of _____

SCHOOL _____

REPORT FILED BY: _____

Signature/Position _____

Student Name _____

Birthdate _____

Signature/Position _____

Incident Date: _____

Concern Reported By: _____ Name/Title _____

To: _____ Name/Title _____ Time _____ Date _____

Team Members contacted: Psych. _____ Other _____ Time _____ Date _____

INTERVIEW OUTCOME:

Released to: Parent/Guardian _____ Taken into Custody _____ Returned to Class _____

Counseling Recommended Yes _____ No _____

REASON FOR REFERRAL: Direct Threat _____ Indirect Threat _____

Please document type of threat and any pertinent history _____

IS THERE A PREVIOUS RISK REFERRAL? Yes _____ No _____

Please specify: _____

SPECIFIED INTERVENTION

Name of contact/agency

School Personnel

_____ parent contact made	_____	_____
_____ referred to community agency	_____	_____
_____ child abuse form filed	_____	_____
_____ Hospitalized	_____	_____
_____ contacted school resource officer	_____	_____
_____ contacted police/paramedics	_____	_____
_____ release of information signed	_____	_____
_____ Other (specify)	_____	_____

Staff Skills Survey & Inventory

Name & School _____ / _____ Room _____
Name School

During any disaster situation, it is important to be able to draw from all available resources. The special skills, training and capabilities of the staff will play a vital role in coping with the effects of any disaster incident, and they will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please indicate the areas that apply to you and return this survey to your administrator.

**Please check any of the following in which you have expertise & training.
Circle yes or no where appropriate.**

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> First Aid | <input type="checkbox"/> CPR | <input type="checkbox"/> Triage | <input type="checkbox"/> Firefighting |
| <input type="checkbox"/> Ham Radio Operator | <input type="checkbox"/> CB Radio | <input type="checkbox"/> Journalism | <input type="checkbox"/> Camping |
| <input type="checkbox"/> Waste Disposal | <input type="checkbox"/> Recreation Leader | <input type="checkbox"/> Bus/Truck Driver (Class 1 or 2: yes / no) | |
| <input type="checkbox"/> Mechanical Ability | <input type="checkbox"/> Search & Rescue | <input type="checkbox"/> Structural Engineering | |
| <input type="checkbox"/> Shelter Management | <input type="checkbox"/> Food Preparation | <input type="checkbox"/> Survival Training & Techniques | |
| <input type="checkbox"/> Running/Jogging | <input type="checkbox"/> Construction (electrical, plumbing, carpentry, etc.) | | |
| <input type="checkbox"/> Law Enforcement | <input type="checkbox"/> Bi/Multi-lingual (language(s) _____) | | |
| <input type="checkbox"/> Emergency Planning | <input type="checkbox"/> Emergency Management | | |

Do you keep a personal emergency kit? _____ In your car? _____ In your room? _____

Do you have materials in your room that would be of use during an emergency? ___yes ___no
(i.e., athletic bibs, traffic cones, carpet squares)

Do you have equipment or access to equipment or materials at your school site that could be used in an emergency? ___yes ___no

Please list equipment and materials: _____

Comments: _____

What would make you feel more prepared should a disaster strike while you were at school?

Resources for School Safety

California Department of Education School Safety Plans and Resources

<http://www.ade.az.gov/schooleffectiveness/health/schoolsafety/plansresources.asp>

Multi Hazard Emergency Planning for Schools Course

<http://www.dem.state.az.us/preparedness/MHSPS2004/multihazardschool.html>

School Safety Plans and Resources

www.ade.az.gov/sa/health/schoolsafety/safetyplans/response.asp

California Division of Emergency Management

www.dem.azdema.gov/

Early Warning, Timely Response: A Guide to Safe Schools –

www.ed.gov/offices/users/usep/earlywrn.html

The National Resource Center for Safe Schools – www.safetyzone.org

Operated by the Northwest Regional Educational Laboratory and established with funding from the US Department of Education's Safe and Drug Free Schools program and the US Department of Justice's Office of Juvenile Justice and Delinquency Prevention. This site provides information and resources for improving school safety, including facts, figures, funding opportunities and publications.

National School Safety Center – www.nssc1.org

Created by presidential directive in 1984, the National School Safety Center serves as among other things, a clearinghouse for a resource center with more than the 50,000 articles, publications and films.

US Department of Education Home Page – www.ed.gov

Operated by the US Government, this page provides information on all aspects of education including a link for the Safe and Drug Free Schools program. Offers research based practices designed to assist school communities identify these warning signs early and develop prevention, intervention and crisis response plans.

Federal Emergency Management Agency (FEMA) – www.fema.gov

Office of Homeland Security – www.dhs.gov

The Ready Campaign -- <http://www.ready.gov>

In February 2003, the Department of Homeland Security launched the Ready Campaign, a national public service advertising campaign. Its purpose is to inform and empower citizens to prepare for and respond to terrorist attacks, disasters and other emergencies. The Ready Campaign offers community-based information, guides and strategies for staying safe and secure at home and in the community.

You Can Handle Them All – www.disciplinehelp.com

A supplement to the book published by The MASTER Teacher, this site offers free advice to both educators and parents on handling behavioral and discipline problems at school and in the home.

Reactions and Guidelines for Children Following Trauma/Disaster --

<http://www.apa.org/practice/ptguidelines.html>

The Substance Abuse and Mental Health Services Agency's (SAMHSA) National Mental Health Information Center (NIMH) offers this brief guide. It outlines the different roles of school-based service providers, including teachers, school counselors, school psychologists, social workers, and school nurses.

A Guide for Intermediate and Long-Term Mental Health Services After School-related Violent Events <http://www.mentalhealth.org/publications/allpubs/NMH03-0151/page4.asp>

The American Psychological Association offers an extensive set of resources addressing recovery issues for schools. The document highlights post-trauma reactions and behaviors and explores what to expect of typical elementary school students, middle school students, high school students, and teachers exposed to trauma. It also offers guidelines for teachers and parents seeking to help students of different ages cope with their emotions.

The Three R's for Dealing with Trauma in Schools: Readiness, Response, & Recovery

http://www.hhd.org/hhdnews/hhdstories/ar_04_2002.asp

This free, comprehensive training package was produced by the U.S. Department of Education's Office of Safe and Drug-Free Schools, Harvard Public School of Health, The Prevention Institute, and Education Development Center's Health and Human Development Programs. The training is available on-line, along with companion materials and tools.

When Terrorists Strike: What School Counselors Can Do

<http://www.ericdigests.org/2003-4/terrorists.html>

When Terrorists Strike: What School Counselors Can Do Familiarizes readers with basic Critical Incident Stress Debriefings (CISD), outlines the differences between CISD and the Adapted Family Debriefing Model, and describes how mental health professionals can use this model as a post-terrorism response intervention. The continual fear of terrorism may engender negative psychological effects upon school age children and their families. School counselors and mental health professionals need to be knowledgeable about interventions that allow students to openly discuss their concerns, cumulative stress resulting from on-going terrorist threats, and post-terrorism psychopathology (e.g., anxiety, distress, etc.). Juhnke, G. A., 2003.

Threat Assessment in Schools

[Final Report and Findings: Implications for Prevention of School Attacks in the United States](#)

[Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates](#)

In response to the Red Lake school shooting, we have provided two guides published by the U.S. Secret Service and the Department of Education. These guides were developed as part of the Safe School Initiative, a study of 37 school shootings and other school-based attacks that took place between 1974 and 2000. These guides set forth a process for identifying, assessing, and managing students who may pose a threat of targeted violence in schools. This process, known as threat assessment, was first pioneered by the U.S. Secret Service and has been modified based upon findings from this study. These guides are intended for use by school personnel, law enforcement officials, and others with protective responsibilities in our nation's schools.

Education Materials/Resources

The American Red Cross

- **Masters of Disaster**

Teaches students how to prepare for disasters and stay safe during and after an emergency at home, school, or in their community. Accessible at <http://www.redcross.org/disaster/Masters/>

- **Disaster Services, Educator's Information**

Provides additional materials for teachers, educators, and presenters to help children and families learn how to stay safe and prevent or reduce the effects of disasters or other emergencies. Accessible at <http://www.redcross.org/services/disaster/>

Federal Emergency Management Agency

- **Federal Emergency Management Agency (FEMA) for Kids**

Teaches children how to prepare for disasters and prevent harm from disasters. Kids can play games, read stories, and learn what causes disasters. Accessible at <http://www.fema.gov/kids/>

- **Resources for Parents and Teachers**

Provides caregivers with safety information, a curriculum, and learning activities appropriate for the home or classroom. Accessible at <http://www.fema.gov/kids/teacher.htm>

Centers for Disease Control and Prevention

- **BAM! (Body and Mind) - Kids Survival Skills**

Addresses everyday survival skills for kids. Accessible at <http://www.bam.gov/survival/index.htm>

- **Health Topics for Kids**

Addresses everyday health and injury prevention for kids including bicycle safety and being active with a disability. Accessible at <http://www.bam.gov/health/index.htm>

Federal Citizen Information Center

- **FirstGov for Kids**

Presents numerous websites for kids on emergency preparedness, safety, and prevention. Accessible at http://www.kids.gov/k_safety.htm

Interactive Map of Disability & Emergency Preparedness Resources

http://www.nod.org/EPIResources/interactive_map.html

The National Organization On Disabilities' Emergency Preparedness Initiative has launched an interactive map providing links to regional, state and local disability-related emergency management agencies and organizations. Linked sites include Federal Emergency Management Agency (FEMA), regional, State and local offices, Americans With Disabilities Act and Information Technology (ADA&IT) Technical Assistance Centers, Governors' websites, state disability resource agencies, state Citizen Corps and American Red Cross Chapters.

Section 23

Terms and Acronyms

Terms and Acronyms

All Clear: Verbal Command that signals the end of evacuation when conditions are acceptable for reentry of buildings, or that the crisis has ended.

Assembly Areas: Designated meeting areas for students, employees, and visitors during emergency evacuation of all Ontario-Montclair School District Buildings.

Drop Cover, and Hold: Shelter position under tables or desks or other protected places away from overhead fixtures, windows, high cabinets, and bookcases, for immediate individual protection during an emergency.

Emergency Evacuation Plan: Official procedures for evacuation of all effected students, employees and visitors to Ontario-Montclair School District buildings upon order of the Superintendent and/or upon building alarm system activation, in the event of an emergency.

Fire Alarm: Intermittent audio alarm that signals evacuation of buildings.

Mitigation Phase: Phase of emergency management for site-specific action to minimize hazards and reduce the potential for injury or damage in an emergency.

Preparation (Preparedness) Phase: Phase of emergency management for employee in-service training in emergency responsibilities, such as prevention of injuries and property damage, first-aid and other response and rescue operations, and for acquisition of adequate supplies and equipment required to respond to an emergency.

Recovery Phase: Phase of emergency management for the initiation of short-range and long-range recovery plans at each effected site to return to normal operations following an emergency.

Response Phase: Phase of emergency management in which all employees take appropriate steps in an emergency situation to put the emergency plan into action.

School Emergency Response Team: Employee group assigned to perform a specific emergency function, such as Communications, Medical, Safety and Security, or Search and Rescue.

School Emergency Response Plan: Plan to protect the safety and welfare of student, employees and visitors in the offices, schools, and programs operated by the Ontario-Montclair School District and to assure the continued operation of the essential services of the Ontario-Montclair School District during a period of emergency.

Site Coordinator: One person per building who functions as liaison between the command site and work site during an emergency

Acronyms

<u>ARS:</u>	California Revised Statutes
<u>CC:</u>	Command Center
<u>CP:</u>	Command Post
<u>CPS:</u>	Child Protective Services
<u>DSR:</u>	Damage Survey Report
<u>EMA:</u>	Emergency Management Agency
<u>EOC:</u>	Emergency Operations Center
<u>FEMA:</u>	Federal Emergency Management Agency
<u>IC:</u>	Incident Commander <u>ICP:</u> Incident Command Post
<u>ICS:</u>	Incident Command System
<u>MACS:</u>	Multi-Agency Coordination System
<u>NIMS:</u>	National Incident Management System
<u>PIO:</u>	Public Information Officer
<u>SERP:</u>	School Emergency Response Plan
<u>SERT:</u>	School Emergency Response Team
<u>SRO:</u>	School Resource Officer

Appendix A
School Emergency Response Plan Checklist

Use this checklist to determine if your emergency response plan complies with California requirements. The elements of the minimum requirements are listed below. Your plan must contain each listed element to be in compliance. This checklist can assist you in conducting your annual review. The page numbers in parenthesis indicate the page of the September 2006 California School Emergency Response Plan Template where the particular requirement can be found. Compliance with the National Incident Management System (NIMS) has been added to the requirements.

Y	N	UNK	NIMS COMPLIANCE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school site have adopted the Incident Command System (ICS) as the management system to be used to manage emergencies
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	All personnel assigned responsibilities within the ICS structure have completed the FEMA Independent study courses, IS 100, IS 200 and IS 700
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The site emergency response plan conforms to the formatting of the California School Emergency Response Plan Template that can be downloaded at: http://www.ade.az.gov/schooleffectiveness/health/schoolsafety/safetyplans/SitePlan.doc
Y	N	UNK	INTRODUCTION:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Table of contents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Approval statement and dated signatures of principal, and emergency response organizations
Y	N	UNK	PURPOSE:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	State the purpose of the emergency response plan
Y	N	UNK	SITUATION:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	State the size and location of your facility in acres and the number, general size, and use of each of the buildings
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	State the number of students and employees normally on hand, and any scheduled daily differences in population
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Complete a hazard analysis of the school grounds, buildings and surrounding community to identify any natural or human related hazards
Y	N	UNK	DIRECTION AND CONTROL:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Create an Incident Command System (ICS) for your site which will include a chain of command and alternates to implement and carry out the plan. At a minimum include the following: 1. Incident Commander, 2. Public Information Officer, 3. Safety Officer, 4. Liaison Officer and 5. Operations Section
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Designate primary and alternate on-site and off-site Command Post locations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify persons, by title and agency, who will be notified during an emergency
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Describe the warning signals or commands that alert staff and students to emergency responses; 1. Evacuation 2. Reverse evacuation 3. Lockdown/Shelter in place
			No Code Words

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Designate primary and alternate evacuation routes and assembly areas
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Designate primary and alternate on and off-site relocation sites and other necessary sites (and how students/staff would be moved or transported)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Describe how disabled and/or non-English-speaking children will be provided for
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide a resource inventory of emergency items available - communication equipment, first aid, medical, fire fighting equipment, lighting, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Post a Classroom Emergency Response Guide in each room or assembly area for student and staff
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Each school should have a battery powered radio in case of power failure
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop procedures for off campus emergencies (field trip, bus, etc...)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop student/parent reunification procedures
Y	N	UNK	PLAN DEVELOPMENT AND MAINTENANCE:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide an annual review of plan, attachments, responses, and needs. Update whenever necessary
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Invite community, outside agencies (<i>fire, law enforcement, emergency management and county health department are required</i>) to assist in plan development, training, exercises, and revision
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Conduct annual training of all staff regarding warning/response signals, evacuation routes, assembly areas, emergency procedures, and chain of command (ICS)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Annually review your Incident Command System with staff and train those who have assigned responsibilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Twice annually practice each of the listed emergency response drills with students and staff 1. Reverse evacuation 2. Lockdown or Shelter in place 3. Evacuation (one fire drill per year can count towards this requirement)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	One school district employee will participate in multi-hazard crisis training annually (ARS 15-341 A. 35)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Overview of plan explained and distributed to parents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Schools will send a copy of their plan to be on file in the Charter Board's office
Y	N	UNK	THE PLAN INCLUDES:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ICS structure and responsibilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student roster with parent phone numbers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Master schedule
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Faculty/staff roster with emergency phone numbers
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Community emergency numbers, e.g.

	<ol style="list-style-type: none"> 1. General emergency number - 911 2. Ambulance 3. Poison Control Center 4. Local hospital 5. Police Dept/Sheriff/State Police 6. Fire Dept
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Map of evacuation route(s) and assembly areas, student release gate, command post(s)
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Site plan or blueprint of the facility and floor plan(s) of the building(s) showing location of water and gas shut off points, heat plants, boilers, generators, flammable liquid storage, other hazard materials storage, fire fighting equipment placement, first aid facilities, exits, etc.
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Lists with the name, title, address, telephone number, and organizational responsibilities for emergency operations
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Sample statements/letters for use in notifying faculty, students, parents, and media about emergency
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Student accountability/release forms

Appendix B Resource Checklist

- **INSERT RESOURCE INVENTORY OF EMERGENCY EQUIPMENT –**

INCLUDE:

- Communication equipment
- First aid supplies
- Fire fighting equipment
- Lighting
- Classroom emergency kits
- Food
- Water
- Blankets
- Maintenance supplies
- Tools

IDENTIFY ANY AND ALL AVAILABLE RESOURCES THAT MAY BE USED OR MAY BE NEEDED IN THE EVENT OF AN EMERGENCY.

Appendix C
Sample Parent Letters

Sample School – Parent Letter

(date)

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the school has made preparations to respond effectively to such situations. In fact, public schools are built to meet stringent construction standards and they may be safer than your own home in the event of a disaster.

Should we have a major disaster during school hours, your student(s) will be cared for at the school. Our school has a detailed emergency plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.

2. In the event of a serious emergency, students will be kept at school until they are picked up by an identified, responsible adult who has been identified as such on the school emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure to consider the following criteria when you authorize another person to pick up your child at school:

- ♦ He/she is 18 years of age or older.
- ♦ He/she is usually home during the day.
- ♦ He/She could walk to school if necessary.
- ♦ He/she is known to your child.
- ♦ He/she is both aware and able to assume this responsibility.

3. Turn your radio to (insert stations) for emergency announcements. If students are to be kept at school, radio stations will be notified.

4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents or persons identified on the School Emergency Card. During an extreme emergency, students will be released at designated reunion gates/entrances located on school campuses. Parents should become familiar with the School Emergency Response Plan and be patient and understanding with the student release process. Please instruct your student to remain at school until you or a designee arrives. Because local telephone service may be disrupted, also including an out-of-state contact on the emergency card, as calls may still be made out of the area while incoming calls are affected.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster or crisis at school, takes place during the time that students are being

transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent or guardian. In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

Insert information regarding lock-down

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

Principal

Sample Parent Letter – Emergency Drills

Dear Parent or Guardian:

The Inner City Education Foundation (ICEF) Public Schools will be participating in a earthquake (or other type of emergency) drill on _____ at _____.

This drill will simulate an earthquake in the Southern California area. Schools have been built to strict building standards and they are considered the safest buildings in the community.

The students and staff will implement the School Emergency Response Plan during the drill. The goals of the drill are to identify our ability to save lives, reduce injuries, and protect property. You are encouraged to participate in this drill. On this day your child will be dismissed at the regular dismissal time.

Prior to the drill, please talk with your family about your own home preparedness plan. Several resources are available to help you prepare at home. The American Red Cross has outstanding materials, and your own telephone directory has valuable emergency information as well. Both resources cover CPR and home preparedness.

Should you have any questions regarding this drill, please contact me directly at _____. We appreciate your concern and will be pleased to answer your questions and address your concerns.

Sincerely,

Principal
School Telephone Number

Sample Disaster Volunteer Program Notice

In the event of a major emergency occurring during the normal school day, your local elementary, middle, or high school will need the assistance of its neighbors. Supplies will be needed to provide for the children, and volunteers will be needed to assist with clean up and the care and shelter of the children until they are picked up by a designated family member or friend.

If you wish to be a volunteer at your local school campus after an emergency, you must register with the school.

After you have registered, you will receive a photo ID. Your Skills inventory will be sent to the local school. That school will welcome you on campus after a disaster and have a task ready for you to complete. You may also be asked to participate in emergency drills.

Back-To-School Safety Reminders

With the new school year beginning it is important for students and the public to remember they need to exercise additional caution on or around school campuses. To ensure maximum safety of all students. We suggest students and parents abide by the following guidelines set by the National Safe Kids Campaign.

Walking to School

Pedestrian injuries are the second leading cause of unintentional injury-related deaths among children ages 5-14. To avoid an injury, parents should:

- Never let a child under age 10 cross the street alone.
- Choose the safest route between home and school and practice walking it with children until they can demonstrate traffic safety awareness.
- Make sure children use the same route everyday and teach them to avoid shortcuts.
- Teach children to recognize and obey traffic signals and pavement markings. A flashing "walk" signal at a cross walk does not mean it is safe to cross. Children should know they must still look both ways for traffic before proceeding.
- Teach children to cross streets only in crosswalks and to walk – not run – across intersections.
- Emphasize to children that they should never enter streets between parked cars or from behind shrubbery. Such darting between objects results in the majority of child pedestrian deaths.
- Remind children not to speak to strangers (someone they don't know). If a stranger approaches a student, they should tell their parents or a teacher.

Riding the Bus

Many students take the bus each day. Although bus travel is one of the safest ways to travel to and from school, injuries can still occur, and most of them take place when children are getting on or off the bus. Some safety tips for riding the bus are:

- Have children arrive at the bus stop at least five minutes before the scheduled arrival of the bus. Children should stay out of the street while waiting and not horseplay.
- Urge children to remain seated on the bus at all times and not shout or distract the driver. Children must keep their head and arms inside the bus at all times.
- Make sure children know to wait for the bus to come to a complete stop before getting on or off. Children should be made aware that the driver has a "blind spot" – the area from the front of the bus to about 10 feet in front of the bus – and they should not walk in this area after getting off.

Riding Bicycles

Bicycle riding is a favorite mode of transportation for children, but it can often be dangerous – bicycles are associated with more childhood injuries than any other consumer product except the car. To make sure children are safe when riding bicycles to school, parents should:

- Check with the school principal to make sure children are allowed to ride their bicycles to school, as some schools do not allow it.
- Make sure children wear their bicycle helmets at all times while on their bicycle. Head injury is the leading cause of death in bicycle accidents. Studies say helmets can reduce the risk of head injury by as much as 85 percent.
- Teach children to obey the rules of the road. They should know that the same rules that apply to other vehicles apply to them also. Bicycle riders should be on the right-hand side of the road, and should travel in the same direction as other traffic. They should also know and use appropriate hand signals.
- Choose the safest route between home and school and practice it with children until they can demonstrate traffic safety awareness.

Driving

Motor vehicle accidents are the leading cause of unintentional injury-related deaths among children age 14 and under, according to the National Safe Kids Campaign. Some 75 percent of these accidents occur within 25 miles of home, and 60 percent take place on roads with posted speed limits of 40 mph or less. Important safety guidelines parents should follow are:

- Always use child safety seats and/or safety belts correctly when driving or riding in a car.
- Drop children off as close to school as possible so they do not have to cross streets. Make sure children enter and leave the car on its curb side.
- Use the school's designated student drop-off and pick-up zone.

It is important for parents to remember to always set a good example for children, whether walking, riding or driving.

DEATH NOTIFICATION

The difficult task of delivering death notifications is the responsibility of the law enforcement personnel. They have the training and resources necessary in carrying out such a notification.

In the event a victim survivor comes into contact with school personnel prior to law enforcement providing notification, escort the family to a private, comfortable setting until law enforcement personnel arrive, but defer giving out information.

Sample Statement

Initial Announcement

Date:

To: Student and Staff

From: Principal

Subject: (Student/Staff Member Death of Serious Injury)

We have just learned of a tragedy involving a member(s) of our school. I regret to announce that _____ has died/been in a serious accident. As soon as we have more details, we will pass the information on to you.

I will be contacting the family to offer our support. You will be informed as to what the family may need/have planned and how/what you might do to comfort them.

This is a very difficult time for all of us so it is important that everyone stays in their classes and adheres to their regular schedules.

Our Crisis Assistance Team is on campus to help students, staff and parents who may need support in dealing with this situation. Your teachers will advise you of the location and times available for this support. Our counseling is located in Room beginning ___(time) through _____(time).

Remember we will give you additional information as soon as it is available.

Sample Faculty Memo

Date:

To: Faculty and Staff

From: Principal

Subject: Accident on Campus

We have had a tragic accidental death of a student in one of our third grade classrooms this morning. You may have heard the commotion and seen emergency personnel enter the building.

The children may be anxious and upset. Please advise them there has been an accident and the police and fireman are here to help. Encourage them to express their fears and scary feelings. The sirens and ambulance may remind them of accidents in their neighborhood or home. Reassure them that there is no danger to them – they are safe.

Please do not permit students to enter the north hallway. Exit the building and re-enter the west entrance to reach the cafeteria or gym. If your classroom is located in the north wing, remain in class until you are notified further.

We will give you additional information as soon as it is available.

Sample Faculty Memo

Date:

To: Faculty and Staff

From: Principal

Subject: Death of a Staff Member

You may be aware that one of our teachers _____ died last night at 10:30 p.m. He/She collapsed at his/her home. The paramedics were called and he/she was transported to _____ hospital. He/she was unconscious and did not recover. The doctors assume it was a heart attach but the final „cause of death“ ruling is pending.

This is such a sad situation. It is difficult to lose a friend, colleague, and teacher who has been at _____ school for over _____ years. Thank you for being supportive and caring with each other at this difficult time.

Please advise your student so they will hear the sad news from you and hopefully prevent the spread of rumors.

The Crisis Assistance Team is available to all adults in the _____ and for students in the _____. Please send students needing assistance to the _____ with a pass.

If you would like a Crisis Assistance Team member to discuss the situation with your class, call the office and help will be there immediately. If any faculty or staff member needs assistance during class time, arrangements will be made to cover your class in your absence.

Information concerning services is pending and will be provided to you as soon as it is made available.

Sample Faculty Memo

Date:

To: Faculty and Staff

From: Principal

Subject: Student Death

On Tuesday, May 7th, one of our students, _____ was killed at an intersection near school. Apparently a car drove through a stop sign and hit _____ in the crosswalk. He/she was taken to _____ hospital where he/she dies at 5:46 p.m.

The driver did not originally stop, but later returned to the scene and turned himself into the police.

Since the accident occurred near the school, a number of students witnessed the tragic event. The Crisis Assistance Team will be on campus to provide support and counseling for all students affected. Crisis team members will meet with students, in the library, to assess their needs.

Since a large number of students may be upset by this, enclosed are some special passes to be used to send students to the library.

Information regarding funeral arrangements will be provided as soon as it is made available.

Date

Dear Parents:

It is with deep sorrow that I report to you that one of our first grade students was struck and killed by a vehicle while walking to school this morning. I know you join me in extending our prayers and sympathy to the family.

A team of counselors has been made available today and will be available throughout the week to provide comfort and support to students, parents, and staff. If you would like your child to speak with a counselor regarding this tragedy, please feel free to contact the school office to let us know.

We have no further information available at this time, however, we will keep you informed as information becomes available regarding services and donations to the family.

Sincerely,

Principal

Date

Dear Parents:

It is with deep sorrow that I report to you that one of our 3rd grade students, _____, died from a sudden illness. I know that you join me in extending our prayers and sympathy to the family.

A team of counselors has been made available today and will be available throughout the week to provide comfort and support to students, parents, and staff. If you would like your child to speak with a counselor regarding this tragedy, please feel free to contact the school office to let us know.

We have no further information available at this time, however, we will keep you informed as information becomes available regarding services and donations to the family.

Sincerely,

Principal

Sample Internet Safety Letter

Date

Dear Parents and Guardians:

Century Community Charter School prides itself on providing a safe learning environment for its students. An emerging national concern is the inappropriate use of the Internet by students. This problem has the potential to be harmful, and we ask your support in assisting us with this challenge.

Across the nation, schools have seen an increase in negative student behavior as a result of messages written from home computers and posted to popular "chat rooms" or "message exchange" Web sites. Such sites as MySpace.com contain instant messaging components that allow students to chat with other students and to post statements that ordinarily would not be said in a face-to-face conversation.

The popularity of these Web sites seems to be growing. MySpace.com, for example, is said to have over 57 million members and has become one of the most popular "message exchange" sites among students nationwide.

Unfortunately, some of these Web sites are being used by child predators, "cyber bullies," and con artists. To our knowledge, there are no adults officially responsible for monitoring the content on such Web sites, and some students use the sites to participate in online bullying or to threaten harm to other students. The so-called "cyber bullies," mostly children between the ages of 9 and 14, use the anonymity of the Web to hurt others without witnessing the consequences. Students who are bullied online sometimes do not report these occurrences for fear that they will be barred from using the Internet.

Outside of our schools, there have been instances of adults posing as youths and gaining access to student chat rooms. In some cases, these contacts have led to tragedy. Some unsuspecting students post enough personal information that predators are able to locate students' home or school addresses, thereby becoming easy targets for predators.

Century Community Charter School has blocked the use of Myspace.com and similar Web sites from our school computers. We will continue to block objectionable material as we deem appropriate.

Parents should be aware of what their children are writing on the Internet and what others are posting in reply. Myspace.com, for example, is public domain, and anything posted there can be seen by anyone who has Internet access. Although most of what is written at Myspace.com is not immoral, offensive, or illegal, some of it is. If you choose to do so, you may investigate this site by personally going to <http://www.myspace.com> (outside source). The service is free, and users may register using an e-mail address. Once you have registered, you can search by name and e-mail address to see if your child is registered. You can narrow the search results by entering the name of your city. You will

be able to view the kinds of personal information, messages, diaries, and photographs that students post to this Web site.

Helpful Tips and Resources

We encourage you to talk with your son or daughter about the potential of the Internet. Ask if they have an account with Myspace.com or similar Web sites. If your child is using such a site with your permission, you may want to review his or her profile to ensure that no personal and identifiable information has been posted.

We also encourage you to establish rules and guidelines to ensure the safety of your child while on the Internet. Some Web sites offer parental or family guidance for Internet safety; for example: SafeKids.com, located at <http://www.safekids.org>, and Web Wise Kids, located online at <http://www.webwisekids.org>, by telephone at 866-web-wise, or by e-mail at webwisekids2@aol.com.

The Inner City Education Foundation (ICEF) Public Schools will continue to provide Internet security within our school. It is important that parents also monitor Internet use at home.

Thank you for your support and cooperation in keeping our students safe. If you have questions or would like more information, please feel free to contact _____.

Sincerely,

Principal

Appendix D
Master Schedule

Appendix E
Faculty and Staff Roster

Appendix F
Emergency Response Drill Log

EMERGENCY DRILL RECORD (Summary)

School _____

Type of Drill	Date Held	Time		Score*	Procedural Changes	Comments	Recorded by
		Start	End				

*Use emergency drill sheets to calculate a numerical score.

EMERGENCY DRILL RECORD

School: _____

Fire Code specifies that the fire alarm signal to be sounded at least once every month. The principal shall also hold fire drills at least once a month at the elementary level and four times a year for grades 7 through 12. At least 30 minutes in each school month shall be used to instruct children in grades one through eight on fire dangers and drills. It further states, "all exit doors shall be maintained so that they can be opened from the inside without a key during school hours."

On occasion, the building should be evacuated under the pretense that smoke and gases have filled the hallways. Faculty and students should practice getting their faces as near the floor as possible (by bending over or by crawling on their hands and knees) and proceed to the nearest exit.

Each school must establish a fire or emergency evacuation plan and hold regular drills once a month to make this plan effective. Drills must be documented and reports submitted to the Fire Marshall. The fire drill report must include: person conducting drill; date and time of drill; notification method used; staff members on duty and participating; number of occupants evacuated; special conditions simulated; problems encountered; corrective actions to be taken; weather conditions when occupants were evacuated; and tie required to accomplish complete evacuation and accountability.

Type of Drill	Date Held	Time		Score	Procedural Changes	Comments	Recorded by
		Start	End				

Individual(s) conducting drill:							
Notification method used:							
Staff members participating in drill:							
Number of individuals evacuated:		Special conditions simulated:				Weather conditions when occupants were evacuated:	
NOTE: Attach the evaluation checklist and written report for each drill conducted.							

Type of Drill	Date Held	Time Start	Time End	Score	Procedural Changes	Comments	Recorded by
Individual(s) conducting drill:							
Notification method used:							
Staff members participating in drill:							
Number of individuals evacuated:		Special conditions simulated:			Weather conditions when occupants were evacuated:		
NOTE: Attach the evaluation checklist and written report for each drill conducted.							

Type of Drill	Date Held	Time Start	Time End	Score	Procedural Changes	Comments	Recorded by
Individual(s) conducting drill:							
Notification method used:							
Staff members participating in drill:							
Number of individuals evacuated:		Special conditions simulated:			Weather conditions when occupants were evacuated:		
NOTE: Attach the evaluation checklist and written report for each drill conducted.							

Type of Drill	Date Held	Time Start	Time End	Score	Procedural Changes	Comments	Recorded by
Individual(s) conducting drill:							
Notification method used:							
Staff members participating in drill:							
Number of individuals evacuated:		Special conditions simulated:			Weather conditions when occupants were evacuated:		
NOTE: Attach the evaluation checklist and written report for each drill conducted.							

Type of Drill	Date Held	Time Start	Time End	Score	Procedural Changes	Comments	Recorded by
Individual(s) conducting drill:							
Notification method used:							
Staff members participating in drill:							
Number of individuals evacuated:		Special conditions simulated:			Weather conditions when occupants were evacuated:		
NOTE: Attach the evaluation checklist and written report for each drill conducted.							

Type of Drill	Date Held	Time Start	Time End	Score	Procedural Changes	Comments	Recorded by
Individual(s) conducting drill:							
Notification method used:							
Staff members participating in drill:							
Number of individuals evacuated:		Special conditions simulated:			Weather conditions when occupants were evacuated:		
NOTE: Attach the evaluation checklist and written report for each drill conducted.							

Type of Drill	Date Held	Time Start	Time End	Score	Procedural Changes	Comments	Recorded by
Individual(s) conducting drill:							
Notification method used:							
Staff members participating in drill:							
Number of individuals evacuated:		Special conditions simulated:			Weather conditions when occupants were evacuated:		
NOTE: Attach the evaluation checklist and written report for each drill conducted.							

Type of Drill	Date Held	Time Start	Time End	Score	Procedural Changes	Comments	Recorded by
Individual(s) conducting drill:							
Notification method used:							
Staff members participating in drill:							
Number of individuals evacuated:		Special conditions simulated:			Weather conditions when occupants were evacuated:		
NOTE: Attach the evaluation checklist and written report for each drill conducted.							

Type of Drill	Date Held	Time Start	Time End	Score	Procedural Changes	Comments	Recorded by
Individual(s) conducting drill:							
Notification method used:							
Staff members participating in drill:							
Number of individuals evacuated:		Special conditions simulated:			Weather conditions when occupants were evacuated:		
NOTE: Attach the evaluation checklist and written report for each drill conducted.							

Type of Drill	Date Held	Time		Score	Procedural Changes	Comments	Recorded by
		Start	End				
Individual(s) conducting drill:							
Notification method used:							
Staff members participating in drill:							
Number of individuals evacuated:		Special conditions simulated:			Weather conditions when occupants were evacuated:		
NOTE: Attach the evaluation checklist and written report for each drill conducted.							

Type of Drill	Date Held	Time		Score	Procedural Changes	Comments	Recorded by
		Start	End				
Individual(s) conducting drill:							
Notification method used:							
Staff members participating in drill:							
Number of individuals evacuated:		Special conditions simulated:			Weather conditions when occupants were evacuated:		
NOTE: Attach the evaluation checklist and written report for each drill conducted.							

Appendix F
Annual Site Plan Review

Annual Site Plan Review

Each school site emergency response plan must be reviewed at least once each year. It is recommended that this review be conducted prior to the start of each school year. Additionally, the plan must be reviewed anytime weaknesses in the plan are identified during a drill, exercise or an actual emergency event. Schools should include their local emergency response, emergency management and public health agencies in the review process.

<input type="checkbox"/>	Review plan for compliance with the California minimum requirements. Minimum Requirements Checklist, Appendix A
<input type="checkbox"/>	Review ICS assignments and responsibilities (School Emergency Response Team). Update as needed.
<input type="checkbox"/>	Ensure NIMS compliance for all personnel assigned responsibilities in the ICS structure.
<input type="checkbox"/>	Review on and off site assignments and staging areas. Make contact with any identified off site locations to ensure permission to use those locations is still in affect.
<input type="checkbox"/>	Review existing emergency procedures. Are the procedures adequate to address identified hazards/threats? Have new hazards/threats developed that you must plan for?

Notes:

Date of Review:	Reviewer:	Reviewer:
	Reviewer:	Reviewer:

Child Abuse Reporting

WHAT IS CHILD ABUSE AND NEGLECT?

Child abuse can be caused by family members, acquaintances, or strangers

CHILD ABUSE IS

- A physical injury that is inflicted by other than accidental means on a child by another person;
- Sexual abuse or molestation;
- Mental suffering or well-being endangered;
- Unjustifiable punishment;
- Neglect, including failure to provide food, shelter, or proper hygiene;
- Unlawful corporal punishment or injury. CHILD ABUSE IS NOT:
- A mutual affray between minors;
- An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment as a peace officer. WHO MUST REPORT? This is a select list of mandated reporters likely to be employed with a school district. A complete list of mandated reporters is found at section 11165.7 of the Penal Code. The absence of training shall not excuse a mandated reporter from their duties.
- A teacher.
- An instructional aide, teacher's aide, or teacher's assistant.
- A classified employee of any public school.
- An administrative officer or supervisor of child welfare and attendance, or a certificated pupil personnel employee of any public or private school.
- A licensee, an administrator, or an employee of a licensed community care or child day care facility.
- An employee of a school district police or security department.
- Any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school.

• PENALTIES FOR FAILURE TO REPORT

- Child abuse and neglect reporting is an individual duty.

- Failure to report is a crime!
- Any mandated reporter who fails to report is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1000) or by both a fine and punishment. WHAT IS A REASONABLE SUSPICION? General Considerations
- Reporting is an individual responsibility and requires independent judgment. People may differ on what would make them “reasonably suspect” child abuse or neglect.
- Trust your instincts. When you feel that you have enough information, you should report.
- You may want to write down, for yourself, the factor or factors that make you suspect abuse or neglect. Articulating your concerns on paper may help you determine whether you feel that you have enough information. This will also be helpful if and when you file a written report.
- Don’t worry about statutes of limitations or whether suspected abuse happened in the past. If you reasonably suspect that child abuse occurred at any time, report it.
- DO NOT investigate the abuse yourself. Leave it to the professionals.
- Youth pregnancy alone does not necessarily constitute reasonable suspicion. WHAT IS A REASONABLE SUSPICION? Physical Abuse Any number of factors may contribute to your individual determination regarding a reasonable suspicion of physical abuse. The following are examples of indicators, but this list is by no means definitive.
 - The type and location of an injury can help distinguish accidental injuries from suspected physical abuse. Injuries to the elbows,
 - knees or forehead are typical locations of accidental injuries, like trips and falls. Typical locations of injuries resulting from abuse are the back surface of a child’s body from the neck to the knees, or injuries to the face.
- A statement by the child that the injury was caused by abuse. Children rarely lie about abuse, so take their comments to heart.
- The child has a history of previous or recurrent injuries.
- The parent cannot explain reason for an injury, or there are discrepancies in the explanation.
- The following behaviors are often exhibited by abused children: fear of parents or caretakers; the child and/or parent or caretaker attempts to hid injuries; child is frequently absent from school or misses physical education classes if changing into gym clothes is required; the adolescent exhibits depression, self-mutilation, suicide attempts, substance abuse, or sleeping and eating disorders
- WHAT IS A REASONABLE SUSPICION? Physical Neglect Neglect includes both acts and omissions by a parent or caretaker. California law defines two categories of neglect: severe neglect and general neglect.
- Severe neglect means the negligent failure of a parent or caretaker to protect the child from severe malnutrition or a medically diagnosed non-organic failure to thrive. It also includes situations where the parent or caretaker willfully causes or permits the body or health of the child to be endangered. This includes the intentional failure to provide adequate food, clothing, shelter or medical care.

- General neglect means the negligent failure of a parent or caretaker to provide adequate food, clothing, shelter, medical care or supervision where not physical injury to the child has occurred.
- Neglect may be suspected when one or more of the following conditions exist:
 - •The child is lacking adequate medical or dental care;
 - •The child is often sleepy or hungry or malnourished/
 - •The child is often dirty, demonstrates poor personal hygiene;
 - •The child is depressed, withdrawn or apathetic, exhibits antisocial or destructive behavior, shows fearfulness, or suffers from substance abuse, speech, eating or habit disorders (biting, rocking, and whining).

WHAT IS A REASONABLE SUSPICION? Sexual Abuse

- The single most important indicator is a statement by the child to a friend, classmate, teacher, or other trusted adult. The statement may be hypothetical (“I know someone who.....”), or direct.
- The disclosure may be delayed. This is rarely an indication that the story is fabricated, as children seldom invent allegations of sexual abuse.
- Pregnancy of a minor does not, in and of itself, constitute the basis of reasonable suspicion of sexual abuse. You may develop a reasonable suspicion, however, based on information inferring coercion, rape, or a large age gap between the child and the person she states is the father.
- Abused children sometimes display a detailed and age-inappropriate understanding of sexual behavior. HOW TO REPORT First by telephone:
 - Once you have determined that a reasonable suspicion exists, you must report immediately or as soon as is practicably possible by telephone.
 - 800-540- 4000 is the child abuse hotline.
 - Report must be made to the police department, sheriff’s department, county probation department if designated by the county to receive mandated reports, or the county welfare department.
 - You MAY NOT report to school district police or security department.
 - Be prepared to provide the following information by telephone. □
 - your name, business address, and telephone number your job title the child’s name and address, present location the child’s school, grade, and class the names, addresses, and telephone numbers of the child’s parents or guardians the information that gave rise to the reasonable suspicion of child abuse or neglect and the source or sources of that information the name, address, telephone number, and other relevant personal information about the person or persons who might have abused or neglected the child
 - You must make a report even if some of this information is not known or is uncertain.

HOW TO REPORT

Then in writing:

- A written report must be sent to Child Protective Services within 36 hours of your initial report. An official copy should be available in the front office at your school site and from Child Welfare and Attendance.
- Keep the copy marked "Reporting Party" for your own records.
- If you determine on a Friday, or before a holiday, that reasonable suspicion exists, you should make the written report that day because the deadline may fall when school is not in session.
- Follow your district or school site procedures for reporting. Employees cannot be required to disclose their identity to their employer, but are encouraged to do so to ensure that the employee and the child receive the support they need.
- If two or more mandated reporters have a reasonable suspicion of child abuse, they may elect one person to make the report. **EACH PERSON STILL HAS AN INDIVIDUAL DUTY TO MAKE SURE THAT IT IS DONE.** Follow up with the elected person and verify that the report was made. If in doubt, make the report yourself.
- **CONFIDENTIALITY**
- Mandated reports are confidential and may be disclosed only among agencies receiving, investigating, and prosecuting.
- Any violation of confidentiality is a misdemeanor punishable by imprisonment in a county jail not to exceed six months, by a fine of five hundred dollars (\$500), or by both imprisonment and fine.
- Do not discuss the details and information with your colleagues, except as suggested by District policy.
- A mandated reporter cannot be required to disclose his or her identity to their employer.
- Do not tell the parent about the report, even if you do not suspect that the parent is responsible.
- Deflect parental contact. Parents sometimes guess who was responsible for reporting. Tell the parent that you cannot discuss it.
- If the police or a child protective services worker discloses to anyone that you made a report, call their supervisor. **IMMUNITY**
- Mandated reporters are immune from both civil and criminal liability when making reports.

Any person, who, pursuant to a request from a government agency investigating a report of suspected child abuse or neglect, provides the requesting agency with access to the victim of a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of providing that access.

Suspension and Expulsion Policies

Mandatory Recommendation for Expulsion

The principal, or superintendent/designee of schools shall immediately suspend, pursuant to Education Code Section 48915, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- a. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- b. Brandishing a knife at another person.
- c. Unlawfully selling a controlled substance as defined by Education Code.
- d. Committing or attempting to commit a sexual assault as defined in the Education Code.
- e. Possession of an explosive.

CA Codes (edc:48900-48926) EDUCATION CODE SECTION 48900-48926

48900. A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o), inclusive:

(1) Caused, attempted to cause, or threatened to cause physical injury to another person; or (2) Willfully used force or violence upon the person of another, except in self- defense.

- . (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other Dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- . (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- . (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- . (e) Committed or attempted to commit robbery or extortion.
- . (f) Caused or attempted to cause damage to school property or private property.

- . (g) Stolen or attempted to steal school property or private property.
- . (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his/her own prescription products.
- . (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- . (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- . (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- . (l) Knowingly received stolen school property or private property.
- . (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a Firearm.
- . (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- . (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- . (p) Unlawfully, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- . (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- . (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of

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Section 32261, directed specifically toward a pupil or school personnel.

- . (s) A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following: (1) While on school grounds. (2) While going to or coming from school. (3) During the lunch period whether on or off the campus. (4) During, or while going to or coming from, a school sponsored activity.
- . (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime or physical violence in which the victim suffered

great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

- . (u) As used this section "school property" includes, but is not limited to, electronic files and databases.
- . (v) A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.
- . (w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a

pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

48900.7. (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both. (b) For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

School Discipline

A. Statement of Rules and Procedures On School Discipline

Education Code 44807:

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

B. Notification to Students and Parents

Education Code 35291:

- Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
- The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus, staff, students, and parents.

Dress Code

Board policy requires a student's clothing be safe for the student and those around him/her. Students are required to adhere to the uniform policy established. The standards for dress were developed with input from staff, parents, community members and students. Student clothing will not be disruptive of the school's operations and the students. The Board prohibits the presence of any apparel, jewelry, accessory, note-book, manner of grooming or other paraphernalia which, by virtue of its color arrangement, trademark or any other attribute, denotes membership in gangs and/or which advocates drug use, violence, discrimination, and/or disruptive behavior.

Discipline Policy

CCCS discipline policy has been established to ensure the safety and well being of all in the CCCS community. The students are our number one priority, and if they are safe everyone is safe. When students and staff adhere to a clear and consistent discipline policy not only are they safe, they feel safe.

The Infraction Consequence sheet lists a variety of infractions students can potentially commit and the consequence for committing the infractions.

Infraction Consequences

Tier I	Tier II	Tier III
<ul style="list-style-type: none"> - loss of participation points - time out - name on board - reflection station - teleparent 	<ul style="list-style-type: none"> - silent lunch/bunch - push ups (uniform violations/untucked) - check next to name - change of conduct grade (s) - phone call home... - teleparent 	<ul style="list-style-type: none"> - referral - after school detention - call home/meeting with parent - suspension - change of conduct grade (u)
<ul style="list-style-type: none"> - lining up/infringing on personal space - unprepared for class (materials/homework) → zero & teleparent - throwing trash/supplies - seated inappropriately - out of seat w/o permission - uniform violation - off task - excessive tardies → tardy sweep & run - binder disorderly - refusal to participate - tapping (TBD) - note passing/writing - eating food - doodling (TBD) - rolling eyes - inattentive - bumping in hallway - sleeping - wearing P.E. uniform to class (other than P.E.) 	<ul style="list-style-type: none"> - talking back - verbal disrespect - laughing at others - arguing - refusal to do work - attitude/defiance - wandering around campus/loitering - talking out of turn - complaining/whining - failure to submit - daily report <p style="text-align: center;">*** Students must wear uniform on performance days (per Mrs. Bannister)</p>	<ul style="list-style-type: none"> - fighting - chewing gum - cussing - vandalism - destruction of school/student/teacher property - use of school electronics inappropriately - touching/hiding others belongings - bullying - sexual comments/gestures/harassment - phones/iPods - dishonesty - cheating/plagiarism/forgery - spitting on others - talking during a test

The CCCS Office Discipline Referral (ODR) is used when students commit Tier 2 and Tier 3 offenses. Tier 3 offenses will typically require students to go to the Discipline Counselor's office. The ODR on the next page is separated into sections where staff notes interventions used to deter negative behavior, notes possible motivations for negative behavior, where the behavior took place, the time, and the staff writing the ODR, as well as the list of tier 2 and 3 infractions.

Office Discipline Referral (ODR)

Quit Taking it Personal (Q-Tip)

Student:	Grade:	Time:	
Staff:	Date:	Period:	
Location:			
<input type="checkbox"/> Classroom	<input type="checkbox"/> Kitchen	<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd Restroom	<input type="checkbox"/> Locker Room
<input type="checkbox"/> 1 st <input type="checkbox"/> 2 nd Hallway/Basement	<input type="checkbox"/> Office	<input type="checkbox"/> Lunch Arbor	<input type="checkbox"/> Special Event/Field Trip
<input type="checkbox"/> Yard	<input type="checkbox"/> Gym	<input type="checkbox"/> Other:	
INTERVENTIONS:	Possible Motivation	Restraint/Seclusion	Others Involved
<input type="checkbox"/> Used 5:1 <input type="checkbox"/> Remind/ Reteach Expectations <input type="checkbox"/> 1-2-3 Magic conversation with the student <input type="checkbox"/> Time out <input type="checkbox"/> Loss of points <input type="checkbox"/> Q-TIP	<input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Avoid Peer Attention <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Avoid Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Unknown	<input type="checkbox"/> None <input type="checkbox"/> Restraint <input type="checkbox"/> Seclusion <input type="checkbox"/> Restraint & Seclusion	<input type="checkbox"/> No One <input type="checkbox"/> Peers <input type="checkbox"/> Teacher <input type="checkbox"/> Staff <input type="checkbox"/> Substitute <input type="checkbox"/> Parent <input type="checkbox"/> Unknown
Problem Behaviors (Check the most serious behavior) Q-TIP			
TIER II	TIER III		
<input type="checkbox"/> Laughing at others <input type="checkbox"/> Arguing <input type="checkbox"/> Refusal to do work <input type="checkbox"/> Attitude/Defiance <input type="checkbox"/> Wandering Around Campus/loitering <input type="checkbox"/> Talking out of turn <input type="checkbox"/> Complaining/whining <input type="checkbox"/> Failure to submit daily report	<input type="checkbox"/> Defiance <input type="checkbox"/> Insubordination <input type="checkbox"/> Non Compliance <input type="checkbox"/> Bullying <input type="checkbox"/> Disrespect <input type="checkbox"/> Fighting/Assault <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Inappropriate location/out of bounds Harassment <input type="checkbox"/> Disability <input type="checkbox"/> Race <input type="checkbox"/> Ethnicity <input type="checkbox"/> Religion <input type="checkbox"/> Gender <input type="checkbox"/> Sexual <input type="checkbox"/> Physical <input type="checkbox"/> Other <input type="checkbox"/> Disruption <input type="checkbox"/> Chewing Gum <input type="checkbox"/> Truancy		
	<input type="checkbox"/> Abusive Language/ Inappropriate Language/Profanity <input type="checkbox"/> Forgery <input type="checkbox"/> Theft <input type="checkbox"/> Plagiarism <input type="checkbox"/> Technology Violation <input type="checkbox"/> Hiding/Handling others' belongings <input type="checkbox"/> Property Damage/Vandalism <input type="checkbox"/> Lying <input type="checkbox"/> Cheating <input type="checkbox"/> Talking during test <input type="checkbox"/> Inappropriate Display of Affection <input type="checkbox"/> Tobacco <input type="checkbox"/> Drugs/Alcohol <input type="checkbox"/> Gang Display <input type="checkbox"/> Bomb Threat <input type="checkbox"/> Arson		
Teacher Notes:	Action(s) Taken (Check the most severe action)		
	<input type="checkbox"/> Time out <input type="checkbox"/> Detention (Check box): <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday <input type="checkbox"/> Thursday <input type="checkbox"/> Friday <input type="checkbox"/> Saturday 9 AM <input type="checkbox"/> Conference with Student <input type="checkbox"/> In-School Suspension ___ days <input type="checkbox"/> Loss of Privileges <input type="checkbox"/> Out of School Suspension ___ days <input type="checkbox"/> Parent Contact <input type="checkbox"/> Time in Office <input type="checkbox"/> Restitution <input type="checkbox"/> Community Service <input type="checkbox"/> Action Pending <input type="checkbox"/> Other: _____		
Office Notes:			

Below is our uniform policy, which is part of our discipline policy. CCCS uniforms promote community, safety, and pride. Students do not have to worry about being bullied because they cannot afford the latest style of clothing, when walking home students do not have to contend with potential gang member confrontations, and when out on field trips CCCS students are easy to locate. Because CCCS has a Den system, which divides students randomly into 5 different Dens, students have a stronger sense of belonging to “something special.” The Den a student belongs to determines the color of their tie, their Den logo, and their Wednesday polo.

UNIFORM Dress Code: Dress code is strictly enforced!

The only things that can be multi-colored are socks! Everything else is SOLID navy blue, black, white, or gray.

1. **TIES:** Each DEN is assigned a color tie. Students **MUST wear their ties to school Monday, Tuesday, Thursday, and Friday.** Wednesday is Spirit Day and students can wear their DEN POLO or ANY CCCS Spirit Shirt.
 - Ties: the first one is free, and given to students on the first day of school. Additional ties may be purchased from CCCS for \$5 (see Ms. Yarbrough)
- Luminary Den: Green Missionary Den: Red Visionary Den: Blue Revolutionary Den: Black Dignitary Den: Purple**
- Honor Tie: Gold**
2. **UNDERGARMENTS:** Undershirts for boys and girls and bras for girls shall be a **neutral tone determined by the individual skin tone**, unmarked, tucked in at all times, and appropriately sized
 3. **SHIRTS:** Shirts or blouses (**button down, not POLO**) shall be collared, white, unmarked, appropriately sized, tucked in at all times.
 4. **Vest:** Navy blue with your Den patch, must be worn daily. Administration will inform students if it is considered too hot to wear the vest.
 5. **SHORTS AND SKORTS** shall be between 2 inches above or below the knee and appropriate size ex. Not tight or loose.
 6. **SWEATSHIRTS:** Navy blue uniform sweatshirts, sweaters, and jackets from Buy Me This School Uniforms. Uniform sweatshirts are crew-collared, that are appropriately sized; **NO HOODS NO POCKETS. NO SWEATSHIRTS OR JACKETS MAY BE WORN IN THE BUILDING.**
 7. **SHOES:** Tennis shoes **ONLY**, no boots or slippers.
 8. **SOCKS/TIGHTS:** Students must wear socks daily. Socks may be multi-colored. Socks may NOT have images of drugs.
 9. **JACKETS:** Navy blue uniform jackets without any markings (unless it is the school or den logo) are the only jackets allowed on campus (**NOT WORN IN THE BUILDING**).
 10. **SHOELACES:** Shoelaces shall be either black or white or the student's den color, no more than 1/2 in thickness.
 11. **HATS/BEANIES/CAPS:** May only be worn outside when dictated by the weather.
 12. **PANTS:** Pants shall be navy blue in color, appropriately sized (**Girls do not wear tight pants and Boys do not wear baggy pants**), and hang between the ankle and 1" above the shoe bottom, no rubber bands at the end of the pants legs. **Boys cannot sag. Loose Capri pants are permitted but spandex-like clothing of any kind is not permitted. Students who wear baggy or tight pants will be provided a loner uniform and the parent will be notified.**
 13. **BELTS:** If students have on pants, they **MUST BE** worn with a black or brown leather/simulated or cloth belt; belt buckles shall be unmarked/plain.
 14. **TURTLENECKS, DICKIES, AND UNDERSHIRTS FOR COLD:** during cold weather, we suggest layering. Turtlenecks, and T-shirts worn under the white shirt can be navy blue, black, white, or gray.
 15. **JEWELERY:** Stud earrings only; No hoops or hanging earrings. Small religious symbols are the only necklace allowed. ONE bracelet

16. **HAIR and HEADWEAR:** Boys may not wear anything on their heads at school except hats when the weather permits. Hats are only worn outside.

Girls may wear headbands, clips and/or ponytail holders in the colors of solid navy blue, black, white, gray, or their Den color and when weather permits girls may wear hats outside.

Hair should **NOT** be dyed, streaked, or cut in away that calls undue attention to the hair. **ALL hair is to be neatly combed,**

naturally colored, and out of your eyes!

17. **SHOES:** Tennis shoes with socks!

18. **Absolutely NO acrylic (fake nails) or make up for girls.**

The emphasis at CCCS is on academics, not the latest and hippest hair fashion trend. No hairstyles that may be associated with gang affiliation.

You shall not wear any jewelry or clothing that have images of drugs nor may infer gang/criminal involvement, or mistake you for gang/criminal.

Free Dress

- For girls, NO: tights pants, spandex, short shorts, mini skirts or dresses, torn jeans, halter tops, spaghetti straps, exposed bras or brightly colored bras that can be seen through the shirt, exposed cleavage, high heels, open toe shoes, or sandals
- For boys, NO: tight pants, excessively baggy pants, sagging pants, exposed underwear, shirts with inappropriate language, torn jeans, or torn shirts

UNIFORM REWARDS

Students who maintain a GPA of "3.5" or above, maintain CCCS standards of work ethic and behavior shall be placed on the Principal's Honor Roll and are allowed to wear the "Century Honors Uniform". The honor uniform is royal navy blue/Century navy blue colored polo or collared and khaki pants.

Honors students can wear the honors yellow tie Monday through Friday with either uniform (regular or honor). Honors students may also wear the Honors Polo on Friday (purchased from Buy Me This)

UNIFORM VIOLATION

Uniform Violations can result in one or more of the following consequences:

- Sitting out of dances or lunch sock hops
- Exclusion from assemblies and school activities.
- Lunch Detention.
- Afterschool detention
- 7 AM detention
- Saturday Detention

