

# Millbrae School District



## Taylor Middle School Emergency Drill Procedures 2016/2017



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**Coalition for  
Safe Schools &  
Communities**

# **TAYLOR MIDDLE SCHOOL**

In order to better align with San Mateo School District and the emergency plans that have been reviewed and endorsed by all San Mateo County's Police Chiefs and Sheriff Commanders, Taylor Middle school has adopted the Big Five emergency response protocol.

The Big Five refers to five immediate action responses that can be taken by the school depending on the emergency scenario. A summary of the Big Five responses can be found below:

## **Action**

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### **1. Drop, Cover, and Hold On**

- a. Implement during an earthquake or explosion to protect building occupants from flying and falling debris.

### **2. Evacuation**

- a. Implement when conditions outside the building or off-site are safer than inside or on-site. Requires the orderly movement of students and staff from school buildings to a predetermined safe location.

### **3. Lockdown/Barricade**

- a. Initiate for an immediate threat of danger to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implement, no one is allowed to enter or exit rooms for any reason unless directed by law enforcement.

### **4. Secure Campus**

- a. Initiate for a potential threat of danger in the surrounding community. All classroom/office doors are closed and locked and all students and staff remain inside until otherwise directed. Instruction continues as planned. No visitors are allowed inside the building.

### **5. Shelter In Place**

- a. Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents and shut down air conditioning/heating units.

The following pages outline each of the Big Five in more detail. In regards to Taylor Middle School's protocol, the Dean of Students will serve as the School Incident Commander.

## Disaster Service Worker

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California Government Code, Section 3100, Title 1, Division 4, Chapter 4 states that public employees are Disaster Service Workers, subject to such disaster service activities as may be assigned by their superiors or emergency service commanders. The term “public employees” includes all persons employed by the state, city, county, state agency, or public district. The law applies in all the following cases:

- ☐ When a local emergency is proclaimed
- ☐ When a state of emergency is proclaimed
- ☐ When a federal disaster declaration is made

### What does a disaster service worker do?

- ☐ Public employees serving in the role of Disaster Service Workers may be asked to do jobs other than their usual duties for periods exceeding normal work hours
- ☐ Employees may be scheduled in shifts and asked to return to the work site at hours outside the normal work day
- ☐ Disaster Service Workers will be deployed within the Incident Command System and may perform a variety of duties including oversight of shelter care, communications, logistics, first aid and comfort, or community support and safety

When pressed into disaster service, employee's Workers' Compensation coverage becomes the responsibility of the state government (OES), but the employer pays the overtime. These circumstances apply only when a local of state emergency is declared.

To provide effective support as a Disaster Service Worker, employees must have the confidence that they have prepared their own families to deal with emergencies in their absence. The time and energy a staff member commits to being prepared at home will provide the best assurance that they are capable of dealing with the emergency situation at the school site.

## Part 1: Terminology

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**Evacuation Assembly Area A** – Grass field on Taylor campus.

**Evacuation Assembly Area B** – Central Park, to the East of Taylor.

In the event of off-site evacuation, signs will be posted at entrances to the school campus to assist with reunification.

**Green Card** – Card teachers hold up to indicate all students are present.

**Red Card** – Card teachers hold up to indicate students are missing.

**Student Assembly Area** – The locations of where the 6th, 7th, and 8th grade students will sit and wait until a return to classes or a dismissal through reunification.

- 6<sup>th</sup> Grade – Near the fence towards Central Park (east)
- 7<sup>th</sup> Grade – On the grass (in the middle of 6<sup>th</sup> and 8<sup>th</sup> grade)
- 8<sup>th</sup> Grade – On the amphitheater or on the field to the west (district office side)
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**Emergency and Disaster Supplies** - Rolling emergency supply cart in the principal's office.

**Go Pack** – Backpack in classrooms containing current rosters, bandages.

## **PART 2: Big Five Emergency Guidelines**

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### **RESPONSE**

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize the necessary resources to address the emergency at hand.

### **CALLING 911**

When calling 911, be prepared to answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response. The 911 Dispatcher may ask the caller to stay on the line until responders arrive. This will assist the dispatcher in keeping the fire, police, or rescues quad updated as the situation unfolds.

### **WHEN REPORTING AN EMERGENCY**

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- ☐ Remain calm and speak slowly and clearly
- ☐ Provide name, location of the incident, and caller's location, if different from the scene of the emergency
- ☐ Although caller ID information may transfer immediately to the 911 Dispatcher, it is not available in all locations. The 911 Operator will confirm and verify the phone number and address for EVERY call received
- ☐ Answer all questions asked by the 911 Dispatcher, even those that seem repetitious
- ☐ Do not hang up until the Dispatcher says to do so

## CALLING 911 FROM A CELL PHONE

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- ❑ 911 calls from cell phones may need to be transferred to another agency because cell phone calls are sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match political boundaries.
- ❑ Know your cell phone number, be prepared to give the dispatcher an exact address (**1101 Helen Drive Millbrae, CA 94030**), and be prepared to use cardinal directions (north, south, west and east) to describe your location. Emergency services may not know the campus, so saying what room number you are in will not be an adequate description of where you are located.

**When calling 911, time is of the essence. Try to be as calm as possible; speak slowly and clearly. The 911 operator aims to gather the correct information the first time he/she asks for it.**

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### EMERGENCY CONTACT INFORMATION

**Central County Fire**  
1399 Rollins Road  
Burlingame, CA 94010  
Phone: (650) 558-7600

**San Mateo County  
Sheriff's Office**  
581 Magnolia Avenue  
Millbrae, CA 94030  
Phone: (650) 259-2300

**PG & E**  
1-800-743-5000  
**Emergency**  
9-1-1

## Drop, Cover, and Hold On

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***DROP, COVER AND HOLD ON is the immediate action taken during an earthquake to protect students and staff from flying and falling debris.***

### STAFF ACTIONS - INSIDE

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- ☐ At first recognition of an earthquake, instruct students to move away from windows
- ☐ Initiate DROP, COVER AND HOLD ON procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm
- ☐ Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them to shelter against an interior wall and turn away from windows and other glass
- ☐ Any person in a wheelchair should shelter against an interior wall. Turn back to the windows, lock the wheels, and if possible, protect head and neck with arms
- ☐ Each time an aftershock is felt, DROP, COVER AND HOLD ON. Aftershocks frequently occur minutes, days, even weeks following an earthquake
- ☐ When it appears safe to release from Cover, assess any injuries and/or damage and report status to Incident Commander according to site communications protocol. Be prepared to call 911 directly if necessary
- ☐ Wait for further instructions from School Incident Commander or First Responders or if that seems unlikely and building is compromised, evacuate students to predetermined evacuation assembly area



## STAFF ACTIONS – OUTSIDE

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- ☐ Find a clear spot and drop to the ground. (Stay away from buildings, power lines, trees and streetlights, etc.)
- ☐ Commence DROP AND COVER in the DROP, COVER AND HOLD ON procedures
- ☐ Place head between the knees; cover back of neck with arms and hands
- ☐ Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees; cover back of neck with arms and hands
- ☐ Remain in place until shaking stops or for at least 20 seconds
- ☐ Each time an aftershock is felt, DROP AND COVER. Aftershocks frequently occur minutes, days, even weeks following an earthquake
- ☐ When it appears safe to move, report location, injuries and/or any damage to School Incident Commander according to site communications protocol
- ☐ Wait for further instructions from School Incident Commander or First Responders, or if that seems unlikely, evacuate students to predetermined evacuation assembly area

## Evacuation

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***EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.***

1. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:
  - a. Bomb threat
  - b. Chemical accident
  - c. Explosion or threat of explosion
  - d. Fire
  - e. Earthquake
2. **EVACUATION:**
  - a. Requires exit from the building to either Evacuation Area A or Evacuation Area B
  - b. May require staff to exit via alternate routes based on circumstances
  - c. Requires that students remain with assigned teachers unless
  - d. circumstances prohibit that
  - e. Requires that staff and students assist those with special needs to
  - f. ensure for safe egress of all
  - g. In the event of an explosion, earthquake, or other event causing falling
  - h. debris, EVACUATION will be preceded by a “DROP, COVER and HOLD
  - i. ON” protocol. Students and staff should drop to the floor, duck under a
  - j. desk or table, cover the head with arms and hands, and hold onto furniture.

### **3. STAFF ACTIONS:**

- a. Prepare students to leave all belongings and calmly exit the building,
- b. Gather emergency supplies/materials (Go Pack) including the student roster for current class and that of “Buddy Teacher”,
- c. Put on proper staff ID,
- d. Ensure that the door is closed, but unlocked,
- e. Take care to ensure the safety and address the unique needs of students or staff with disabilities according to site protocol,
- f. Emphasize that the class stay together en route to the Evacuation Assembly Area,
- g. Appoint a responsible student to lead class while teacher brings up the rear, seeing that everyone has cleared the room. Follow closely with the class, actively monitoring safe egress. Give clear direction for all students to go to designated Evacuation Assembly Area,
- h. Use the designated evacuation routes and reassemble in the assigned Evacuation Assembly Area,
- i. According to site protocol, take attendance once class is safely in assembly location,
- j. According to site protocol, report missing students
- k. Remain in the Evacuation Assembly Area until further instructions
- l. Wait for another action or, if ALL CLEAR announcement is issued, return to school buildings and normal class routine

## HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

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The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

To alert visually-impaired individuals:

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

To alert individuals with hearing limitations:

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

To evacuate individuals using crutches, canes or walkers:

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

To evacuate individuals using wheelchairs:

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

## Lockdown/Barricade

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*LOCKDOWN / BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During LOCKDOWN / BARRICADE, students are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or site administration.*

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

- Gunfire
- Threat of extreme violence outside the classroom
- Immediate danger in the surrounding community

### **“THINK ON YOUR FEET”**

In the event of a Violent Intruder on campus, quick thinking is imperative for survival. Especially when an active threat of violence is present, an individual will have to think on his/her feet to quickly determine the best course of action. These choices may include getting off campus, hiding, implementing Lockdown/Barricade or even, in the most extreme of situations, fighting an assailant. Understanding and practicing these options can help an individual respond decisively and in so doing, best ensure the safety and survival of self, students, and other staff.

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions and shouting. It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. Quality training can help individuals think clearly in the midst of a chaotic scene. Proper training should include helping staff recognize the sounds of danger and teaching them to forcefully communicate and take necessary action. These actions would likely include:

## **Escape / Get Off Campus**

- ☐ Only attempt this if you are confident the suspect(s) is not in the immediate vicinity
- ☐ Safely get off campus; find a position of cover or safe place for assembly
- ☐ Guide/instruct others you encounter on the way to follow you to safety
- ☐ Call 911 immediately to report location and request emergency services if necessary
- ☐ Once in a safe place – stay there

## **Hide / Lockdown/Barricade**

- ☐ Clear all hallways; get students and staff inside immediately
- ☐ Once locked and barricaded inside a room, follow all protocols for Lockdown/Barricade as practiced
- ☐ Direct all those in the room to remain still and quiet; turn off/silence cell phones
- ☐ If unable to find cover inside a secure room, quickly seek out a hiding place on campus

## **Fight**

- ☐ If confronted by an assailant, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs
- ☐ There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker
- ☐ Fighting back is NOT an expectation, merely one option for a last resort response

## **STAFF ACTIONS: IF STUDENTS ARE IN CLASS AT TIME OF LOCKDOWN / BARRICADE**

- ☐ ***Immediately*** move to the door and check for passing students. Divert as many students as possible into the classroom
- ☐ Lock and close the door and barricade with heavy objects

- ☐ Close blinds and turn off lights. If the door has a window, cover with a pre-cut piece of heavy black construction paper
- ☐ Instruct students to stay quiet and out of sight. Relocate against the wall least visible to the outside and most out of the line of harm
- ☐ Turn off television, LCD projector, document camera, etc. The room should be dark and quiet
- ☐ Silence all cell phones
- ☐ **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or School Incident Commander will use keys to unlock door and clear the room.
- ☐ **Only if** there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door
- ☐ If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized
- ☐ If safe to do so, locate emergency packet and attendance roster. Remove staff ID placard and put it on
- ☐ If safe to do so, take attendance and document on appropriate form
- ☐ Remain in the classroom or secured area until further instructions are provided by School Incident Commander or law enforcement
- ☐ Do **NOT** call office to ask questions; School Incident Command will send out periodic updates
- ☐ In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)
- ☐ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

## **STAFF ACTIONS: IF STUDENTS ARE AT LUNCH OR RECESS AT THE TIME OF LOCKDOWN / BARRICADE**

- ☐ Move students to nearest available safe building or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option
- ☐ Do not chase students that run. Let them go
- ☐ Do not go into rooms that cannot be secured and offer no way out
- ☐ If secure inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to relocate against the wall least visible to the outside and most out of the line of harm
- ☐ Instruct students to stay quiet and out of sight - Silence all cell phones
- ☐ Turn off television, LCD projector, document camera, etc.
- ☐ Remain calm. If safe to do so, attempt to maintain separation between students and the perpetrator
- ☐ Only If there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door
- ☐ If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized
- ☐ If safe to do so, locate emergency packet and remove staff ID placard and put it on
- ☐ If safe to do so, take attendance and document on appropriate form
- ☐ If safe to do so and according to site communications protocol, contact School Incident Commander or designee to document your whereabouts as well as any students/staff under your supervision
- ☐ In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)
- ☐ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours



## Secure Campus

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*SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students*

There will be an announcement over the public address (P.A.) system: "Secure Campus Immediately." This announcement may come from any adult in the office, not necessarily the principal, assistant principal or dean.

### STAFF ACTIONS - INSIDE

- ☐ Move to the door and instruct any passing students to return to assigned
- ☐ classroom immediately
- ☐ Close and lock the door
- ☐ Continue the class instruction or activity as normal
- ☐ Enforce the no entrance; no exit protocol. Remain in the classroom or
- ☐ secured area and wait for further instructions
- ☐ Be alert to the possibility that the response may elevate to
- ☐ LOCKDOWN / BARRICADE
- ☐ Do not call the office to ask questions; School Incident Commander will send out periodic updates
- ☐ Wait for another action or, if ALL CLEAR is issued, return to normal class routine

### STAFF ACTIONS - OUTSIDE

- ☐ Gather students together and organize into an orderly formation
- ☐ Inform students that as part of SECURE CAMPUS procedures, the class will move immediately to a predetermined classroom location
- ☐ Proceed to predetermined classroom location as quickly as possible
  - ☐ Caroline Shea Center
  - ☐ Gym
  - ☐ Locker Rooms
  - ☐ Auditorium
  - ☐ Library

- ☐ Once inside, take attendance to ensure all students are accounted for
- ☐ By classroom phone, cell phone, walkie-talkie, or other means, contact School Incident Commander to report class location and any absent or missing students
- ☐ Implement all classroom policies and procedures for SECURE CAMPUS status
- ☐ Wait for another action or, if ALL CLEAR announcement is issued, return to normal class routine

## **Shelter in Place**

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***SHELTER IN PLACE is implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards.***

There will be an announcement over the public address (P.A.) system: "Shelter in Place." This announcement may come from any adult in the office, not necessarily the principal, assistant principal or dean.

### **STAFF ACTIONS – INSIDE**

- ☐ Immediately clear students from the halls. Stay away from all doors and windows
- ☐ Keep all students in the classroom until further instructions are received. Support those needing special assistance
- ☐ Secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system; c) turn off fans; d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by School Incident Commander
- ☐ Take attendance and call or e-mail status to school secretary
- ☐ Instruction can continue as normal
- ☐ Students are not allowed to leave the classroom for any reason until an ALL CLEAR announcement is issued, then return to a normal bell schedule

## **STAFF ACTIONS – OUTSIDE**

- ☐ Gather students together and organize into an orderly formation
- ☐ Inform students that as part of SHELTER IN PLACE procedures, the class will move immediately to a predetermined classroom location
- ☐ Proceed to predetermined classroom location as quickly as possible
  - ☐ Caroline Shea Center
  - ☐ Gym
  - ☐ Locker Rooms
  - ☐ Auditorium
  - ☐ Library
- ☐ Secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system; c) turn off fans; d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by School Incident Commander
- ☐ Once inside, take attendance to ensure all students are accounted for
- ☐ By classroom phone, cell phone, walkie-talkie, or other means, contact School Incident Commander to report class location and any absent or missing students
- ☐ Implement all classroom policies and procedures for SECURE CAMPUS status: Wait for another action or, if ALL CLEAR announcement is issued, return to normal class routine

## Hazards

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### CHEMICALS AND GAS

Knowledge of the location of existing pipelines near or on school property is essential for preparedness in the event of a hazardous chemical or gas leak. Pipeline markers are generally yellow, black, and red and can vary in shape and size. Excavation is a leading cause of pipeline damage, so it is important to follow strict on-site protocol prior to digging on school property. The facilities supervisor should call 811 to confirm the planned dig location is safe.

All school personnel, including cafeteria managers and custodians, shall immediately report any hazardous chemical or gas odor or leak to the School Incident Commander.

Design school bus routes and student pick-up/drop off locations to avoid contact with pipelines and pipeline rights-of-way. This helps to ensure evacuation routes are safe in a pipeline emergency.

#### **How to Detect a Gas Leak**

Smell, listen, and always be alert to signs of a gas leak. A gas leak can be detected by a sulfur-like odor, a hissing, whistling, or roaring sound coming from underground or a gas appliance, dirt spraying into the air, or the appearance of dead vegetation in an otherwise moist area.

## **SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS: INSIDE SCHOOL BUILDINGS**

- ☐ Assume Incident Command role and call 911 from a safe location. Must be ready to provide location, status of campus, and all available details of the situation.
- ☐ If a gas leak is discovered inside the building, evacuate the affected building immediately to an area that is upwind of the suspected leak. Follow EVACUATION Protocol.
  - ☐ Do not use a telephone of any kind until in a safe area
  - ☐ Do not take any action to cause heat or sparks
- ☐ Consult with emergency personnel and utility company to determine next steps.
- ☐ When able, alert the Superintendent's Office.

## **SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS: INSIDE SCHOOL BUILDINGS**

- ☐ Deploy Incident Command System (ICS) Safety Team to isolate and restrict access to potentially contaminated areas
- ☐ The School Incident Commander will coordinate further action with representatives from fire and police commanders and utility company. A Unified Command Post will be established at a safe location away from the building to determine any further action. The Fire Department Incident Commander or other emergency personnel will assume responsibility of the scene and determine the appropriate actions to further mitigate the emergency
- ☐ In consultation with the Fire Department Incident Commander and utility company, the School Incident Commander will make a determination to implement procedures to cancel school or resume normal building operations
- ☐ In the event of a suspected hazardous chemical or gas odor or leak, immediately notify School Incident Commander

- ☐ At the direction of the Incident Commander, evacuate students from immediate vicinity of danger. If odor is severe, leave the area immediately; do not wait for Incident Command
- ☐ Follow Evacuation protocol and use designated routes or other alternate safe routes to an assigned Assembly Area located upwind of the affected room or building
- ☐ Leave any equipment or machinery as is
  - ☐ Do not switch lights on or off
- ☐ Leave doors open. Do not operate lights or any electrical equipment, including cell phones
- ☐ At the designated Assembly Area take student attendance and report any missing students to School Incident Commander

## **SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS: OUTSIDE SCHOOL BUILDINGS**

- ☐ Assume Incident Command role and instruct designee to call 911 to provide the exact location and nature of the emergency
- ☐ If it is determined that a hazardous chemical or gas leak has occurred away from the school campus, initiate SHELTER-IN-PLACE with a public address announcement. Clearly instruct teachers and staff to immediately follow SHELTER-IN-PLACE protocol
- ☐ Once SHELTER-IN-PLACE is implemented, direct Incident Command Safety (ICS) Officer or Security/Utilities Team to turn off fans in the area; close doors and windows; shut down all air handling systems, and turn off sources of ignition
- ☐ When able, alert the Superintendent's Office
- ☐ In accordance with the SHELTER-IN-PLACE protocol, students and staff who are outdoors should proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers who assemble their classes in a location other than their assigned SHELTER-IN-PLACE assembly point should communicate their locations

to the School Incident Commander via standard communication channels without leaving the building

- ☐ The School Incident Commander will coordinate further action with representatives from fire and police commanders and utility company
- ☐ The SHELTER-IN-PLACE protocol will remain in effect until the appropriate agency or Site Administrator declares the emergency is resolved

## **STAFF ACTIONS:**

### **OUTSIDE SCHOOL BUILDINGS**

- ☐ Initiate SHELTER-IN-PLACE immediately by clearing students from the hallways and grounds. Stay away from all doors and windows
- ☐ Secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system; c) turn off fans; d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by Incident Command
- ☐ Keep all students in the classroom until further instructions are received. Support those needing special assistance
- ☐ Take attendance and call or e-mail status to School Incident Command staff, according to site protocol
- ☐ Wait for another action or, if ALL CLEAR announcement is issued, return to normal class routine

## **FIRE: OFF-SITE**

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A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, whether it is a wind-driven or chemical-driven fire, and how the surrounding terrain might influence the flames. Responding to a fire in the surrounding community requires “think-on-your-feet” alertness.

### **SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR**

#### **ACTIONS:**

- ☐ Assume Incident Command role
- ☐ Contact local fire department (call 911) to determine location of fire and the correct action for school site
- ☐ Access the School “Emergency Response Box” that includes site maps, keys, rosters, etc.
- ☐ If appropriate, SHELTER-IN-PLACE or begin EVACUATION to off-site evacuation location according to site emergency plan. If needed, contact bus dispatch for transportation by bus to evacuation location
- ☐ In order to ensure that all students and staff have left the building and are free from injury, direct Operations Chief to engage the Search and Rescue team
- ☐ Monitor radio stations and other public information sources for current status reports
- ☐ Determine if Student Release should be implemented. If so, notify staff, students and parents

#### **STAFF ACTIONS:**

- ☐ If students are to be evacuated and it is safe to do so, take attendance prior to leaving the building site
- ☐ Remove staff ID placard from emergency packet and put it on
- ☐ Evacuate immediately to assembly area. DO NOT STOP to collect belongings, but be sure to bring the classroom Go Pack which should include attendance roster and emergency supplies. Leave windows and



doors closed behind you, but unlocked.

- ☐ Stay calm. Maintain control of the students at a safe distance from the fire and firefighting equipment
- ☐ Take attendance at the assembly area. Report any missing students to the School Incident Commander/site administrator and emergency response personnel
- ☐ Remain with students until Incident Command has determined it is safe to return
- ☐ Follow school emergency protocols for return to school

## **FIRE: ON-SITE**

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An on-site fire necessitates quick and decisive action to prevent injuries and further spread of fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor close to walls to enable easier breathing and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires extinguished on-site by school staff, regardless of size, require that the Fire Department be notified.

### **SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS:**

#### **FIRE WITHIN SCHOOL BUILDING**

- ☐ First, sound the fire alarm to implement EVACUATION of the building
- ☐ Assume Incident Command role. Put on emergency IC/Admin vest and continue as Incident Commander until relieved by emergency personnel
- ☐ Next, instruct designee to call 911. Designee must be ready to provide location, status of campus, all available details of situation
- ☐ Access the school "Emergency Response Box" in order to provide emergency responders with maps, keys, rosters, etc.
- ☐ Immediately EVACUATE the building or the school using the primary or alternate fire routes
- ☐ When able, alert Superintendent's Office
- ☐ To ensure that access roads are kept open for emergency vehicles, direct Safety Officer to open gates and clear pathways
- ☐ To ensure that all students and staff have left the building and to locate injured students/staff, direct Operations Chief to engage the Search and Rescue team or communicate to Unified Command
- ☐ Have Safety Officer report to Incident Command Post
- ☐ To ensure injured students and staff members receive medical attention, direct Operations Chief to engage Medical Team

- ☐ If needed, notify bus dispatch for off-site evacuation or communicate with Unified Command to engage SAMTRANS
- ☐ Do not allow staff and students to return to the building until the Fire Incident Commander declares that it is safe to do so

## **STAFF ACTIONS:**

### **FIRE WITHIN SCHOOL BUILDING**

- ☐ Evacuate immediately to assembly area. DO NOT STOP to collect belongings, but be sure to bring attendance roster and emergency supplies. Leave the windows and doors closed, but unlocked
- ☐ Stay calm; maintain control of the students at the designated assembly area
- ☐ Take attendance. Report missing students to the School Incident Commander/Site Administrator and emergency response personnel
- ☐ Maintain supervision of students until the Fire Department determines it is safe to return to the school building

## Reunification

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*Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. The process of controlled release is called a reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school.*

- ☐ Parents will be notified by a robo-dial or text message system that tells them the school is now closed and they need to pick up their student.
- ☐ Parents need to bring a picture ID and be patient through the reunification process.
- ☐ When a parent can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact.
- ☐ Parents will line up in front of the Student Release Team tables on the blacktop for Evacuation Area 1 and by the BBQ in Evacuation Area 2.
- ☐ Parents will sign out that they are picking up their child.
- ☐ A runner will go to the Student Assembly Area to retrieve the parent's child.

## **PART 3: Responsibilities of Stakeholders**

### **RESPONSIBILITIES OF ADMINISTRATORS**

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#### **Before:**

1. Review policies with all staff.
2. Insure that at least two members of the staff have first aid training and there is a designated first aid administrator in the event of an emergency.
3. Distribute emergency cards to all parents at the beginning of the school year to be filled out and returned.
4. Maintain available first aid supplies readily accessible in the event of an emergency. Supplies will be in a portable case.
5. Maintain emergency supplies in the office and classrooms:
  - a. Water
  - b. Flashlights and batteries
  - c. School first aid kit
  - d. Classroom emergency packs
6. Hold Big Five drill monthly.

#### **During and After:**

1. As soon as it appears safe, inspect exits and evacuate the building, if necessary.
2. Oversee roll call.
3. Manage safety teams and report to the principal.
4. Check off inspected rooms on map.
5. Supervise retention and dismissal procedure

## RESPONSIBILITIES OF TEACHERS

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### **Before:**

1. Maintain an accurate, updated class list in classroom emergency manual.
2. Maintain copies of emergency cards in classroom emergency backpacks.
3. Discuss Big Five procedures with your class and hold class drills.
4. Maintain an emergency classroom backpack. Included should be:
5. Check supplies after each emergency drill. If any items need to be replaced, use the check- off sheet in the backpack to inform the office.

### **During and After:**

1. Direct the students to the procedures of the occurring drill.
2. Check for injury of students and reassure students.
3. If directed by the Incident, evacuate students. Take emergency backpacks.
4. Take roll. Hold up the **GREEN** or **RED** card.
5. Carry out assigned tasks.
6. Report any hazardous conditions to the principal
7. Remain at school until dismissed by the principal

## RESPONSIBILITIES OF INSTRUCTIONAL AIDES

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### **During and After:**

1. Drop, cover, and hold along with all students and adults.
2. Check with and care for teacher immediately after tremors have stopped and “all clear” signal has sounded.
3. First check for injuries and reassure students in the class in which you are working, then move to other classes in the same pod.
4. At the direction of the principal’s, assist where your help is needed.
5. Report any hazardous conditions to the principal.

## RESPONSIBILITY OF PARENTS

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### Before:

1. Fill out emergency card and keep it up to date by reporting any changes to the office.
2. Be familiar with school safety policy.
3. Be familiar with policy regarding dismissal of students and reuniting students with parents.
4. Have a home plan:
  - a. Decide who is responsible for children after school hours, especially if children are home alone.
  - b. Decide who will pick up children from school if you cannot pick them up.
  - c. Parents and children should be prepared at home in the event of an earthquake.

### During and After:

1. DO NOT PANIC. Your children will be cared for.
2. Students will
3. DO NOT TAKE YOUR CHILD FROM SCHOOL WITHOUT SIGNING HIM/HER OUT.
4. In the event that phones do not work, have another adult designated to pick up your child if you are unable to come yourself. (*This is necessary for parents who work any distance from school.*) Be sure that person's name is on the emergency card and that you have notified that person.

## RESPONSIBILITIES OF STUDENTS

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### **Before:**

1. Know Big Five procedures.
2. Know the person you line up behind when you reach the evacuation area.

### **During and After:**

1. Stay Calm, your safety and the safety of others depends on you not playing during the emergency.
2. Follow the direction of adults without question, for example: leave the building, sit quietly etc...
3. Always walk and watch where you are going.
4. Stay with your class until given other directions.



## PART 4: School Safety Teams

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### Emergency Response Teams

**Emergency Coordinator:** Phil Hophan, Principal  
**Safety Coordinators:** Mark Zabzdyr, Dean of Students  
Elmer Pamintuan, Head Custodian  
**Liaison Officer:** Christina Macalino, Assistant Principal

**Student Release Team:** Dianna Thomas Carrie Wong  
Despina Taptelis Bridget Record  
Tom Imrey Martin Joyce

**First Aid Team 1:** Doe Newiger  
Julie Nestor  
**Team 2:** Anthony Guglielmone  
David Pettinari

### Search and Rescue Team:

Drew Evangelista	David Coff
Karen McNulty	Elaine Vasquez
Matt Garrett	Mary Fales
Karen Lotti	Linda Ellis

**Facilities Team 1:** Julie Fiore  
Thomas Pineda  
**Team 2:** Kathy Richardson  
Bill McCarthy

### **Sixth Grade Supervision:**

Jack Ewing

Lauren Chiarulli

Jackie Giacomazzi

Barbara Arena

Linda Siguenza

### **Seventh Grade Supervision:**

Rohayah Ramli

Fred Deabler

Kim Drutz

Bernadette Hurley

Carla Pasion

Rachel Magee

### **Eighth Grade Supervision:**

Robert Rodinsky

Scott Spencer

Judith Medieros-Mollo

Shelly Nielsen

### **Entrance Security Team**

Lucy Ensign

Mancho Gonzalez

Petra Kretschmer

Paul Lucich

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## **COMMUNICATIONS/MONITOR RADIO:**

District~Channel 1: Site ~Channel 9

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## **EMERGENCY CONTACT INFORMATION**

### **Central County Fire**

1399 Rollins Road  
Burlingame, CA 94010  
Phone: (650) 558-7600

### **San Mateo County Sheriff's Office**

581 Magnolia Avenue  
Millbrae, CA 94030  
Phone: (650) 259-2300

### **PG & E**

1-800-743-5000

### **Emergency**

9-1-1

## **Emergency Response Team Roles & Responsibilities**

### **Student Release Team**

- ☐ Assist in setup parent check in and check out procedures
- ☐ Communicate with security at entrance of school
- ☐ Complete the school release forms for each student as the parent(s) or legal guardian arrives and obtain signature.
- ☐ Employ student /staff runners to fetch students and escort to student release area for parent pick up.
- ☐ Note any medical treatment on the emergency card and release form and the destination of student.

### **First Aid Team**

- ☐ Provides immediate emergency care to injured
- ☐ Staff should hold current certification in first aid and cardiopulmonary resuscitation (CPR). Evaluate and prioritize victims for treatment.
- ☐ Administer first aid as needed and document injury, treatment, time, and release of students in the patient log
- ☐ Assist in the first aid station set up near Command Center
- ☐ Identify victims of psychological trauma and administer psychological first aid as needed.
- ☐ Notify the Incident Commander of all injuries, actions taken, disposition of injured students, severe injuries, and first aid equipment needs

### **Search and Rescue Team**

- ☐ Staff is responsible for quickly locating and removing injured or trapped victims from school buildings or other areas of the campus but will not remove severely injured individuals.
- ☐ Search and Rescue team members will proceed cautiously and quickly through classrooms and buildings looking and listening for calls for help and visual contact.

- ☐ Report location and status of victims to the Operations Section Chief using two-way radio
- ☐ Leave obvious fatalities in place.
- ☐ Rescue trapped or injured victims and transport to the first aid- triage area. Look for neck and back injuries. Do not move individuals if they have severe injuries.
- ☐ Once search and rescue is completed, the team informs the Operations Section Chief and either receives a new assignment or return Command Center.

### **Facilities Team**

- ☐ Assess the safety of school buildings, by checking the status of the water, gas and electric main lines as well as structural damage of the buildings and walkways.
- ☐ Cord off all dangerous areas using barricade tape or other materials. Secure unsafe buildings or classrooms against re-entry.
- ☐ Shut off the main natural gas line valve if leak is present. Check the electrical panel and incoming water line and shut off only if necessary.
- ☐ Check the campus and surrounding areas for other hazards. Look for leaning trees or downed power lines.
- ☐ Report to the Incident Commander on the status of utilities.

### **Supervision Teams**

- ☐ Responsible for supervision of students in grade level groups once teachers are deployed to Emergency Response teams
- ☐ Keep students seated and calm in grade level groups until parent pick up.
- ☐ Maintain roll sheets when students are excused for pick up.
- ☐ Assess physical and psychological changes of students and report concerns to the Incident Commander

## Building Utilization

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1. Communication and control center	Amphitheater
2. First Aid Area	Library
3. Food Distribution	Kitchen/Shea Center
4. Public Care Facility/Dismissal Area	Shea Center
5. Holding Area	Grass/Shea Center
6. Morgue	E3
7. Community Shelter Area	Shea Center
8. Parent/Community Liaison	Shea Center



## **Utility Shut-Off Locations**

GAS shut-off

By A-Hall, towards the front of school



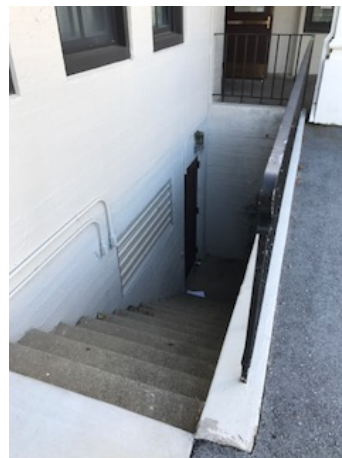
WATER shut-off

Front of school, by B-Hall



ELECTRICAL shut-off

Basement by the B-Hall office entrance



## **PART 5: Resources**

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*The following sign will be posted on all outside doors:*

**FOR SAFETY REASONS  
Taylor Middle School STUDENTS HAVE  
BEEN EVACUATED TO:**

**PLACE:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

# Emergency Attendance Form

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**Room #** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Teacher's Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

***Directions:***

- Line up your class and take roll, this includes students that may not be yours.
- Please mark the appropriate box and clearly write the names of students either missing from or added to your roster. Ie...a student that is not yours or from another class that you took into your lineup.

**Office staff will collect form at the front of line.**

**All students present. List those absent:**

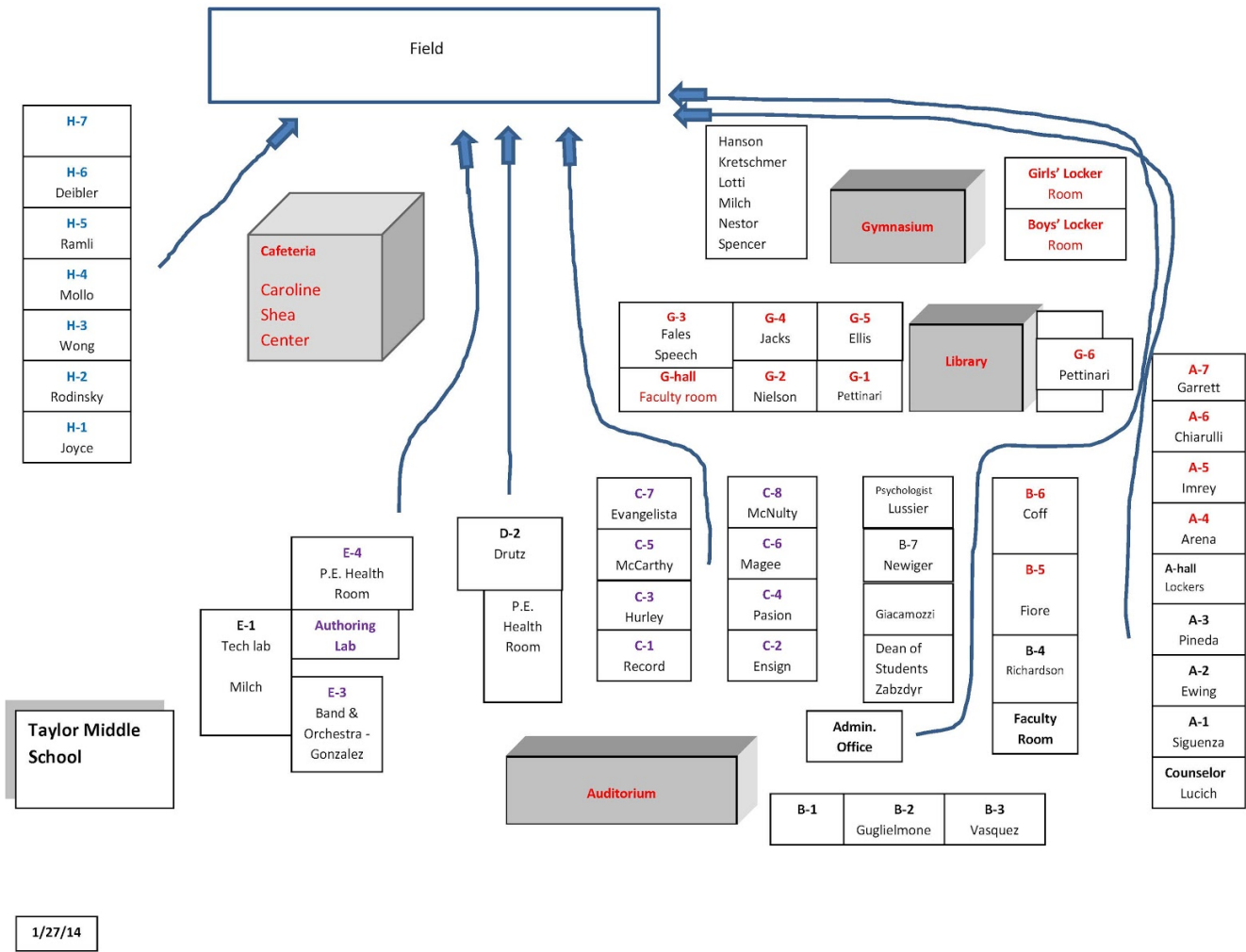
_____	_____	_____	_____
_____	_____	_____	_____

**Missing and/or additional students listed.**

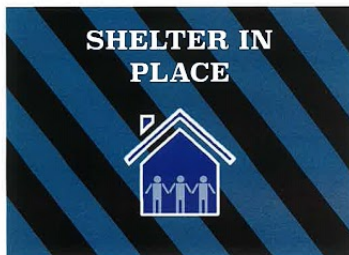
<b>Last Name</b>	<b>First Name</b>	<b>Grade</b>	<b>Additional Comments</b>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



# Taylor Middle School Evacuation Map



# THE BIG FIVE SAFETY PROTOCOL



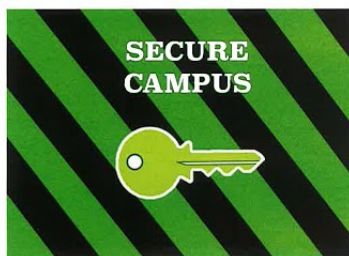
## Shelter in Place

For environmental hazards: Go inside immediately. Close doors, windows, and vents.



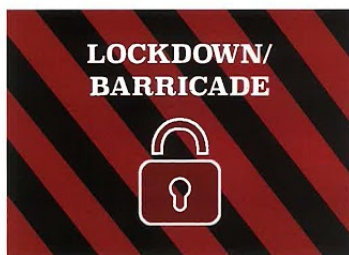
## Drop, Cover, and Hold On

For earthquakes and explosions: Protect from falling debris. Drop to the floor. Take cover and hold on.



## Secure Campus

For potential threats of violence nearby: Go inside the nearest building. Close and lock all doors. Remain inside until threat has passed.



## Lockdown/Barricade

For immediate threats of violence on premises: Go inside. Lock and barricade all doors. Cover windows and turn off lights. Remain quiet and alert.



## Evacuation

When conditions outside are safer than inside: Exit the building, and move to a safe location.



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EDUCATION



Coalition for  
Safe Schools &  
Communities



2016