Comprehensive School Safety Plan

SB 187 Compliance Document

2020-2021

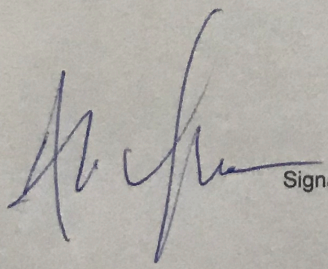
School:	Los Robles-Ronald McNair Academy
CDS Code:	41 68999 0126649
District:	Ravenswood City School District
Address:	2033 Pulgas Avenue
	East Palo Alto, CA 94303
Date of Adoption:	October 21, 2020

Recommendations and Assurances

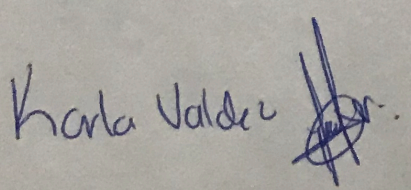
The School Site Council (SSC) recommends this Comprehensive Safety School Plan to the District Governing Board for approval, and assures the Governing Board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with District Governing Board Policy and state law.
2. Under California Education Code 32281, the School Site Council or its delegates formed a school safety planning committee with a minimum of the following members:
3. The School Site Council held a public meeting, at the school, in order to allow members of the public the opportunity to express an opinion about the plan.
4. The School Site Council reviewed the content of the Comprehensive Safety Plan and believes all requirements as outlined in the Ravenswood City School District Comprehensive Safety Plan template have been met.
5. The School Site Council adopted this plan on: October 21, 2020

Attested:

Alex Quezada  Signature of Principal Date 10/21/2020

Karla Valdez Signature of SSC/ELAC Chair Date 10/21/2020



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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January I, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.
Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements: Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. Every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at the school's front office.

Components of the Comprehensive School Safety Plan (EC 32281)

School Safety Committee

The school received input from stakeholders in creating the safety plan. Administrators, teachers, classified staff, and parents contributed to this plan. Safety plans are shared with local law enforcement.

Safety Plan Committee

Name	Position	Signature
Alex Quezada	Principal	
Liz Carlos	Administrative Assistant & Parent	
Jessica Cox	Teacher	

Shared with Law Enforcement

Name	Department	Date

Assessment of School Safety Plan

Los Robles-Ronald McNair Academy is an elementary school with a current enrollment of 207. The enrollment by ethnicity is 95.6% Hispanic-Latino, 3.1% African American, 1% Pacific Islander, and 1% are two or more races. Of that total population, 100% are socio-economically disadvantaged (SED), 91% English Learners (EL), and 37% homeless. Los Robles-Ronald McNair Academy has 9 classroom teachers, 2 additional credentialed teachers, 6 classified staff.

From the 2019-2020 school year, Los Robles-Ronald McNair Academy had 32 office referrals. The majority of the office referrals were for Minor-Physical Contact/Physical Aggression. Last school year, 0 students were suspended out of school and 0 students were expelled.

Data around behavior and attendance are shared with the School Site Council and are shared twice annually when creating the school safety plan and when reviewing the effectiveness of the school safety plan.

Strategies and Programs to Provide and Maintain a High Level of Safety

Los Robles-Ronald McNair Academy uses a positive behavior intervention support system. It provides tier 1 supports like instruction for procedures throughout the school, student recognition, and token economy. It provides tier 2 supports like social skills groups and group counseling. It also provides tier 3 supports like a behavior support plan and individual counseling. Student success teams (SSTs) and Individualized Education Plans (IEPs) can provide additional strategies and support to students.

The school partners with [CASSY / Star Vista / Child Mind Institute] for mental health services. Mental health providers meet with students in groups or one-on-one for typically 12-week cycles. Parents, students, or staff can make referrals for mental health services on campus. The mental health provider regularly meets with school administration. Additionally, the school can refer families to local agencies like Children's Health Council for more support.

Los Robles-Ronald McNair Academy uses the San Mateo County Threat Assessment process on any student who has demonstrated concerning behavior that may be interpreted as violent or aggressive towards an individual or school. The administration and mental health provider will complete the level 1 and if necessary level 2 procedures when discussing the concerning behavior and subject.

Based on data analysis, the School Safety Planning Committee identified two safety-related goals for this school year as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate.

Goal	Current Practice	Action Steps	Resources	Evaluation
Establish a safe and secure campus	The location of the office is unclear to new parents and the main office.	Post visible policy signage in the parking lot, main office, and throughout campus	Visitors stickers; Signs;	Parents and visitors on campus are clearly identified with badges; Signs are visibly posted at the main entrance.

Goal	Current Practice	Action Steps	Resources	Evaluation
Streamlining and codifying emergency procedures	Basic understanding of The Big 5 (San Mateo County)	Review The Big 5 with staff, including Learning Hub partners. Inventory and replenish emergency backpacks	Backpacks; Emergency supplies;	All classrooms are equipped with emergency backpacks; Staff, including Learning Hub partners, is well-versed in The Big 5.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

All Mandated Reporting Staff at Los Robles-Ronald McNair Academy receive annual training for Child Abuse Identification and Reporting Guidelines issued by the California Department of Education. In the event that a staff member believes or has reasonable suspicion of child abuse, they are expected to call Child and Family Services, (650) 595-7922 immediately and submit a written report within 36 hours. CFS will then cross report to the corresponding Police Department.

All staff are expected to complete mandated reporter training annually.

See also Ravenswood CSD Board Policy: BP 5145.9 and BP/AR 5141.4 (a)

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

The Ravenswood City School District follows the San Mateo County procedures of The Big Five.

See Appendix: Safety Plan

(C) School Suspension, Expulsion, and Mandatory Expulsion Guidelines

School policies follow district policies and state laws regarding suspension and expulsion. The suspension and expulsion policy is printed in the student handbook given to the student at the beginning of the year.

A student may be suspended from school by the principal or designee, Superintendent, or Board it is determined that the student has committed an act as defined pursuant to one or more of the subdivisions.

A student may not be recommended for expulsion unless it is determined that the student has committed an act as defined pursuant to one or more of the subdivisions. The process is first the school site will confer with district representation to determine if the behavior offense warrants a recommendation for expulsion. If the Principal recommends expulsion, the case is then presented at the district office in front of two other administrators not connected to the school of origin. The team makes recommendations to the Board who will determine at that point if a student should be expelled from the Ravenswood City School District or not.

See also Ravenswood CSD Board Policy: BP/AR 5144.1, AR 5144.2

(D) Teacher Notification of Dangerous Pupils Procedures

Teachers are sent the list of students over the last three years who have been suspended or expelled and the reasons why. Additionally, staff are notified when a student is suspended from Los Robles-Ronald McNair Academy via email that the suspension was recorded in Infinite Campus. The suspension and incident is discussed with the teacher.

Additionally upon the receipt of the records of a new student during the school year, the office staff will review the record and notify the administration if there are additional documents needing review in the cumulative records.

When students are administratively transferred from one site to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school are notified by the school administration and a meeting is held prior to transfer.

When the district receives information from the juvenile court system that a student has been convicted of a serious or violent crime requiring teacher notification, the principal will notify the teacher.

(E) Discrimination and Harassment Policy

Ravenswood City School District Board of Education prohibits bullying, harassment, discrimination, intimidation, or cyberbullying of any student. Prohibited behavior includes physical, verbal, nonverbal, or written conduct that is so severe or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose of effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities.

Complaint of bullying, including cyber bullying

Students may submit a verbal or written complaint about bullying to a teacher or administrator. Complaints about bullying must be investigated and resolved by following site-level grievance procedures described in AR 5145.7 – Sexual Harassment.

See also Ravenswood CSD Board Policy: BP 5131 and BP/AR 5145.7

Complaint of discrimination or harassment

The Director of Human Resources is the District Coordinator for Nondiscrimination. Any student who feels that they have been subjected to discrimination or harassment should contact the Director of Human Resources, the principal, or any other staff member. Any student or school employee who observes an incident of discrimination or harassment should report the incident to the Director of Human Resources or the principal whether or not the victim files or wants to files a complain. Discrimination/harassment complaints are investigated in accordance with site-level grievance procedures specified in AR 5145.7 – Sexual Harassment.

See also Ravenswood CSD Board Policy: BP 5145.3 and BP/AR 5145.7

Complaints of hate-motivated behavior

Any students who believes they are a victim of hate-motivated behavior should contact the Director Human Resources or the principal. The Director of Human Resources or the principal shall immediately investigate pursuant to the site-level grievance procedures specified in AR 5145.7 – Sexual harassment.

See also Ravenswood CSD Board Policy: BP 5145.9 and BP/AR 5145.7

Complaints of sexual harassment

A student should contact their teacher or any other employee. Within 24 hours of receiving a student complaint of sexual harassment, an employee should immediately report it to the Director of Human Resources/Principal.

Administrators' responsibilities regarding any student complaint under the sexual harassment grievance procedure, described in detail in AR 5145.7, include the following:

- Notice and receipt of complaint
- Initiation of an investigation
- Initial interview with the student
- Investigation process
- Interim measures that may need to be taken
- Optional mediation
- Factors to take into account to reach a decision about whether prohibited harassment has occurred
- Required written report on findings and follow-up

See also Ravenswood CSD Board Policy: BP/AR 5145.7

(F) Schoolwide Dress Code

Students and their parent/guardian hold the primary responsibility in determining the student's personal attire, hairstyle, jewelry, and personal items. The staff at Los Robles-Ronald McNair Academy is responsible for ensuring that student attire, hairstyle, jewelry, and personal items do not interfere with the health or safety of any student and do not contribute to a hostile or intimidating environment for any student.

At the heart of our policy, we believe that:

- Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming;
- Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity;
- Students and staff are responsible for managing their personal distractions; and
- Students should not face unnecessary barriers to school attendance.

Students may not wear clothing, jewelry, or personal items that:

- Are pornographic, contain threats, or that promote illegal or violent conduct such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia;
- Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups;
- Intentionally show private parts (nipples, genitals, buttocks). Clothing must cover private parts in opaque (not able to be seen-through) material;
- Cover the student's face to the extent that the student is not identifiable (except clothing/headgear worn for religious or medical purposes); or
- Demonstrate gang association/affiliation.

Attire worn in observance of a student's religion is not subject to this dress code. Additionally, this policy allows for reasonable variation in required student attire for participation in activities such as physical education.

See also Ravenswood CSD Board Policy: BP/AR 5132(a) and (b)

(G) Procedures for safe ingress and egress of pupils, parents, and employees to and from school site

During the phase of limited re-opening, all people on campus are to report to the office for a temperature check. If a person has a temperature higher than 100.4 degrees, they are not allowed to stay on campus. All people on campus must wear a face covering and maintain physical distancing. All people are encouraged to stay home and away from campus if they are feeling any symptoms.

The below is for when we are able to have students return to pre-COVID-19 procedures.

School bus transportation is available for students to get to and from school. At designated corners, there are crossing guards to support students walking to bus stops and to schools.

Students are expected to wait at their designated bus stop. Families should complete the transportation form and return it to the main office so that the student's bus stops are accurately recorded.

While riding in a district vehicle, students are expected to maintain appropriate behavior. Bus schedules can be found at the main office.

Student supervision on campus begins at 8:00am. Students should not arrive at campus prior to 8:00am.

Students who arrive tardy are to check into the main office before reporting to class. Students who leave early are checked out through the main office and released to the parent or designee from the emergency form. Identification is requested.

Adults coming on to campus are all directed to check in with the main office and have their visitor/volunteer badge visible at all times. If an adult or unfamiliar face is seen on campus, they will be asked to either check in with the main office or are escorted off campus.

After school, students should go directly to the appropriate dismissal areas. Students attending an after school program should report immediately to the after school program. Students riding the bus should report to the bus area. Students walking or riding bikes home should do so immediately after dismissal. Students waiting for pick up for family should wait in front of the school, near the flagpole and main office.

See also Ravenswood CSD Board Policy: BP/AR 5142.2

Attendance

During the phase of distance learning, students are considered attending school if they are participating in synchronous and asynchronous lessons. Teachers track attendance daily. When students are not engaged for 60% of the week, this necessitates the re-engagement plan to support a student to connect to their learning. In this plan, the school and district attempts to mitigate barriers to student engagement.

The below is for when we are able to have students return to pre-COVID-19 procedures.

Student attendance is very important. When your child is at school, they are able to learn from their teacher and build relationships with their classmates. Please try to schedule appointments outside of school hours. If you are unable to schedule an appointment outside of school hours, please bring your child to school before and/or after the appointment.

Parents have access to Infinite Campus to check absences online. If you would like support in accessing Infinite Campus, please contact the main office.

If your child is absent please make sure to report the absence with a note or phone call to the main office within 5 days. Please remember to submit doctor notes.

The district has a student attendance review board (SARB). If your child has 3 unexcused absences, you will receive your first notification of truancy. If your child has 6 unexcused absences, you will receive your second notification of truancy. If your child has 9 unexcused absences, you will receive your third notification of truancy and have a pre-SARB meeting. This meeting is to help support the family with coming to school. If your child has 12 unexcused absences, then you will receive your fourth notification of truancy and have a SARB hearing.

If your child has 14 excused absences, you will need to bring a physician’s verification of absence for any further absences.

A student is considered chronically absent if they are absent, excused and unexcused, for 10% at any time of the school year. If a student is enrolled for the entire school year, they are chronically absent if they were absent for 18 days.

See also Ravenswood CSD Board Policy: BP 5145.9 and BP/AR 5113

(H) Safe and orderly environment conducive to learning at the school

Our school creates a safe and orderly environment through our PBIS systems. We teach students the behaviors, expectations, and procedures we want to see. We hold class meetings or advisory to build relationships with students. Additionally we have assemblies and activities to recognize student learning and progress with academics and behavior.

During distance learning it is still important to create a safe and orderly environment. It is more important than ever for classes to build strong, positive relationships with each other.

Recess

When we are on campus, recess includes free or organized play. We utilize our staff and partnerships with nonprofits to support safe play by students.

Parent Participation

We welcome parent participation through School Site Council (SSC), English Learner Advisory Council (ELAC), family events, parent meetings, and volunteering. When visiting school, please sign in at the main office. If you are visiting the classroom or planning to volunteer, this should be coordinated prior to your arrival at school.

Volunteering

If you would like to volunteer, please complete the online volunteer application that is found on the district website. In addition to the application, proof of TB test results and fingerprints will need to be completed.

Medication

All medication needs to have accompanied up-to-date Ravenswood City School District paperwork signed by the physician and signed by parents/guardians. In addition, medication must be turned in to the office unless the physician's documents state otherwise.

After School Programs

Each school has an after school program from dismissal until 6:00pm. Applications for the after school programs are available in the main office. Applications are taken on rolling admission depending on space. If the grade level is full, student applications are recorded for a waitlist maintained by the after school program coordinator. After school programs provide homework support, enrichment activities, and supper.

See also Ravenswood CSD Board Policy: BP/AR 5131, BP 5131.4, BP/AR 5137, BP/AR 5138, BP/AR 5145.12

(I) Rules and procedures on school discipline

The school discipline policy is summarized in the student/parent handbook which goes home with every student at the beginning of the year.

STUDENT BEHAVIOR POLICY

The staff of Los Robles-Ronald McNair is committed to providing an educational and productive environment. If we are to attain positive outcomes, all members of the Los Robles-Ronald McNair community, the staff, the students, and the parents, need to cooperate and interact with one another in a responsible, controlled and respectful manner.

The Student Behavior Policy of Los Robles-Ronald McNair was developed and revised with input from students, parents, and teachers. The general summary is not all-inclusive, nor is it intended to alter in any way the Ravenswood City District Behavior Policy. If any difference of interpretation shall occur, the actual Board Policy shall prevail.

THE POLICY'S PURPOSE

TheLos Robles-Ronald McNair Student Behavior Policy is intended to provide guidance to students, parents, teachers, and administrators regarding the responsibilities and rights of each in contributing to a desirable school atmosphere.

EXPECTATIONS OF PARENTS:

Parents are expected to support their students through cooperation with school personnel and by assuming responsibility in assisting their students to maintain appropriate standards of behavior and attendance.

EXPECTATIONS OF STUDENTS:

Students atLos Robles-Ronald McNair are expected to exert the self-discipline necessary to conduct themselves in a manner that shows respect for themselves and other members of the school community.

Any behavior that interferes with the educational program of Los Robles-Ronald McNair or that is adverse to the welfare of other students will not be tolerated and will be dealt with according to the rules and regulations of Ravenswood City School District and the state laws regulating students' behavior and discipline.

VIOLATIONS INCLUDE, BUT ARE NOT LIMITED TO:

- Disrupting school activities or otherwise defying the valid authority of school personnel.
- Cheating, plagiarism or forgery in connection with academic endeavors or school processes or procedures.
- Leaving class, campus or assisting others to leave campus without permission during school or lunch times.
- Committing an obscene act or engaging in profanity/vulgarity.
- Passionate embracing or kissing, petting and other intimate gestures not considered appropriate.
- Inappropriate use of cell phone
- Gambling.
- Loitering in unauthorized areas: parking lot, halls, restrooms, off campus, field areas etc.
- Riding bicycles, skateboards or using roller blades anywhere on campus.
- Chewing gum, littering or creating a mess with food.
- Disobeying bus rules.
- Destroying or defacing school property or the property of others including inappropriate activity with school technology.
- False fire alarms/bomb threats or committing arson.
- Possession of a dangerous object/weapon (firearm, knife, explosive, lighters, matches, chains, etc.)
- Committing or attempting to commit robbery/extortion.
- Committing theft or possession of stolen property or contraband.
- Smoking, possession, or use of cigarettes or tobacco, including chewing tobacco or tobacco like substances.

- Use, possession or sale of drugs, drug paraphernalia, alcohol or any other controlled substance.
- Representing any substance as a drug with respect to possession, use or sale is a violation and equivalent to the possession, use or sale of any controlled substance.
- Fighting or provoking a fight.
- Threatening or assaulting another person.
- Harassing, teasing, hazing or verbally abusing another person or group of individuals.
- Causing or attempting to cause physical injury to another person.
- Sexual harassment
- Committing a hate crime – an act or attempted act against the person or property of another individual or institution which in any way manifests evidence of hostility toward the victim because of his or her actual or perceived race, religion, disability, gender, nationality or sexual orientation. This includes, but is not limited to, threatening telephone calls, hate mail (including any sent by e-mail, Internet or other form of electronic communication), physical assault, vandalism, cross burning, destruction of religious symbols, or fire bombings.

One or more of the following consequences may be applied:

1. Student and/or parent conference
2. Student Study Team/counseling referral
3. Campus restrictions of student privileges
4. Confiscation of item(s). Item(s) will be returned only to parents.
5. After school detention and/or work detail
6. Suspension (either on- or off-campus) from class and/or school
7. Suspension from school activities
8. Payment for damages, restitution and/or secret witness reward
9. Involuntary transfer to another class
10. Academic Integrity Notification Letter
11. Mitigated behavior contract
12. Law enforcement notification
13. Expulsion

Severity Clause: Infractions deemed to be more serious than normal may result in administrative action beyond usual consequences.

DETENTION PROCEDURES

1. Detention may be held afterschool up to one hour after the close of the maximum school day.
2. Detention must be completed when required or else the student may end up with additional days of detention.
3. Students who make no effort to attend or to obtain permission to miss detention may receive: Further consequences. This may include eligibility to participate in extracurricular activities.
4. If a student will miss the school bus due to detention, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee notifies the parent/guardian.
5. During detention, students are encouraged to use time for schoolwork and are required to be quiet, cooperative and awake. In addition, they are given an opportunity to write a reflection on their behavior. Students shall remain under the supervision of a certificated employee during the period of detention.
6. The administration reserves the right to consider all circumstances in application of this policy.

NON-DISCRIMINATION STATEMENT

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived medical information, race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics. Students, parents, or guardians of students who have concerns about these regulations should contact: Toni Stone, Director of Human Resources, 650-329-2800 ext.60114.

UNIFORM COMPLAINT PROCEDURE

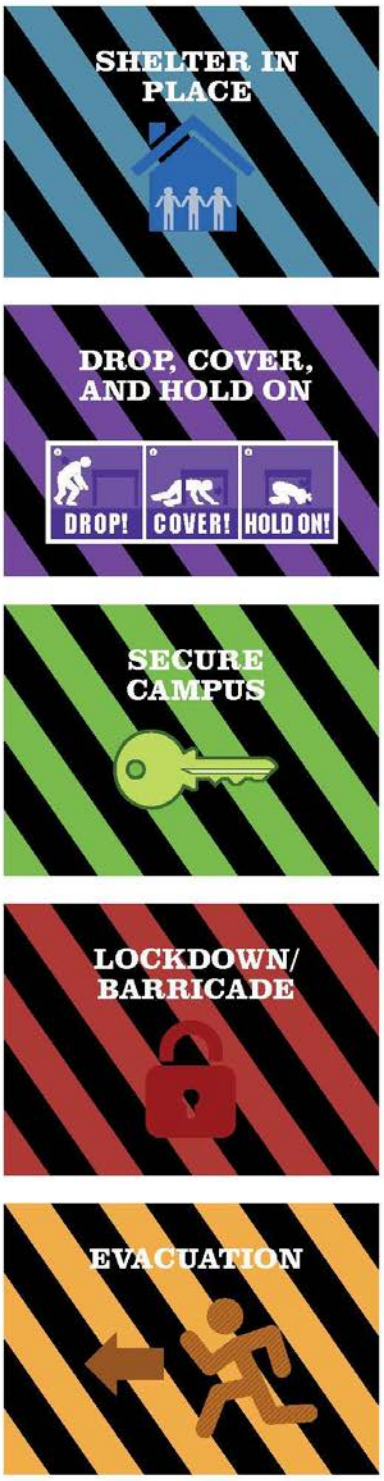
The Ravenswood City School District Board of Trustees recognizes that the District has primary responsibility for insuring that it complies with state and federal laws and regulations governing educational programs. The District will investigate and seek to resolve complaints at the local level. The District will follow uniform complaint procedures when addressing complaints alleging unlawful discrimination or failure to comply with state or federal law in all education programs. Complaints should be filed with the District Complaint Officer, Toni Stone. See your school principal to review regulations for procedures in filing a complaint, to get information relating to complaints that are investigated directly by state agencies and to receive information regarding your legal rights.

See also Ravenswood CSD Board Policy: BP/AR 5131.5. 5131.6, BP/AR 5131.62, BP/AR 5131.63, BP/AR 5131.7, BP/AR 5144

Appendices

Safety Plan

The Big Five



The Big Five

Community Packet

2020-21

Immediate Action Emergency Response for Schools

Coalition for Safe Schools & Communities

SAN MATEO COUNTY OFFICE OF EDUCATION

STEERING COMMITTEE

COALITION FOR SAFE SCHOOLS AND COMMUNITIES STEERING COMMITTEE

AGENCY/DISTRICT	REPRESENTATIVE	POSITION/TITLE
Bayshore Elementary School District, San Mateo County Superintendents Association	Audra Pittman	Superintendent
County of San Mateo Human Services Agency	Jennifer Valencia	Director, Children and Family Services
County of San Mateo Human Services Agency	Trisha Howard	Emergency Response Manager
Jefferson Union High School District	Dorene Basuino	Student Services
Police Chiefs and Sheriff Association	Ed Barberini	Association President; Chief of Police, San Bruno
San Mateo Consolidated Fire	Bill Euchner	Battalion Chief
San Mateo County Behavioral Health and Recovery Services	Toni Demarco	Deputy Director
San Mateo County Board of Supervisors	Chris Hunter	Chief of Staff, Don Horsley
San Mateo County Board of Supervisors, District 5	Ann Keighran	Legislative Aid, David Canepa
San Mateo County Community College District	Bill Woods	Director of Public Safety
San Mateo County Counsel	Claire Cunningham	Chief Deputy County Counsel
San Mateo County Counsel	Adam Ely	Deputy County Counsel
San Mateo County Office of Education	Nancy Magee	County Superintendent
San Mateo County Office of Education	Jeneé Littrell	Deputy Superintendent, Student Services
San Mateo County Office of Education	Mary McGrath	Director, Safe and Supportive Schools
San Mateo County Office of Education	Patricia Love	Administrator, Strategy and Communications
San Mateo County Office of Education	Molly Henricks	Coordinator, School Safety and Risk Prevention
San Mateo County Office of Education	Donna Sims	Consultant, The Big Five
San Mateo County Probation	Michelle Kozul	Director, Juvenile Division
San Mateo County Schools Insurance Group	Tom Ledda	Senior Loss Control Analyst
San Mateo County Sheriff's Office, Homeland Security Division	Scott Kirkpatrick	Captain, Office of Emergency Services and Homeland Security
SMUHSD, 9-12 School Districts Services	Don Scatena	Director of Student Services
SUHSD, 9-12 School Districts Services	Jarrett Dooley	Director of Student Services

FOREWORD

FOREWORD

With 23 school districts and 20 law enforcement agencies across San Mateo County, it is essential to share a common language and understanding of immediate response protocols in the event of an emergency in our schools and communities. San Mateo County's Big Five protocol provides this shared understanding and has become the cornerstone of emergency response for our nearly 94,000 students across 20 municipalities and unincorporated areas.

Developed in 2014 after a year-long stakeholder engagement process involving professionals from education, law enforcement, fire, public health, government, and the community at large, the Big Five provides five immediate action responses in any given emergency. These include Shelter in Place; Drop, Cover, and Hold On; Secure Campus; Lockdown/Barricade; and Evacuation.

The Big Five is under constant review by the Coalition for Safe Schools and Communities Steering Committee. The Steering Committee not only meets monthly, but also analyzes challenges as they arise and makes recommendations.

In addition to the Big Five, the Coalition for Safe Schools and Communities portfolio now includes the following countywide protocols: *Student Threat Assessment*, *Suicide Prevention Toolkit*, *Child Sexual Abuse Protocol*, and *CSEC and Human Trafficking Protocol for Educators*.

The Coalition's 2019 release features the newly developed *Emergency Management Resource Guide* which includes evidence-based practices in the four phases of emergency management: Mitigation/Prevention, Preparedness, Response, and Recovery.

By expanding these additional recommended practices and resources, the Coalition for Safe Schools and Communities continues to fulfill its vision to create and sustain safe and positive school and community environments so all youth in the county may thrive and succeed.

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DISASTER SERVICE WORKER

California Government Code, Section 3100, Title 1, Division 4, Chapter 4 states that public employees are Disaster Service Workers and are 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 or any county, city, city and county, state agency or public district. The law applies in 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, employees' Workers Compensation coverage becomes the responsibility of state government (OES), but the employer pays the overtime. These circumstances apply only when a local or state emergency is declared.

To provide effective support as a Disaster Service Worker, employees must have the confidence their own families are well prepared 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/work site.

CALLING 911

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.

When calling 911 be prepared to remain on the phone and 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.

WHEN REPORTING AN EMERGENCY:

- Remain calm and speak slowly and clearly
- Be prepared to 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 Dispatcher 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:

- Cell phone calls to 911 are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match city boundaries
- Know your cell phone number and be prepared to give the dispatcher an exact address

When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time they ask for it.

DRILLS AND EXERCISES

It is essential for school and district staff to conduct drills and engage in various preparedness exercises. Exercises should occur on a regular basis and include key school staff and local partners. A standardized and compliant emergency management plan utilizes a graduated approach to drills. Begin simply with orientation activities then increase to more complex and sophisticated drills and exercises. Use drills and exercises to:

- Reveal gaps in preparedness
- Identify resource and supply needs
- Improve coordination between the school and community
- Clarify roles and responsibilities
- Increase overall level of emergency readiness, including response capacity of all staff and students

STRATEGIES FOR TRAUMA-INFORMED DRILLS:

Use a **TRAUMA-INFORMED** and developmentally appropriate approach to drills. Children are sensitive to adult behavior, so during drills staff should exhibit confidence and remain calm.

- Always announce drills in advance and prepare all participants, since "surprise" drills can cause unnecessary panic
- Prioritize the most serious gaps and focus on the specific objectives
- Make sure your school is ready for the type of drill planned
- Allow enough time for the exercise
- Gradually increase sophistication of exercise, but do not add unnecessary complications
- Adults should monitor students during the drill for signs of emotional distress and provide support accordingly
- Evaluate every exercise and conduct a debrief with staff and students

TYPES OF DRILLS AND EXERCISES:

- Orientation Seminar: Introduces emergency policies and procedures to new staff and students, allows for discussion and clarifying questions
- Drill: Simulates an incident in a limited scope, tests function of emergency plan, initiates informal discussion of simulated emergencies
- Tabletop Exercises: Simulates an emergency situation in an informal, stress-free environment, elicits discussion and clarifying questions
- Functional Exercise: Simulates a real emergency under time-sensitive conditions, tests and measures seldom-used resources
- Full-Scale Exercise: Tests an entire community's response capability, uses real equipment, takes place in "real time"

THINK ON YOUR FEET

In the event of an emergency, quick thinking is imperative for survival. During a crisis situation, an individual will have to think on their feet to 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 and others.

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 experiencing a dangerous situation to first deny or rationalize 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 training staff and students to act decisively and remain flexible with a "think on your feet" approach.

LOOK, LISTEN AND LEAVE: FIRE ALARM

The **LOOK, LISTEN, AND LEAVE** protocol is a an additional skill important to address when training the "think on your feet" mindset. At the sound of a fire alarm, staff and other leaders should take a moment to assess the scene before evacuating. The three steps of **LOOK, LISTEN, AND LEAVE** are:

- **LOOK** - open the classroom door and look out. Do you see smoke or fire? Is the path to your pre-planned evacuation spot clear of obstacles? Do you notice anything out of the ordinary?
- **LISTEN** - in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?
- **LEAVE** - having determined it is safe to do so, direct students to leave the room toward the pre-determined evacuation spot.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

The Big Five is a set of **IMMEDIATE ACTION RESPONSES** intended to be implemented quickly in any variety of emergency situations. When an emergency occurs, it is critical that staff members take *immediate* steps to protect *themselves*, their *students*, and *other people* on campus.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must also be taught how to implement each of The Big Five protocols.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

BIG FIVE ACTION	WHEN	WHAT
SHELTER IN PLACE	Environmental hazards, dangerous air quality due to smoke or other contaminants, fire off-site, dangerous wildlife in the area, or severe weather.	Isolate students and staff from the outdoor environment. Go inside immediately and close doors, windows, and air vents. Shut down air conditioning/heating units.
DROP, COVER AND HOLD ON	Earthquake, explosion, or falling debris.	Protect students and staff from falling debris, drop to the floor, take cover under heavy furniture and hold on.
SECURE CAMPUS	Potential threat of violence in the surrounding community and/ or police activity off-campus but nearby.	Close and lock all classrooms/office doors. All students and staff remain locked inside until otherwise directed. Continue instruction as planned.
LOCKDOWN/ BARRICADE	Violent intruder on campus.	Go inside, lock and barricade all doors. Cover windows and turn off lights. Remain quiet and alert. No one is allowed to enter or exit for any reason unless directed by law enforcement.
EVACUATION	Bomb threat, chemical/gas leak, fire inside the building or nearby premises, severe weather alert, after an earthquake or explosion, or when implementing Student Release/Reunification.	Lead students and school staff from school buildings to a predetermined location.

For more information about specific hazards, see *Emergency Management Resource Guide*.

SHELTER IN PLACE

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

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- External chemical release
- Fire in the community
- Hazardous material spills
- Unhealthy air quality outside

A Shelter-in-Place response because of air contamination requires that the HVAC systems be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.

SHELTER IN PLACE:

- Requires an understanding that all heating, air conditioning, and ventilation systems may need to be shut down immediately
- Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- Requires an understanding that any gaps around doors and windows may need to be sealed
- Allows for free movement within classrooms or offices

DROP, COVER, AND HOLD ON

DROP, COVER AND HOLD ON is the immediate action taken in the event of an earthquake or explosion and protects students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies:

- Earthquake
- Explosion

In the event of an explosion, earthquake, or other event causing falling debris, immediately "DROP, COVER, and HOLD ON." Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can secure against an interior wall and lock the wheels. Protect head by covering with arms if possible.

DROP, COVER, AND HOLD ON:

- Must be practiced for immediate and automatic response
- Is the single most useful action to protect from injury in an earthquake
- In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- Requires an awareness that most injury in earthquakes is caused by breaking glass or falling objects
- Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Requires alert attention to aftershocks
- Requires that staff and students assist those with special needs to ensure safe cover for all
- Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone

SECURE CAMPUS

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

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

- Potential threat of violence in the surrounding community
- Law enforcement activity in the surrounding community

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

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

SECURE CAMPUS:

- Is intended to prevent a potential threat present in the community from entering campus
- Heightens school safety while honoring instructional time
- Requires that all exterior classroom / office doors are locked and remain locked
- Is intended to prevent intruders from entering occupied areas of the building
- Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander

LOCKDOWN / BARRICADE

LOCKDOWN / BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed to do so 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

Lockdown/Barricade requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by Law Enforcement or School Incident Commander.

LOCKDOWN / BARRICADE:

- Is a response to an immediate danger; it is not preceded by any warning
- Demands quick action; an active shooter, for example, can fire one round per second
- Requires common sense thinking under duress; do what must be done to best ensure survival of students and staff
- If it is possible to safely get off campus with students, take that action immediately (Run)
- If it is not possible to get off campus, quickly lockdown inside a safe room and barricade the entrance (Hide)
- Once a room is secured, no one is allowed to enter or exit under any circumstances
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)

LOCKDOWN / BARRICADE

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 must think on their feet to quickly determine the best course of action.

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 cellphones
- If unable to find cover inside a secure room, quickly seek out a hiding place on campus

LOCKDOWN / BARRICADE

THINK ON YOUR FEET *(continued)*

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

LOOK, LISTEN, AND LEAVE: FIRE ALARM

- **LOOK** - open the classroom door and look out. Do you see smoke or fire? Is the path to your pre-planned evacuation spot clear of obstacles? Do you notice anything out of the ordinary?
- **LISTEN** - in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?
- **LEAVE** - having determined it is safe to do so, direct students to leave the room toward the pre-determined evacuation spot.

EVACUATION

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

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

- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Fire
- Earthquake

In the event of an explosion, earthquake, or other event causing falling debris, **EVACUATION** will be preceded by a **"DROP, COVER, and HOLD ON"** protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

THINK ON YOUR FEET:
LOOK, LISTEN, AND LEAVE - FIRE ALARM

Before evacuation, take a moment to look outside the door for any potential dangers. Listen for anything unusual that might pose a safety risk. Once it's determined the path is safe, evacuate the office or classroom to a designated safe area.

EVACUATION:

- Requires exit from the building to a designated safe site, on-campus or off-site
- May require that students and staff rely on district bus transportation
- May require staff to exit via alternate routes based on circumstances
- Requires that students remain with assigned teachers unless circumstances prohibit it
- Requires that staff and students assist those with special needs to ensure for safe egress of all

EVACUATION

EVACUATION ROUTES:

Take care in choosing a designated evacuation area. Consider whether there is a clear route to the area from all parts of the campus, and whether it is far enough away in the case of a fire or gas leak, but close enough to be reached on foot. Consider also having multiple designated evacuation areas in the event one is obstructed or otherwise becomes unsafe during an emergency. Make sure there is a clear, unblocked path onto campus for emergency vehicles. Be sure to include evacuation to designated area(s) as part of drills and training.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION:

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, 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 WHEELCHAIR-USING INDIVIDUALS:

- 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

EVACUATION

STUDENT RELEASE AND REUNIFICATION:

After an evacuation, it may be necessary to have parents and guardians pick up their children at a different time and/or location. The student release and reunification process is designed to ensure that students rejoin their parents or guardians in a way that is both efficient and safe. School staff practice the special release and reunification process throughout the school year in order to be ready. Parents and guardians can also take steps to help ensure the student release and reunification process runs smoothly:

- Make sure information on your child's school emergency card is up-to-date, this includes the names of people authorized to pick up your child as well as the best phone number and email address to use to reach you. If you cannot pick up your child, school staff will release your child only to individuals already listed on the emergency card on file at the school.
- Bring your photo ID to pick up your child.
- Be sure to let the individuals authorized to pick up your child know that they must bring a photo ID to show school staff before they will release your child to them.
- Follow the direction of school staff or law enforcement personnel who are involved in the student release process.
- Be patient – this process can take a long time.
- Make sure you are familiar with the Big Five Emergency Response Protocols and discuss them at home with your child.

In some cases, exceptions to the student release and reunification may be made. These can vary by school and situation. For example, in some situations, students could be released to an off-site after school program in which they are already enrolled, or high school students may be released to transport themselves home. Depending on the situation, members of law enforcement may be on campus to conduct an investigation. Also, counselors may be on hand to offer support to students, staff, and parents or guardians.

FIRST AID: TRIAGE

First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.

THE BASICS OF FIRST AID RESPONSE:

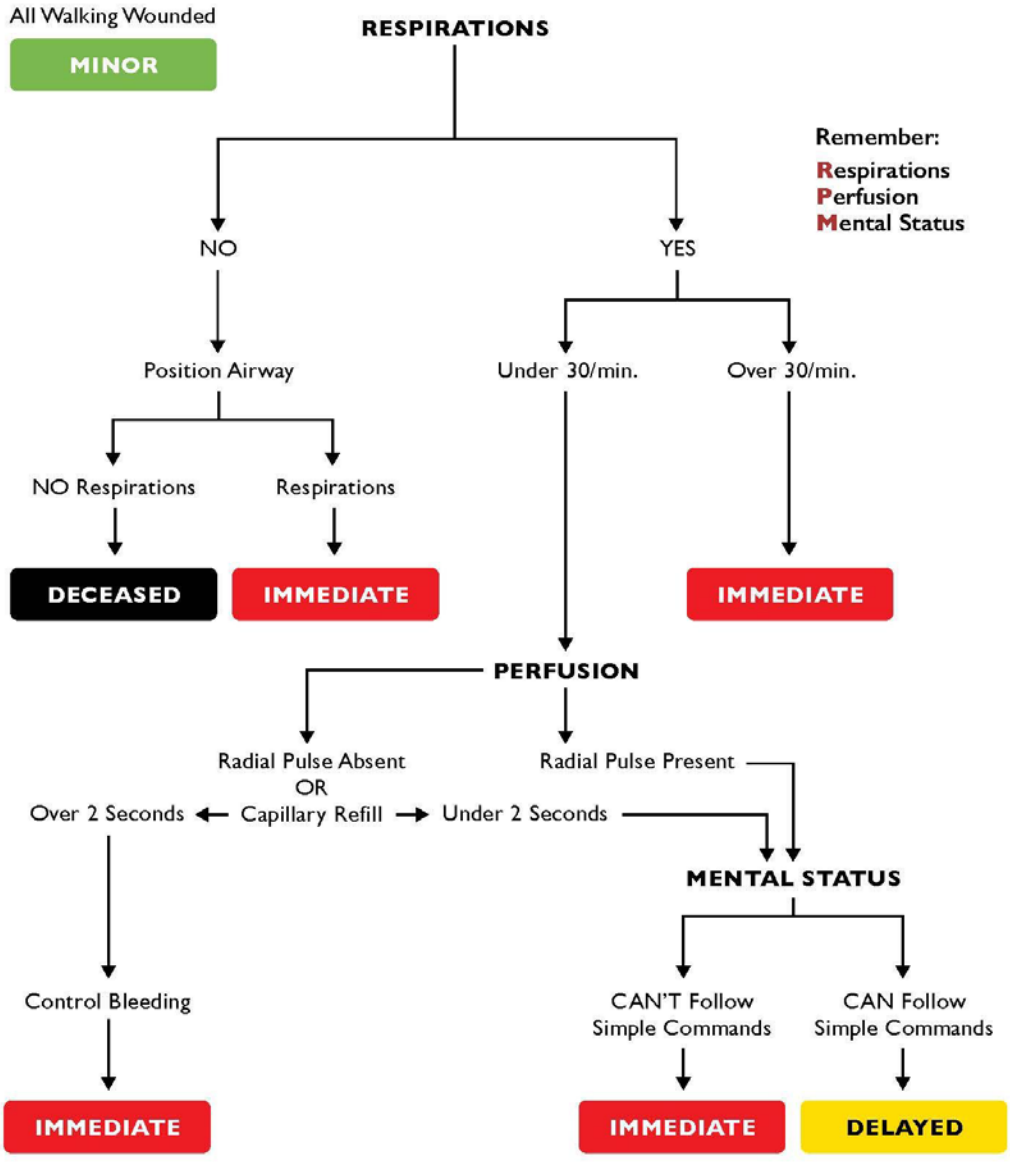
- Remain calm and assess the situation
- Be sure the situation is safe for the responder
- In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call **911** immediately
- Do NOT move a severely injured or ill person unless absolutely necessary for immediate safety
- If moving is necessary, protect the neck by keeping it straight to prevent further injury

RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS:

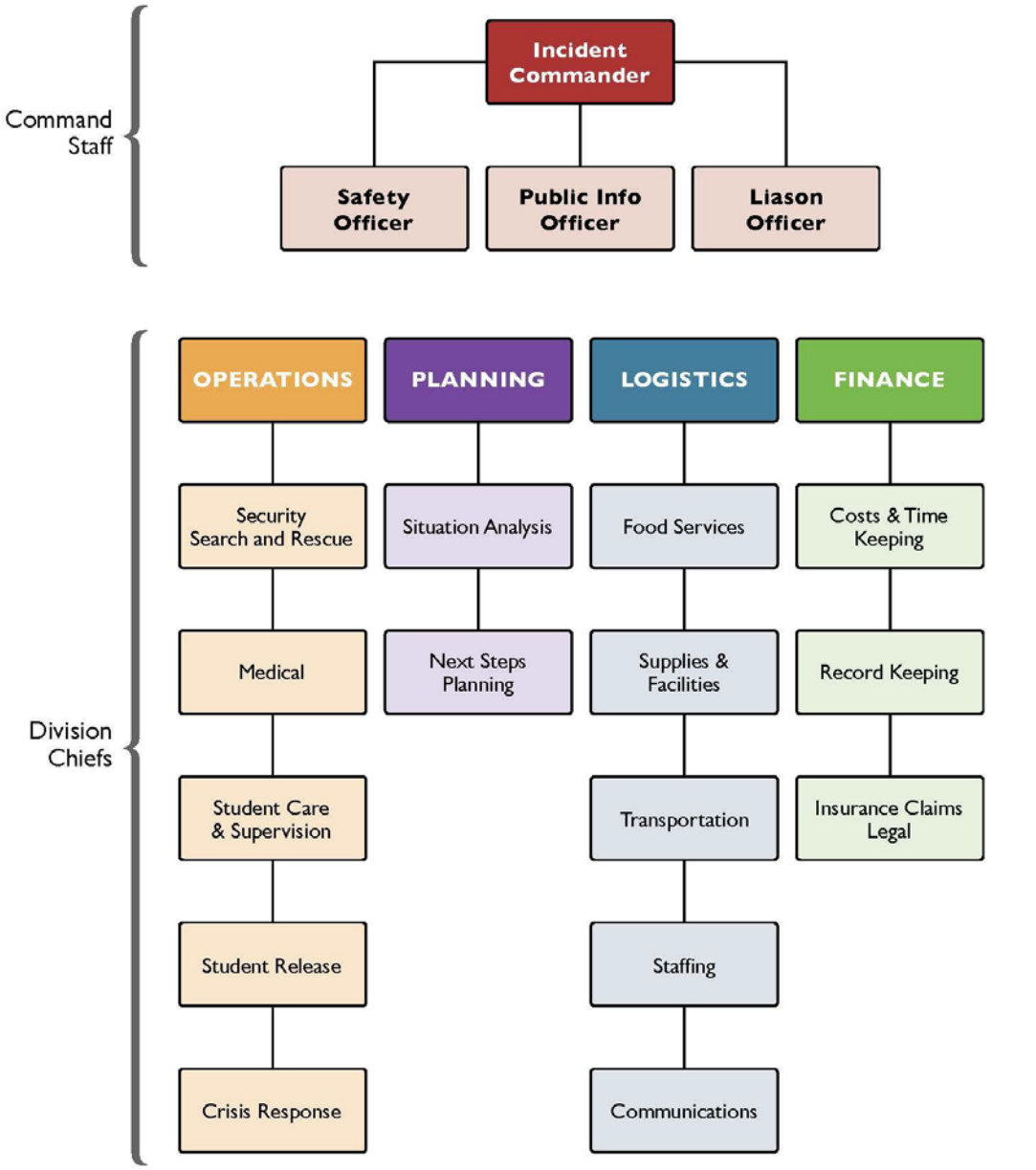
1. Portable stretcher and cot with waterproof cover
2. Ten Triage Tags
3. Blankets, sheets/pillows/pillow cases (disposable covers are suitable)
4. Wash cloths, hand towels, and small portable basin
5. Covered waste receptacle with disposable liners
6. Bandage scissors, tweezers
7. Disposable thermometer
8. Pocket mask/face shield for CPR
9. Disposable latex free gloves
10. Cotton-tipped applicators, individually packaged
11. Assorted Band-Aids (1″× 3″)
12. Gauze squares (2″× 2″; 4″× 4″), individually packaged
13. Adhesive tape (1″ width)
14. Gauze bandage (2″ and 4″ widths) rolls
15. Ace bandage (2″ and 4″ widths)
16. Splints (long and short)
17. Cold packs
18. Triangular bandages for sling and safety pins
19. Tongue blades
20. Disposable facial tissues, paper towels, sanitary napkins
21. One flashlight with spare bulb and batteries

FIRST AID: TRIAGE

In **TRIAGE**, patients are classified with a color tag to indicate the level of urgency. Those colors are displayed in this diagram.



SCHOOL INCIDENT COMMAND CHART



Safety Plan Details

Assignments
The Incident Command Team is led by the Principal (Incident Commander)

Roles and Responsibilities

Incident Commander
The Incident Commander (Principal) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. Specific duties of the Incident Commander may include:

- Periodically assessing the situation.
- Directing the Incident Command Team and all other emergency teams.
- Determining the need for, and requesting, outside assistance.
- Periodically communicating with the Local District Superintendent.

In the event of a major emergency, government agencies and/or the American Red Cross may need to use school gym facilities. The Incident Commander will coordinate with authorities to ensure cooperation.

Public Information Officer
The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the Public Information Officer may include:

- Periodically receiving updates and official statements from the Incident Commander.
- Maintaining a log of PIO actions and all communications.
- Periodically interacting with the media and District Communications.
- Preparing statements for dissemination to the public.
- Ensuring announcements and other public information are translated into other languages as needed.
- Monitoring news broadcasts about the incident and correcting any misinformation.

Safety Coordinator
The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible under the circumstances that exist. Specific duties of the Safety Coordinator may include:

- Periodically checking with the Incident Commander for situation briefings and updates.
- Maintaining all records and documentation as assigned by the Incident Commander.
- Monitoring drills, exercises, and emergency response activities for safety.
- Identifying safety hazards.
- Ensuring that responders use appropriate safety equipment.

School Site Liaison
The School Site Liaison is responsible for coordinating the efforts of outside agencies such as police and fire by ensuring the proper flow of information between Incident Command and the agencies. Specific duties of the School Site Liaison may include:

- Periodically checking with the Incident Commander for situation briefings and updates.

- Maintaining all records and documentation as assigned by the Incident Commander.
- Briefing agency representatives on current situation, priorities and planned actions.
- Ensuring coordination of efforts by periodically keeping Incident Commander informed of agencies' action plans and providing periodic updates to agency representatives as necessary.

FIRST AID/MEDICAL TEAM

The First Aid/Medical Team is responsible for ensuring that first aid supplies are available and properly administered during an emergency.

Roles and Responsibilities

First Aid/Medical Team Leader

The First Aid/Medical Team Leader is responsible for directing team activities by periodically interacting with the incident Commander to determine medical needs and planned actions. The First Aid/Medical Team Leader is also responsible for collecting the Injury and Missing Persons Report from Team Members and making these reports to have them readily available to the Incident Commander. Specific duties of the First Aid/Medical Team Leader may include:

- Assigning First Aid personnel and assessing available inventory of supplies & equipment.
- Designating and setting up First Aid/Medical treatment areas, with access to emergency vehicles.
- Determining the need for skilled medical assistance, and overseeing care, treatment, and assessment of patients.
- Periodically keeping the Incident Commander informed of overall status.
- Completing the Injury and Missing Persons Report (Form D, Appendix A).

First Aid/Medical Team Members

The members of the First Aid/Medical Team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency. Specific duties of the members of the First Aid/Medical Team may include:

- Setting up first aid area, triage and/or temporary morgue.
- Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered.
- Reporting deaths immediately to First Aid/Medical Team Leader.

SEARCH AND RESCUE TEAM

The Search and Rescue Team is responsible for preparing and performing search and rescue operations during an emergency. There may be two or more Search and Rescue teams.

Roles and Responsibilities

Search and Rescue Team Leader

The Search and Rescue Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. Specific duties of the Search and Rescue Team Leader may include:

- Obtaining briefings from the Incident Commander, noting injuries and other situations requiring response.
- Assigning and recording teams based on available manpower, minimum 2 persons per team.
- Updating teams' reports on site map and recording exact location of damage and triage tally.

Search and Rescue Team Members
The members of the Search and Rescue Team are responsible for performing search and rescue operations during an emergency. Specific duties of the members of the Search and Rescue Team may include:

- Searching assigned area, reporting gas leaks, fires, or structural damage to Team Leader upon discovery.
- Shutting off gas or extinguishing fires as appropriate.
- Periodically reporting to the Team Leader on location, number, and condition of injured.
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms.
- Sealing off and posting areas where hazardous conditions exist.
- Contacting Security/Utilities Team to secure the building from reentry after the search.

SECURITY/UTILITIES TEAM
The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team will coordinate activities with the Incident Commander as required. Close coordination with the Reunion Gate Team is necessary in order to safely reunite students with their parents or lawful guardians. The Security/Utilities Team is also responsible for initiating short-term repairs and other necessary actions during an emergency. The effective response of the Security/Utilities Team in shutting down facility air handling systems, and gas, power and water supplies can be vital in minimizing damage to school facilities. This team includes participation by the custodial and cafeteria staff.

Roles and Responsibilities
Security/Utilities Team Leader
The Security/Utilities Team Leader is responsible for directing team activities and interacting with the Incident Command to identify problems and report status. The Security/Utilities Team Leader is also responsible for contacting local utilities (water, electricity, gas, sewer) as needed.

Security/Utilities Team Members
The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is in “lock-down” to the Incident Commander. They are also responsible for surveying all utilities and taking appropriate actions to shut-off gas, water and electricity. The Security/Utilities Team will direct all external requests for information to the Public Information
Officer. Specific duties of the members of the Security/Utilities Team may include:

- Locking all external gates and doors; unlocking gates when appropriate.
- Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents.
- Keeping students and staff out of buildings, as necessary.
- Assisting at Reunion Gate as appropriate.
- Assessing damage to school facilities.
- Checking emergency water supply and making it ready for distribution.
- Setting up temporary sanitation areas (portable toilets).
- Helping with first aid and setting up temporary morgue (if necessary).
- Preparing and distributing food as directed by the Incident Commander.
- Assisting the First Aid/Medical Team in comforting students as needed.

SUPPLY/EQUIPMENT TEAM
The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency.

Roles and Responsibilities
Supply/Equipment Team Leader
The Supply/Equipment Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. Specific duties of the Supply/Equipment Team Leader may include:

- Reporting equipment and supply needs.
- Estimating the number of persons requiring shelter and determining the length of time shelter will be needed.

Supply/Equipment Team Members
The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food and other supplies and organizing the distribution of resources for immediate use (water, food, power, radios, telephones, and sanitary supplies). Specific duties of the members of the Supply/Equipment Team may include:

- Distributing emergency water and food supplies.
- Establishing a list of all persons in shelter and determining any special needs.
- Controlling conservation of water.

ASSEMBLY AREA TEAM
The Assembly Area Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to the Incident Commander.

Roles and Responsibilities
Assembly Area Team Leader
The Assembly Area Team Leader is responsible for directing team activities and periodically interacting with the Incident Command to identify problems and report status. The Assembly Area Team Leader is also responsible for collecting the Injury and Missing Persons Report from the Team Members and make them readily available to the Incident Commander.
Assembly Area Team Members
The members of the Assembly Area Team are responsible for performing the safe evacuation of student and staff during an emergency. Specific duties of the members of the Assembly Area Team may include:

- Obtaining reports of missing students from teachers or other personnel.
- Gathering Injury and Missing Persons Report (Form D, Appendix A) from each teacher and submitting them to the Assembly Area Team Leader.
- Checking student emergency card for name of person(s) authorized to pick up student.
- Assisting the Reunion Gate Team as required.

REQUEST GATE TEAM
The Request Gate Team is responsible for processing parent requests for student release during an emergency.

Roles and Responsibilities

Request Gate Team Leader
The Request Gate Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer.
Request Gate Team Members
The members of the Request Gate Team are responsible for greeting parents, guardians, or designees and providing them with tags or other identifications authorizing the holders to reunite with their students at the Reunion Gate. Specific duties of the members of the Request Gate Team may include:

- Greeting and directing parents, guardians, or designees to the counselors as appropriate.
- Providing reassurance to parents, guardians, or designees and maintaining order.
- Issuing a tag or other identifications only to an authorized person.
- Directing parents or guardians to the Reunion Gate.

REUNION GATE TEAM
The Reunion Gate Team is responsible for reuniting parents or guardians with students. This can be a highly sensitive role due to the fact that some parents will be informed that their children may be injured, missing or dead. The team will keep accurate records of students leaving the campus.

Roles and Responsibilities
Reunion Gate Team Leader
The Reunion Gate Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Reunion Gate Team Leader will refer all requests for information to the Public Information Officer. The Reunion Gate Team Leader is also responsible for collecting the Student Release Log from the Team Members and have them readily available to Incident Commander.

Reunion Gate Team Members
The members of the Reunion Gate Team are responsible for greeting parents, guardians, and designees and reuniting them with their students at the designated Reunion Gate. Specific duties of the members of the Reunion Gate Team may include:

- Greeting parents, guardians, and designees at the Reunion Gate.
- Verifying the authenticity of the tags or other identifications.
- Dispatching Student Runners to Assembly Area to escort students whose parents have come to claim them.
- Providing reassurance to parents, guardians, and designees and directing them to the Reunion Area to wait for their children.
- Confirming students recognize the authorized adults who come to claim them and requiring adult to sign student out of school.
- Completing Student Release Log and submitting them to the Reunion Gate Team Leader.

Site Plot Plan and Vicinity Map
A Site Plot Plan and Vicinity map are provided. The Site Plot Plan includes the locations of emergency supplies, fire extinguishers, utilities shutoff valves, on-site primary and backup assembly areas and associated evacuation routes. The Vicinity Map indicates the off-site primary and backup assembly areas and the designated evacuation routes to these locations.

Map shared with District Office.

Emergency Response Team

EMERGENCY RESPONSE TEAM				
All names and contact information shared with district office.				
INCIDENT COMMAND POST				
POSITION	RECOMMENDED	IDENTIFIED SITE STAFF	PHONE	EMAIL
Incident Commander	Principal & ASP Site Coordinator			
2.2.2.1				
Public Information	Coordinates w/ outside agencies			
2.2.2.2				
Safety Coordinator	Vice Principal			
2.2.2.3				
School Site Liaison	May Be Administrator			
2.2.2.4				
OPERATIONS TEAM				
POSITION	IDENTIFIED SITE STAFF	PHONE	EMAIL	
First Aid Team				
(CPR/First Aid Certified preferred)				
2.3				
2.3				
Search and Rescue Team				
2.5				
2.5				
Security/Utilities Team				
2.6				

Supply and Equipment Team			
2.7			
2.7			
Assembly Area Team			
2.8			
Request Gate Team			
Reunion Gate Team			
2.9 & 2.10			
School Staff	California Government Code, Chapter 8, Section 3100 states: "...all public employee are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain on site to carry out assigned responsibilities. School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a position in the following list, the teacher will first accompany the students to the Assembly Area, where they will be reassigned to another teacher. The teacher will then carry out assigned responsibilities.		

BOMB THREAT REPORT

School:

Date of Call: Time of Call: a.m. p.m.

Call received by:

Location: Phone #:

The person answering the threat call should ask the following questions and record the answers below:

When is the Bomb going to explode? Date: a.m. p.m.
Where is it? _____
What will cause it to explode?_____
What kind of bomb?_____
Why are you doing this?_____
Who are you?_____
What can we do for you to the bomb from exploding?_____
How can you be contacted?
Record the exact language of the threat. _____

Voice on the phone: **( )Man** **( )Woman** **( )Child Age_____**

( ) Intoxicated ( ) Accent ( ) Speech Impediment

( ) Other _____

Background Noise: ( ) Music ( ) Talk ( ) Children ( ) Machines

( ) Airplane ( ) Typing ( ) Traffic

( ) Other _____

Completed By:

Date:

(**Note: This form should be completed annually and submitted to Student Service Department)**

INJURY & MISSING PERSON REPORT

School: Room #:

Teacher Name: Date:

INJURED		
Name	**Type of Injury**	**Location**

MISSING PERSON	
Name	**Last Seen Location**

(Send a copy to Student Service Department)

STUDENT RELEASE LOG

School: Date:

Student Name	Release Time	Name of Person Released to	Signature

(Maintain original in emergency file)

DAMAGE ASSESSMENT REPORT

Note: Do not enter the building unless the structural evaluation has been completed and the building is designated as safe to enter

School: **Location Building Code:**

Date: **Time:**

Damage Category	**No Damage**	**Slight Damage**	**Severe Damage**	**Hazardous Conditions**	**Location/Room #/Note**
Electrical					
Natural Gas Lines & Water Heater/Boiler					
Water					
Sewer					
Phone					
Hazardous Material Custodial chemicals					Chemical type/ quantity spilled or leaking:
Lab chemicals					Chemical type/ quantity spilled or leaking:
Asbestos					
Lead					
Physical Hazard Sink Holes					
Construction Area					
Broken Glass					

Drills Schedule

EMERGENCY DRILL RECORD

School:

	Evacuation Drills (Once a month and First drill within first 10 days of School	**Earthquake-Evacuation (twice a year)**	**Lockdown (once a year)**	**Secure Campus (once a year)**	**Shelter in place (once a year)**
August					
September					
October	10/23/2020				
November		11/19/2020			
December	12/10/2020				
January	1/21/2021		1/21/2021		
February	2/18/2021			2/18/2021	
March		3/18/2021			
April	4/22/2021				4/22/2021
May	5/20/2021				
June	6/10/2021				

EMERGENCY PHONE NUMBERS

School Name	Los Robles-Ronald McNair
School Address	2033 Pulgas Avenue
	East Palo Alto, CA 94303
School Phone	650.329.2888

	District	**Phone**
Principal		
Emergency Office		
District Facilities Director		
District Superintendent		
School Nurse		
Student Service Department		

Non-District	
Fire And Medical Emergencies	911
Air Quality Management District	415-771-6000
California Highway Patrol	650-369-6261
County Department of Health Services	650-5732669
PG&E	1-800-743-5000
Fire Station	650-688-8400
Stanford Hospital	650-498-5566
Sheriff Department	650-363-4175
Ravenswood Family Health Center	650-330-7400
E.P. A. Police Department	650-853-3160
Menlo Park Police Department	650-858-3319
County Sewer Department	650-522-7300
County Water Department	650-343-1808