

# Emergency Response Plan

## Piedmont High School Millennium High School

*2018/19*

*Revised: 2/22/18*



Created with Assistance of Crisis Management Solutions LLC

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# Basis of the Plan

This plan addresses the school districts responsibilities in emergencies associated with natural disasters, mechanical disasters, and suspect initiated events. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel.

The basis of the plan:

- ☐ Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- ☐ Establishes response policies and procedures, providing the school district clear guidance for planning purposes.
- ☐ Describes and details procedural steps necessary to protect lives and property.
- ☐ Outlines coordination requirements.
- ☐ Provides a basis for unified training and response exercises to ensure compliance.

## Requirements

The Plan meets the requirements of the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

## Objectives

- ☐ Protect the safety and welfare of students, employees and staff.
- ☐ Provide for a safe and coordinated response to emergencies.
- ☐ Protect the District's facilities and properties.
- ☐ Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- ☐ Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- ☐ Provide for interface and coordination between sites and the County or city EOC in which they reside.
- ☐ Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

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

## Authorities and References

### State of California

### **California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).**

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

### **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 to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- ☐ When a local emergency is proclaimed.
- ☐ When a state of emergency is proclaimed.
- ☐ When a federal disaster declaration is made. The law has two ramifications for School District employees:
  - It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
  - When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

### **California Civil Code, Chapter 9, Section 1799.102**

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

### **California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042.**

Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

### **California Emergency Plan**

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides

overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.



# What the Law Requires

School Administrators have the responsibility to ensure the safety of their students and staff in an emergency.

California Education Code, Section 32281 – 32284

Requires each school district and county office of education to be responsible for the overall development of all comprehensive school safety plans for its schools operating K-12, inclusive. The comprehensive school safety plan must include disaster procedures for routine and emergency, including adaptations for pupils with disabilities in accordance with the Americans with Disabilities Act of 1990. The plan may include a “tactical response to criminal incidents” which means the steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.

California Education Code, Section 32288

In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval. Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan. The school site council or school safety planning committee **shall** notify, in writing, the following persons and entities, if available, of the public meeting: (A) The local mayor. (B) A representative of the local school employee organization. (C) A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs. (D) A representative of each teacher organization at the school site. (E) A representative of the student body government. (F) All persons who have indicated they want to be notified. The school site council or school safety planning committee is **encouraged** to notify, in writing, the following persons and entities, if available, of the public meeting: (A) A representative of the local churches. (B) Local civic leaders. (C) Local business organizations. (c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

The Katz Act (Sections 35295-35297 of the California Education Code) requires that schools plan for earthquakes and other emergencies. It also requires periodic drills in “drop and cover” procedure, evacuation procedure, and other emergency response actions (i.e. search and rescue, communications, etc.).

The Petris Bill (Section 8607 of the California Government Code) requires all state and local government agencies, including school districts, be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS).

## SB 187 – Safe Schools Plan

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan by March 1 of every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July

thereafter (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

- A. An assessment of the school climate in relation to the current status of crimes committed on campus and at school related functions will be completed. The assessment will be performed by the School Safety Planning Committee of the School Site Council and the School Site Council or equivalent. Safety goals for the upcoming school year will be formulated based on the findings of this assessment.
- B. The annual review and evaluation of the School Comprehensive Safety Plan is certified by the members of the School Safety Planning Committee, the School Site Council President, and the School Principal. It will then be presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:
  - 1. Child Abuse reporting procedures
  - 2. Policies pursuant to Education Code 48915 and other school- designated serious acts, which would lead to suspension, expulsion, or mandatory expulsion recommendations
  - 3. Procedures to notify teachers and counselors of dangerous students
  - 4. Sexual Harassment Policy
  - 5. Safe ingress and egress to and from school
  - 6. Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
  - 7. Dress Code
  - 8. Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

# General Staff Responsibilities

Government Code Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by their superiors or by law.

The district realizes that the safety and welfare of the employee's family is his/her first concern. Therefore, each employee is encouraged to establish a safety/survival plan and to advise their family to remain at work. In the event that disaster strikes during normal working hours, all employees are to:

1. Carry out designated responsibilities to ensure student safety and welfare.
2. Check the safety of their immediate families and advise their family that they are expected to remain at their work place until the emergency conditions are lifted.

**Note:** Any employee unable to establish communication with his/her family should report this to his/her supervisor. If release from duty is not possible, the concern will be referred to Personnel Services who will attempt to establish contact between the employee and the immediate family.

If disaster occurs during off-duty hours, employees are to:

1. Check on the safety of their immediate family
2. Report to their assigned site
3. Report to the nearest accessible district site in the event that their regularly assigned site is inaccessible.

## Safe Schools Planning Committee

The School Site Council is responsible for developing the School Site Safety Plan or for delegating the responsibility to a School Safety Planning Committee. Ed. Code 35294.1

The School Site Safety Committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired.

(Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294.1), and other local agencies, such as health care and emergency services, may be consulted if desired. (Ed Code 39294.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- Representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson

- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

Members should have an interest in school safety and demonstrate the need to always improve school safety and training. The team that will perform the following:

1. Implement a Safe Schools Plan if designated School Site Council
2. Walk the campus regular basis and look at changes or breaches in security
3. Review your Safe Schools Plan annually, at a minimum.
4. Provide training / educate staff on emergency procedures (minimum –annually)
5. Provide tabletop exercises with staff and administration
6. Consider different types of lockdown and shelter in place drills. Perform drills just before school, immediately after the release bell rings, during passing periods, and during lunch
7. Review school signage, check-in procedures, and test employees on counter surveillance
8. Share information and experiences
9. Identify new “risks” of the School District and individual sites.
10. To develop customized responses appropriate to sites.
11. To develop a consistent response to emergencies that is coordinated with the District Disaster Plan.
12. Meet with law enforcement to review Safe Schools Plan
13. Invite law enforcement to drills and trainings
14. Responsible for creating and updating an emergency responder kit, which will include at a minimum: master keys, blue prints, emergency contact numbers, and utility shutoff tools

# Child Abuse Reporting

## Definition of Child Abuse

Child abuse means a physical injury that is inflicted upon a child (under 18 years of age) by another person and such injury is other than accidental. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out- of- home care.

## A child is anyone under 18 years of age.

- ☐ Child Abuse
  - Injury inflicted by another person.
  - Sexual Abuse.
  - Neglect of child's physical, health, and emotional needs.
  - Unusual and willful cruelty; unjustifiable punishment.
  - Unlawful corporal punishment.
- ☐ Not Considered Child Abuse
  - Mutual affray between minors
  - Injury caused by reasonable and necessary force used by a peace officer:
    - To quell a disturbance threatening physical injury to a person or damage property
    - To prevent physical injury to another person or damage to property
    - For the purposes of self- defense
    - To obtain possession of weapons or other dangerous objects within the control of a child
    - To apprehend an escapee

## Mandated Child Abuse Reporting

- ☐ Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
- ☐ Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report.
  - The telephone call must be made immediately or as soon as practicably possible, within 24 hours.
  - A written report must be sent within 36 hours of the telephone call to the child protective agency.

## Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and administrator to determine if particular provisions under this section are current and in effect.

- ☐ Involuntary sexual activity is always reportable.
- ☐ Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews and adopted children. (Family Code § 2200).

- ☐ Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

**Reportable Sexual Activity if a Child is 14 Years of Age and:**

- ☐ Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- ☐ Partner is 14 years or older, lewd & lascivious acts committed by a partner of any age or if the partner is the alleged spouse and over 14 years of age.

**Reportable Sexual Activity if the Child is 14 or 15 years and:**

- ☐ There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years.
- ☐ There are lewd and lascivious acts committed by a partner more than 10 years older than the child.
- ☐ The partner is the alleged spouse and over 21 years of age.

**Reportable Sexual Activity if the Child is 16 or 17 years and:**

- ☐ The partner is less than 14 years of age.
- ☐ There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship.
- ☐ The partner is the alleged spouse and there is evidence of an exploitative relationship.

**Reportable Sexual Activity if the Child is under 18 years:**

- ☐ Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

**Mandated reports of sexual activity must be reported to either the County Child Protection Services (CPS) or to the appropriate police jurisdiction. This information will then be cross- reported to the other legal agency.**

**When in doubt, all suspected sexual abuse, physical abuse, or neglect should be reported to Child Protection Services or the appropriate police jurisdiction.**

**Failure to Report Known or Suspected Child Abuse**

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

**Child Abuse Reporting**

**Child Abuse Hotline  
(510) 259 – 1800**

**Information**

**Alameda County Social Services  
Children & Family Services  
24100 Amador Street  
Hayward, CA 94544**



# Suspension and Expulsion Policies

CA Codes (edc:48900-48926) EDUCATION CODE  
SECTION 48900-48926

48900. A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (r), inclusive:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stolen or attempted to steal school or private property.
- h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her prescription medications.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit sexual assault.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
  - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts



committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- a. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
  - b. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
  - c. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
  - d. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
2. Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image
  - ii. A post on a social network Internet Web site including, but not limited to:
    1. Posting to or creating a burn page. "Burn page" means An Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
    2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph
    3. Credible impersonation" means to knowingly and without consent impersonates a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - iii. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
    1. Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
    2. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

- a) While on school grounds.
- b) While going to or coming from school.
- c) During the lunch period, whether on or off the campus.
- d) During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school

activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

- a) Causing serious physical injury to another person, except in self-defense.
- b) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
- c) Unlawful possession of any controlled substance, as defined under Ed. Code.
- d) Robbery or extortion.
- e) Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

#### Mandatory Recommendation for Expulsion

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

- a) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.
- b) Brandishing a knife at another person
- c) Unlawfully selling a controlled substance as defined by Education Code
- d) Committing or attempting to commit a sexual assault as defined in the Education Code

#### 48900.2.

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

#### 48900.3.

In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

#### 48900.4.

In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

48900.7.

- a. In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.
- b. For the purposes of this section, “terrorist threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

### **Staff Notification of Dangerous Students**

EC 49079 requires teacher notification of students committing or reasonably suspected of committing a “dangerous act” within the last 3 years (EC 48900 except tobacco and nicotine). A student who has, or is reasonably suspected of having violated Section 48900 [except (h)], 48900.2, 48900.3, and 48900.4 falls into this category. The information has to be shared in a confidential manner with teachers as appropriate.

**PIEDMONT UNIFIED SCHOOL DISTRICT**  
**Administrative Regulation**

**Students**

**AR 5145.3**

**DISCRIMINATION / HATE-MOTIVATED INCIDENTS AND HATE CRIMES / HAZING / HARASSMENT  
(INCLUDING SEXUAL HARASSMENT), INTIMIDATION,  
BULLYING AND CYBERBULLYING**

*(Student Version)*

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Director of Curriculum and Instruction  
760 Magnolia Avenue, Piedmont, CA 94611  
(510) 594-2686  
cwozniak@piedmont.k12.ca.us

**Definition of Discrimination, Harassment, Intimidation, or Bullying**

(see following separate sections on Hate-Motivated Incidents and Hate Crimes, Hazing, Sexual Harassment, Cyberbullying, and Misconduct)

Discrimination, harassment, intimidation, or bullying means any gesture or written, verbal or physical act that causes or threatens to cause bodily harm or emotional suffering which takes place on school property, at any school-sponsored function, or on the way to or from school, or on a school bus, that is one or more of the following:

- a. Acts motivated by any actual or perceived characteristic, such as ethnic group, religion, gender, gender identity or expression, sexual orientation, ancestry, national origin, color, race, or mental, physical or sensory handicap, or by any other distinguishing characteristic;
- b. Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law.
- c. Acts that a reasonable person should know, under the circumstances, will have the effect of harming a student or damaging the student's property, or placing a student in reasonable fear of harm to his /her person or damage to his/her property, to include extortion;;
- d. Acts that a reasonable person should know, under the circumstances, will have the effect of harming the property of a teacher, administrator, staff member, or any other person in the District authorized to transact business or perform services on behalf of the District, or placing that person in reasonable fear of harm to his /her person or

damage to his/her property;

- e. Acts that have the effect of insulting, demeaning, or ridiculing any student or group of students in such a way as to cause substantial disruption in, or substantial interference with the orderly operation of the school.
- f. Acts that have the effect of insulting, demeaning, or ridiculing any teacher, administrator, staff member, or any other person in the District authorized to transact business or perform services on behalf of the District or group thereof in such a way as to cause substantial disruption in, or substantial interference with the orderly operation of the school; or
- g. Acts include those directed against someone because of their association or affinity with anyone who exhibits or is believed by the offender to exhibit any distinguishing characteristic protected by this policy, or in retaliation for their objection to or reporting of such misconduct.

### **Definition of Hate-Motivated Incidents and Hate Crimes**

A “hate-motivated incident” means an act or attempted act which constitutes an expression of hostility against a person, property, or institution because of the target’s real or perceived race, color, national origin, religion, disability, sex, sexual orientation, or gender-identity. This may include using bigoted insults, taunts, or slurs in words or writing, distributing or posting hate group literature or posters, defacing, removing, or destroying posted materials or announcements, posting or circulating demeaning jokes or leaflets, or sending insulting or threatening messages by phone, e-mail, Web sites, or any other electronic or written communication.

Some hate-motivated behavior may also be a crime as defined in State or Federal law. These crimes include, but are not limited to: bomb threats, cross burnings, destruction or defacement of property, and certain types of vandalism and assaults. (Education Code Section 233(e); Penal Code Sections 422.6, 422.7, 422.75). They may also include an act that willfully causes bodily injury to any person or, through the use of fire, a firearm, a dangerous weapon, or an explosive or incendiary device, attempts to cause bodily injury to any person, because of the actual or perceived race, color, religion, or national origin of any person. (18 USC Section 249)

### **Definition of Hazing**

Hazing includes any method of initiation or pre-initiation into a student organization or student body or any pastime or amusement engaged in with respect to these organizations which causes, or is likely to cause, bodily danger, physical harm, or personally degradation or disgrace resulting in physical or mental harms, to any pupil or other person attending any school in the state. The term hazing does not include customary athletic events or other similar contests or competitions (Education Code Section 32051).

### **Definition of Sexual Harassment**

Sexual harassment of a teacher, administrator, other staff member, or any other person in the District authorized to transact business or perform services on behalf of the District includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature.

Sexual harassment of a student includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone in the educational setting, under any of the following conditions (Education Code Section 212.5):

- a. Submission to the conduct is explicitly or implicitly made a term or a condition of a student’s academic status or progress.
- b. Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the student

- c. The conduct has the purpose or effect of having a negative impact upon the student's work or academic performance, or of creating an intimidating, hostile, or offensive educational environment.
- d. Submission to, or rejection of the conduct by the individual is used as the basis for any decision affecting the student regarding services, honors, programs, or activities available at or through the educational institution.

Other types of conduct which are prohibited in the District and which may constitute sexual harassment include:

**Verbal or written conduct:** making derogatory comments, including epithets, slurs, jokes, etc.; sexual propositions or flirtations, graphic commentary about an individual's body; sexually degrading words used to describe an individual; suggestive or obscene letters, notes or invitations; spreading sexual rumors.

**Visual conduct:** leering; making sexual gestures; displaying sexually suggestive objects, pictures, books, magazines, etc.

**Physical conduct:** inappropriate touching or impeding one's movement.

### **Definition of Transgender and Gender-Non Conforming Students**

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations  
Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity
2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

### **Definition of Cyberbullying**

Cyberbullying includes the posting of harassing messages, direct threats, social cruelty, or other harmful text or images on the Internet, social networking sites, or other digital technologies, as well as breaking into another person's account and assuming that person's identity in order to damage that person's reputation or friendships.

### **Definition of Misconduct**

For economy of writing and ease of reading, the term "misconduct" is introduced below. For purposes of this policy, "misconduct" means Discrimination, Hate-Motivated Incidents and Hate Crimes, Hazing, Harassment (including Sexual Harassment), Intimidation, Bullying, or Cyberbullying.

### **Procedures for Reporting Acts of Discrimination, Hate-Motivated Incidents and Hate Crimes, Hazing, Harassment (including Sexual Harassment), Intimidation, Bullying, or Cyberbullying**

All students should report incidents that they experience or observe that they believe violate this policy as soon as is reasonably possible (within 24 hours) to the principal or the principal's designee, even if the victim has not complained. All other members of the school community, including students, parents, volunteers and visitors, are encouraged to report any act that may be a violation of this policy.

At each school, the principal or designee is responsible for receiving complaints alleging violations of this policy. The reporting party is encouraged to use the District's Uniform & General Complaint Form, which is available from the principal of each site or at the school district office, or on the District's Internet site at [www.piedmont.k12.ca.us](http://www.piedmont.k12.ca.us). However, oral reports will also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report. Information related to a complaint shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

The principal and/or designee is responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or designee shall conduct a prompt, thorough and complete investigation of the alleged incident.

Complaints against a student can be directed to the site administrator, who will follow the same process.

Complaints against administrators or staff can be directed to the Superintendent or designee, who will follow the same process.

Complaints against the Superintendent can be directed to the Board of Education, who will follow the same process.

### **Procedures for Reporting Acts of Discrimination Against Transgender and Gender-Non Conforming Students**

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. **Right to privacy:** A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information

confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

2. **Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.
3. **Addressing a Student's Transition Needs:** The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.
4. **Accessibility to Sex-Segregated Facilities, Programs, and Activities:** The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
5. **Student Records:** A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.
6. **Names and Pronouns:** If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the



accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

### **Investigation of Complaints at School (Site-Level Grievance Procedure)**

1. The principal or designee shall promptly investigate all complaints of misconduct. In so doing, he/she shall talk individually with:
  - a. The student who is complaining
  - b. The target of the misconduct, if different from the person who is complaining.
  - c. The person accused of misconduct
  - d. Anyone who saw the misconduct take place
  - e. Law enforcement agency, as necessary
  - f. One or more teachers or staff members whose knowledge of the students involved may help to evaluate the situation.
  - g. Anyone mentioned as having related information
2. The student who is complaining shall have an opportunity to describe the incident, identify and request the presence of others who witnessed the incident, and to present any other information or evidence of the misconduct, and put his/her complaint in writing.
3. The person who is the subject of the complaint shall have an opportunity to describe the incident, to request the presence of others who witnessed the incident, and to present any other information or evidence.
4. The principal or designee shall discuss the complaint only with the people described above. When necessary to carry out his/her investigation or for other good reasons that apply to the particular situation, the principal or designee also may discuss the complaint with the following persons:
  - a. The Superintendent or designee
  - b. The parent/guardian of the student who complained.
  - c. The parent/guardian of the person accused of misconduct
  - d. A teacher or staff member whose knowledge of the people involved may help in determining who is telling the truth
  - e. Anyone mentioned as having related information
  - f. Child protective agencies responsible for investigating child abuse reports, if necessary
  - g. Law enforcement agency responsible for investigating criminal activity, if necessary

- h. Legal counsel for the District
5. When the victim and/or the student who complained agree along with the person accused of misconduct, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator or trained mediator. The victim and student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.
  6. The principal or designee shall tell the student who complained that he/she has the right to file a formal complaint at any time in accordance with the District's uniform complaint procedures. If the student wishes to file a formal complaint, the principal or designee shall assist the student in doing this.
  7. In reaching a decision about the complaint, the principal or designee may take into account:
    - a. Statements made by the persons identified above
    - b. The details and consistency of each person's account
    - c. Evidence of how the complaining student reacted to the incident
    - d. Evidence of past instances of misconduct prohibited by this policy by the accused person
    - e. Evidence of past complaints of misconduct that were found to have been unfounded.
  8. To judge the severity of the misconduct, the principal or designee may take into consideration:
    - a. How the misconduct affected one or more students' safety, well-being or education; or how the misconduct affected the safety and well-being of a teacher, administrator, any other staff member, or any other person in the District authorized to transact business or perform services on behalf of the District
    - b. The type, frequency, pattern, violence and duration of the misconduct
    - c. The number of persons involved
    - d. The age, maturity and sex of the person accused
    - e. The subject(s) prompting the misconduct
    - f. The place and situation where the incident occurred
    - g. Other incidents at the school, including incidents of misconduct
    - h. According to the misconduct, a report may be obtained from the appropriate law enforcement agency
  9. The principal or designee shall write a report of his/her findings, decision, and reasons for the decision and shall present this report to the student who complained and the person accused.
  10. The principal or designee shall give the Superintendent or designee a written report of the complaint and investigation. If he/she verifies that misconduct occurred, this report shall describe the actions he/she took to end the misconduct, address the effects on the victim, and prevent retaliation or further misconduct.
  11. Within two weeks after receiving the complaint, the principal or designee shall determine whether or not the victim or the person who complained has been further discriminated against, by misconduct prohibited by this policy, or by retaliation for the initial complaint. The principal or designee shall keep a record of this information and shall continue this follow-up at his/her discretion.

### **Additional Procedures Related to Cyberbullying**

Districts have the ability to monitor students' use of the District's Internet system and to conduct a search of person or possessions such as, but not limited to, computer locker, backpacks, if there is reasonable suspicion that a user has

violated District policy or the law (see also BP/AR 6163.4, "Acceptable Use of Technology – Students and Employees"). When conducted off campus using students' personal equipment, cyberbullying may be subject to District discipline to the extent that the activity is related to school activity or school attendance as noted above. The District is justified in responding when material: (1) is posted, sent, or displayed to other students through the District's Internet system; (2) originated on campus, such as a photo taken with a cell phone; (3) is related to on-campus bullying; (4) causes emotional harm to another student and interferes with his/her right to feel secure and successful at school; or (5) causes or threatens to cause school disruptions.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyberbullying against other students or staff or to threaten District property, the investigation shall include documentation of the activity, identification of the source, and a determination of the impact or potential impact on school activity or school attendance. Students shall be encouraged to save and print any messages sent to them that they feel constitutes cyberbullying, and to notify a teacher, principal, or other employee so that the matter may be investigated. If the principal or designee finds investigation to be warranted he/she shall follow the procedures set forth in this policy.

Cyberbullying conducted using District-owned equipment or on school premises, as well as off-campus cyberbullying that impacts school activity or school attendance, may be subject to discipline in accordance with District policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

### **Remedial Action**

The District will consider the following factors in determining the appropriate response to students who commit or participate in one or more acts of misconduct:

1. developmental and maturity levels of the parties involved
2. levels of harm
3. surrounding circumstances
4. nature of the behaviors
5. past incidences or past or continuing patterns of behavior
6. relationships between the parties involved
7. context in which the alleged incidents occurred

Consequences and appropriate remedial action for students who commit misconduct that violates this policy may range from positive behavioral interventions up to and including suspension or expulsion.

### **Retaliation for Reporting Misconduct**

The District prohibits reprisal or retaliation against any student, or any participant in the complaint process who reports misconduct prohibited by this policy.

### **False Accusation of Misconduct**

Consequences and appropriate remedial action for a student found to have falsely accused another of misconduct prohibited by this policy range from positive behavioral interventions up to and including suspension or expulsion.

### **Enforcement**

The Superintendent or designee shall take appropriate actions to reinforce the District's policy against misconduct. As needed, these actions may include any of the following:

1. All misconduct involving damage to property, such as graffiti, shall be photographed immediately and archived, prior to be removed. The Superintendent or designee may report the activity to the appropriate legal authorities.
2. Providing student counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The District shall also provide counseling, guidance and support, as necessary, to the students who are the victims of hate-motivated behavior or who make complaints about such behavior.
3. Notifying parents/guardians
4. Notifying child protective services for investigating child abuse reports
5. Notifying law enforcement agency for investigating hate crimes
6. Taking appropriate disciplinary action up to and including suspension or expulsion.
7. In addition, the principal or designee may take disciplinary measures against any person who is found to have made a complaint which he/she knew was not true.

### **Civil Law Remedies**

A victim (and in some circumstances a complainant) may pursue available civil law remedies outside of the District's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the District has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR section 4622.

### **Type of Behavior Expected from Each Student**

The Board of Education expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities. Conduct must show a proper regard for the rights and welfare of other students and school staff, for the educational purpose underlying all school activities, and for the care of school facilities and equipment. The Superintendent or designee shall ensure that students receive age-appropriate information related to these issues.

The District prohibits active or passive support for discrimination, hate-motivated incidents and hate crimes, hazing, harassment, sexual harassment, intimidation, bullying or cyberbullying. The District encourages support for students who do not participate in these acts, and expects students to report to the designated authority when they witness such an incident. Failure of a student to report an act may result in disciplinary action.

### **Annual Notification**

The Superintendent or appropriate designee shall provide annually, at the beginning of the school year to students and their parents/guardians, the rules of the District regarding student conduct which shall:

1. Describe student responsibilities, including the requirements for students to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority;

2. Address appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success;
3. Explain student rights;
4. Be displayed in a prominent location near each school principal's office (Education Code Section 231.5);
5. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester or summer session (Education Code Section 231.5);
6. Identify disciplinary sanctions and due process.

(See also BP/AR 4030-“Discrimination/ Hate-Motivated Incidents and Hate Crimes/ *Hazing*/Harassment (Including Sexual Harassment), Intimidation, Bullying and Cyberbullying - Employee Version”, BP/AR 6163.4, “Acceptable Use of Technology – Students and Employees,” and BP 5131, “Discipline Code-School Rules and Procedures”)

#### LEGAL REFERENCES:

##### EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex, especially:  
212.5 Sexual harassment  
220-221.1 Gender, gender identity and gender expression  
221.7 School-sponsored athletic programs; prohibited sex discrimination  
230 Particular practices prohibited  
231.5 Sexual harassment policy  
233(e) Defines “hate violence”  
32261 Right to attend safe schools, free from the misconduct addressed in this policy  
35181 Governing board policy on responsibilities of students  
35291-35291.5 Rules  
44807 Duty concerning conduct of students  
48908 Duties of students  
48900-48925 Grounds for suspension or expulsion; sexual harassment  
48900.3 Suspension or expulsion for act of hate violence  
48900.4 Suspension or expulsion for threats or harassment  
48904 Liability of parent/guardian for willful student misconduct  
48907 Student exercise of free expression  
48950 Freedom of speech  
48980 Notice at beginning of term  
49020-49023 Athletic programs

##### CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships  
1714.1 Liability of parents/guardians for willful misconduct of minor

##### PENAL CODE

422.6, 422.7, 422.75 Liability for crimes based on discriminatory intent, including hate crimes

##### UNITED STATES CODE

18 USC 245 Federally Protected Activities  
18 USC 249 Hate Crime Acts  
20 USC 1681-1688 Title IX, 1972 Education Act Amendments  
42 USC 2000d & 2000e et seq. Title VI & Title VII, Civil Rights Act of 1964 as amended

## CODE OF FEDERAL REGULATIONS

34 CFR 104.7 Person Responsible for Overall Implementation of Title IX

34 CFR 106.8 Person Responsible for Overall Implementation of Title IX

CODE OF REGULATIONS, TITLE 5

300-307 Duties of pupils

## COURT DECISIONS

Emmett v. Kent School District No. 415, (2000) 92 F.Supp. 1088

Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675

Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503

Management Resources:

## CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Governance and Policy Services Policy Brief, July 2007

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999

## CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

## NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Digital Discipline: Off-Campus Student Conduct, the First Amendment and Web Sites, School Law in Review, 2001

## NATIONAL SCHOOL SAFETY CENTER PUBLICATIONS

Set Straight on Bullies, 1989

## U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Preventing Bullying: A Manual for Schools and Communities, 1998

## WEB SITES

CSBA: <http://www.csba.org>

California Coalition for Children's Internet Safety: <http://www.cybersafety.ca.gov>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>

Center for Safe and Responsible Internet Use: <http://csriu.org> and <http://cyberbully.org>

National School Boards Association: <http://www.nsba.org>

National School Safety Center: <http://www.schoolsafety.us>

U.S. Department of Education: <http://www.ed.gov>

U.S. Office of Juvenile Justice and Delinquency Prevention: <http://www.ojjdp.ncjrs.org>

(11/02 3/04) 7/07

Adopted: July 5, 2000

Revised: December 10, 2003

Revised: June 23, 2004

Revised: September 26, 2007

Revised: September 24, 2008

Revised: January 26, 2010

Revised: December 1, 2015

# Dress Code Policy

PHS students are expected to be appropriately dressed at all times. If at any time a student's dress or grooming is judged by the principal to be disruptive or inappropriate to the school's educational mission and program, the student will be sent home. In addition, the following specific requirements will be in effect:

1. State law requires that all students wear shoes or other protective footwear such as sandals at all times.
2. Students belonging to unsanctioned social clubs are not permitted to wear any clothing that brings attention to individuals as members of these groups. Shirts with club names, outfits in club colors during initiation periods, the carrying of bags full of club paraphernalia during initiations, etc. are all disruptive and prohibited and will result in a student's being sent home, with subsequent application of school discipline, if appropriate in the particular circumstances
3. Clothes must be sufficient to conceal undergarments and not draw inappropriate attention to the wearer. Jeans or other pants with gaping holes or low riding pants that reveal undergarments may not be worn on campus.
4. Clothing or jewelry that promotes behavior or practice that is illegal (or illegal for minors) or that is inappropriate for our educational mission is not permitted. Graphics and slogans promoting the use of illegal substances are obvious examples.
5. Obscene pictures, slogans, or graphics which convey explicit sexual messages or which demean males or females are not appropriate on clothing, or for that matter, in any communication between students.
6. Garments with slogans or graphics which demean any individuals or groups of people, or which may be reasonably perceived as intending to be demeaning or derogatory are contrary to our school's mission to accept and honor diversity in our community.
7. A student may be sent home at any time by an administrator for inappropriate clothing. However, Piedmont High School has a system that asks students to remember that we are an institution of higher learning and therefore, we dress accordingly. Students are reminded that when in doubt going conservative in their dress while at school is the right choice.

# Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

## **A. Schools must include plans for:**

1. Identifying the population of people with disabilities. See student IEP, 504 or Individualized Student Health Plan.
2. Determining proper signage and equipment.
3. Training staff to assist individuals with disabilities.
4. Coordinating with emergency response personnel.

## **B. Planning**

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

## **C. Evacuation Routes**

Refer to the attached school map at the conclusion of this document, which identifies evacuation routes during emergency evacuations. Staff members that have students with disabilities need insure those students receive proper evacuation.



# School Discipline

## A. Statement of Rules and Procedures on School Discipline

### Education Code 44807:

“Every teacher in the public schools shall hold pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning.”

## B. Notification to Students and Parents

### Education Code 35291:

1. Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.
2. The discipline policy shall be reviewed annually with input from the discipline team, site administrators, campus security, staff, students, and parents.

C. **Site Discipline.** A copy of the school discipline plan is distributed to parents/students on the first day of school or on the first enrollment day.

D. **Staff Training.** All school personnel review the emergency procedures annually at the beginning of the new school year.

# Drills – Routine and Emergency

It is imperative to practice routine and emergency drills with staff and students. A trained response will expedite the response action, thus reduce risk and the possibility of injuries and/or loss of life.

## ***Earthquake Drills***

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

## **Drop Procedure**

As used in this article, "drop procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school year in elementary schools and at least once a year in secondary schools.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin DROP, COVER and HOLD. Refer to the DROP, COVER, and HOLD procedure under Response Actions.

An EVACUATION OF BUILDING should NEVER be automatic during a drill. It is important to practice evacuations and non-evacuations.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

The principal or designee shall keep a copy of each drill conducted on the After Action Report form and file a copy with the Superintendent / designee.

## **Standards for a Successful Earthquake Drill:**

The Earthquake Alarm or PA announcement can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- ☐ DROP down on the floor.

- ☐ Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- ☐ HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc, shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

### **Fire Drills**

*Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (Code of Regulations, Title 5, Section 550)*

- ☐ Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
- ☐ Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
- ☐ Evacuation areas will be established away from fire lanes.
- ☐ Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

The principal or designee shall keep a copy of each drill conducted on the After Action Report form and file a copy with the Superintendent / designee.

### **Standards for a Successful Fire Drill:**

- ☐ The Fire Alarm can be heard by all staff and students.

- ☐ Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.
- ☐ Teachers and students are staged in an orderly fashion away from fire lanes.
- ☐ Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
- ☐ Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

### **Lockdown / Reverse Evacuation / Shelter in Place Drills**

#### **(Active Shooter / Threat)**

Lockdown, Reverse Evacuation, and Shelter in Place drills involve more pre-planning and organization than conducting other drills. All schools should conduct a Lockdown (Reverse Evacuation – for those outside) and Shelter in Place drill at least TWO times per school year. The drills should take no longer than 40 minutes and impact class time by 20 minutes. If possible, Drills should be scheduled with the local police department. (PPD)

There are a number of steps that are recommended in the Active Shooter / Threat Training in order to successfully conduct your drill. They involve:

- ☐ Conduct a staff meeting. Plan on a 20-minute timeframe to review expectations and standards for Lock Down under Response Actions.
- ☐ Send a follow-up reminder email to your staff.
- ☐ Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.
- ☐ Conduct the assessment.
- ☐ Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

#### **Standards for a Successful Lockdown / Reverse Evacuation / Shelter in Place Drill:**

- ☐ The Lockdown / Shelter in Place announcement can be heard by all staff and students.
- ☐ Orderly Lockdown, Reverse Evacuation (for those outside), Shelter in Place begins immediately.
  - For those inside, classrooms and offices, the room / building should be secured within 60 seconds.
  - For those outside, the Reverse Evacuation (Reverse Lockdown) procedure is followed and the total exposure outside is minimal.
- ☐ Your assessment team has ensured the entire campus is secured and that all Lockdown / Reverse Evacuation / Shelter in Place procedures were followed.
- ☐ Teachers have taken roll once in the drill has concluded. Any missing students are immediately reported to the Principal/designee.
- ☐ Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

## After Action Report

An After Action Report is a document detailing and evaluating the actions previously taken by a group or individual as part of a goal-oriented exercise or drill, series of exercises or drills, or an actual critical incident. School District's often compile and review such reports to determine how they can maximize the success of its operations.

After Action Reports assist the school / school district improve its performance by documenting successes, improvements needed, infrastructure needs, and changes in procedures. It is always important to provide an accurate assessment. The person preparing the report should analyze everyone's performance during the exercise, focusing on both the problem areas and successes.

If possible, follow up with employees regarding the assessment and solicit feedback and document or summarize the feedback.

Outline a recommended plan for implementing improvements. Include action items, the party responsible for carrying out each and the expected time frame for completion.

It is important to retain copies of all After Action Reports for at least 10 years. After Action Reports can be subpoenaed if a problem arises and can assist in mitigation.

The following is a template for the After Action Report.



## EMERGENCY DRILL REPORTING / AFTER ACTION REPORT

Piedmont High School • 800 Magnolia Avenue • Piedmont, CA 94611 • 510.594.2626

School: _____	Date: _____
District: _____	School ID#: _____
Name of Person Completing Report: _____	No. of Students: _____
Title: _____	No. of Staff: _____

*Attach to this form a list of all staff who participated in the drill, and any visitors participating.*

Time Alarm Sounded:	Time Drill Concluded:	Time to Evacuate: <i>Fire drills only</i>
<b>TYPE OF DRILL:</b> <input type="checkbox"/> Lockdown <input type="checkbox"/> Shelter-in-Place <input type="checkbox"/> Reverse Evacuation <input type="checkbox"/> Bomb Threat <input type="checkbox"/> Fire/Evacuation <input type="checkbox"/> Earthquake <input type="checkbox"/> Medical Emergency <input type="checkbox"/> Weather Emergency <input type="checkbox"/> Other:	<b>TYPE OF SCHOOL:</b> <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> Junior High School <input type="checkbox"/> High School <input type="checkbox"/> K-8 <input type="checkbox"/> K-12 <input type="checkbox"/> Alternative School <input type="checkbox"/> Other:	<b>WEATHER CONDITIONS:</b> <input type="checkbox"/> Clear <input type="checkbox"/> Cloudy <input type="checkbox"/> Raining <input type="checkbox"/> Rain and Wind <input type="checkbox"/> Windy <input type="checkbox"/> Snow / Sleet <input type="checkbox"/> Hail <input type="checkbox"/> Other:
<b>PARTICIPANTS:</b> <i>Check all that apply</i> <input type="checkbox"/> School Administrators <input type="checkbox"/> Teachers/Para Educators <input type="checkbox"/> Custodial Staff <input type="checkbox"/> Students <input type="checkbox"/> School Security Officers <input type="checkbox"/> Law Enforcement <input type="checkbox"/> Fire Department <input type="checkbox"/> Emergency Medical Services <input type="checkbox"/> County Emergency Mgmt. <input type="checkbox"/> Other:	<b>NOTIFICATION/ALERT METHOD:</b> <input type="checkbox"/> Bell or Buzzer <input type="checkbox"/> Enhanced Alert System <input type="checkbox"/> Intercom <input type="checkbox"/> Phone <input type="checkbox"/> Voice Notification <input type="checkbox"/> Siren <input type="checkbox"/> Other:	<b>SITUATION AT START OF DRILL:</b> <input type="checkbox"/> Before School <input type="checkbox"/> During Class Time <input type="checkbox"/> Passing Period <input type="checkbox"/> Brunch <input type="checkbox"/> Lunch Time <input type="checkbox"/> Assembly <input type="checkbox"/> After School <input type="checkbox"/> Other:
<b>SCHOOL MAPPING SYSTEM:</b> <input type="checkbox"/> Mapping system used <input type="checkbox"/> Mapping system not used	<b>STAFF PREVIOUSLY TRAINED ON EMERGENCY PROCEDURES THIS YEAR?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>STUDENTS PREVIOUSLY TRAINED ON EMERGENCY PROCEDURES THIS YEAR?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>INCIDENT COMMAND SYSTEM USED?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>INCIDENT COMMANDER:</b>	<b>OPERATIONS CHIEF:</b>



## EMERGENCY DRILL REPORTING / AFTER ACTION REPORT

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<b>PROBLEMS ENCOUNTERED:</b> <i>Check all that apply</i>	
<input type="checkbox"/> Congestion in hallways <input type="checkbox"/> Alarm not heard <input type="checkbox"/> Students unsure of what to do <input type="checkbox"/> Staff unsure of responsibilities <input type="checkbox"/> Weather-related problems <input type="checkbox"/> Unable to lock doors <input type="checkbox"/> Windows not covered <input type="checkbox"/> Windows left open <input type="checkbox"/> Doors left open <input type="checkbox"/> Lights left on <input type="checkbox"/> Students not accounted for / attendance <input type="checkbox"/> Difficulties with evacuation of disabled students/staff <input type="checkbox"/> Unable to access school mapping system	<input type="checkbox"/> Radio communication problems <input type="checkbox"/> Network / computer problems <input type="checkbox"/> Noise impedes communications <input type="checkbox"/> Students not out of sight (lockdown drill) <input type="checkbox"/> Long time to evacuate building <input type="checkbox"/> Students not serious about drill <input type="checkbox"/> Frightened students (lockdown drill) <input type="checkbox"/> Improper or unavailable supplies <input type="checkbox"/> Confusion <input type="checkbox"/> Doors or Exits blocked <input type="checkbox"/> Transportation <input type="checkbox"/> Interagency miscommunications <input type="checkbox"/> Incident command problems <input type="checkbox"/> Other: <input type="checkbox"/> Other:
<b>Extenuating Circumstances / Identified Factors / Special Conditions Simulated:</b>	
<b>Mitigation / Plans for Improvement:</b> <i>Check all that apply and explain below</i>	
<input type="checkbox"/> Additional staff training <input type="checkbox"/> Additional student training <input type="checkbox"/> Address needs for additional equipment <input type="checkbox"/> Improved emergency supplies	<input type="checkbox"/> Cooperative planning with responders <input type="checkbox"/> Revised emergency procedures <input type="checkbox"/> Other: <input type="checkbox"/> Other:
<b>Explain corrective efforts here:</b>	



## EMERGENCY DRILL REPORTING / AFTER ACTION REPORT

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Narrative (Summarize Report):

Feedback (Summarize Feedback from Involved):

Recommendations (Document all recommendations and reasons):

Improvement (Include action items, who is responsible to carryout improvement(s), and timeframes for completion):



# **Response Actions**

# Stand by Alert

This action is used to alert the staff and students and place them on Stand By until further instructions.

## Announcement

If time permits, the Incident Commander will make the following announcement on the PA system or other communication systems (i.e. phone, email, messenger, etc.).

“ATTENTION PLEASE. STAND BY FOR ADDITIONAL INFORMATION. STAND BY FOR ADDITIONAL INFORMATION.”

## Description of Action

- ☐ If inside, teachers will hold students in classrooms until further instructions.
- ☐ If outside, teachers will assemble students into a single location.

For all situations, remain on Stand By until further instructions or an All Clear signal is given.

# Drop, Cover, and Hold

This action is commonly used during an earthquake or explosion to protect students and staff from flying or falling debris.

## Announcement

The Incident Commander will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

“ATTENTION PLEASE. DROP, COVER AND HOLD. DROP, COVER, AND HOLD. ADDITIONAL INFORMATION TO FOLLOW.”

## Description of Action

### **If you are inside a building:**

- ☐ Stay where you are until the shaking stops. Do not run outside. Do not get in a doorway as this does not provide protection from falling or flying objects, and you may not be able to remain standing.
- ☐ Drop down onto your hands and knees so the earthquake doesn't knock you down. Drop to the ground (before the earthquake drops you!)
- ☐ Cover your head and neck with your arms to protect yourself from falling debris.
  - If you are in danger from falling objects, and you can move safely, crawl for additional cover under a sturdy desk or table.
  - If there is low furniture or an interior wall or corner nearby, and the path is clear, these may also provide some additional cover.
  - Stay away from glass, windows, outside doors and walls, and anything that could fall, such as light fixtures or furniture.
- ☐ Hold on to any sturdy covering so you can move with it until the shaking stops. Stay where you are until the shaking stops.

### **If getting safely to the floor to take cover won't be possible:**

- ☐ Identify an inside corner of the room away from windows and objects that could fall on you. The Earthquake Country Alliance advises getting as low as possible to the floor. People who use wheelchairs or other mobility devices should lock their wheels and remain seated until the shaking stops. Protect your head and neck with your arms, a pillow, a book, or whatever is available.

**If you are outside when you feel the shaking:**

- ☐ If you are outdoors when the shaking starts, move away from buildings, streetlights, and utility wires. Once in the open, “Drop, Cover, and Hold On.” Stay there until the shaking stops. This might not be possible in a city, so you may need to duck inside a building to avoid falling debris.

**If you are in a moving vehicle or bus when you feel the shaking:**

- ☐ If you are in a moving vehicle, stop as quickly and safely as possible and stay in the vehicle.
- ☐ Avoid stopping near or under buildings, trees, overpasses, and utility wires.
- ☐ Wait until the ground movement stops and check for injuries.
- ☐ Be aware of after shocks, downed wires, or roads blocked by debris.
- ☐ Proceed cautiously once the earthquake has stopped.
- ☐ Avoid roads, bridges, or ramps that the earthquake may have damaged.
- ☐ The Bus Driver is legally responsible for the welfare of student riders.

# Room Clear

This action is used after the decision is made to rapidly and/or orderly clear students and staff from a classroom, office, cafeteria, gymnasium, or other space.

This is extremely helpful when you are rapidly moving students from one area to another designated area. This response is also useful during situations; such as, out of control subject, intoxicated subject, or a medical emergency

## Announcement

The Incident Commander will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

“ATTENTION PLEASE. ROOM CLEAR.”

## Description of Action

- ☐ The Incident Commander will direct the best means to exit the affected area and proceed to a pre-designated safe location. This may include another classroom, office, cafeteria, gymnasium, or other space.
- ☐ Secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.

# Evacuation of Building

This action is used after the decision is made that it is unsafe to remain in the building.

## Announcement

The Incident Commander will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

“ATTENTION PLEASE. EVACUATE THE BUILDING. EVACUATE THE BUILDING.”

## Description of Action

- ☐ Evacuate the building(s) using designated routes to the assigned Assembly Area. Once assembled, stay in place until further instructions.
- ☐ If the designated evacuation route is unsafe, use an alternate route to get to the Assembly Area.
- ☐ Teacher will secure the student roster when leaving the building and take attendance once the class is assembled in their designated area.

# Off-Site Evacuation

This action is used after the decision is made that it is safer to leave the campus than to remain on site.

## Announcement

The Incident Commander will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

“ATTENTION PLEASE. OFF-SITE EVACUATION WHEN DISMISSAL BELL RINGS. OFF-SITE EVACUATION WHEN DISMISSAL BELL RINGS.”

## Description of Action

- ☐ The Incident Commander will direct the best means to evacuate the campus and proceed to a pre-designated safe location. This may include school buses, cars, or walking.
- ☐ Secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
- ☐ Teachers will direct students to the designated offsite evacuation location.

# Reverse Evacuation (Reverse Lockdown)

This action is used to rapidly and safely move people inside a facility when it would be dangerous to remain outside. Reverse Evacuation is appropriate when:

- ☐ People are located outside, such as on the playgrounds, on the sports field, on the blacktop, or at an outdoor event.
- ☐ The danger necessitates a school lockdown or shelter in place, such as an active shooter, armed intruder, a threat in the surrounding community, or hazmat situation.
- ☐ The threat or danger is a safe distance away that allows you access into a building or structure for safety. If it is safe to do so, you should attempt to get students into a classroom or building (multi-purpose room, cafeteria, library, or office) and follow lockdown procedures.

Reverse evacuation is most commonly used before / after school, during breaks / passing periods, during lunch, or when classes are outside, such as, physical education (PE)

Reverse evacuations are very difficult because you must secure your classroom or building at some point and deny entry to students and staff.

This action should be evaluated during a school lockdown and if appropriate, should be taken.

If it is not safe to reverse evacuate, then refer to the “If Outside” section of the **“Lockdown”** procedure.



# Shelter in Place

This action is used after a decision is made that being indoors would provide a greater level of protection to students and staff.

A Shelter in Place may be used at any time during the following:

- ☐ When Law Enforcement or Police activity is occurring near, adjacent to, or in the vicinity of the school and such activity may compromise the safety of students and staff
- ☐ During a Hazmat situation, such as a gas leak, chemical release / spill / exposure
- ☐ Dangerous animal on or near school grounds

## Announcement

The Incident Commander will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

“ATTENTION PLEASE. SHELTER IN PLACE. DO NOT LEAVE THE BUILDING. DO NOT LEAVE THE BUILDING. IF YOU ARE OUTSIDE, MOVE INSIDE. ADDITIONAL INFORMATION TO FOLLOW.”

## Description of Action

### **If inside:**

- ☐ Keep students in classrooms pending further instructions.
- ☐ If outside, direct students into the nearest classroom or school building. Consider the proximity of the identified hazard. If necessary, proceed to an alternative indoor location. A room of a building located upwind of the identified hazard is preferred and ideal.
- ☐ Secure and lock all doors
- ☐ Close all windows and window coverings
- ☐ Account for all students
- ☐ Do not allow anyone to leave the secure room until ALL CREAR message is received.
- ☐ Students should take their seats and lessons can continue until the SHELTER IN PLACE response is lifted.
- ☐ Passing periods and lunch should be disregarded until SHELTER IN PLACE

### ***If outside:***

- ☐ Reverse Evacuate - Attempt to get into nearest building and secure in that building (Refer to Reverse Evacuation)
  - ☐ If entire classroom is in unassigned classroom, notify school administration of your location

- If student gets separated from class, get in into nearest classroom and have staff member notify student's teacher of student's location.
- If unable to get into a classroom or building, proceed to the office

# School Lockdown

This action is used when a threat of violence, armed intruder, gunfire, or active threat/shooter is present, and it is necessary to prevent the perpetrator(s) from entering occupied.

## Announcement

The Incident Commander will make the following announcement on the PA system. Also if known, communicate the suspect(s) location(s). If the PA system is not available, use other means of communication, (i.e. email, calling trees, or as a last resort send messengers to deliver instructions, etc.).

“ATTENTION PLEASE. INITIATE LOCK DOWN. REPEAT, INITIATE LOCK DOWN.”

## Description of Action

### **Lockdown**

Procedures to secure and fortify your building or classroom should be made. The key is to prevent threats from entering your building or classroom. You cannot rely only on securing your building or classroom. You must continuously consider other options to protect yourself and your students. Refer to the OPTIONS for CONSIDERATION.

**\*\*1.** Site Principal or Admin to determine severity of threat or be directed by PUSD superintendent or by PPD to order a campus lockdown.

**2.** Site Principal or Admin to immediately use card key at any wireless electronic lock (do not use fence gate electronic locks, they are not wirelessly controlled) present card key to wireless lock and hit 911. All exterior doors equipped with wireless locks will activate. (locks will blink red and beep for 30 seconds when initially placed into lockdown) Once the 911 lockdown has been activated, all staff card keys will no longer open the doors.

**3.** A designated door attendant will be stationed at an exterior door to facilitate a reverse lockdown of all kids and staff located on the playground or on the exterior of the bld

**4.** The Site Principal or Admin will initiate the lockdown announcement via Calypso paging system or lockdown button located at the Admins desk site control station (lockdown button to automatically activate PUSD Infinite Campus-IC text/e-mail notification of parents, staff & community) (if the Calypso button is not used, PUSD IT to explain parent, staff, & community notification protocol reminding them not to travel to the campus until the all clear is issued. PUSD IT to explain all clear parent, staff & community all clear protocol)

**5.** The Site Principal or Admin, to notify PPD of lockdown by calling 911 or PPD at 510-420-3000 (ability to swipe card key and enter 911 into the electronic locking system is limited to Superintendent, Principals, all directors except athletic director, all site principals and their admins-one per site, all head custodians and all maintenance personnel.)

(Electronic Wireless Lock Spec: Trilogy PDL 6500 ETPDLN: After all clear, to release wireless locks, present card key and hit 123, locks will then return to the programmed open and close times)

(Site Principal to determine if needed: After lockdown is initiated, instead of designating a door attendant, establish safe harbor locations where staff can enter with their card key-mainly referring to PHS ,MHS, PMS with PE Hill travel time)

(The 911 function limits the locking of all exterior doors to each elementary school site. The 911 function, when activated at PHS, PMS or MHS, locks all exterior doors at all campuses including the PHS Witter Field House. NOTE: AHT, Shipping & Receiving/Adult Ed and the Maintenance bld's as of 6/23/17, do not have wireless electronic locks)

(During lockdown, PPD and PFD will have access inside every bld via the grand master hard key located within the Knox Box located at the entrance of each site) (PPD also has a copy of the Grand Master Key, allowing access into every door, district wide)(Director of Facilities, Pete Palmer, delivered the Grand Master Key to the PPD Chief Jeremy Bowers on Friday, March 24th, 2017)

**IF INSIDE**, staff members are to:

- ☐ Lock doors and sit/lie on the floor away from doors and windows; consider spreading out in the room, using cover and concealment. Also consider hiding behind desks, cabinets, and in closets.
- ☐ Close any shades and/or blinds if it appears safe to do so.
- ☐ Turn off the lights.
- ☐ Barricade the door with heavy furniture / objects.
- ☐ Once room is secured, do not answer or open door.
- ☐ Do not allow anyone to leave secure room until ALL CLEAR message is received.
- ☐ Remain concealed until police or a recognized staff member assures it is safe to unlock the doors.
- ☐ Do not use cell phones or computers until directed to do so, unless notifying police or relaying vital information.
- ☐ Be as quiet as possible.
- ☐ Consider arming yourself with objects in the room to protect yourself against the shooter (i.e., stapler, tape dispenser, cell phone, any blunt heavy object)
- ☐ If able, without giving away your position, call the police or call or text a friend to let them know where you are located.

**IF OUTSIDE**, staff members are to:

- ☐ Get low & look for cover and a place to conceal yourself.
  - Low crawl if necessary.
- ☐ Look for an open room and lock yourself inside; such as:
  - Classroom
  - Bathroom
  - Closet

- Office

- ☐ Remain calm and stay quiet
- ☐ If able, w/o giving away your position, call the police or call or text a friend to let them know where you are located.
- ☐ If possible and unable to get into a concealed location, refer to the RUN / HIDE / FIGHT portion of this procedure.

### **Reverse Evacuation (Reverse Lockdown)**

**If your class is outside during a lockdown, or if a lockdown is initiated before / after school, during lunch, during passing periods, or recess:**

During a lockdown, if you can safely **reverse evacuate**, you should do so. Reverse evacuate means you should attempt to get students into a classroom or building (multi-purpose room, cafeteria, library, or office) and follow lockdown procedures. Reverse evacuations are very difficult because you must secure your classroom or building at some point and deny entry to students and staff.

If you are unable to **reverse evacuate** during a lockdown or you are unable to get into a building/room prior to it being secured, refer to OPTIONS FOR CONSIDERATIONS.

### **Alert Authorities**

During an active threat it is imperative to immediately call 9-1-1 and notify law enforcement. Provide the following:

- ☐ Provide nature of emergency / threat
- ☐ Number of suspects
- ☐ Location of suspect(s)
- ☐ Direction suspect(s) was last seen
- ☐ Weapons used / seen
- ☐ Provide any updates or dynamic intelligence (something you see or hear) if safe to do so.

### **Update**

Continuously communicate with staff and provide updates if available. Remember that during critical incident information and details may not be reliable. Details as to the suspect(s) or threat(s) may allow you to alter your course of action. Provide staff with the following, if it is safe to do so:

- ☐ Location of suspect(s) or threat(s)

- ☐ Number of suspects
- ☐ Description of suspects
- ☐ Weapons used / seen
- ☐ Direction suspect(s) was last seen

## Options for Consideration

(Are not designed to be sequential but rather to be utilized dynamically in each unique situation)

### Barricade

If you are secured in a building or classroom, consider barricading any entry/exit point, and/or window(s). Use any furniture or heavy objects to prevent / deny entry.

### Move

Consider moving to another location that may be more secure or provide additional protection if you can do so without jeopardizing your current lockdown position. If you feel that you can safely move to another location, consider locations that provide the following:

- ☐ Layers of safety (such as: adjoining room, interior closet, bathroom)
- ☐ Location that has less windows or entry points into a room
- ☐ Location that provides better escape

### Evacuate

If the situation presents it self, evacuate yourself and/or others from danger. Retreat to a safe location to remove yourself and/or others from danger

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- ☐ Have an escape route and plan in mind
- ☐ Evacuate regardless of whether others agree to follow
- ☐ Leave your belongings behind
- ☐ Help others escape, if possible
- ☐ Prevent individuals from entering an area where the active shooter may be present
- ☐ Keep your hands visible

- ☐ Follow the instructions of any police officers
- ☐ Do not attempt to move wounded people
- ☐ Call 911 when you are safe

### **Run**

If you are NOT in a secured location or your location is compromised, you should create distance by running away from the threat(s)

- ☐ Run in a direction that quickly removes you from the view from the threat(s)
- ☐ Consider trying to get off campus to a safe location
- ☐ Have an escape route and plan in mind
- ☐ Evacuate regardless of whether others agree to follow
- ☐ Leave your belongings behind
- ☐ Help others escape, if possible
- ☐ Prevent individuals from entering an area where the active shooter may be present
- ☐ Keep your hands visible
- ☐ Follow the instructions of any police officers
- ☐ Do not attempt to move wounded people
- ☐ Call 911 when you are safe

### **Hide**

Attempt to get to a location that provides protection and/or concealment. Once you have escaped danger or are out of danger, you should:

Find a place to hide where the active shooter is less likely to find you.

- ☐ Your hiding place should:
  - Be out of the active shooter's view
  - Get low and look for a location to conceal yourself
  - Provide protection if shots are fired in your direction (i.e., an office, bathroom, or closet with a closed and locked door)

- Not trap you or restrict your options for movement
- Consider moving to a new location
- ☐ If you are unable to get to a concealed or secure location, run to a remote area and/or flee from danger
- ☐ If able to do so and without giving away your position, call/text the police or someone you know to let them know where you are located

### **Think outside the box**

Consider unconventional thinking to protect you and your students. Sometimes this creating thinking not only saves lives, but also can incapacitate a threat. Constantly think about what you could do, with what you have available. Thinking outside the box could include the following:

- ☐ Create barriers
- ☐ Place furniture in abstract locations that may confuse a suspect(s)
- ☐ Consider alternative means to distract or incapacitate the suspect(s)

### **Fight**

As a last resort, and when your life is in imminent danger, attempt to disrupt and/or incapacitate the suspect by acting with aggressing and committing to your actions. Consider throwing hard objects (improvised weapons); such as a paperweight, stapler, three hole punch, or any hard object. Another last resort option is to attack the suspect(s) with improvised weapons. Remember that force in numbers will have a greater chance to overcome and incapacitate the suspect(s).



# All Clear

This action is used after the decision is made that normal school operations can resume.

## Announcement

The Incident Commander will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. email, calling tree, send messengers to deliver instructions, etc.).

BELL WILL RING “ATTENTION PLEASE. ALL CLEAR. ALL CLEAR. THANK YOU.”

## Description of Action

- ☐ This action signifies the emergency is over.
- ☐ If appropriate, teachers should immediately begin discussions and activities to address students’ fear, anxiety, etc.

# Intruder Alert All Clear

This action is used after the decision is made that normal school operations can resume.

## Announcement

The Incident Commander will make the following announcement on the PA system. If the PA system is not available, use other means of communication, (i.e. send messengers to deliver instructions, email, etc.).

BELL WILL RING "ATTENTION PLEASE. ALL CLEAR. ALL CLEAR. THANK YOU."

## Description of Action

- ☐ This action signifies the emergency is over.
- ☐ If appropriate, teachers should immediately begin discussions and activities to address students' fear, anxiety, etc.

# Parent Alert

In the event of an emergency that effects the safe operation of the school, the Incident Commander will designate the following:

- ☐ Secretary will activate emergency voice message.
- ☐ The School Districts' technology-based parent notification and school-to-home communication system will be activated. This system will allow the Incident Command Team the ability to send communications to identified parents and faculty.
- ☐ The School District's notification system will be utilized to provide communications to parents during emergency response situations on site. Under the Incident Commander's direction, the Site Public Information Officer will be responsible for developing outgoing messages (email or phone message, whichever is appropriate for the given situation) and transmitting them to the parent community.
- ☐ In the event that the School District's notification system is not functional, the site Public Information Officer and site staff, designated by the Incident Commander to assist, will contact parents via phone and or email with information provided in the Student Emergency Form.

# Student Release/ Parent Process of Pick-up

In the event of the disaster or local emergency, the District's custodial responsibility of students may be extended beyond the range of normal operating hours. The following guidelines are to be followed for the release of students, unless otherwise direct by the Police Department:

- ☐ Guardians will present Student Attendance/ Release Team member with a picture ID.
- ☐ Student Attendance/ Release Team member will verify ID with the Student Emergency Cards on file.
- ☐ Upon positive verification of identification with the Student Emergency Card, notify the Student Supervision Team to release or escort student to the pick-up area.
- ☐ Upon reunification of student with guardian, instruct guardian to sign Emergency Student Release Log sheet entry of student indicating release of student.
- ☐ If students are released to a medical facility, the student's name, school, address and phone number, if known, must be written in permanent ink on the student's body.

# Reunification

After a mass casualty or critical incident it is important to quickly reunite survivors with their loved ones. The District's custodial responsibility of students may be extended beyond the range of normal operating hours. When it is necessary to perform an off campus evacuation, the following guidelines are to be followed for the release of students, unless otherwise direct by the Police Department:

- ☐ The Incident Commander will designate an off-campus reunification location.
- ☐ Security and supervision will be in place prior to any students being transported to the off site location.
- ☐ Transportation services will be contact and arranged by the Incident Commander.
- ☐ If necessary, counselors should be contacted and respond to the reunification site.
- ☐ The following protocols should be followed: Protocols for notification, information release, orderly check-in, check-out, record keeping, and release of minors to adults.
- ☐ The Student Attendance / Release Team should be in place prior to student arriving.
- ☐ Guardians will present Student Attendance/ Release Team member with a picture ID.
- ☐ Student Attendance/ Release Team member will verify ID with the Student Emergency Cards on file.
- ☐ Upon positive verification of identification with the Student Emergency Card, notify the Student Supervision Team to release or escort student to the pick-up area.
- ☐ Upon reunification of student with guardian, instruct guardian to sign Emergency Student Release Log sheet entry of student indicating release of student.
- ☐ If students are released to a medical facility, the student's name, school, address and phone number, if known, must be written in permanent ink on the student's body.

***After a critical incident, you should remember the incident might be criminal and investigated by law enforcement. If it is an active investigation, witnesses and victims may need to be contacted by law enforcement delaying the reunification. Witnesses and victims may need to be separated to keep the integrity of the investigation.***

# School Closure

In the event that an emergency incident has rendered the site inoperable and uninhabitable, the Site Incident Commander will consult with the Superintendent with an update on the status of the site and situation. After conferring and receiving instructions from the Superintendent to close the school site:

## During school hours with staff and students on site:

- ☐ Site Incident Commander will activate the Off-Site Evacuation Response.
- ☐ Site Incident Commander or will Activate Parent Notification System to alert parents of new location of student assembly.
- ☐ Update District EOC or District Public Information Officer of new student assembly area.

## After school hours with staff and students off site:

- ☐ Site Incident Commander will alert Command Team and Activate School District's Parent Notification System to school closure.

# Information Provided to Police Dispatcher or 911 Operator

When reporting an emergency to law enforcement it is important to provide as much information as possible. Allow the call-taker to be in control of the conversation and ask the questions. Remember to remain calm. Officers are often responding even though you are still providing information to the call-taker. Below is some of the information that must be provided depending on the nature of the emergency.

- ☐ Address and location of incident
- ☐ Nature of emergency, threat (i.e. armed intruder, active threat/shooter, suspicious package, bomb threat)
- ☐ Precise location of the threat, intruder, active threat/shooter, suspicious package, bomb threat
- ☐ Number of suspects, if more than one
- ☐ Physical description of suspects(s) (describe race, gender, height, weight, build, hair color / style / length, facial hair, clothing head to toe, and anything that stands out; such as, tattoos, hat, glasses, disguise.
- ☐ Number and type of weapons held by the active threat/shooter
- ☐ Number of potential victims at the location
- ☐ Possible lookouts
- ☐ Suspicious vehicle(s) that may belong to the suspect(s)

# **Emergency Procedures**



# Earthquake

## ***Major Earthquake Threat Summary***

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. Depending fault lines and seismic activity, some locations are at a greater risk for earthquakes.

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

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

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

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

Upon the first indication of an earthquake, teachers should direct students to Drop, Cover, and Hold and follow the DROP, COVER, and HOLD Response Action. Follow the additional procedures listed below for all earthquake events:

- ☐ Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards. When the shaking stops, the Incident Commander will issue the All Clear Response. Use designated routes and proceed directly to the assembly area. Teachers shall notify the Student Attendance/Release Team of missing students.
- ☐ The Incident Commander to direct the Security Team to post guards a safe distance away from building entrances to prevent access.

- ☐ Warn all school personnel to avoid touching fallen electrical wires.
- ☐ First Aid Team will check for injuries and provide appropriate first aid.
- ☐ The Incident Commander will direct the Facility Team to turn off water, gas, and electrical and to alert appropriate utility company of damages, if appropriate.
- ☐ If the area appears safe, the Search and Rescue team will be cleared by the Incident Commander to make an initial inspection of the school buildings, if needed.
- ☐ The Incident Commander will contact the Office of the District Superintendent to determine if additional actions are deemed necessary.

**In the event an earthquake occurs during non-school hours:**

- ☐ The Incident Commander and Identified Maintenance/ Facilities Personnel will assess damages to determine needed corrective actions. For apparent damages, contact the District Superintendent to determine if the school should be closed.
- ☐ If the school must be closed, notify staff members and students as identified in School Closure Response Procedure.

***Evacuation:***

An EVACUATION OF BUILDING should **NEVER** be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

# Fire on School Grounds

In the event of a fire on school grounds, the following procedures should be implemented:

- ☐ Upon discovery of a fire, direct all occupants out of the building and report the fire to the Incident Commander.
- ☐ The Incident Commander will immediately issue the EVACUATION OF BUILDING action. Students and staff will evacuate buildings using the evacuation routes or other safe routes and proceed directly to the Assembly Area. Teachers will take student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.
- ☐ The Incident Commander will call “911” to provide the exact location (e.g., building, room, area) of the fire.
- ☐ The Security Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- ☐ Search and Rescue Leader will direct the fire department to the fire and brief fire department official on the situation.
- ☐ The Facilities Team will notify the appropriate utility company of damages.
- ☐ The Incident Commander will notify the District Superintendent’s Office and Maintenance and Operations of the fire.
- ☐ If appropriate the Incident Commander will implement the PARENT ALERT SYSTEM.
- ☐ For any fires on campus, the Incident Commander and District Superintendent will determine whether the school will resume operations and/ or open the following day.

# Fire in Surrounding Area

In the event of a fire in the surrounding area, the following procedures should be implemented:

- ☐ The Incident Commander will initiate the appropriate immediate response actions, which may include: STAND BY ALERT, SHELTER-IN-PLACE, SECURE BUILDING, EVACUATION OF BUILDING or OFF-SITE EVACUATION.
- ☐ The Incident Commander will call “911” to provide the exact location (e.g., building, room, area) of the fire.
- ☐ The Incident Commander will activate the Security Team to secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- ☐ The Incident Commander will work with the fire department to determine if school grounds are threatened by the fire, smoke, hazardous atmospheres, or other conditions. The Incident Commander or designee will maintain open communication with the fire department.
- ☐ If the Incident Commander issues the EVACUATION OF BUILDING action. Students and staff will evacuate buildings using the evacuation routes or other safe routes and proceed directly to the Assembly Area. Teachers will take student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.
- ☐ The Incident Commander will keep a battery-powered radio tuned to a local radio station for emergency information.
- ☐ In the event of a loss of water or other utilities, the Incident Commander will refer to the Power Outage/ Loss of Utilities Procedure.
- ☐ If appropriate, the Incident Commander will implement the PARENT ALERT SYSTEM
- ☐ The Incident Commander will notify the Superintendent, and Maintenance and Operations of the emergency situation.

# Explosion / Bomb Threat

There are three possible scenarios involving the explosion/ bomb threat. Determine which scenario applies and implement the appropriate response procedures described below.

Explosion on school property

Explosion or credible bomb threat in surrounding area.

Bomb threat on school property

## **Explosion on School Property**

- ☐ Upon explosion and depending on the proximity of the explosion and affected area(s) all persons should: DROP, COVER, AND HOLD, or EVACUATE BUILDING.
- ☐ The Incident Commander will consider the possibility of another imminent explosion and take appropriate action.
- ☐ After the blast, the Incident Commander will initiate another Response Action, which may include: SHELTER-IN-PLACE, SECURE BUILDING, EVACUATE BUILDING, or OFF-SITE EVACUATION.
- ☐ If the explosion occurred within the school buildings, Incident Commander will issue EVACUATE BUILDING action to the affected building or entire school. Students and staff will evacuate using prescribed routes and proceed to the assembly area. Teachers shall bring the student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.
- ☐ During an EVACUATE BUILDING, teachers and staff should be aware of the possibility of secondary Improvised Explosive Device (IED)
- ☐ If a suspicious packaged or suspected IED is located, teachers should change their evacuation route and immediately notify the Incident Commander.
- ☐ The Incident Commander will call “911” to provide the exact location (e.g., building, room, area) and nature of emergency.
- ☐ If appropriate the Incident Commander will implement the PARENT ALERT SYSTEM.
- ☐ If necessary and deemed safe to do so, the Incident Commander will direct the Search and Rescue Team to suppress fires and rescue personnel. (Incident Commander should wait for verification or all clear of additional threats of explosion from first responders)
- ☐ The Facilities Team will notify the appropriate utility company of damages.
- ☐ The Incident Commander will notify the District Superintendent and Maintenance and Operations of the situation.

- ☐ The Security Team Leader will post guards safe distance away from the building entrance to prevent persons entering the school building.
- ☐ The Incident Commander will issue other instructions as needed.

### **Explosion or Threat of Explosion in Surrounding Area**

- ☐ The Incident Commander will order SHELTER IN PLACE.
- ☐ The Incident Commander will call “911” to provide the exact location (e.g., building, room, area) and nature of emergency.
- ☐ Incident Commander will instruct all staff to stop use of all cell phones and 2-way radios. Teachers will instruct all students to turn off their cell phones until further notice.
- ☐ The Incident Commander will issue other instructions as needed.
- ☐ All students and staff will remain in SHELTER IN PLACE until further instructions are provided.

### **Bomb Threat on School Property**

***Treat each and every bomb threat seriously. Bomb threats are most often received by telephone, email, text message, social media, handwritten notes, and writings on objects; such as, walls or structures.***

- ☐ The Incident Commander will initiate appropriate Response Actions, which may include DROP, COVER, AND HOLD, SHELTER IN PLACE, SECURE BUILDING, EVACUATE BUILDING, or OFF-SITE EVACUATION.
- ☐ If the Incident Commander issues the EVACUATION OF BUILDING action, the front office secretary (if possible) will forward the site’s main phone line to the pre-recorded emergency outgoing message. Students and staff will evacuate buildings using the evacuation routes or other safe routes and proceed directly to the assembly area. Teachers will take student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.
- ☐ If the bomb threat is specific to an area, that information will be relayed to students and staff so that evacuation routes may be altered and secondary routes will be used. It is imperative, while evacuating, to look for suspicious packages or secondary Improvised Explosive Devices (IED’s)
- ☐ The Incident Commander will call “911” to provide the exact location (e.g., building, room, area) and nature of emergency.
- ☐ Incident Commander will instruct (if possible) all staff to stop use of all cell phones and 2-way radios. Teachers will instruct all students to turn off their cell phones until further notice.
- ☐ If necessary, the Incident Commander will direct the Search and Rescue Team to suppress fires and rescue personnel (if possible and equipped to do so).
- ☐ The Facilities Team will notify the appropriate utility company of damages.

- ☐ The Incident Commander will notify the District Superintendent and Maintenance and Operations of the situation.
- ☐ The Incident Commander will issue other instructions as needed.

# Received Telephone Bomb Threats

***Treat each and every bomb threat seriously.***

In the event a bomb threat is received via telephone, it is imperative the receiving caller keep the suspect on the telephone line as long as possible, listen carefully, ask key questions, and complete the Bomb Threat Checklist.

Bomb threats received by phone:

- ☐ Remain calm
- ☐ Keep the caller on the line for as long as possible
- ☐ DO NOT HANG UP, even if the caller does
- ☐ If possible attempt to record the conversation on a recording device, such as a digital recorder or cellular phone
- ☐ Listen carefully
- ☐ Be polite and show interest
- ☐ Try to keep the caller talking to learn more information
- ☐ If possible, write a note to a colleague to call the authorities
- ☐ If your phone has a display, copy the number and/or letters on the window display
- ☐ Complete the Bomb Threat Checklist immediately
- ☐ Write down as much detail as you can remember
- ☐ Try to get exact words
- ☐ Immediately upon termination of the call, do not hang up, but from a different phone, contact Law Enforcement immediately with information and await instructions.

Ask the following key questions:

- ☐ How many bombs are there?



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

## BOMB THREAT CALL PROCEDURES

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

### If a bomb threat is received by phone:

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

### If a bomb threat is received by handwritten note:

- Call \_\_\_\_\_
- Handle note as minimally as possible.

### If a bomb threat is received by email:

- Call \_\_\_\_\_
- Do not delete the message.

### Signs of a suspicious package:

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

### DO NOT:

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

## WHO TO CONTACT (select one)

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

## BOMB THREAT CHECKLIST

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Time Caller Hung Up: \_\_\_\_\_ Phone Number Where Call Received: \_\_\_\_\_

### Ask Caller:

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

### Exact Words of Threat:

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### Information About Caller:

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

### Caller's Voice Background Sounds: Threat Language:

- |  |  |                                       |
|--|--|---------------------------------------|
| <input type="checkbox"/> Accent          | <input type="checkbox"/> Animal Noises     | <input type="checkbox"/> Incoherent   |
| <input type="checkbox"/> Angry           | <input type="checkbox"/> House Noises      | <input type="checkbox"/> Message read |
| <input type="checkbox"/> Calm            | <input type="checkbox"/> Kitchen Noises    | <input type="checkbox"/> Taped        |
| <input type="checkbox"/> Clearing throat | <input type="checkbox"/> Street Noises     | <input type="checkbox"/> Irrational   |
| <input type="checkbox"/> Coughing        | <input type="checkbox"/> Booth             | <input type="checkbox"/> Profane      |
| <input type="checkbox"/> Cracking voice  | <input type="checkbox"/> PA system         | <input type="checkbox"/> Well-spoken  |
| <input type="checkbox"/> Crying          | <input type="checkbox"/> Conversation      |                                       |
| <input type="checkbox"/> Deep            | <input type="checkbox"/> Music             |                                       |
| <input type="checkbox"/> Deep breathing  | <input type="checkbox"/> Motor             |                                       |
| <input type="checkbox"/> Disguised       | <input type="checkbox"/> Clear             |                                       |
| <input type="checkbox"/> Distinct        | <input type="checkbox"/> Static            |                                       |
| <input type="checkbox"/> Excited         | <input type="checkbox"/> Office machinery  |                                       |
| <input type="checkbox"/> Female          | <input type="checkbox"/> Factory machinery |                                       |
| <input type="checkbox"/> Laughter        | <input type="checkbox"/> Local             |                                       |
| <input type="checkbox"/> Lisp            | <input type="checkbox"/> Long distance     |                                       |
| <input type="checkbox"/> Loud            |  |                                       |
| <input type="checkbox"/> Male            |  |                                       |
| <input type="checkbox"/> Nasal           |  |                                       |
| <input type="checkbox"/> Normal          |  |                                       |
| <input type="checkbox"/> Ragged          |  |                                       |
| <input type="checkbox"/> Rapid           |  |                                       |
| <input type="checkbox"/> Raspy           |  |                                       |
| <input type="checkbox"/> Slow            |  |                                       |
| <input type="checkbox"/> Slurred         |  |                                       |
| <input type="checkbox"/> Soft            |  |                                       |
| <input type="checkbox"/> Stutter         |  |                                       |

### Other Information:

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Homeland  
Security

# Suspicious Object / Package / Device

Suspicious packages on or near school grounds are objects, packages, and/or devices, where the identity of the owner are not known coupled with suspicion that the object, package, or device may pose a threat to the school. Police should be immediately notified and are responsible for investigation of the suspicious object, package, or device. If needed, police will notify the Explosive Ordnance Disposal for further investigation or detonation of the object.

When a suspicious object is located these principals should be immediately applied:

- ☐ Isolate – Do not move suspicious object. Keep staff and students a safe distance from object. Evacuate all classes within effected area away from suspicious object.
- ☐ Contain – If possible, set up a perimeter around the suspicious object a safe distance away. Attempt to keep students and staff from entering the affected area.
- ☐ Evacuate – Evacuate all students, staff, and occupied classrooms and offices a safe distance from the affected area.

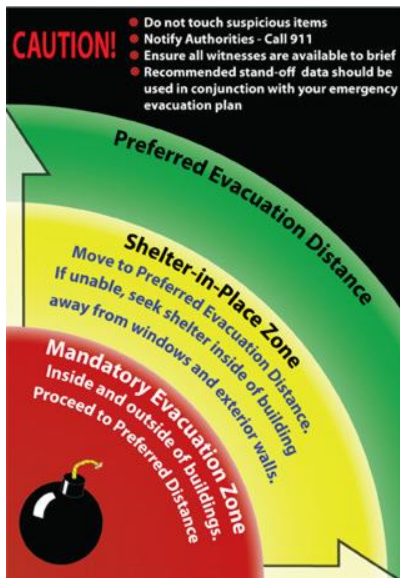
If suspicious package is inside or in close proximity to a building or structure:












- ☐ Shut down all equipment in the immediate area and HVAC systems (heating, ventilation, and air conditioning).

## **DO NOT**

- ☐ Use 2-way radios or cellular phones – radio signals have the potential to detonate a bomb
- ☐ Touch or move suspicious packages
- ☐ Activate the fire alarm

Refer to the chart below from Homeland Security for bomb threat stand-off distances.



 <b>BOMB THREAT STAND-OFF CARD</b> 					
Threat Description		Explosives Capacity	Mandatory Evacuation Distance	Shelter-in-Place Zone	Preferred Evacuation Distance
 Pipe Bomb		5 lbs	70 ft	71-1199 ft	+1200 ft
 Suicide Bomber		20 lbs	110 ft	111-1699 ft	+1700 ft
 Briefcase/Suitcase		50 lbs	150 ft	151-1849 ft	+1850 ft
 Car		500 lbs	320 ft	321-1899 ft	+1900 ft
 SUV/Van		1,000 lbs	400 ft	401-2399 ft	+2400 ft
 Small Delivery Truck		4,000 lbs	640 ft	641-3799 ft	+3800 ft
 Container/Water Truck		10,000 lbs	860 ft	861-5099 ft	+5100 ft
 Semi-Trailer		60,000 lbs	1570 ft	1571-9299 ft	+9300 ft

# Intruder on School Grounds

An intruder on school grounds is defined as an unknown, unauthorized, and/or unwanted subject on school grounds that MAY or MAY NOT pose a threat to the school. The person has no justification for being on the school campus. Intruders are committing the crime of Criminal Trespass.

***If the person does not appear to be a threat and you feel comfortable approaching the person(s), you should consider the following:***

- ☐ Take another staff member with you prior to contacting the intruder
- ☐ Advise someone in the office that you are going to contact the intruder
- ☐ Have a form of communications, such as a 2-way radio so you can provide updates
- ☐ Have the intruder kept under constant covert surveillance
- ☐ Approach and greet the intruder in a polite and non-threatening manner.
- ☐ Identify yourself as a school official.
- ☐ Ask the intruder for identification.
- ☐ Ask the intruder for their purpose for being on the school campus
- ☐ If they have justification for being on campus direct them to the office for assistance

***If the intruder does not have a justification to be on the campus, you should consider the following:***

- ☐ If the intruder is not armed or threatening, advise the intruder of the trespass laws.
- ☐ Immediately ask the intruder to leave and instruct them to the nearest exit point.
- ☐ Escort the intruder off school grounds
- ☐ Notify the office / School Administration so that they can assess and monitor the situation.
- ☐ If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- ☐ If the intruder gives no indication of voluntarily leaving the premises, notify Police and School Administration.

***If the intruder is armed or threatening, you should do the following:***

- ☐ Retreat to a position of safety
- ☐ Immediately notify the office / School Administration
- ☐ Initiate a School Lockdown
- ☐ Call 9-1-1 or have another person call for you

# Threat of Violence / Weapons on Premises

In the event of a hostile or potentially threatening event, staff should take reasonable steps to calm and control the situation. If the threat or perpetrator is in your immediate area and you are not able to LOCKDOWN or initiate a LOCKDOWN, you should immediately Isolate and Evacuate all non-involved pupils and staff from the person and notify the Incident Commander. The school should immediately be locked down, controlling all student and staff movement.

Implement the following procedures to control and contain the situation.

- ☐ The Incident Commander will initiate the appropriate Immediate Response Actions, which may include LOCKDOWN, REVERSE EVACUATION (REVERSE LOCKDOWN), EVACUATE BUILDING, or OFF-SITE EVACUATION.
- ☐ Staff should attempt to isolate perpetrator from students, if it is safe to do so.
- ☐ The Incident Commander will call “911” or contact the SRO, and provide the exact location on campus and the nature of the emergency.
- ☐ If an immediate threat is not clearly evident, attempt to diffuse the situation. Remain calm, talk in a soft, non-threatening manner. Request perpetrator to leave the area or campus, as appropriate. Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff.
- ☐ If the perpetrator is a student, DO NOT notify the perpetrators family. Collect the family contact information and give it to the police upon their arrival on the scene. Family members may provide useful information on handling the situation.
- ☐ The Incident Commander will notify the District Superintendent of the situation.
- ☐ Refer media inquiries to the designated Public Information Officer.
- ☐ The Police Department will control all points of entry.
- ☐ The Student Attendance/ Release Team will conduct a headcount and notify the Incident Commander of missing persons.

# Active Shooter / Active Threat

**Refer to the LOCKDOWN procedure and Options for Consideration.**

**If you are outside during a LOCKDOWN, refer to the REVERSE EVACUATION procedure.**

In the event of an Active Shooter / Active Threat on the campus or in the vicinity of the campus, a LOCKDOWN should be immediately implemented if possible. Staff should take reasonable steps to calm and control the situation.

Implement the following procedures to attempt to control and contain the situation:

- ☐ The Incident Commander or Designee will initiate a LOCKDOWN.
- ☐ If you are outside when a LOCKDOWN is initiated, you should Reverse Evacuate (Reverse Lockdown). Refer to the REVERSE EVACUATION (Reverse Lockdown) procedure under Response Actions. Also refer to the Options for Considerations under the LOCKDOWN procedure for additional information.
- ☐ If the threat or perpetrator is in your immediate area / vicinity and you are not able to LOCKDOWN (get into a secure classroom or building) you should attempt immediately attempt to flee to a safe location / get out of danger.
- ☐ Staff should attempt to isolate perpetrator from students, if it is safe to do so.
- ☐ The Incident Commander or Designee will call “911” or contact SRO, and provide the exact location on campus and details of the active shooter / active threat.
- ☐ The Incident Commander should provide Law Enforcement with updates when they are available.
- ☐ The Incident Commander should, if it is safe to do so, provide Law Enforcement with a first responder kit, which at minimally includes the following:
  - 3-5 sets of master keys / proximity keys on lanyards
  - Floor plans and/or blueprints
  - Utility shut-off tools
  - School 2-way radio
- ☐ Staff and students should follow the direction of any on scene Law Enforcement personnel.
- ☐ Staff will check injuries and provide appropriate first aid.
- ☐ Staff should take attendance and account for any students missing and additional students that may be in the classroom.
- ☐ When safe to do so, Staff should report attendance to the Incident Commander or Designee.



- ☐ Any affected areas will not be reopened until Law Enforcement provides clearance and the Incident Commander issues authorization to do so.
- ☐ The Incident Commander will notify the District Superintendent of the situation as soon as practical.

**After the threat has been stopped or neutralized and Law Enforcement has deemed the campus clear, the following should occur:**

- ☐ The Incident Commander will initiate a SHELTER IN PLACE until a plan has been made to resume school activities or the situation necessitates an OFF-SITE EVACUATION.
  - If the school has been declared safe and school activities are to resume, the Incident Commander will initiate an INTRUDER ALL CLEAR. Refer to the corresponding Response Action.
  - If circumstances dictate an off-site evacuation, the Incident Commander, in collaboration with Law Enforcement, will consider an appropriate Reunification site.
  - After the logistics for supervision and transportation are in place, The Incident Commander will initiate an OFF-SITE EVACUATION. Refer to the corresponding Response Action.
- ☐ The Incident Commander will ensure that all staff and students are a safe distance away from any affected areas.
- ☐ The Search and Rescue Team will search for unaccounted students and staff. If they find anyone needing medical assistance they will initiate first aid and notify the First Aid Team.
- ☐ The First Aid Team will check injuries to provide appropriate first aid and triage if needed, and direct medical personnel to anyone needing assistance.
- ☐ The Student Supervision Team will prepare to escort and receive the students at the Reunification site. The Student Supervision Team will continue to supervise the students until they are released to an authorized parent or guardian.
- ☐ The Student Attendance / Release Team will conduct a headcount and notify the Incident Commander of missing persons. Members will maintain a record of students accounted for throughout the duration of the reunification process. Members will also coordinate the release of students to authorized parents or guardians and maintain documentation of student whereabouts and releases.
- ☐ The Security and Facilities Teams will secure the campus to prevent unauthorized access.
- ☐ The Crisis Response Team will convene onsite or off-site and begin the process of counseling and recovery as appropriate.
- ☐ Refer media inquiries to the designated Public Information Officer.

# Hostage Situation

Hostage situations are very unpredictable and unstable. Staff members should set the example if placed in this unfortunate situation. Your survival is key and you should consider the following:

- ☐ If you are able to safely do so, notify 9-1-1 or the school administration to report the emergency. Consider keeping the phone line open so the person on the other end can have first hand knowledge of what is going on, however, be cautious not to do this at the risk of agitating the hostage taker(s)
- ☐ Maintain a low-key, nonthreatening posture. Control compulsive behaviors, remain calm, follow instructions, and make minimal eye contact.
- ☐ Say as little as possible if questioned by the hostage taker and avoid make suggestions. Do not engage in a conversation or try to persuade the hostage taker to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard. The hostage taker is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The hostage taker may perceive himself/ herself as being sane.
- ☐ Follow the rules given by the hostage taker(s). It is best to comply with demands unless you have a clear reason for not doing so, such as a personal dignity or for security reasons.
- ☐ Win your hostage taker(s) respect. Be stoic as possible and maintain an outward face of acceptance.
- ☐ Avoid outward signs of fear.
- ☐ Keep your mind active, be aware of what is said, and be aware of your surroundings.
- ☐ Maintain hope and try to stay positive.
- ☐ Do not try to take matters into your own hands.
- ☐ Students should be told not to whisper to one-another, laugh, or to make fun of the hostage taker(s). Remember, the hostage taker is disturbed and possibly mentally ill, and more than likely paranoid. Whispering or laughter may be perceived by the hostage taker(s) as being directed at him or her.

**If gunfire erupts, staff and students should seek cover or begin fleeing from danger.**

# Unrest (Riot)

In the event of a hostile or potentially threatening event, staff should take reasonable steps to calm and control the situation. If weapons are involved and/or other significant threats are anticipated, do not approach or disarm the threat. Immediately isolate all non-involved pupils and staff from the person and notify the Incident Commander. The school should immediately be locked down, controlling all student and staff movement.

Implement the following procedures to control and contain the situation.

## Onsite

- ☐ The Incident Commander will initiate the appropriate Immediate Response Actions, which may include STAND BY, DROP, COVER, AND HOLD, SHELTER-IN-PLACE, SECURE BUILDING, EVACUATE BUILDING OR OFF-SITE EVACUATION
- ☐ Staff should attempt to isolate perpetrator from students, if it is safe to do so.
- ☐ The Incident Commander will call “911” and City Police or contact SRO, and provide the exact location on campus and the nature of the emergency.
- ☐ If an immediate threat is not clearly evident, attempt to diffuse the situation. Remain calm, talk in a soft, non-threatening manner. Request perpetrator to leave the area or campus, as appropriate. Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff.
- ☐ If the perpetrator is a student, DO NOT notify the perpetrators family. Collect the family contact information and give it to the police upon their arrival on the scene. Family members may provide useful information on handling the situation.
- ☐ The Incident Commander will notify the District Superintendent of the situation.
- ☐ Refer media inquiries to the designated Public Information Officer.
- ☐ The Security Team will control all points of entry.
- ☐ The Student Attendance/ Release Team will conduct a headcount and notify the Incident Commander of missing persons.

## Off-Site

- ☐ The Incident Commander will initiate the appropriate Immediate Response Actions, which may include STAND BY, DROP, COVER, AND HOLD, SHELTER-IN-PLACE, SECURE BUILDING
- ☐ The Incident Commander (or his/her designee) will call “911” and City Police or contact SRO, and provide

the exact location on campus and the nature of the emergency.

- ☐ If approached by perpetrator (s) and immediate threat is not clearly evident, attempt to diffuse the situation. Remain calm, talk in a soft, non-threatening manner. Request perpetrator to leave the area or campus, as appropriate.
- ☐ Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff.
- ☐ The Incident Commander will notify the District Superintendent of the situation.
- ☐ Refer media inquiries to the designated Public Information Officer.
- ☐ The Security Team will control all points of entry.
- ☐ The Student Attendance/ Release Team will conduct a headcount and notify the Incident Commander of missing persons.

# Power Outage / Black Out

- ☐ In the event of loss of utilities at the school site, the following procedures should be implemented:
- ☐ Upon notice of loss of utilities the Incident Commander will initiate appropriate immediate response actions, which may include STAND BY, SHELTER IN PLACE or EVACUATE BUILDING.
- ☐ The Facilities Team will work with the utility company to determine the potential length of time services will be interrupted.
- ☐ If the Incident Commander issues the EVACUATE BUILDING command evacuate using prescribed routes or other safe routes and proceed directly to the assembly area. Teachers shall bring the student roster and take attendance to account for students. Teachers shall notify Student Attendance/ Release Team of missing students.
- ☐ The Incident Commander will notify District Superintendent of the loss of utility service.
- ☐ The Facilities Team will implement the following plans in the event normal utilities are disrupted.

# Lost, Missing, Child Abduction, or Suspected Child Abduction

Any report of a lost, missing, child abduction, or suspected child abduction should be taken serious and acted upon without delay. The school administration should be immediately notified.

- ☐ Call Police Department / 9-1-1
- ☐ Consider placing school on shelter in place.
- ☐ Notify School District Office (Superintendent's office).
- ☐ Confirm with ALL parents / guardians that no one had permission to pick-up child.
- ☐ Do a PA all-call for student
- ☐ Coordinate a search for child:
  - Have staff physically search site (who might still be on school grounds)
  - Organize a search for the student and check all classrooms, buildings, bathrooms, surrounding areas and parks, etc.
  - Assign someone to mark all classrooms, building, bathrooms, etc., that have been searched and cleared.
- ☐ Have clerical check sign out sheet in front office to see if student was signed out early.
- ☐ Call classroom teacher. Confirm student's whereabouts or where student was last seen.
  - If student left at the conclusion of the school day, ascertain who the student may have left with or who they were last seen with.
  - Confirm what student was wearing and how student goes home each day (takes bus, walks alone, walks with friend(s), or gets picked up – and by who, if known).
  - Ask classroom teacher for list of closest friends.
- ☐ Call all emergency contacts listed on emergency card to insure student was not picked-up.
- ☐ Call friends to see if student went home with someone without parental permission.
- ☐ Check with bussing company to see if student may have boarded bus. Provide description of student to bussing company
- ☐ Consider calling all students in the class.

- ☐ Check after school daycare program
- ☐ Have a picture available to email/fax whenever possible.
- ☐ If your school has surveillance cameras, review the surveillance video and have it available for law enforcement.
- ☐ Contact administrators, counselors, teachers, support staff to see if they have any information that may assist in the investigation
- ☐ Remain at school site until student is located or relieved by Law Enforcement.
- ☐ Have person(s) reporting incident and witnesses remain at school until police speak them.
- ☐ Notify Police Department/SRO, District Office, etc. once student is located.

**Note:**

If while speaking with a staff member, student, or other person and they report a suspicious circumstance or behavior related to the missing person or suspected abduction, write down the details they provide which should include:

- ☐ Suspect(s) description:
  - ☐ Race, sex, height, weight, hair color and style, eye color, facial hair, build, any scars, tattoos, or piercings, unusual characteristics, and clothing.
- ☐ Suspect vehicle description:
  - ☐ Color, year, make, model, license plate, unusual characteristics.
  - ☐ Location or direction last seen
  - ☐ Possible destination
  - ☐ Anything suspect said or was overheard
  - ☐ Anyone else that may have witnessed suspected abduction
  - ☐ Keep witnesses separated and at the scene until interview by Law Enforcement

**Provide Police Department/School Resource Officer with the following:**

- ☐ List of reporting party(s) and all witnesses
- ☐ Current information on child, such as, name, date of birth, address, phone number(s), parents/legal

guardians, and emergency contacts

- ☐ Description of child/clothing
- ☐ Time child was last seen, where and who with
- ☐ Possible destination(s) (if known)
- ☐ Mode of transportation student travels home (pick-up by parent, guardian, friend, daycare provider, bus, or walks home), and/or path of travel
- ☐ Copy of emergency card (w/contact information)
- ☐ List of students that associate with the missing person; include their addresses and phone numbers
- ☐ Provide any history of custody disputes, mental health history, reports of abuse, previous runaway reports
- ☐ Provide any information and details that have been reported to you thus far



# Suicidal / Danger to Self

Staff shall promptly report suicidal threats or statements to the principal or to a trained District counselor/psychologist, who shall promptly assess the level of threat and alert the student's parents/guardians as appropriate, remaining with the student until the parent or guardian arrives. If an administrator or trained personnel are not available, immediately call 9-1-1.

If a student is determined by trained personnel to be at imminent risk for a suicide attempt (shows clear and immediate intent to carry through with the act and outlines a clear and realistic plan), the following steps will be taken.

- The mental health professional will inform a site administrator about the emergency.
- The mental health professional will identify additional staff to assist with crisis intervention efforts. If a mental health professional is not available, a school nurse or administrator will be asked to assist.
- The intervention team will work together to identify the least traumatic procedure for guaranteeing the child is evaluated at an adolescent psychiatric inpatient facility or by a psychiatric professional at a hospital emergency department.
  - The first choice for transport will be the student's parent or guardian. The administrator or mental health professional will contact parents and direct them to transport their child immediately to an adolescent psychiatric inpatient facility. In advance, the administrator or mental health professional will call the hospital to ensure they have space available, should the child require a psychiatric hold.
  - When a parent cannot be reached or the mental health professional's judgment indicates that transport by the parents is not possible or is not in the best interest of the child, the local police or fire department will be contacted to request a transport to an adolescent psychiatric inpatient facility that already has been identified as having space available. Police and fire professionals will conduct their own suicide risk assessment before transporting the student. If the student will be transported by ambulance and appears to need continuous emotional support, the mental health professional may ride with the student to the psychiatric inpatient facility. Parents will be contacted and instructed to meet their child at the psychiatric inpatient facility.
  - Throughout this intervention, one member of the intervention team will continuously supervise the student to ensure his/her safety and provide emotional support.

When you are assisting someone who you feel may be suicidal, there are certain things you should do and certain things you should not. Here, briefly, are some of the **DOs** and **DON'Ts** of suicide prevention:

## DOs

- ☐ LISTEN to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.
- ☐ OBSERVE the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.

- ☐ GET HELP by reporting suicidal threats or statements to the principal or to a trained District counselor/psychologist, or call 9-1-1. Clearly describe what is taking place and the location of the suicidal subject.
- ☐ Never attempt to handle a potential suicidal subject by yourself.
- ☐ STAY with the person. The person has placed trust in you, so you must help transfer that trust to the other person.

## **DON'Ts**

- ☐ Don't leave the person alone for even a minute.
- ☐ Don't act shocked or be sworn to secrecy.
- ☐ Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.
- ☐ Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.
- ☐ Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

**If you believe or possibly believe a subject may be a danger to oneself or others, immediately call 9-1-1.**

In some instances, a police officer may respond and assess the individual. If the officer believes the person is a danger to oneself or others, the officer will place the subject into protective custody under 5150 Welfare and Institution Code. That individual will then immediately receive help and support.

# Medical Emergencies

In the event of a medical emergency calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

## Rescue Breathing

- ☐ Gently tilt the head back and lift the chin to open the airway.
- ☐ Pinch the nose closed.
- ☐ Give two slow breaths into the mouth.
- ☐ Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- ☐ If the procedure is done correctly, you should see the chest rise and fall.

## To Stop Bleeding

- ☐ Apply direct pressure to the wound. Wear protective gloves to prevent exposure.
- ☐ Maintain the pressure until the bleeding stops.
- ☐ If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- ☐ If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

## Treatment of Shock

- ☐ Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- ☐ Attempt to rule out a broken neck or back.
- ☐ If no back or neck injury is present, slightly elevate the person's legs.

## Choking

- ☐ Stand behind the person.
- ☐ Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.

- ☐ Grasp your fist with your other hand, and give an abdominal thrust.
- ☐ Repeat until the object comes out.
- ☐ If required, begin rescue breathing.

### **Cardiopulmonary Resuscitation (CPR)**

- ☐ Perform the following steps as recommended by the American Heart Association, in combination with an AED (Automated External Defibrillator).
- ☐ Always wear the necessary PPE (Personal Protective Equipment)

***Refer to the charts on the following two pages for CPR and AED instructions depending age (Adult, Children, and Infant)***

Monitor until  
emergency  
responders arrive

Component	Adults and Adolescents	Children (Age 1 Year to Puberty)	Infants (Age Less Than 1 Year, Excluding Newborns)
Scene safety	Make sure the environment is safe for rescuers and victim		
Recognition of cardiac arrest	Check for responsiveness No breathing or only gasping (ie, no normal breathing) No definite pulse felt within 10 seconds (Breathing and pulse check can be performed simultaneously in less than 10 seconds)		
Activation of emergency response system	If you are alone with no mobile phone, leave the victim to activate the emergency response system and get the AED before beginning CPR  Otherwise, send someone and begin CPR immediately; use the AED as soon as it is available	<b>Witnessed collapse</b> Follow steps for adults and adolescents on the left  <b>Unwitnessed collapse</b> Give 2 minutes of CPR  Leave the victim to activate the emergency response system and get the AED Return to the child or infant and resume CPR; use the AED as soon as it is available	
Compression-ventilation ratio <i>without advanced airway</i>	<b>1 or 2 rescuers</b> 30:2	<b>1 rescuer</b> 30:2  <b>2 or more rescuers</b> 15:2	
Compression-ventilation ratio <i>with advanced airway</i>	Continuous compressions at a rate of 100-120/min Give 1 breath every 6 seconds (10 breaths/min)		
Compression rate	100-120/min		
Compression depth	At least 2 inches (5 cm)*	At least one third AP diameter of chest About 2 inches (5 cm)	At least one third AP diameter of chest About 1½ inches (4 cm)
Hand placement	2 hands on the lower half of the breastbone (sternum)	2 hands or 1 hand (optional for very small child) on the lower half of the breastbone (sternum)	<b>1 rescuer</b> 2 fingers in the center of the chest, just below the nipple line  <b>2 or more rescuers</b> 2 thumb—encircling hands in the center of the chest, just below the nipple line
Chest recoil	Allow full recoil of chest after each compression; do not lean on the chest after each compression		
Minimizing interruptions	Limit interruptions in chest compressions to less than 10 seconds		

**Detailed  
CPR  
instructions  
on following  
page**

# Animal Disturbance

In the event of that a perceived dangerous animal (i.e. dog, coyote, mountain lion) or any wild animal that may threaten the safety of staff and students, the following procedures should be immediately implemented.

- ☐ Depending on the proximity and location of the animal disturbance all persons should: SHELTER IN PLACE, LOCKDOWN, REVERSE EVACUATE, or EVACUATE BUILDING.
- ☐ Depending on the circumstances, the Incident Commander will consider the appropriate action.
- ☐ The Incident Commander or Designee will notify the law enforcement agency and animal control.
  - Provide the nature of the emergency, the type of animal or description of the animal, and the animal's current or last location.
- ☐ If the animal disturbance is within a school building(s), Incident Commander will issue EVACUATE BUILDING action to the affected building or entire school. Students and staff will evacuate using prescribed routes and proceed to a designated building or area.
- ☐ Upon discovery of the animal, staff members will attempt to isolate the animal from students if it is safe to do so.
- ☐ If the animal is inside a building, students will remain outside until directed to proceed to another designated building.
  - It is suggested closing and locking doors and gates as a means to isolate the animal.
- ☐ If a staff member or student is injured, the Incident Commander or Designee should call 9-1-1 and notify the school nurse.
  - Provide the number of people injured, the nature of the injuries, and the location of the injured.
- ☐ Teachers shall bring the student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.
- ☐ If need be, the Incident Commander will issue an OFF-SITE EVACUATION.

# Biological or Chemical Release

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

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking, loss of coordination, or difficulties breathing. Other indicators may include the presence of distressed animals or dead birds.

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

## ***SUBSTANCE RELEASED INSIDE A ROOM OR BUILDING***

- ☐ The Incident Commander will initiate the BUILDING EVACUATION emergency action. Staff will use designated routes or other alternative safe routes to an assembly area, located upwind of the affected room or building. Students and staff from the affected “contaminated” room need to be isolated from the rest of the school population.
- ☐ The Incident Commander will direct a staff member to call 9-1-1 and District Office.
- ☐ The Incident Commander will instruct the Security Team to isolate and restrict access to potentially contaminated areas.
- ☐ The Facility Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building’s HVAC system.
- ☐ Persons who have come into direct contact with hazardous substances shall have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
- ☐ The Search and Rescue Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Search and Rescue Team will provide the list to the IC and the emergency response personnel.
- ☐ The Crisis Rapid Response Team will convene onsite and begin the process of counseling and recovery.
- ☐ Any affected areas will not be reopened until the first responders or appropriate agency provides clearance and the Incident Commander gives authorization to do so.

### ***SUBSTANCE RELEASED OUTDOORS AND LOCALIZED***

- ☐ The Incident Commander will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Incident Commander will, if necessary, initiate the SHELTER IN PLACE or BUILDING EVACUATION response action.
- ☐ The Security Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
- ☐ The Incident Commander will direct a staff member to call 911 and District Office.
- ☐ The Facility Team will turn off local fans in the area of the release, close the windows and doors and shut down the HVAC system.
- ☐ Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
- ☐ The Search and Rescue Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Search and Rescue Team will provide the list to the Incident Commander and the emergency response personnel.
- ☐ Any affected areas will not be reopened until the Fire Department or appropriate agency provides clearance and the Incident Commander gives authorization to do so.

### ***SUBSTANCE RELEASED IN SURROUNDING COMMUNITY***

- ☐ If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the Incident Commander will initiate SHELTER IN PLACE.
- ☐ Upon receiving the SHELTER IN PLACE notification, the Facility Team will turn off local fans in the area; close and lock doors and windows; shut down HVAC systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
- ☐ Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the Incident Commander, using the PA system or other means without leaving the building.
- ☐ The Incident Commander will notify the District Office of the situation.
- ☐ The Incident Commander will monitor local media outlets concerning the incident via the Internet, local radio station, or local television station.



- ☐ The school will remain in a SHELTER IN PLACE condition until the first responders or appropriate agency provides clearance, or staff is otherwise notified by the Incident Commander.

# Poisoning, Chemical Spills, Hazardous Materials

## ***POISONING:***

If a student ingests a poisonous substance:

- ☐ Call 9-1-1
- ☐ Poison Control Center Link Line 1-800-222-1222.
- ☐ Take appropriate first aid measures.
- ☐ Call parents
- ☐ Notify the Health Services Office

## ***CHEMICAL SPILL ON SITE:***

The following are guidelines for Chemical Spills:

- ☐ Evacuate the immediate area of staff and students
- ☐ Call 911 and report the incident
- ☐ Determine whether to initiate SHELTER IN PLACE Protocol
- ☐ Secure the area (block points of entry)
- ☐ Identify the chemical and follow the procedures for that particular chemical.
- ☐ Notify the Superintendent's Office and Maintenance

## ***CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY***

- ☐ Call 9-1-1
- ☐ Report the emergency and then notify the Superintendent's Office and Maintenance with the following information:
  - ☐
    - Date, time, and exact location of the release or threatened release
    - Name and telephone number of person reporting
    - Type of chemical involved and the estimated quantity
    - Description of potential hazards presented by the spill
    - Document time and date notification made

- Other emergency responders (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have present, should the need arise
- Place reflective triangles or traffic cones if in street or highway.

### **DO NOT LIGHT FLARES!**

If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading

### ***Reporting Chemical Spills***

Once an emergency spill response has been completed, the person reporting the initial spill must complete a memo reporting the details of the incident to the Superintendent WITHIN 24 HOURS OF THE SPILL.

### ***Spill Clean Up***

Chemical Spills may not be cleaned up by school personnel. Call maintenance supervisor. The cleanup will be coordinated through a designated contractor.

### ***Hazardous Substances***

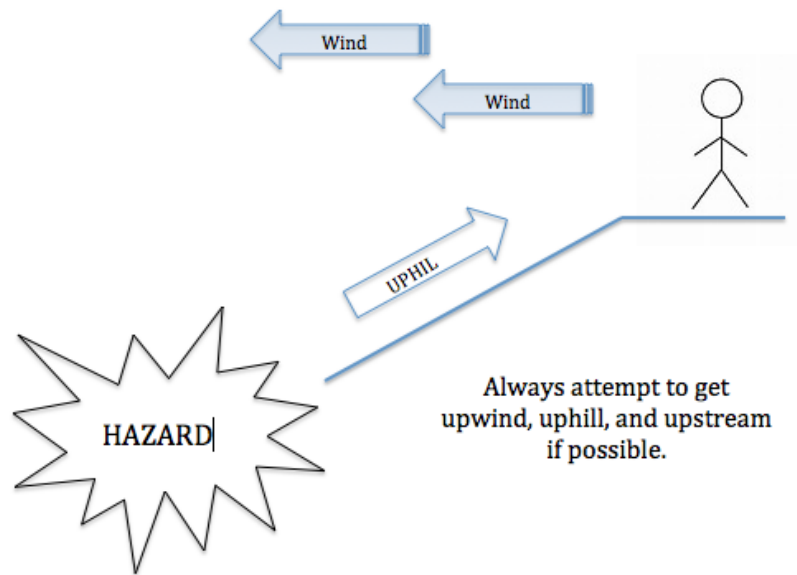
Hazardous Substances include the following, but are not limited to the following:

Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray
Diesel Fuel	Paint Thinner
Kerosene	Stain
Anti-Freeze	Break Fluid
Airborne Gases/Fumes	

### **Always call for assistance and:**

- ☐ Extinguish all ignition sources
- ☐ Shut off main emergency switch to fuel pump, if appropriate
- ☐ Move appropriate fire extinguishing equipment to area
- ☐ If possible, contain the spill to prevent further contamination
- ☐ Move people/personnel away or evacuate from contamination area
- ☐ If the spill is too great to handle, contact the maintenance supervisor and/or the fire department

### ***Chemical Spills and Hazardous Materials Precautions***



***Move uphill or upwind***

Staff and students will evacuate the area immediately, if appropriate. Move uphill, upwind, upstream if possible. Notify the Superintendent's Office.

# Motor Vehicle Accident

This procedure addresses situations involving a moderate to severe Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Section Poisoning, Chemical Spill, Hazardous Material section of the Emergency Procedures. If a crash results in a utility interruption, refer to the Power Outage / Blackout section of the Emergency Procedures.

## Procedure

- ☐ The Incident Commander will initiate appropriate Immediate Response Actions, which may include DROP COVER HOLD, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
- ☐ If the Incident Commander issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the assembly or evacuation site.
- ☐ In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the assembly or evacuation site to account for students.
- ☐ The Incident Commander or Designee will call 9-1-1 and provide the exact location (e.g., building, area) and nature of emergency.
- ☐ The School Administrator will notify the Superintendent of the situation.
- ☐ The Security and Facilities Teams will secure the crash area to prevent unauthorized access.
- ☐ If the crash results in a fuel or chemical spill on school property, refer to Poisoning, Chemical Spill, Hazardous Material section on the Emergency Procedures. If the crash results in a utility interruption, refer to Power Outage / Blackout section of the Emergency Procedures.
- ☐ The Incident Commander will ensure that all staff and students are a safe distance away from affected area.
- ☐ The First Aid Team will check injuries to provide appropriate first aid.
- ☐ Any affected areas will not be reopened until Law Enforcement or the Fire Department provides clearance and the Incident Commander issues authorization to do so.
- ☐ The Crisis Response Team will convene onsite and begin the process of counseling and recovery as appropriate.
- ☐ If it is unsafe to remain on campus, the Incident Commander will initiate an OFF-SITE EVACUATION, as described in Emergency Procedures section.

# Aircraft Accident

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to the Poisoning, Chemical Spill, Hazardous Material section of the Emergency Procedures. If a crash results in a utility interruption, refer to the Power Outage / Blackout section of the Emergency Procedures.

- ☐ The Incident Commander will initiate appropriate Immediate Response Actions, which may include DROP COVER HOLD, SHELTER IN PLACE, EVACUATE BUILDING, or OFF SITE EVACUATION as described in the Response Actions.
- ☐ If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the assembly or evacuation site area.
- ☐ In the event of an evacuation, teachers will bring their student roster and take attendance at the assembly or evacuation site to account for students. Teachers will notify the Student Attendance / Release Team of missing students.
- ☐ The Incident Commander or Designee will call 9-1-1 and provide the exact location (e.g., building or area) and nature of emergency.
- ☐ If on school property, the Security and Facilities Teams will secure the crash area to prevent unauthorized access.
- ☐ If the crash results in a fuel or chemical spill on school property, refer to Poisoning, Chemical Spill, Hazardous Material section on the Emergency Procedures. If the crash results in a utility interruption, refer to Power Outage / Blackout section of the Emergency Procedures.
- ☐ The Incident Commander will ensure that all staff and students are a safe distance away from affected area.
- ☐ The First Aid Team will check injuries to provide appropriate first aid.
- ☐ The School Administrator will call the office of the District Superintendent.
- ☐ Any affected areas will not be reopened until the Federal Aviation Administration, Law Enforcement or the Fire Department provides clearance and the Incident Commander issues authorization to do so.
- ☐ The Crisis Response Team will convene onsite and begin the process of counseling and recovery as appropriate.
- ☐ If it is unsafe to remain on campus, the Incident Commander will initiate an OFF-SITE EVACUATION, as described in Emergency Procedures section.

# **Critical Response Team Response and Responsibilities**

# Team 1: Incident Command Center

Position	Name	Title
Incident Commander	Adam Littlefield	PHS Principal
Deputy Incident Commander	Irma Muñoz	Assistant Principal
Public Information Officer	Shannon Fierro	MHS Principal
Safety Officer	LaTanya Lloyd	Attendance Secretary
Liaison Officer	Adam Littlefield	PHS Principal

## Meeting Locations:

Primary: Piedmont Park & Exedra Plaza

Secondary: PHS Witter Field

## Responsibilities

### Incident Commander

- Direct activities/provide objectives for all emergency teams
- Direct Incident Command Team Activities
- Determine the need for, and request outside assistance
- Communicate with Superintendent

### Deputy Incident Commander

- Oversee operational activities and procurement of equipment
- Documents all equipment or services procured and provides approval for expenditures, if needed.
- Problem solving and follow-up on progress of teams
- Collects information from teams and provides updates to the Incident Commander
- Backup for Incident Commander

### Public Information Officer

- Documents the course of the incident and records the response and timekeeping
- Generates public statements and update to community
- Oversees student attendance and release

### Safety Officer

- Reports to Deputy Incident Commander
- Oversees the search and rescue, facilities and first aid

### Liaison Officers

- Oversees/Receives reports from all Student Supervision Team, Student Attendance/Release Team, Facilities Team, and Crisis Response Team and provides updates from these areas to the Incident Commander and Public Information Officer.





## Team 2: Search and Rescue

The Search and Rescue Team provides fire suppression when appropriate and provides systematic searches for unaccounted students and/or staff.

The following staff members are assigned to the Search and Rescue Team and will initially meet in the areas indicated.

Name	Title
Eric Mapes, Team Administrator	Assistant Principal
Dave Keller, Team Lead,	Teacher
Mercedes Foster. Team Lead Back-up	Teacher
Doyle O'Regan	Teacher
Beth Black	Teacher
Joanne Guillen	Teacher
Jana Branisa	Teacher
John Hayden	Teacher
Chris Hartford	Counselor
Matthew Klein	Teacher
Melanie McCauley	Teacher
Tom Palsa	
Glen Melnik	Teacher
Christele David	Teacher
Uri Skowronski	
Mike Stewart	Teacher

### Meeting Locations:

Primary: PHS Breezeway

Secondary: PHS Witter Field

### Responsibilities

- In teams of two, systematically sweeps through all site facilities and rooms in search of missing, hiding, injured, or trapped individuals.
- Communicates with Student Attendance/Release Team any individuals found in the course of the search.
- If safe to do so and the individual can be moved, aids in directing individual to the assembly area.
- Reports to Command Center and first responder unit, if appropriate, the results of the search and rescue activities.

## Team 3: Site Security & Facilities

The Security Team ensures the security of the facility (access into/out of) and is responsible for the school premise including the immediate surrounding streets to ensure access ways for first responders.

The Facilities Team is responsible for shut off of all utilities (i.e. water, gas, electrical, etc.) as required by the nature of the emergency. The team is also responsible for facility assessment for safe occupation and damage assessments during the recovery phase of an emergency.

The following staff members are assigned to the Security & Facilities Team.

Name	Title
Irma Muñoz, Team Administrator	Assistant Principal
LaTanya Lloyd, Team Lead	Attendance Secretary
Arthur Hogenauer	
Gillian Bailey	Teacher
Michael Bell	Staff
Ken Brown	Teacher
Emily Hook	Teacher
Tom Huffaker	Teacher
Gabrielle Kashani	Teacher
Nathan Mattix	Teacher
Jesus Mejia	Staff
Marco Molina	Staff
Harold One Feather	Staff
Shannon Overturf	Staff
Allison West	Staff
Todd Berry	

**Meeting Locations:**

Primary: PHS Marquee

Secondary: PHS Witter Field

**Site Security Responsibilities**

- Under the direction of the Deputy Incident Commander, maintains access into and out of site campus for first responders.
- Controls access into campus site and campus buildings when directed to do so.
- Continuously assesses situation inside and outside of campus to provide updates to Command Center via the Safety Officer.

**Facilities Responsibilities**

- Under the direction of the Safety Officer check utilities in the event of a natural disaster and turn off all utilities as directed by the Incident Command Team.
- Check for and document any building damage following an emergency that may have caused damage to a building.



# Team 4: First Aid

The First Aid Team provides the immediate first aid treatments for injured students and staff while awaiting assistance from medical first responders ( i.e. paramedics, EMT, etc.).

The following staff members are to be First Aid Team Leads for the following areas:

Name	Title
Shannon Fierro, Team Administrator	MHS Principal
Kathryn Levenson, Team Lead	Teacher
John Savage, Team Lead Back-Up	Staff
Anne Aldridge Peacock	Teacher
Dan Bonnin	Teacher
Marna Chamberlain	Teacher
Kammy Cobb	Staff
Gauri Desai	
Amy Dunn-Ruiz	Teacher
James Holan	Staff
Mary Lesley	Staff
Amy Moorhead	Teacher
Marcela Privat-Gilman	Teacher
Rosie Reed	Teacher
Shelley Seto	Teacher
Katie Terhar	Teacher

## Meeting Locations:

Primary: Fountain in Piedmont Park

Secondary: PHS Witter Field

## Responsibilities

- Places identifying tag on every injured individual that receives first aid or is brought in for first aid.
- Provides first aid treatment only until medical first responders arrive on site.
- Communicates status and needs to the site Safety Officer and Liaison Officers.
- Communicates status of injured individuals to medical first responders when they first arrive on site.
- Continues to provide first aid treatment in conjunction with medial first responders as needed.
- Annually maintains and restocks first aid kits when necessary.

# Team 5: Student Supervision

The Student Supervision Team oversees and supervises students while awaiting release to authorized guardians or release back to normal school and classroom operations.

The following staff members are assigned to the Student Supervision Team.

Name	Title
Adam Littlefield, Team Administrator	Principal, PHS
Deborah Hill, Team Lead	Teacher
Christelle Hutin-Lee, Team Lead Back-Up	Teacher
Nick Bruno	Teacher
Anita Cheung	Staff
Jan D'Annunzio	Staff
Catherine DeVos	Teacher
Kendra Foster	Staff
Carole Frascati-James	Staff
Jeffrey Giordano	Staff
Valentina Gnup	Teacher
Bridget Kyser	
Virginia Leskowski	Teacher
Elise Marks	Teacher
Diana Miller	Teacher
Irfan Ortak	
Jeff Peters	Teacher
Joseph Piazza	Teacher
Sara Plowman	Teacher
David Prinvale	
Carrie Poole	Staff
Elif Ritchie	Teacher
Janine Sohn	Teacher
Nicole Stark	Teacher
Kim Taylor	Teacher
Ellen Walsh	Teacher
Jody Weverka	Teacher
Rachel Whitman	
Sunny Yu	Teacher

## Meeting Locations:

Primary: Piedmont Park & Exedra Plaza

Secondary: PHS Witter Field

## Responsibilities

- Oversees student activity in the evacuation zone.

- Keeps a calm environment in the evacuation zone.
- Maintains security of the assembly area to keep non-District staff members out of assembly area and to keep students within the assembly area until released by the Student Release Team.
- Assists with maintaining attendance logs throughout incident.
- Documents any incidents within the student assembly area (student sneaking out, stranger entering the area, etc.)
- Communicates with Student Attendance/ Release Team to release students to leave assembly area for release to guardians.
- Checks identity of anyone seeking entry into the assembly area.
- Communicates with Liaison Officer to provide updates and to request supplies or assistance.

# Team 6: Student Release & Crisis Response

The Student Release Team, in conjunction with teachers, maintains a record of students accounted for throughout the duration of the emergency. The team also coordinates the release of students to authorized guardians and maintains documentation of student whereabouts and releases.

The Crisis Response Team will assist students in coping with emergency situations (e.g. earthquake, fire, death, suicide, or local, regional, or world events) until mental health service referrals can be arranged, if needed.

The following staff members are assigned to the Student Attendance / Release Team.

Name	Title
Julie Valdez, Team Administrator	Director, Special Education
Amanda Carlson, Team Lead	Counselor
Ellen Fraser, Team Lead Back-Up	Staff
Susan Adams	Staff
Katherine Beckner	Teacher
Joseph Boone	
Allison Cota	Teacher
Alisa Crovetti	Counselor
Franki Davies	Staff
Ashley English	Counselor
Michael Fuller	Teacher
Kristen Hansen	Staff
Kenneth Hoke	
M'Lisa Kelley	Teacher
Jodi Lerner	Teacher
Stefanie Manalo-LeClair	Counselor
Matt Miller	
Andria Mullan	Teacher
Jen Rinna Hildreth	Staff
Tola Rissman	

## Meeting Locations:

Primary: Piedmont Community Hall

Secondary: PHS Witter Field

## Student Release Responsibilities

- Interacts with Incident Command Team.



- Obtains reports of missing students from teachers. Gather Injury and Missing Persons report from each teacher and reports to Incident Command Team.
- Checks student emergency card for name of person(s) authorized to pick up student.
- Releases student only to an authorized person and verify with identification.
- Completes Student Release Logs

### **Crisis Response Responsibilities**

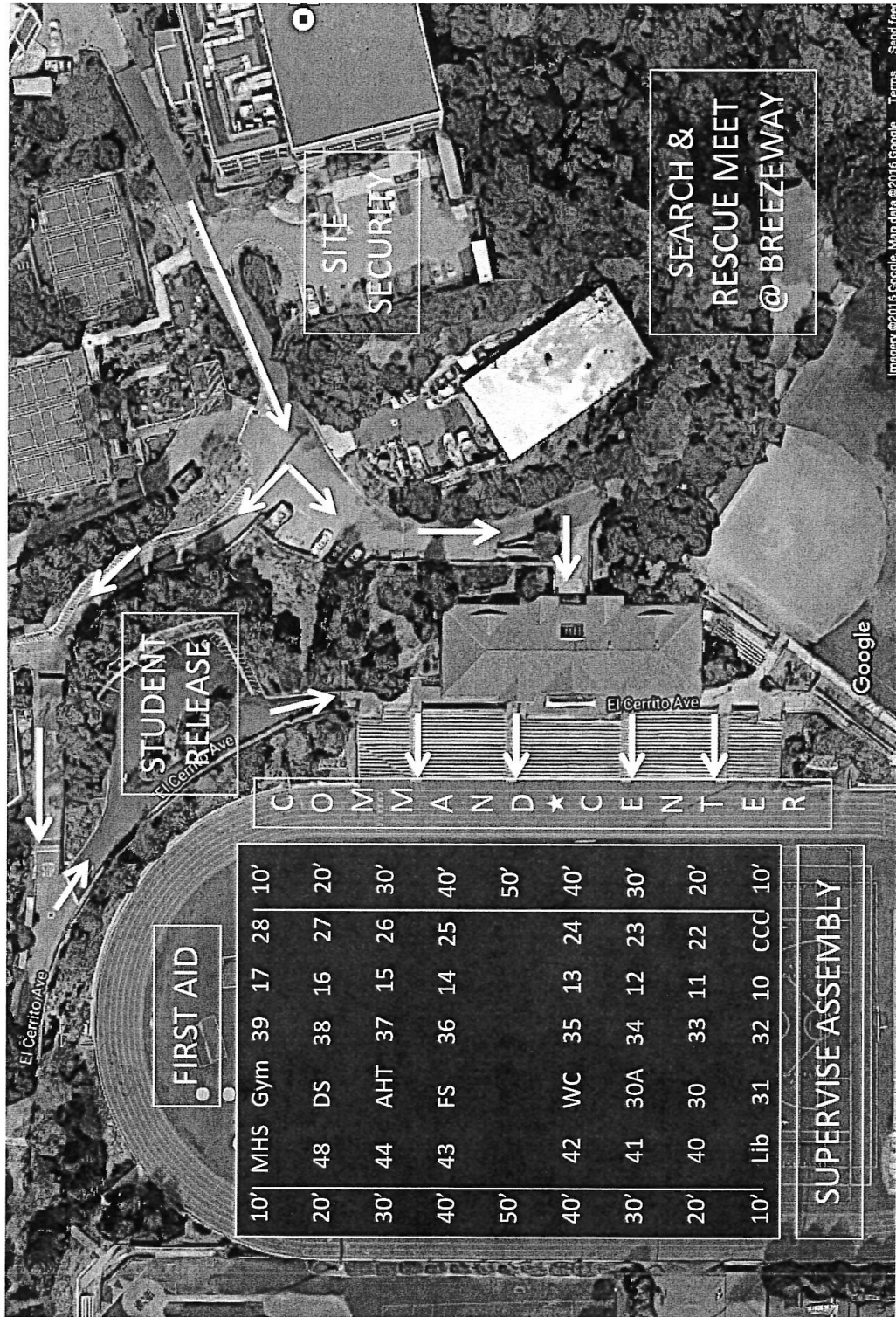
- Provides support to parents and students during and directly following an emergency situation to aid in maintaining calm.
- Provides immediate support and counseling and refer students and/or parents to appropriate mental health services when available
- Directs students and/or parents to mental health services when services are made available.

Piedmont High School & Millennium High School  
Evacuation Location Map



Piedmont High School & Millennium High School  
Evacuation Map

SECONDARY LOCATION: Witter Field



# Incident Command System (ICS)

***The Incident Command System is responsible for site-specific emergency response activities. School administrators and staff members need to have knowledge of ICS in the event ICS is activated.***

ICS is a standardized on-scene incident management concept designed specifically to allow responders to adopt an integrated organizational structure equal to the complexity and demands of any single incident or multiple incidents without being hindered by jurisdictional boundaries.

## General Staff

To maintain span of control, the Incident Commander may establish the following four Sections: Operations, Planning, Logistics, and Finance/Administration.



The General Staff report directly to the Incident Commander.

**Remember . . .** The Incident Commander only creates those sections that are needed. If a Section is not staffed, the Incident Commander will personally manage those functions.

## Incident Commander's Overall Role

The Incident Commander must have the authority to manage the incident and be briefed fully. In some instances, a written delegation of authority should be established.

Personnel assigned by the Incident Commander have the authority of their assigned positions, regardless of the rank they hold within the school administration.

## Incident Commander Responsibilities

In addition to having overall responsibility for managing the entire incident, the Incident Commander is specifically responsible for:

- Ensuring incident safety.
- Providing information services to internal and external stakeholders, such as parents.
- Establishing and maintaining liaison with other agencies participating in the incident.

The Incident Commander may appoint one or more Deputies. **Deputy Incident Commanders must be as qualified as the Incident Commander.**

## General Staff Overview

The General Staff overall responsibilities are summarized below:

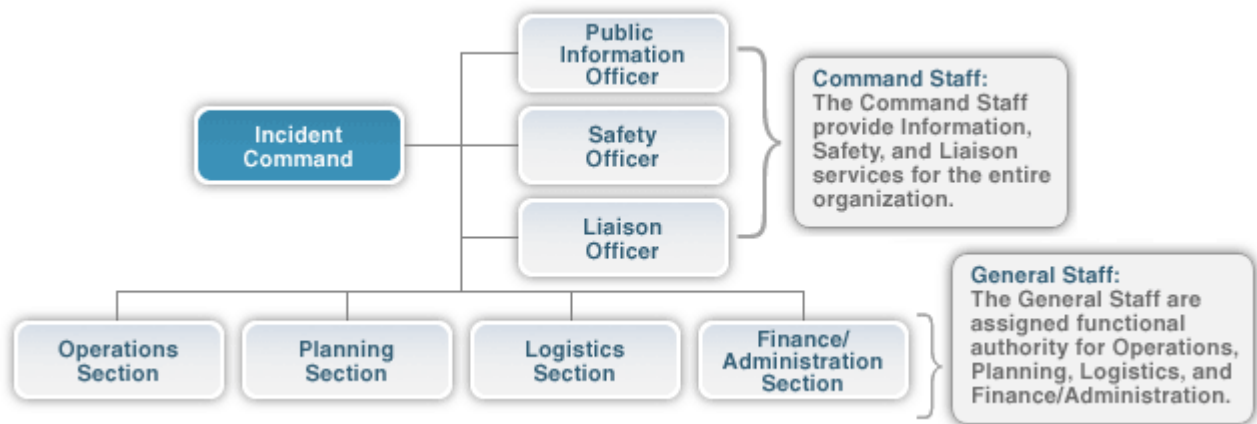


In an expanding incident, the Incident Commander first establishes the Operations Section. The remaining Sections are established as needed to support the operation.



## Expanding the Organization

As incidents grow, the Incident Commander may delegate authority for performance of certain activities to the Command Staff and the General Staff. The Incident Commander will add positions only as needed.



## Command Staff

Depending upon the size and type of incident or event, the Incident Commander may designate personnel to provide information, safety, and liaison services. In ICS, the following personnel comprise the Command Staff:

- **Public Information Officer**, who serves as the conduit for information to internal and external stakeholders, including the media or parents.
- **Safety Officer**, who monitors safety conditions and develops measures for assuring the safety of all response personnel.
- **Liaison Officer**, who serves as the primary contact for supporting agencies assisting at an incident.

The Command Staff reports directly to the Incident Commander.

## Operations Section Chief

Typically, the Operations Section Chief is the person with the greatest technical and tactical expertise in dealing with the problem at hand. The Operations Section Chief:

- Develops and implements strategy and tactics to carry out the incident objectives.
- Organizes, assigns, and supervises the response resources.
- 

## Operations Section Chief's Role

I take direction from the Incident Commander. I'm responsible for developing and implementing strategy and tactics to accomplish the incident objectives. This means that I organize, assign, and supervise all the tactical or response resources assigned to the incident. I would also manage the Staging Area, if one were established.

## Operations Section: Single Resources

Single Resources are individuals, a piece of equipment and its personnel complement, or a crew or team of individuals with an identified supervisor. On a smaller incident, the Operations Section may be comprised of an Operations Section Chief and single resources.



## Operations Section: Teams

Single resources may be organized into teams. Using standard ICS terminology, the two types of team configurations are:

- **Task Forces** are a combination of **mixed resources** with common communications operating under the direct supervision of a Leader.
- **Strike Teams** include all **similar resources** with common communications operating under the direct supervision of a Leader.

Most school-based incidents typically use the terms, “Teams and Team Leaders.” The terms Task Forces and Strike Teams comply with ICS common terminology and would be more easily understood by community-based responders.

## School Incident “Strike Teams”

The Operations Section organization chart shows possible team assignments in a school incident. Each team would have a Team Leader reporting to the Operations Section Chief.



**Note that these are examples of possible teams.** Teams should be established based on the type of incident and unique requirements of the school.



# Potential Operations Section Strike Teams

Note that these are examples of possible teams. Teams should be established based on the type of incident and unique requirements of the school.

Strike Team	Potential Responsibilities
<b>Search &amp; Rescue Team</b>	<p>Search &amp; Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search &amp; Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search &amp; Rescue Teams are also responsible for:</p> <ul style="list-style-type: none"> <li>Identifying and marking unsafe areas.</li> <li>Conducting initial damage assessment.</li> <li>Obtaining injury and missing student reports from teachers.</li> </ul>
<b>First Aid Team</b>	<p>First Aid Teams provide triage and treatment for students and other disaster victims. First Aid Teams are responsible for:</p> <ul style="list-style-type: none"> <li>Setting up first aid area for students.</li> <li>Assessing and treating injuries.</li> <li>Completing master injury report.</li> </ul> <p>Note: The Logistics Section Medical Unit provides care to responders. The Operations Section First Aid Team is dedicated to students or other disaster victims.</p>
<b>Evacuation/Shelter/Care Team</b>	<p>Evacuation, shelter, and student care in an emergency is one of the most important tasks faced by schools. It includes student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for:</p> <ul style="list-style-type: none"> <li><b>Accounting for the whereabouts of all students, staff, and volunteers.</b></li> <li>Setting up secure assembly area.</li> <li>Managing sheltering and sanitation operations.</li> <li>Managing student feeding and hydration.</li> <li>Coordinating with the Student Release Team.</li> <li>Coordinating with the Logistics Section to secure the needed space and supplies.</li> </ul>
<b>Facilities &amp; Security Response Team</b>	<p>The Facilities &amp; Security Response Team is responsible for:</p> <ul style="list-style-type: none"> <li>Locating all utilities and turning them off, if necessary.</li> <li>Securing and isolating fire/HazMat.</li> <li>Assessing and notifying officials of fire/HazMat.</li> <li>Conducting perimeter control.</li> </ul>
<b>Crisis</b>	The Crisis Intervention Team is responsible for assisting students and school personnel

<b>Intervention Team</b>	<p>who are unable to cope with the fears and psychological trauma associated with emergencies and disasters. This includes:</p> <ul style="list-style-type: none"> <li>• Assessing need for onsite mental health support.</li> <li>• Determining need for outside agency assistance.</li> <li>• Providing onsite intervention/counseling.</li> <li>• Monitoring well-being of school emergency team, staff, and students, and reporting all findings to the Operations Section Chief.</li> </ul>
<b>Student Release Team</b>	<p>Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:</p> <ul style="list-style-type: none"> <li>• Setting up secure reunion area.</li> <li>• Checking student emergency cards for authorized releases.</li> <li>• Completing release logs.</li> <li>• Coordinating with the Public Information Office on external messages.</li> </ul>

# Planning Section

The Incident Commander will determine if there is a need for a Planning Section and if so, will designate a Planning Section Chief. If no Planning Section is established, the Incident Commander will perform all planning functions. It is up to the Planning Section Chief to activate any needed additional staffing.

## Planning Section Chief's Role

The Incident Commander will determine if there is a need for a Planning Section, and if so, will designate a Planning Section Chief. In a school incident, the Planning Section helps ensure responders have accurate information, such as the number of students remaining in the building. We can also provide resources such as maps and floor plans. In addition to developing plans, we can provide an invaluable service by recording a chronology of incident events for legal, analytical, fiscal, and historical purposes.

## Planning Section: Major Activities

The major activities of the Planning Section may include:

- Collecting, evaluating, and displaying incident intelligence and information.
- Preparing and documenting Incident Action Plans.
- Tracking resources assigned to the incident.
- Maintaining incident documentation.
- Developing plans for demobilization.



# Planning Section: Units

The Planning Section can be further staffed with four Units. In addition, Technical Specialists who provide special expertise useful in incident management and response may also be assigned to work in the Planning Section. Depending on the needs, Technical Specialists may also be assigned to other Sections in the organization.



- **Resources Unit:** Conducts all check-in activities and maintains the status of all incident resources. The Resources Unit plays a significant role in preparing the written Incident Action Plan.
- **Situation Unit:** Collects and analyzes information on the current situation, prepares situation displays and situation summaries, and develops maps and projections.
- **Documentation Unit:** Provides duplication services, including the written Incident Action Plan. Maintains and archives all incident-related documentation.
- **Demobilization Unit:** Assists in ensuring that resources are released from the incident in an orderly, safe, and cost-effective manner.

# Logistics Section

The Incident Commander will determine if there is a need for a Logistics Section at the incident, and if so, will designate an individual to fill the position of the Logistics Section Chief.

The Logistic Section Chief helps make sure that there are adequate resources (personnel, supplies, and equipment) for meeting the incident objectives.

## Logistics Section Chief's Role

Logistics can make or break an incident response. I assist the Incident Commander and Operations Section Chief by providing the resources and services required to support incident activities. During a school incident, Logistics is responsible for ensuring that there are sufficient food, water, and sanitation supplies. We are also responsible for arranging buses for evacuations and communication equipment.

Logistics and Finance have to work closely to contract for and purchase goods and services needed at the incident.

## Logistics Section: Major Activities

The Logistics Section is responsible for all of the services and support needs, including:

- Ordering, obtaining, maintaining, and accounting for essential personnel, equipment, and supplies.
- Providing communication planning and resources.
- Setting up food services.
- Setting up and maintaining incident facilities.
- Providing support transportation.
- Providing medical services to **incident personnel (not injured students)**.



## Logistics Section: Branches and Units

The Logistics Section can be further staffed by two Branches and six Units.

The titles of the Units are descriptive of their responsibilities.

## Service Branch

The Logistics Service Branch can be staffed to include a:

- **Communication Unit:** Prepares and implements the Incident Communication Plan (ICS-205), distributes and maintains communications equipment, supervises the Incident Communications Center, and establishes adequate communications over the incident.
- **Medical Unit:** Develops the Medical Plan (ICS-206), provides first aid and light medical treatment for personnel assigned to the incident, and prepares procedures for a major medical emergency.
- **Food Unit:** Supplies the food and potable water for all incident facilities and personnel, and obtains the necessary equipment and supplies to operate food service facilities at Bases and Camps.



## Support Branch

The Logistics Support Branch can be staffed to include a:

- **Supply Unit:** Determines the type and amount of supplies needed to support the incident. The Unit orders, receives, stores, and distributes supplies, services, and nonexpendable equipment. All resource orders are placed through the Supply Unit. The Unit maintains inventory and accountability of supplies and equipment.
- **Facilities Unit:** Sets up and maintains required facilities to support the incident. Provides managers for the Incident Base and Camps. Also responsible for facility security and facility maintenance services such as sanitation, lighting, and cleanup.
- **Ground Support Unit:** Prepares the Transportation Plan. Arranges for, activates, and documents the fueling, maintenance, and repair of ground resources. Arranges for the transportation of personnel, supplies, food, and equipment.



# Finance/Administration Section

The Incident Commander will determine if there is a need for a Finance/Administration Section at the incident, and if so, will designate an individual to fill the position of the Finance/Administration Section Chief.

## Finance/Administration Section Chief's Role

I'm the one who worries about paying for the response efforts. I'm responsible for all of the financial and cost analysis aspects of an incident. These include contract negotiation, tracking personnel and equipment time, documenting and processing claims for accidents and injuries occurring at the incident, and keeping a running tally of the costs associated with the incident. I work most closely with Logistics to be sure that we are able to contract for and procure the resources necessary to manage an incident.

## Finance/Administration Section: Major Activities

The Finance/Administration Section is set up for any incident that requires incident-specific financial management. The Finance/Administration Section is responsible for:

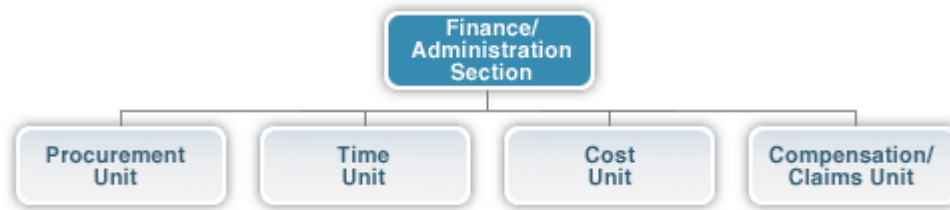
- Contract negotiation and monitoring.
- Timekeeping.
- Cost analysis.
- Compensation for injury or damage to property.

Note: On some incidents, the Finance/Administration function is not done at the incident scene but rather is handled by the school district.



# Finance/Administration Section: Units

The Finance/Administration Section may staff four Units.



- **Procurement Unit:** Responsible for administering all financial matters pertaining to vendor contracts, leases, and fiscal agreements.
- **Time Unit:** Responsible for incident personnel time recording.
- **Cost Unit:** Collects all cost data, performs cost effectiveness analyses, provides cost estimates, and makes cost savings recommendations.
- **Compensation/Claims Unit:** Responsible for the overall management and direction of all administrative matters pertaining to compensation for injury-related and claims-related activities kept for the incident.

## Training and Qualifying General Staff

<b>Operations Section Chief</b>	<ul style="list-style-type: none"> <li>• Past experience as incident responder</li> <li>• Completion of ICS training</li> <li>• Ability to:               <ul style="list-style-type: none"> <li>○ Size up the situation and make rapid decisions</li> <li>○ Communicate clear directions</li> <li>○ Balance response initiatives with safety concerns</li> <li>○ Lead and motivate responders</li> <li>○ Assess the effectiveness of tactics/strategies</li> <li>○ Be flexible and modify plans as necessary</li> </ul> </li> </ul>
<b>Planning Section Chief</b>	<ul style="list-style-type: none"> <li>• Completion of ICS training</li> <li>• Ability to:               <ul style="list-style-type: none"> <li>○ Organize and analyze information</li> <li>○ Write clear, accurate documents</li> <li>○ Interpret diagrams and maps</li> <li>○ Develop and present briefings</li> <li>○ Use computer-based applications including databases and spreadsheets</li> <li>○ Direct others in a crisis</li> </ul> </li> </ul>
<b>Logistics Section Chief</b>	<ul style="list-style-type: none"> <li>• Completion of ICS training</li> <li>• Knowledge of school logistics (food services, sheltering, transportation, emergency caches, etc.)</li> <li>• Ability to:               <ul style="list-style-type: none"> <li>○ Organize and prioritize resource requests</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ Anticipate and plan for resource needs</li> <li>○ Maintain records and documentation</li> <li>○ Track resource requests</li> <li>○ Solve resource problems creatively</li> <li>○ Communicate effectively orally and in writing</li> <li>○ Direct others in a crisis</li> </ul>
<b>Finance/Administration Section Chief</b>	<ul style="list-style-type: none"> <li>• Completion of ICS training</li> <li>• Knowledge of workers' compensation, insurance claims, and contracting requirements</li> <li>• Ability to: <ul style="list-style-type: none"> <li>○ Keep accurate accounting records</li> <li>○ Purchase/contract for needed resources</li> <li>○ Process insurance and workers' compensation claims</li> <li>○ Communicate effectively orally and in writing</li> <li>○ Direct others in a crisis</li> </ul> </li> </ul>

# Unified Command

The Unified Command organization consists of the Incident Commanders from the various jurisdictions or agencies operating together to form a single command structure.

## Unified Command Benefits

In a Unified Command, schools and responding agencies blend into an integrated, unified team. A unified approach results in:

- A shared understanding of priorities and restrictions.
- A single set of incident objectives.
- Collaborative strategies.
- Improved internal and external information flow.
- Less duplication of efforts.
- Better resource utilization.

## Incident Commanders Work Together

When implemented properly, Unified Command enables agencies with different legal, geographic, and functional responsibilities to coordinate, plan, and interact effectively.

The Incident Commanders within the Unified Command make joint decisions and speak as one voice. Any differences are worked out within the Unified Command.

Unity of command is maintained within the Operations Section. Each responder reports to a single supervisor within his or her area of expertise. Within a Unified Command the police officer would not tell the firefighters how to do their job nor would the police tell school personnel how to manage parent-student reunification.

# Unified Command and NIMS

NIMS encourages the use of Unified Command.

“As a team effort, Unified Command overcomes much of the inefficiency and duplication of effort that can occur when agencies from different functional and geographic jurisdictions, or agencies at different levels of government, operate without a common system or organizational framework.”

## Single Integrated Incident Organization: Command Staff

Unified Command results in a single integrated incident organization. Below is a sample Command Staff organizational chart for the school bus incident. Notice that personnel from the different agencies often are assigned as Assistant Officers.



# Single Integrated Incident Organization: Operations Section

In a Unified Command there is only one Operations Section Chief. The Operations Section Chief should be the most qualified and experienced person available. Below is a sample Operations Section organization chart for the school bus incident.



**Piedmont High School Millennium High School School**  
**Site Response Teams**  
**2018-19**

**Team 1: Command Center Check List**

**COMMAND CENTER TEAM MEMBERS**

**Incident Commander:** Adam Littlefield, PHS Principal

**Incident Commander Backup:** Irma Munoz, Assistant Principal

**Scribes:** Darlene Low, Administrative Assistant

**Communication** (Internal & External): Shannon Fierro, MHS/Adult School Principal

**Primary Meeting Location:** On Magnolia Avenue across from Wells Fargo Bank

**COMMAND CENTER EQUIPMENT AND SUPPLIES**

**Location(s): Backpacks and Shed**

Two- way Radios for Long Range Communication

Battery operated AM/FM Radios

Bullhorn or other Portable Loudspeaker System

Green Vest for Team Leader (marked with team identification)

Orange Vests for Team Members (marked with team identification) List of Emergency Telephone Numbers

Incident Log Forms

Pens/pencils, Marking pens, Signs, Poster paper (for making gate signs, etc.) Staff List

Staff Emergency Cards

Student Body List (alphabetical by grade)

Student Emergency Cards

Flashlights and Batteries

4 x 6 Cards

School Map

Communications Script

Office Emergency Backpack

## **Team 1: Command Center Responsibilities**

**Receive** warning signal. **Recognize** signs of an incident.

**Alert** entire school.

**Establish** Command Center.

**Assign** scribe and communications responsibilities.

**Use Incident Log Forms** to document all activities, events, supplies used and actions taken throughout the event.

**Determine** needs according to type of incident. **Decide** on evacuations or shelter-in-place.

**Give** evacuation order after report from Site Security.

**Designate** two (2) people for Communications: One for **Internal** and one for **External** communication.

**Use Communications Script** for making appropriate responses when communicating with outside people or groups.

**All communications with the media will be done through the District Information Team Leader.**

**Disseminate** information to other school sites as directed by the **District Incident Command Center**.

**Report** emergency needs to **District Incident Command Center** including:

- Evacuation site

- Condition of campus

- Condition of students and staff

- Any immediate assistance needed

**Monitor** evacuation to **Assembly Area**.

**Account** for all persons on site according to **Accountability Reports** send to **Command Center** and input from **Team Leaders** .

**Determine** needs for medical assistance, urgent repairs, supplies, transportation, additional personnel, food, etc.

**Maintain** constant communication with all **Team Leaders** via radio and/or runners.

**Communicate** with the **District Incident Command Center** to report status of students and staff.

**Be prepared to make decisions without the District Incident Command Center** if a major disaster has rendered that Center inoperable.

### Team 1: Command Center Reminders

#### General

- Put on emergency vest.
- Begin **Incident Log**.
- Locate and turn on radios, turn up volume, check proper channel.
- Keep in **radio** contact with your team members. They report to you. You report to the Command Center.
- Familiarize yourself with your Team **Quicklist** (or Quick Checklist) on the laminated card in your Team Bin *ahead of time*. Refer to the longer version of the **Team Checklist** for more detail.
- If you need more people to help on your team during the incident, radio your site Command Center.
- Post signage to indicate your station (i.e. First Aid, Command Center, Student Release, etc.)
- Turn in Incident Logs and other paperwork to Command Center after the drill is completed. All paper work from the drill should go in a binder marked Disaster Drill. Copies are sent to the District to go in a similar binder to be reviewed at a joint meeting and debriefing of the Incident Commanders.

#### Team 1 Command Center Reminders

- Get Team 1 bin and set up Command Center, lay out maps, etc.
- Remember to include "This is a drill" in your initial announcements.
- Refer to school site by your assigned number for radio communication with the District.

District	Channel #1
PHS/MHS	Channel #2
PMS	Channel #3
Havens	Channel#4
Wildwood	Channel #5
Beach	Channel#6
Maintenance	Channel #7
- You will hear the District identifying itself by saying their call sign over the radio every 10 min. (WQMD532). Maintenance also calls radio ID (WQEZ932).
- Office personnel to bring daily logs to Command Post (Staff Sub list, Absentee log, Parent Volunteer log, Sign Out logs, etc.) Also bring Student Medications.
- Keep Missing Persons Log and report to District Command by using the 3 digit identifier, beginning with that school site's #. (PHS= 201, 202, 203 etc. Beach =601, 602, etc.)



**Piedmont High School Millennium High School School**  
**Site Response Teams**  
**2018-19**

**Team 2: Search and Rescue**  
**Check List**

**SEARCH AND RESCUE TEAM MEMBERS**

1. Team Administrator: **Eric Mapes**
2. Team Lead: **David Keller**
3. Team Leader Back-up: **Mercedes Foster**
4. Beth Black
5. Jana Branisa
6. Christele David
7. Joanne Guillen
8. Chris Hartford
9. John Hayden
10. Matthew Klein
11. Melanie McCauley
12. Glen Melnik
13. Doyle O'Regan
14. Tom Palsa
15. Uri Skowronski
16. Mike Stewart

**Primary Meeting Location: PHS Breezeway**

**SEARCH AND RESCUE EQUIPMENT AND SUPPLIES**

**Location(s): Backpacks and Shed**

Radio for Team Leader	Pry Bars
Green Vest for Team Leader*	Sledge Hammer 5 and 8 lb
Orange Vests for Team Members*	Axes
Master Keys	Pocket Knife
Fire Extinguishers	Whistle
Site Map	Duct Tape
Hard Hats and Goggles	Marking Pens
Flashlights and Batteries	Heavy Duty Gloves

Dust Masks

Tag Board for Signs

\*Vests will be marked with team identification

## Team 2: Search and Rescue Responsibilities

- \_\_\_\_\_ Interpret meaning of warning signal and/or recognize sign(s) of incident.
- \_\_\_\_\_ Report to predetermined meeting site for all teams.
- \_\_\_\_\_ Locate/distribute equipment, supplies, and instructions for conducting assigned responsibilities.
- \_\_\_\_\_ Confirm assignments with the **Incident Command Center** and maintain contact with the Team Leader.
- \_\_\_\_\_ Work in pairs and search the site/ campus in a methodical pattern to find injured and/or missing persons. Pay particular attention to all restrooms, storage areas, locker rooms, empty classrooms, closets, etc.
  - Explore each room visually, vocally and physically.
  - Mark an **X** on the door with duct tape to indicate that the area has been searched.
  - Look, call out for replies and actively search through rubble.
  - Use available equipment to get to persons who may be trapped under rubble.
  - If possible, have one team member remain with any injured person while other team member reports to the **Incident Command Center** or **First Aid Station** to summon help. Use radio if possible.
  - Assess damage to specific structures and report damage and/or usability to the **Incident Command Center**.
  - Station team members as guards near unsafe buildings to prevent re-entry.
  - Mark unsafe areas with signs.
- \_\_\_\_\_ Maintain constant communication with **Incident Command Center**.

### Search and Rescue Reminders

- Wear helmets.
- Team Leader to **lead** by assigning available staff to teams and directing them where they will search. Keep a log so you know who went where, and what time they left.
- Search in teams of two (2). If possible, search in groups of three (3) so that one (1) person can stay with the "Found", while the others continue to search.
- Bring "Grab n' Go" trauma pack OR a classroom back pack with you, 1 per Team.
- Receive list of Missing Persons from Command.
- Follow procedures to search the buildings, marking door with painter's tape as directed.
- Team members report to Team Leader to notify Command of found or trapped individuals.
- Report to Command when entire campus search has been completed.
- Realize you may be assigned to another team (Team 4, 5, or 6) once S&R is completed.

Piedmont High School Millennium High  
School Site Response Teams 2018-19

**Team 3: Site Security  
Check List**

**SITE SECURITY TEAM MEMBERS**

1. Team Administrator: **Irma Munoz**
2. Team Lead: **LaTanya Lloyd**
3. Gillian Bailey
4. Michael Bell
5. Todd Berry
6. Ken Brown
7. Arthur Hogenauer
8. Emily Hook
9. Tom Huffaker
10. Gabrielle Kashani
11. Nathan Mattix
12. Jesus Mejia
13. Marcos Molina
14. Harold One Feather
15. Shannon Overturf
16. Allison West

**Primary Meeting Location: PHS Marquee**

## **SITE SECURITY EQUIPMENT AND SUPPLIES**

### **Location(s): Backpacks and Shed**

Radio for Team Leader

Green Vest for Team Leader (marked with team identification)

Orange Vests for Team Members (marked with team identification)

Master Keys

Map of School Site and Utility Shut-offs Valve

Keys-Wrenches (for turning off utilities)

Flashlights

Fire Extinguisher(s)

Appropriate Pre-made Signs

(i.e. Main Entrance, Parent Information, Reunion Gate, No Entrance)

Sanitation Supplies (coordinate with First Aid Team)

Toilet Paper, Plastic Bags to line Wastebaskets, Tarp or Plastic Sheet)

### **Team 3: Site Security Responsibilities**

- \_\_\_\_\_ Interpret meaning of warning signal and/or recognize sign(s) of incident.
- \_\_\_\_\_ Report to predetermined meeting site for all teams.
- \_\_\_\_\_ Locate and distribute equipment, supplies and instructions for conducting assigned responsibilities.
- \_\_\_\_\_ Work in pairs.
- \_\_\_\_\_ Assign Team Members to patrol specific areas for control of persons coming onto the site/campus.
  - Post appropriate signs
  - Direct Fire, Police, Rescue, Ambulance, etc. to area(s) of need.
  - Refer media to **District Incident Command Center**.
  - Direct parents to the Reunion Area (Gate).
  - Communicate with **Command Center** via radio regarding status.
- \_\_\_\_\_ Check all utilities and turn off valves, if needed.
- \_\_\_\_\_ Determine sanitation conditions and remedy when possible.
- \_\_\_\_\_ Assist maintenance personnel or utility company technicians, if needed, in emergency repair.
- \_\_\_\_\_ Station Team Members as guards near unsafe areas to prevent re-entry until declared safe.
- \_\_\_\_\_ Maintain constant communication with **Command Center**.

## Site Security Reminders

- Wear helmets when checking campus for hazards.
- Team Leader to assign staff to teams, DOCUMENTING which Team/Members are assigned to each area.
- Leader should appoint a second/substitute leader in case he/she is delayed.
- Follow instructions for securing campus, posting "Do Not Enter" signs at designated areas, and putting Caution Tape around any hazards that might impede evacuation.
- Report to Command Center when campus is clear for evacuation.
- If you don't have radio contact with the rest of your team, putting yellow caution tape on the gas/ power/ water mains you've checked will let the next person know what's been done.
- Keep campus evacuation area clear of intruders. Ask for ID of anyone not associated with the school. (They should be readily recognizable by their lack of Orange Vest!)
- Post personnel at every gate/entrance, and direct parents to main entry point. Check ID of adults wishing to enter campus. Some schools have chosen to place a stamp on the hand of parent identified as legitimate.

**Piedmont High School Millennium High School**  
**School Site Response Teams**  
**2018-19**

**Team 4: First Aid Check List**

**FIRST AID TEAM MEMBERS**

1. Team Lead: **Kathryn Levenson**
2. Team Lead Back-up: **John Savage**
3. Anne Aldridge-Peacock
4. Dan Bonnin
5. Amy Souris
6. Marna Chamberlain
7. Kammy Cobb
8. Gauri Desai
9. Amy Dunn-Ruiz
10. James Holan
11. Mary Lesley 12. Amy Moorhead
13. Marcela Privat-Gilman
14. Richard Rodriguez
15. Shelley Seto 16. Katie Terhar

**Primary Meeting Location: Exedra Plaza in Piedmont Park (near the large vase)**

## **FIRST AID STATION EQUIPMENT AND SUPPLIES**

### **Location(s): Backpacks and Shed**

Radio for Team Leader	Arm and Leg Splints
Green Vest for Team Leader*	Padding for Splints
Orange Vests for Team Members*	Roller Gauze (assorted sizes)
Any Student Medications	Triangular Bandages
Water - for Drinking and Cleansing	Instant Ice
Paper Towels and Bar Soap	Packs Anti-
4 x 6 ID Cards with Ties	Bacterial Soap
Pencils and Sharpener	Triage Tags
Eye Irrigation Solution	Scissors
Q-tips	Safety Pins
Bath-size Towels	Ace
Kleenex	Bandages
Plastic Basins	Non Sterile Gauze
Band aids (assorted sizes)	Pads Sanitary
Tweezers	Napkins Adhesive
Ziploc Bags (assorted sizes)	Tape
Cots and/or Stretchers	Alcohol Towelettes
Non-Latex Gloves	
Blankets/Sheets	
Plastic Bags - 33 gal.	



Covering for Outside First Aid Station (optional)  
Copy of **Emergency First Aid Guidelines for California Schools**

\* Vests will be marked with team identification.

See Separate Listings for:

- **Classroom Emergency Backpacks**
- **Disaster/Crisis Kits for Mass Casualties**
- **Layout Map for First Aid Station**
- **Emergency Water Preparation and Storage**

### Team 4: First Aid Responsibilities

\_\_\_\_\_ Interpret meaning of warning signal and/or recognize sign(s) of incident.

\_\_\_\_\_ Report to predetermined meeting site for all teams.

\_\_\_\_\_ Verify that Team Members responsible for the following are present:

- Initial mass casualty assessment/care - First Aid assessment and Triage assessment.
- Obtaining First Aid Station supplies
- First Aid Station set-up (indoors if accessible/safe or outdoors as needed)
- Human Relations Coordinator (family support for seriously injured/deceased persons)
- Confirming all of above with **Command Center**

\_\_\_\_\_ Obtain supplies and set-up **First Aid Station** as soon as possible. Use the "Layout Map" to assemble/organize supplies in the 9 First Aid categories.

\_\_\_\_\_ Conduct initial assessment and care for mass casualty victims.

- Work in pairs whenever possible.
- For persons with **First Aid Assessment Skills**:  
Assess victims for urgent needs  
Care for bleeding, shock, breathing, etc. according to severity
- For persons using **Triage Assessment Skills**:  
Assess for mobility, breathing, circulation, and mental status Stabilize and tag according to assessment findings
- According to the number of victims, hazardous surroundings, available personnel, etc., provide further care at areas away from the **First Aid Station**, taking with you any supplies needed.

\_\_\_\_\_ Conduct First Aid for stabilization and maintenance efforts.

- Receive transported victims at **First Aid Station** for maximizing First Aid care at one location.
- Provide care for wounds, shock, fractures, and other First Aid not rendered during initial response.

\_\_\_\_\_ Maintain communication with the **Command Center**.

- Status and needs of victims
- Locations of victims still needing initial care.
- Available medical care, when it will be available, and location for student/staff release via ambulance.
- Request for additional supplies and assistance.

\_\_\_\_\_ Document First Aid care and release of victims as follows:

- Document first aid given for each victim using 4 x 6 ID cards.
- If victim is unable to talk or is deceased, attach name tag for identification purposes.
- When released, remove 4 x 6 card, record release time/destination and retain card as permanent record.
- If to be released by ambulance, transport victim to that area designated for that purpose.
- Report released victims to **Command Center**.

\_\_\_\_\_ Provide for morgue care.

- Cover deceased with sheets until identified with a name tag.
- Document name/pertinent data on 4 x 6 ID card and maintain as permanent record at the **First Aid Station**.
- Place in body bag (33 gallon plastic bag will suffice), seal, identify and transport when time permits to morgue location (indoor room, locked, away from populace).
- Have Human Relations Coordinator available to assist grieving family members or friends.

\_\_\_\_\_ Be prepared to cooperate with and provide care under direction of the following First Aid/ Medical personnel who assist in disaster/crisis events:

- Red Cross First Aid and Nursing Volunteers
- Paramedics
- Fire Medical Aid or other trained medical personnel.

## First Aid Reminders

- Locate team bin and set up First Aid station according to layout map, or however you feel best meets your needs.
- Wear gloves. Use Ziplock bags for "barfbuckets".
- Maintain Injured Persons Log, assigning four digit number to the injured. First two digits are that school site's# (PHS/MHS is 2201, 2202, 2203, etc. )
- Simulate treatment. (Try not to use supplies that are expensive to replace.) When drill is over, wrap aces back up, put supplies back in order. Do not screw the caps down tightly on the Eye Wash bottles, that punctures the tip of the bottle, opening it, and necessitating replacement.
- Collect the Red and Yellow Triage tags and Logs after the drill and give them to Command.

Piedmont High School Millennium High  
School School Site Response Teams  
2018-19

**Team 5: Supervise Assembly  
Check List**

**SUPERVISION AND ASSEMBLY TEAM MEMBERS**

1. Team Lead: **Debbi Hill**
2. Team Lead Back-up: **Christelle Hutin-Lee**
3. Nick Bruno
4. Anita Cheung
5. Jan D'Annunzio
6. Catherine DeVos
7. Kendra Foster
8. Carole Frascati-James
9. Jeffrey Giordano
10. Valentina Gnup
11. Virginia Leskowski
12. Bridget Kyser
13. Elise Marks
14. Diana Miller
15. Irfan Ortak
16. Jeff Peters
17. Joseph Piazza
18. David Prinvale
19. Sara Plowman
20. Carrie Poole
21. Elif Ritchie
22. Janine Sohn
23. Nicole Stark
24. Kim Taylor
25. Ellen Walsh
26. Jody Weverka
27. Rachel Whitman
28. Sunny Yu

**Primary Meeting Location: Stay with students in Piedmont Park.**

## SUPERVISION AND ASSEMBLY EQUIPMENT AND SUPPLIES

### Location(s): Backpacks and Shed

Radio for Team Leader

Radios from Classroom Backpacks

Green Vest for Team Leader (marked with team identification)

Orange Vests for Team Members (marked with team identification)

Attendance Folders for All Classes

Classroom Backpacks

Student Accountability Report Forms (Xerox a large quantity for immediate use) Travel Route Map

Assembly Area Map

Bull Horn or other Portable Loudspeaker System Keys  
(if needed) to Assembly Area

Signs and stakes (Optional for Assembly Area Markers) Incident Logs

Pencils/Pens

3 x 5 ID Cards and File Box for Holding Alphabetized Cards of Community  
Evacuees Sent to the Assembly Area

Crowd control Ideas (group exercises, songs, teaching games, stressrelievers) For

**Trained Staff Only:** 4 x 5 Triage Tags with 24" ties attached

10 of each color

Red = Immediate Attention

Yellow = DelayedAttention

### Supervise Assembly Reminders

- Supervise students by classroom.
- Team Leader assists with Student Accountability at the Command Center.
- When you arrive to the evacuation site, take attendance and verify that your Student Accountability Sheet is accurate.
- **Identify two responsible students, to take the Student Accountability Sheet to your Building Captain at the Command Center.**
- If you are assigned to another Emergency Response Team, identify a neighboring teacher to supervise your class then report to your team.

## Team 5: Supervise Assembly Responsibilities

- \_\_\_\_\_ Interpret meaning of warning signal and/or recognize sign(s) of incident.
- \_\_\_\_\_ Give appropriate command, "Duck, Cover, Hold, or Evacuate".
- \_\_\_\_\_ Staff members not with assigned students will report to their predetermined location.
  - Determine injured persons and assist as appropriate.
  - If trained, used Triage cards on the injured.
  - Determine need for cooperation with neighboring teacher (one teacher may assist two classes of students if second teacher is injured or must remain with injured student until First Aid arrives.
  - In case of earthquake and there are injured, immovable students and no other teacher to assist, surround injured student(s) with suitable furniture for protection from further earthquake action and take remaining students to Assembly Area.
  - If Teacher Aide is present, assign to remain with student(s) in classroom until help arrives.
- \_\_\_\_\_ Evacuate to Assembly Area when given signal or deemed appropriate.
- \_\_\_\_\_ Unlock/open any entrance to Assembly Area.
  - Plan for a main Assembly Area and alternate sites if main Area is not accessible or is in danger from possible hazards.
  - Practice using alternate routes to the Assembly Area by blocking practice sessions.
- \_\_\_\_\_ Assign team members to control entrances to the Assembly Area.
- \_\_\_\_\_ Direct classes or students to the Assembly Area stations (each member **must** have an Assembly Area Map in hand).
- \_\_\_\_\_ Locate and distribute equipment and supplies.
- \_\_\_\_\_ Confirm Assembly Area assignment with **Command Center**.
- \_\_\_\_\_ Complete **Student Accountability Reports** and turn into **Command Center**.
- \_\_\_\_\_ **Team Leader (Assembly Area Coordinator):** Manage Assembly Area activities as follows:
  - Assist in obtaining **Student Accountability Reports** from teachers for **Command Center**.
  - Assign students to assist in Assembly Area as needed.
  - Assign staff and/or students to serve on other teams when requested by **Command Center**.
  - Use **Incident/Disaster Log** forms to document important events, action, problems, etc.
  - Work with **Command Center Team** and **Student Release Team** in the

location and release of students.

\_\_\_\_\_ Document on attendance folder when students are sent to Main and/or Reunion Gate for release to parent/adult.

\_\_\_\_\_ Supervise and reassure students throughout duration of emergency.

\_\_\_\_\_ Use the same equipment, supplies, and responsibilities guidelines when evacuating with students to another school or site.

Piedmont High School Millennium High  
School School Site Response Teams 2018-19

## **Team 6: Student Release Check List**

### **STUDENT RELEASE TEAM MEMBERS**

1. Team Administrator: **Julie Valdez**
2. Team Lead: **Amanda Carlson**
3. Team Lead Back-up: **EllenFraser**
4. Susan Adams
5. Katherine Beckner
6. Joseph Boone
7. Allison Cota
8. Alisa Crovetti
9. Franki Davies 1a.  
Ashley English
11. Michael Fuller
12. Kristen Hansen
13. Kennette Hoke
14. M'Lisa Kelley
15. Jodi Lerner
16. Stefanie Manalo-LeClair
17. Matt Miller
19. Andria Mullan
20. Jen Rinna Hildreth
21. Tola Rissman

**Primary Meeting Location: Piedmont Community Hall**



## **STUDENT RELEASE EQUIPMENT AND SUPPLIES**

### **Location(s): Backpacks and Shed**

Radio for Team Leader

Radios from Backpacks for Team Members

Green Vest for Team Leader (marked with team identification)

Orange Vests for Team Members (marked with team identification)

Keys for any gate/door to Reunion Gate

Assembly Area Maps, 1 per Team Member Student

Body Master List and/or Emergency Cards Pens/

Pencils

Table(s)

Incident Student Sign Out Sheets (Xerox a large supply and store with supplies).

### **Team 6: Student Release Team Responsibilities**

\_\_\_\_\_ Interpret meaning of warning signal and/or recognize sign(s) of incident.

\_\_\_\_\_ Report to predetermined meeting site.

\_\_\_\_\_ Locate/distribute equipment and supplies.

\_\_\_\_\_ Confirm Team Leader assignment with **Command Center**.

\_\_\_\_\_ Work in pairs when possible.

\_\_\_\_\_ Set up Main and/or Reunion Gate(s) with Student Body List (and/or Emergency Cards) and related supplies on table(s).

\_\_\_\_\_ Communicate between Teams as needed in the location and release of students.

\_\_\_\_\_ Assign Team Members to Main Gate and Reunion Gate (if separate locations) for receiving parent requests, sending messages, and locating students for release.

\_\_\_\_\_ Arrange for responsible **First Aid Team Member** or designee to provide emotional support for family members/friends of injured/deceased persons.

\_\_\_\_\_ Process reuniting of students with parents/reliable adults.

**Note:** when Main Gate and Reunion Gate are in separate locations, the documentation of student release may occur at either Gate. Advance planning is essential to assure accountability.

- If students are to be released **only at** the Reunion Gate, direct parents to that location.
- If students are to be released at **both** the Main and Reunion Gates,

documentation must occur at both locations

- \_\_\_\_\_ Upon request, call for student from Assembly Area via radio or student runner.
- \_\_\_\_\_ Verify that student knows the adult and is comfortable leaving with said adult.
- \_\_\_\_\_ Record all required information on Student Sign Out Sheet.
- \_\_\_\_\_ If student is not released, send student back to Assembly Area along with notification via radio or student runner.
- \_\_\_\_\_ Document all releases on Student Sign Out sheet.

### **Student Release Reminders**

- Remember to write the DESTINATION of families/students dismissed or leaving the school site. This becomes critical for communication in a true disaster, and aids in family reunification.
- Utilize runners (or bullhorn) to locate and collect students for release. Keep parents OUT of general assembly area.
- Have mechanism in place to deal with parents without an ID, and parents wanting to take other students on whose Emergency Card they are NOT designated. Phone verification is acceptable but time consuming. DOCUMENT who authorized release (mom, dad, etc), name of person picking them up, and next destination.

PIEDMONT HIGH SCHOOL/ MILLENNIUM  
HIGH SCHOOL

## School Site Response Team Assignments

2018-19

Last Name	First Name	Team Assignment
Adams	Susan	Team 6: Student Release
Aldridge-Peacock	Anne	Team 4: First Aid
Bailey	Gillian	Team 3: Site Security
Beckner	Katherine	Team 6: Student Release
Bell	Michael	Team 3: Site Security
Berry	Todd	Team 3: Site Security
Black	Beth	Team 2: Search and Rescue
Bonnin	Dan	Team 4: First Aid
Boone	Joseph	Team 6: Student Release
Souris	Amy	Team 4: First Aid
Branisa	Jana	Team 2: Search and Rescue
Brown	Ken	Team 3: Site Security
Bruno	Nicholas	Team 5: Supervise Assembly
Carlson	Amanda	Team 6: Student Release Team Lead
Chamberlain	Marna	Team 4: First Aid
Cheung	Anita	Team 5: Supervise Assembly
Cobb	Kammy	Team 4: First Aid
Cota	Allison	Team 6: Student Release
Crovetti	Alisa	Team 6: Student Release
D'Annunzio	Jan	Team 5: Supervise Assembly
David	Christele	Team 2: Search and Rescue
Davies	Franki	Team 6: Student Release
Desai	Gauri	Team 4: First Aid
DeVos	Catherine	Team 5: Supervise Assembly
Dunn-Ruiz	Amy	Team 4: First Aid
English	Ashley	Team 6: Student Release
Fierro	Shannon	Team 1: Command Center
Foster	Kendra	Team 5: Supervise Assembly
Foster	Mercedes	Team 2: Search and Rescue Team Lead
Frascati-James	Carole	Team 5: Supervise Assembly
Fraser	Ellen	Team 6: Student Release
Fuller	Michael	Team 6: Student Release

Giordano	Jeff	Team 5: Supervise Assembly
Gnup	Valentina	Team 5: Supervise Assembly
Guillen	Joanne	Team 2: Search and Rescue
Hansen	Kristen	Team 6: Student Release
Hartford	Christopher	Team 2: Search and Rescue
Hayden	John	Team 2: Search and Rescue
Hill	Debora	Team 5: Supervise Assembly Team Lead
Hogenauer	Arthur	Team 3: Site Security
Hoke	Kennette	Team 6: Student Release
Holan	James	Team 4: First Aid
Hook	Emily	Team 3: Site Security
Huffaker	Tom	Team 3: Site Security
Hutin-Lee	Christelle	Team 5: Supervise Assembly Team Lead
Kashani	Gabrielle	Team 3: Site Security
Keller	Dave	Team 2: Search and Rescue Team Lead
Kelley	M'Lisa	Team 6: Student Release
Klein	Matthew	Team 2: Search and Rescue
Kyser	Bridget	Team 5: Supervise Assembly
Lerner	Jodi	Team 6: Student Release
Leskowski	Virginia	Team 5: Supervise Assembly
Lesley	Mary	Team 4: First Aid
Levenson	Kathryn	Team 4: First Aid Team Lead
Littlefield	Adam	Team 1: Command Center Team Lead
Lloyd	LaTayna	Team 3: Site Security Team Lead
Low	Darlene	Team 1: Command Center
Manalo-Lec lair	Stefanie	Team 6: Student Release
Mapes	Eric	Team 2: Search and Rescue
Marks	Elise	Team 5: Supervise Assembly
Mattix	Nathan	Team 3: Site Security
McCauley	Melanie	Team 2: Search and Rescue
Mejia	Jesus	Team 3: Site Security
Melnik	Glen	Team 2: Search and Rescue
Miller	Diana	Team 5: Supervise Assembly
Miller	Matt	Team 6: Student Release
Molina	Marcos	Team 3: Site Security
Moorhead	Amy	Team 4: First Aid
Mullan	Andria	Team 6: Student Release
Munoz	Irma	Team 3: Site Security

O'Regan	Doyle	Team 2: Search and Rescue	Team Lead
One Feather	Harold	Team 3: Site Security	
Ortak	Irfan	Team 5: Supervise Assembly	
Overturf	Shannon	Team 3: Site Security	
Palsa	Tom	Team 2: Search and Rescue	
Peters	Jeff	Team 5: Supervise Assembly	
Piazza	Joseph	Team 5: Supervise Assembly	
Plowman	Sara	Team 5: Supervise Assembly	
Poole	Carrie	Team 5: Supervise Assembly	
Prinvale	David	Team 5: Supervise Assembly	
Privat-Gilman	Marcela	Team 4: First Aid	
Rinna Hildreth	Jen	Team 6: Student Release	
Rissman	T	Team 6: Student Release Team 5:	
Ritchie	ol	Supervise Assembly Team 4: First	
Rodriguez	a	Aid	
Savage	John	Team 4: First Aid	Team Lead
Seto	Shelley	Team 4: First Aid	
Skowronski	Uri	Team 2: Search and Rescue	
Sohn	Janine	Team 5: Supervise Assembly	
Stark	Nicole	Team 5: Supervise Assembly	
Stewart	Mike	Team 2: Search and Rescue	
Taylor	Kimberly	Team 5: Supervise Assembly	
Terhar	Katie	Team 4: First Aid	
Valdez	Julie	Team 6: Student Release	
Walsh	Ellen	Team 5: Supervise Assembly	
West	Allison	Team 3: Site Security	
Weverka	Jody	Team 5: Supervise Assembly	
Whitman	Rachel	Team 5: Supervise Assembly	
Yu	Sunny	Team 5: Supervise Assembly	