Steve Luther Elementary School

Comprehensive School Safety Plan 2018/19

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School Site Council Approval Date: December 4, 2018

Preface

The Comprehensive School Safety Plan process is designed to be utilized as a school resource for emergency prevention/mitigation, preparedness, response, and recovery planning and training as well as meeting the requirements for the annual safety plan process under Senate Bill 187 and the National Incident Management System. It is designed to be an electronic and hard copy safety plan. This document must be updated as necessary to meet site, district, and community needs and legal requirements. It is not intended to be a "grab and go" guide in an actual emergency.

NOTE: Some elements of this Comprehensive School Safety Plan are confidential and have been blacked out for website posting. Copies of these confidential elements are secured at the school site and district office. These elements include: student and staff personal information, emergency evacuation, ingress/egress routes and other sensitive emergency contact information.

Following any emergency, notify the district superintendent's office: (714) 220-6911

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Chapter 1: Comprehensive School Safety Plan

Introduction

This guide will provide a timeline 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:

1. An assessment by the School Site Council's Safety Planning Committee of the school climate in relation to the current status of school crime committed on campus and at school-related functions. Based on this assessment, safety goals have been set for the upcoming school year.

2. The annual review and evaluation of the Comprehensive School Safety Plan which is certified by the members of the School Safety Planning Committee, the School Site Council president, and the school principal before being presented to the board of trustees for final review and adoption. This review includes the following mandated components:

    - Child abuse reporting procedures
    - Policies pursuant to Education Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations
    - Procedures to notify teachers and counselors of dangerous students
    - Sexual harassment policy
    - Safe ingress and egress to and from school
    - Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning (discipline guidelines)
    - Dress code
    - Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

Staff Training Statement
The staff has been trained on the contents of this entire plan through an in-service and the staff handbook.

Implementation of Plan
The plan has been distributed to all departments and is available to all staff, students, parents and the community to review

Chapter 2: Emergency Contacts

Luther Elementary School

Principal:	Denine Kelly	(714) 220-6918

Building Emergency Contact:

MOTT Director:	Teresa Lennox	(714) 220-6951 or (657) 337-6633

After Hours Building Contact:

Maintenance Lead:	Mike Perez	(714) 928-2942

Chapter 3: School Safety Planning Committee

The School Site Council is responsible for developing the Comprehensive School Safety Plan and for delegating the responsibility to a school safety planning committee (Education Code 32281). The school safety committee is 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 and other members, if desired (Education Code 35294.1). In addition, local law enforcement, fire department, and first responders have been consulted (Education Code 39294.1).

The School Safety Planning Committee members are:

Name	**Position**
Denine Kelly	Principal
Martin Stokes	Classified Representative
Sean Kennedy	Certified Representative
Mary Bensen	Parent
Susan Johnson	District Safety Committee Representative

Chapter 4: School Climate

Current Status of School Crime

Date Source	2015-20106	2016-2017	2017-2018
Suspensions **(number of incidents)**	0	7	3
Violence	0	7	3
Tobacco	0	0	0
Drugs/Alcohol	0	0	0
Weapon	0	0	0
Expulsions	0	0	0
Attendance, general education (%)	96.02%	95.82%	96.28%
Attendance, special education (%)	94.66%	NA	NA

Luther Elementary School enjoys a high level of safety, minimal student discipline concerns, and supportive families who value education and ensure regular student attendance.

The data shows that Luther School has a low rate of suspensions. The staff and principal counsel students, work diligently with parents and students to teach problem solving skills, and provide interventions before using suspension.

Our data for attendance also demonstrates consistency. We encourage attendance with phone calls, letters, and newsletter articles.

Chapter 5: Annual School Safety Goals

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety.

The School Safety Planning Committee reviews school, district, and community crime data trends. Other information, such as mental health data; state, district or site surveys (such as the California Healthy Kids Survey); disciplinary data; and community police data may also be considered by the committee as appropriate.

Based on data analysis, the School Safety Planning Committee identified two safety-related goals for the next school year, as well as the strategies and/or programs that will be used to meet those goals. The objective is to provide meaningful goals in order to improve the campus climate. The goals are reported, with the Safety Plan, to the Board of Trustees and shared with the school staff and community.

Safe School Action Plan Certification

Date: December 4, 2018 School Name: Steve Luther

SUPPORT STATEMENT: This document was developed and approved using a collaborative process respectful of representation from all stakeholder groups.

REQUIRED SIGNATURES	PRINT NAME	SIGNATURE
Principal/Designee:	Denine Kelly	
Classified Representative:	Martin Stokes	
Certificated Representative:	Sean Kennedy	
Parent:	Mary Benson	
LAW ENFORCEMENT WPD/Local Jurisdictional Agency:	Consulted with Cypress Police	
OTHER SAFE SCHOOL TEAM MEMBERS		
Susan Johnson	District Safety Committee Rep	

This is a public document and will be readily available for inspection at the school site and at the District Office.

The Safe School Action Plan is part of the Comprehensive Safe School Plan and will be evaluated and amended by the school site council or school safety planning committee prior to March 3rd of every year.

COMPONENT ONE: *PEOPLE AND PROGRAMS*	Timeline	Person(s) Responsible
(What activities and programs are planned for students and staff at your school to improve the learning environment, social and emotional climate of the school? How can we create a "caring and connected" school climate?)		
<u>Goal 1:</u> All Stakeholders feel like they are a part of the Luther Community, are well informed, and are involved in the decision-making process related to school programs and events, especially those associated with school climate.		
(1) Objective – by using effective methods for communicating, both formal and informal, all stakeholders know that they are considered an important part of the Luther School Community.		
-Regular home-school communication occurs via School Messenger (Weekly Update and special messages), monthly Luther Ledger, marquee, school website, School News and district electronic messages.	August 2018-May 2019	Principal Admin. Asst.
-Provide regular communication to the community at-large through School News and other local media.	August 2018-May 2019	Principal
-Hold parent education nights to provide information and resources for parents to assist and support their child's education.	August 2018-May 2019	Parent Ed Committee, Principal
- Continue to meet with staff representatives to review PBIS/design programs and procedures related to student safety, behavior support, and incentive programs. Consider parent input and articulate this information to all stakeholders.	August 2018-May 2019	Staff, Principal
(2) Objective –Families are invited to Awards Assemblies that recognize students for improving academically and behaviorally and/or maintaining high academic achievement, and exemplary attendance.		
-Continue to design and refine positive behavior recognition programs and incentives.	August 2018-May 2019	Principal, Staff
-Trimester Awards assemblies recognize students for academic achievement, effort, citizenship, and character.	August 2018-May 2019	Principal/ Teachers
-Hold monthly flag assemblies to honor Students of the Month for that month's character trait. Invite families and acknowledge students at awards assemblies.	August 2018-May 2019	Principal
-Ensure that all staff distributes PAWS tickets to reinforce positive behaviors school-wide.	August 2018-May 2019	All Staff Members

COMPONENT TWO: *PHYSICAL ENVIRONMENT*	Timeline	Person(s) Responsible
(What activities and programs are planned for students and staff at your school to improve the safe and orderly physical environment of the school?)		
<u>Goal 2:</u> All stakeholders feel that Luther School maintains an environment where all students feel safe and understand school procedures.		
(1) Objective –Students and staff know and understand all Universal Rules and procedures, can explain them to others and have various resources for support at all recess and lunchtimes.		
- Post and maintain Universal Rules posters in strategic areas such as lunch lines, restrooms, hallways, office, etc.	August 2018-May 2019	Principal, Custodian
- Meet periodically with supervision staff to discuss issues taking place on campus during recess and lunch times, and provide positive ways to provide supervision and redirection.	August 2018-May 2019	Principal
- Conduct periodic, or as needed, assemblies to review Universal Rules, expectations and recognize students who are role models in these areas.	August 2018-May 2019	Principal, PBIS Committee
- Conduct monthly safety inspections and emergency drills. Include local police agency once/year.	August 2018-May 2019	Principal, Staff, Custodian
- Provide ongoing education to students regarding pro-social behaviors and encourage students to stand up and/or report incidences of bullying.	Ongoing	Teachers, Principal
(2) Objective –Procedures and school guidelines are aligned with the needs of the school community		
- Discuss potential safety concerns and prevention with supervision staff.	August 2018-May 2019	Principal
- Communicate procedural changes with students and parents, especially those related to safety.	August 2018-May 2019	Principal
- Communicate with local police agency and School Resource Officer to ensure that they are aware of procedures for lockdowns and our facilities. Include police in lockdown drill once a year to get their feedback and ideas for improving procedures.	August 2018-May 2019	Principal, MOTT

- Provide feedback to students and staff regarding fire drills and other safety drills (lockdown and earthquake.)	August 2018-May 2019	Principal
- Utilize volunteer services from police agency (VIP Officers) to assist with morning parking lot supervision.	August 2018-May 2019	Principal
- Communicate parking lot procedures to families at the beginning of the year, and provide reminders periodically about parking lot safety.	Ongoing	Principal
- Utilize *Raptor* system and follow district visitor policy for school volunteers and visitors.	Ongoing	Office Staff
- Have staff representation on the district safety committee to provide input and share information regarding safety issues.	August 2018 – May 2019	Safety Rep (S. Johnson)
- Train designated staff members in Search and Rescue, First Aid, use of the eye wash station, and how to use the AED device (when obtained.)	Ongoing	District MOTT Staff
- Train teachers annually in seizure protocols and use of Epi-pens	December 2018	District Nurse
- School Resource Office will interact with students during recess times each week. Principal and Staff will utilize SRO as a resource to assist with student and school needs.	August 2018 – May 2019	Principal, Staff
- Select staff members are trained in CPI (Crisis Prevention Intervention) and there is a protocol to respond to behavioral emergencies.	August 2018 – May 2019	Principal, Select Staff

Chapter 6: Policies and Procedures

Mandated Policies & Procedures

The School Safety Planning Committee has reviewed the Comprehensive Safe School Plan and made necessary updates and revisions. The safety plan includes the following components (Education Code 32282):

- Child abuse reporting consistent with Penal Code 11166 and CSD Board Policy 5141.4.
- Policies pursuant to Education Code 48900 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations and CSD Board Policy 5131.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- Sexual harassment policy pursuant to Education Code 212.5 and Board Policy 5145.7.
- Procedures for safe access and exit of students, parents/guardians, and employees to and from the school.
- The rules and procedures on school discipline adopted pursuant to Education Code sections 35291 and 35291.5 (CSD Board Policy 5144 Discipline) to create a safe and orderly environment conducive to learning at school.
- The school does not have a specific dress code prohibiting students from wearing “gang related apparel." Inappropriate clothing will be addressed on a case-by-case basis.
- Routine and emergency disaster procedures, including emergency and disaster preparedness plan, fire drills, bomb threats, earthquake emergency procedure system, and transportation safety and emergencies.

Statement of Rules and Procedures on School Discipline
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, 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 heal health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning (Education Code 44807 and CSD Board Policy 5144).

Notification to Students and Parents
Parents and students shall be notified of the district and school site rules pertaining to student discipline at the beginning of the first trimester, and at the time of enrollment for students who enroll thereafter. The discipline policy shall be reviewed annually with input from site administrators, staff, students, and parents.

Discipline
No student will be allowed to disrupt the normal school day activity or to compromise the health and safety of the campus. Any student who violates the dress code policy of the school site shall be requested to change his or her clothing for the first offense. Students shall be requested to change their clothing and shall be disciplined for each subsequent offense for willful defiance per school and district policy.

Suspension and Expulsion Policies

Per Education Code 48900(s) and CSD Board Policy 5144.1, except when otherwise permitted by law, 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:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the campus; during or in route to and from a school-sponsored activity

Staff Notification of Dangerous Students

Education Code 49079 and the districts' collective bargaining agreement with the Cypress Teachers Association require that the school principal notify classroom teachers/bargaining unit members of students who have engaged in, or are reasonably suspected of, engaging in certain suspendable or expellable acts (Education Code sections 48900 and 48915) for the three previous years.

The goal is to define a system whereby every classroom teacher and substitute will have immediate access to the names of those students currently enrolled in his/her classroom who meet the criteria of Education Code section 48900. Any information received by the teacher shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

1. Suspensions are entered into the Aeries Student Information System Discipline Incident screen with the violation and date of the latest suspension under those Education Code tenets described above.

2. On a subsequent offense, a new discipline incident is recorded with the date of the most current offense. If a student enrolls from a court or community school or from any other school, and we have a record that the student has committed a suspendable offense, site administration will ensure the teacher is informed of the student's previous offenses. When notice is received from any court or law enforcement agency that the student has committed any law violation which falls into any category outlined by Education Code 48900, the local school will enter the violation in the discipline incident screen along with the date of the incident.
3. Teachers can access discipline data of all students in their class through Aeries.
4. This process will not replace the formal notification to teachers of offenses under Education Code 49079, in which a teacher receives a printed report of the student's suspension.
5. Site administration will make every effort to contact a suspended student's teachers as soon as practical after the offense.

Sexual Harassment Policy

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct 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.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 - Uniform Complaint Procedures. The coordinator/compliance officer(s) may be contacted at:

Executive Director
Human Resources
9470 Moody Street
Cypress, CA 90630
(714) 220-6900

Complaint Procedure
Any employee or student may have a claim of harassment even if he or she has not lost a job, some economic benefit, or academic benefit in the case of students. The law prohibits any form of harassment that impairs an employee or student's working ability or emotional well-being at work or school. Employees or students who think they are being harassed or discriminated against in the work place or on campus because of their gender, race, national origin and/or other protected characteristics, should use the district's policy procedures to file a complaint.

Employees and students have the right of redress for unlawful harassment or discrimination. In order to secure this right, individuals must submit a complaint, preferably but not necessarily in writing, to their own or any other supervisor, the districts' director of human resources, the superintendent, or in the case of students, to the school site administrator, as soon as possible, but at least within six months of the date the alleged incident occurred or within six months of the date the employee or student first obtained knowledge regarding the alleged incident. The complaint should include the details of the incident or incidents, the names of the individuals involved and the names of any witnesses.

Staff-to-Staff, Staff-to-Student, and Student-to-Staff Complaint
A staff-to-staff and student-to-staff sexual harassment/discrimination complaint will be referred to the district's Executive Director of Human Resources, along with the original copy of the complaint form. The complaint will be kept highly confidential.

Student-to-Student Complaint
This type of complaint will be handled by the site administrator or designee, following the district's guidelines on handling a sexual harassment complaint. The original copy of the complaint and disposition shall be forwarded to the office of Student Support Services.

Knowledge of Student-to-Student and Staff-to-Student Sexual Harassment
Staff having knowledge of any alleged sexual harassment activity will report that information to the school's administration. It is the administration's responsibility to make sure that the proper process is used to respond to the complaint in accordance with Board Policy and Administrative Regulations.

Mandated Reporting

Definition of Child Abuse
Child abuse means a physical injury that is inflicted by other than accidental on a child by another person; 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); and the physical or emotional neglect of a child or abuse in out-of-home care.

Child Abuse

- Injury inflicted by another person
- Sexual abuse
- Neglect of child's physical, health, & 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 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 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, Penal Code 11164.

The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

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 possible by telephone AND a written report must be sent within 36 hours of the telephone call to Child Protective Services (714) 940-1000 or (800) 207-4464.

Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

Sexual Activity

Child abuse laws are subject to change. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school principal 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. (Family Code section 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 and 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

- Sexual activity must be reported if a child is 14 years of age and:
- The 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.
- The partner is 14 years or older, lewd and lascivious acts committed by a partner of any age, partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is under 18 years of age

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

Not Reportable Sexual Activity

- Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- Unlawful sexual intercourse of a child 14 to 15 years-old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either Child Protective Services (CPS) and to the appropriate police jurisdiction. This information will also be cross-reported to the other legal agency. 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 phone number: 714-940-1000 or 800-207-4464.

Dress Code Policy

Appropriate dress is necessary for the healthy, safe, and undisrupted operation of school and classes. Student attire should be neat and clean. School Board Policy 5132 prohibits the wearing of clothing and/or adornment that advertises alcoholic beverages, tobacco products, controlled substances, or gang activity. Such use can be potentially life threatening and is prohibited on school grounds and at school activities on/off campus (See appendix K).

Bullying Policy

The District believes every child is entitled to a safe school environment free from discrimination and bullying. Consistent with state and federal law, the District prohibits bullying and discrimination and provides a timely and effective complaint procedure for pupils who believe they have been the victim of bullying or discrimination, including cyberbullying, by Board Policy 5131.2.

This policy applies to all of the District's students. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the Cypress School District.

This policy also reminds school personnel of their obligation to intervene when safe to do so as required by Education Code section 234.1(b)(1). Employees are informed annually of their access to an online module related to bullying and bullying prevention, including cyberbullying. The Bullying Module-School Safety document can be accessed at https://www.cde.ca.gov/ls/ss/se/documents/bullymodule1.docx

Chapter 7: Drills and Emergency Disaster Procedures

Authorities and References

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code)
The California Emergency Services Act provides the basic authorities for conducting emergency operations following a proclamation of a 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
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 employee" 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; or when a federal disaster declaration is made.

The law has two ramifications for school district employees:

1. 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.
2. When pressed into disaster service, employee workers' compensation coverage becomes the responsibility of state government (Governor's Office of Emergency Services), but their overtime pay is paid by the school.

These circumstances apply only when a local or state emergency is declared. The Governor's Office of Emergency Services has stated that inadequately trained school staff renders school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. It requires that school districts be prepared to respond to emergencies using State Emergency Management System (SEMS).

California Civil Code, Chapter 9, Section 1799.102
The code 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 (Good Samaritan Liability).

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.

Definitions: Incidents, Emergencies, Disasters

Incident
An incident is an occurrence or event, either human- caused or caused by natural phenomena, which requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources. Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency."

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional emergency operations center (EOC) is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions.

Emergency
The term *emergency* is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it. Emergency is also used in SEMS terminology to describe agencies or facilities (e.g., Emergency Response Agency, Emergency Operations Center).

Emergency also defines a conditional state such as a proclamation of "Local Emergency." The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of war emergency
- State of emergency
- State of local emergency

Disaster
A *disaster* is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning (e.g., an earthquake or flash flood) or they may develop from one or more incidents (e.g., a major wildfire or hazardous materials discharge). Disasters are either single or multiple events that require separate extensive mutual aid and support for incidents associated with them. The resource demand goes beyond local capabilities and there are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a local emergency. Emergency operations centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Levels of Response

Response levels are used to describe the type of event, the area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the school district. Response levels are closely tied to emergency proclamations issued by the government.

Response Level 0 - Readiness and Routine Phase
Ongoing routine response by the school district to daily emergencies or incidents. Standby and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency
A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident (e.g., gas leak, sewer back-up, assault, bomb threat, toxic spill, medical emergency, shooting) occurs. A Level 3 response requires school/site coordinators to implement guidelines contained within this document and interact with public agencies.

Response Level 2 - Local Disaster
A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Cypress School District to respond. The affected cities and the County of Orange will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster
Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of Orange will proclaim a local emergency. Then, the State of California will declare a state of emergency. A presidential declaration of an emergency or major disaster is requested by the state. When local jurisdictions declare a state of emergency, the district board can declare the same.

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid. Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase
Prevention/mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers. While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs and fewer casualties.

Preparedness Phase
The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Activities identified in this plan have either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOP) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with SOP, checklists, and are periodically trained in activation and execution.

Response Phase
The response phase is the time when agencies implement previously prepared plans.

Pre-Impact: recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOC's may be activated and evacuation may begin.

Immediate Impact: emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident command posts and EOC's may be activated and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase
Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

Planning

Our school has identified the location of potential evacuation sites (on and off campus) based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

The school has planned for:

- Identifying the population of people with disabilities
- Determining proper signage and equipment
- Training staff to assist individuals with disabilities
- Coordinating with emergency response personnel

Procedures for Safe Ingress and Egress

In addition to planning for daily ingress/egress routes and emergency evacuation routes, the school planned 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. The school map identifies evacuation areas and ingress/egress routes.

On-Campus Evacuation/Assembly Location
Evacuation maps are posted in every classroom and office at each site.

Primary Off-Site Evacuation/Assembly Location
In the event of a need to evacuate from a school site to an off-campus location, following is a list of safe sites for each school:



*As noted in the Preface, this information is blocked for web posting purposes due to its confidential elements.

Emergency Campus Evacuation
If it is necessary to evacuate the entire campus to another school or relief center, the principal will notify the superintendent of the campus evacuation, cooperate with emergency authorities in enlisting staff with cars to help transport evacuees, direct the evacuation and assure all students/staff are accounted for as they depart and arrive.

In an emergency building evacuation all employees will:

1. Upon emergency alert, secure work area and depart/report to assigned area.
2. Perform duties as pre-assigned by the principal in cooperation with emergency services personnel.
3. Not re-enter the building without permission or request of emergency service authorities.
4. Remain in the general assembly areas and calm students if not assigned another duty.
5. When signaled to re-enter safe areas of the school, quickly do so.
6. Upon safe re-entry, report anything amiss to the operations chief.

In an emergency building evacuation teachers will also:

1. Assemble students for evacuation using designated routes and account for all students.
2. Secure room.
3. If possible, leave a note on the door advising where you've evacuated to if other than the standard assembly area.
4. Upon arrival at the assembly area, account for all students.
5. Secure medical treatment for injured students.
6. Report any students missing or left behind because of serious injuries.
7. Stay with and calm students.
8. If signaled to re-enter school, assure students do so calmly and account for all students.
9. Check room and report anything amiss to the team leader and/or operations chief.
10. Debrief students to calm fears about the evacuation.

Signals
Specific communication techniques for all incidents might vary by school site due to functional alarm systems, intercoms, etc. There are two basic alarms systems: stay in place or evacuate. Specific incidents will dictate additional responses. However, when sound signals are available, the two primary signals should follow this pattern:

- One long bell indicates that all staff and students should find shelter and plan to remain in a single location.
- A series of short bells indicate an evacuation is required.

Think about the bells as, "LONG STAY – SHORT GO."

Fire Drills

Principals shall hold fire drills monthly at all elementary schools. These drills should be done on rotation with earthquake and lock down drills.

- Whenever the fire alarm is sounded, 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 appropriate personnel.
- The principal or designee shall keep a copy of each drill conducted on the Annual Fire and Disaster Drill Report and file a copy with MOTT.

Standards for a Successful Fire Drill

1. The fire alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within five minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.
5. Upon sounding of the all clear, students and staff return to their appropriate classroom and the teacher takes roll again. Missing students are reported to the attendance office.

Lockdown Drills

The school conducts lockdown drills along with other types of emergency planning. These drills initially involve more pre-planning and organization than conducting others. At least one annual drill is scheduled with MOTT and the La Palma Police Department. There are a number of steps that are required in lockdown drills in order to be successful. They involve:

1. Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:
    - Locking doors
    - Covering windows
    - Turning off lights
    - Building barricades
    - Reviewing classroom and all clear procedures
    - Reviewing off site evacuation locations.

2. Send a follow-up reminder memo to your staff.
3. Organize your assessment team. This also provides an excellent opportunity for your critical response team to work together with police participants in the drill.
4. Conduct the assessment.
5. Complete follow-up tasks. Remember, this sets the tone for the importance of safety for students and staff on your campus.

Additional drills should be done on rotation with earth quake and lock down drills bi-monthly or tri-monthly and do not require coordination with the police department.

Lockdown
A lockdown alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and respond to the situation based upon training and drills. This is also true for students who may need to become resources for substitutes or who are alone when an event occurs. Remember, the lockdown response is a partnership with local law enforcement.

Immediate actions
1. Students and staff go into classrooms/buildings or run to off-site evacuation areas.
2. Lockdown includes shutting and locking doors and windows, turning off lights and getting the students down on the ground and making sure they remain quiet.
3. Notify administration.
4. Call 911 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.
5. Administration notifies the superintendent.

Intermediate activities
1. Take roll and conduct anxiety-reducing activities.

Evacuation
1. Prepare students and yourself for a quick evacuation.
2. Follow directions of law enforcement when they arrive.

Shelter-In-Place

Shelter-in-place may be directed if there should be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood. In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site and “shelter-in-place” procedures apply.

The following steps should be followed when instructed or when an alerting system triggers a shelter-in-place:

1. **Shelter –** Go inside the nearest building or classroom, remain there and lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check the campus and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the principal and/or public safety responders.
2. **Shut –** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible. MOTT should be contacted immediately to shut down the HVAC controls system.
3. **Listen –** Remain quiet to hear critical instructions from school officials. If there is no direction, continue instructional/ work activities until the situation resolves or you are directed to do otherwise.

Additional steps for teachers and staff

1. Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.
2. A school official (or student if no official present) should close all vents and turn off ventilation systems. MOTT should be contacted immediately to shut down the HVAC controls system. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
3. Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
4. Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

District and Parent Responsibilities for Students

The Basic Plan

The basic plan addresses the school's responsibilities in emergencies associated with natural disaster, human-caused emergencies, and technological incidents. 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 basic plan:

- Conforms to the federally mandated National Incident Management System (NIMS) and 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 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 Orange County's policies on emergency response and planning, 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 & the county or city EOC in which they reside

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. This planning has been accomplished.

District Responsibility
If the superintendent declares a district emergency during the school day, the following procedures will be followed. All students will be required to remain at school or at an alternate safe site under the supervision of the school principal or other personnel assigned by the principal until regular dismissal time and released only when it is considered safe or until released to an adult authorized by the parent or legal guardian whose name appears on district records. If students are on their way to school, they should continue to on their way to school. If students are on their way home from school, they are to continue home.

During a declared emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

Staff Planning Suggestions
Preparedness for emergencies starts with planning. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency.

Personal preparedness makes this much easier. Each staff member needs to prepare their family and home for earthquakes and other emergencies. Staff members should have:

1. 72-hour supply kit for the home
2. Car kit, including comfortable clothes/shoes and medications
3. Developed a plan to reunite with their family
4. Neighborhood preparedness program

Preparedness brochures are available from the local chapter of the American Red Cross (www.redcross.org) or Department of Homeland Security (www.ready.gov). If the disaster occurs during school time, smart emergency management recommends the child stay at school until the parent or a trusted friend (found on school emergency cards) picks up the child. Nobody can guess, especially in an earthquake, how impacted neighborhoods may be. This means the school staff will need to stay with the children. You can only do this if you are prepared at home. You must feel that your family can activate your family plan without you.

Parent Responsibility
Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a declared emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times. Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency.

Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel. School authorities will do everything possible to care for each student while he/she is under district supervision. It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

Emergency Response Procedures Basic Actions

Most emergency responses are covered by the following basic actions:

Stand By
Stand by consists of bringing students into the classroom or holding them in the classroom pending further instruction.

Leave Building
Leave building consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Leave Building is appropriate for, but not limited to, the following emergencies:

- Fire
- Peacetime bomb threat
- Chemical accident
- Explosion or threat of an explosion
- Following an earthquake
- Other similar occurrences that might make the building uninhabitable
- At the onset of a lockdown alert, when teacher/supervisor has ascertained that leaving is the best option

Take Cover
Take cover consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation. If outdoors, take cover consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event of a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat.

Take cover is appropriate for, but not limited to, the following:

- Severe windstorm (short warning)
- Biological or chemical threat
- Sniper attack
- Rabid animal on school grounds

Drop
The beginning of a disaster itself ordinarily warrants this response. It consists of:

1. **Inside school buildings.** Immediately take cover under desks or tables and turn away from all windows and remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions.
2. **Outside of school buildings.** Earthquake: move away from buildings and take a protective position, if possible.
3. **Explosion/nuclear attack.** Take a protective position. Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

Go Home
Go home consists of dismissal of all classes and return of students to their homes by the most expeditious manner. Go Home is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, phone distribution lists, or other means will be requested.

Directed Maintenance
No school personnel/students are allowed to re-enter a school facility until inspected by and authorized by appropriate school personnel which include maintenance and school administrators, and if applicable, police, fire, or city inspectors. In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed. Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the join authorization of the administration and head custodian.

Directed Transportation
Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety. Directed transportation consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area. This action is appropriate only when directed by the superintendent or designee, site administrator, police, fire, or OES. It may be appropriate for, but not limited to, movement away from: specified man-made emergency (shooting, etc.), chemical and biological gas alert, flood, fallout area, blast area and fire.

Chapter 8: Earthquake Considerations

Earthquake Overview

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

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

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man- made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines. The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

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

Standards for a Successful Earthquake Drill
The earthquake alarm can be heard by all staff and students. Immediately after the earthquake alarm sounds, all students, teachers and other employees shall follow these procedures:

1. Duck or drop.
2. Evacuate – Use alternative routes, if appropriate.

3. Accountability – Teachers take roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.
4. All clear - Upon sounding of the all clear, students and staff return to their appropriate classrooms and the teachers takes roll once more. Missing students are reported to the attendance office.

Earthquake Drills

The earthquake emergency procedure system shall include, but not be limited to, a school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs. The plan will also include the following:

1. A drop procedure 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 trimester. These drills should be done on rotation with fire and lock down drills.
2. Protective measures to be taken before, during, and following an earthquake.
3. A program to ensure that students and staff are aware of and properly trained in the Duck, Cover, and Hold procedures:
   - ***Duck*** or 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. Stay in this position for at least one minute or, in a real situation, until shaking stops.
4. Evacuation. An evacuation 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. Predetermined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, and chain-linked fences with electric shock potential). Make it clear that a post-earthquake route might differ from a fire evacuation route, and that appropriate nonhazardous alternate routes may be needed. Practice evacuation using alternate routes to the assembly areas.
5. Accountability. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll sheets, take roll once in the evacuation area, and be prepared to identify missing students to administrators and first responders. The principal or designee shall keep a copy of each drill conducted on the emergency drill report form and file a copy with the superintendent/designee.

Earthquake Drop, Cover, and Hold

Earthquake procedures in the classroom or office

1. At the first indication of ground movement, you should ***drop*** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

2. You should seek protective ***cover*** under or near desks, tables, or chairs in a kneeling or sitting position.
3. You should ***hold*** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes. You should remain in the drop position until ground movement ends.

Be prepared to **DROP**, **COVER,** and **HOLD** during aftershocks. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

1. At the first indication of ground movement, you should *drop* to the ground.
2. Take *cover* under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
3. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

1. At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings.
2. *Drop* to the ground and *cover* the back of the neck with your hands. Be aware of aftershocks.
3. Do not enter buildings until it is determined safe to do so.

If walking to or from school, do not run. Stay in the open. If the student is going to school, continue to the school. If the student is going home, he/she should continue to go home. If in a school bus, the driver will pull over to the side of the road and stop. When the ground movement stops, the driver will check for injuries. The bus driver is legally responsible for the welfare of student riders.

Chapter 9: Special Considerations for Other Emergencies

Fire

All classrooms and offices shall have an emergency exit sign and evacuation chart posted in a prominent location.

Fire within a School Building
In the event that a fire is detected within a school building, use the following procedures:

1. The principal or designee will order an evacuation if the fire alarm doesn't work, call 911, and notify the superintendent.
2. Teachers will supervise the evacuation of the classrooms to the designated areas according to the emergency exit plan posted in every classroom and office.
3. Teachers will close doors upon evacuating.
4. Teachers will take their roll books to the evacuation site and take roll.
5. Teachers will report any missing student(s) to their team supervisor/administrator.
6. The head custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.
7. The head custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The head custodian or designee will also keep access entrances open for emergency vehicles.
8. The principal or designee will notify students and staff when it is safe to return to the school site under the direction of the fire department and in consultation with the superintendent or designee.

Fire Near A School
The principal or designee shall:

1. Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building
2. Notify the fire department by calling 911
3. Notify the superintendent's office
4. Notify students and staff when it is safe to return to the school site under the direction of the fire department and in consultation with the superintendent or designee
5. Review directed transportation procedures (to include planning for bus transportation)

Power Outage/Rolling Blackouts

It is the district's intent to keep schools open during a power outage. During an actual outage or anticipated outage, affected sites will be contacted as soon as practicable. Once notified, turn off computers, monitors, printers, copiers, and lights when not in use or not needed.

Preparing for an Outage

1. Update each student's emergency card.
2. Determine availability of portable lighting at site, e.g., flashlights & batteries.
3. Find out if emergency lights go on and exit signs remain lit when power is lost.
4. Clear away materials and boxes from hallways and pathways.
5. Ask your teachers to have alternative teaching methods and plans available.
6. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
7. Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
8. Develop a site plan such as a buddy system or chaperone for restrooms or any other necessary leave during this period.
9. Have flashlights and replacement batteries available for the restrooms and other locations with no windows.
10. Ask your staff and students to have seasonal warm clothing available.
11. Use surge protectors for all computer equipment, major appliances, and electronic devices.

During an Outage

1. Contact district maintenance office immediately if your site experiences a blackout.
2. Phones connected directly to a phone jack should still be operable.
3. If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
4. Use a buddy system when going to the restrooms.
5. Do not use barbeques, Coleman-type stoves, hibachis, and other outdoor-cooking devices indoors.
6. Do not use candles or gas lanterns.
7. Turn off computers, monitors, printers, copiers, and major appliances.
8. Shut off lights in unoccupied rooms.

Rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible. If a power outage is prolonged, the principal should contact the superintendent for directions (release students/staff, evacuation to another site, etc.).

Utility Failure or Leak

Immediately report any building emergency or problem to the principal. *Utility shutoff information is posted at each site at utility locations.*

For suspected or actual utility break or water/gas leak:

- Evacuate the immediate area
- Do not touch fallen wires
- Check circuit breakers, pilot lights, and other potential sources of the problem
- Do not return to the area until instructed to do so

Bomb Threat

The person receiving the bomb threat will:

1. Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
2. Use the "bomb threat checklist" form as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.
3. The most important questions to ask are: When will the bomb explode and where is the bomb located?
4. Immediately after receiving the bomb threat, verbally notify the building administrator of the threat received.
5. Complete the "bomb threat checklist" form.
6. Turn off cellular phones and/or walkie-talkie radios (transmits radio waves could trigger a bomb).

Building administrator will (if necessary):

1. Call 911 and give the following information: your name, call-back phone number, exact street location with the nearest cross street, nature of incident, and number and location of people involved and/or injured.
2. Notify superintendent's office.
3. Evacuate involved buildings using fire drill procedures. Principal must have superintendent's permission to evacuate the entire site.
4. Implement a systematic inspection of the facilities to determine if everyone is out.
5. Secure all exits to prevent re-entry to buildings during the search period.
6. Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
7. Re-occupy buildings only when proper authorities give clearance.

Fire department or police officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of criminal trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level
Have the person(s) under suspicion 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 and what their purpose is for being on campus. Advise intruder of the trespass laws. Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.

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 administration.

If intruder(s) are on the playground or grounds at recess or lunch time, outdoor supervisors should notify the office by radio and move all students into the MPR or classrooms, unless otherwise directed, and lock the doors. Consider activating the shelter-in-place or lockdown alarm throughout the rest of the school as appropriate.

Hostage Situation
Staff and students should sit quietly if the situation is in their presence and try to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures. Do not engage in a conversation or try to persuade the intruder to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard.

The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/herself as being sane. If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands.

Students should be told not to whisper to one-another, laugh, or make fun of the intruder. Remember, the intruder is disturbed, possibly mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her. Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals.

If students are outside and are unable to find access to a room, they should, depending on the situation, initiate "take cover" position or run in a zigzag fashion to the staging areas and stay calm. If and when possible, call administration and/or 911.

Hostile Parent/Adult

An adult shows signs of irritability prior to becoming hostile. These are a few of the signs:
- Defensive in posture
- Face reddens

- Frowning
- Voice pattern sometimes changes
- Volume of their voice begins to increase
- Clenching of teeth or hands
- Erratic hand gestures
- If sitting, they will often stand up

When we recognize these signs we need to immediately asses the perceived level of threat we are faced with. If it is minor, you can take steps to neutralize this person's anger. You can do this by remaining calm, actively listening to their complaints, and speaking in a calm voice. Repeat the persons concern back to them, showing you understand. For example: *"I want to make sure that I understand you sir. You are upset that your son received detention for swearing at his teacher, is that correct?"* If this doesn't work or you are blindsided with their hostility, you need to make sure that your safety is not compromised.

Since a situation can change drastically in a very short amount of time, there is no way to prepare for *every* situation that could occur, but the following steps are helpful:

- Inform the hostile adult that you are going to get someone who can better help them and walk away.
- Call for assistance using a pre-determined code word. Preferably, this will be done as to not alert or tip off the potentially violent individual. For Example: Call the office on the intercom, classroom phone, your personal cell phone, and say "Will you send Mr. Need help to my room please?"
- If the situation turns violent, dial 911 immediately!

Kidnapping

Kidnapping is when a student is removed from the school by a non-custodial parent or other person without the custodial parent's permission and knowledge.

If a kidnapping occurs:
- Check the school records to determine if there may be a legal custody issue
- Call the student's legal parent or guardian
- **Call 911**. Be able to state where and when the student was last seen, give a description of clothing and the names of close friends

The on-site administrator will:
- Notify the superintendent's office

To prevent kidnapping:
- Make sure school office personnel have a list of students who are not to be released to anyone except a specific parent or guardian.
- Flag this status on the emergency cards for these students.

- Before releasing a child to anyone except the parent or guardian on the list, have the school secretary check with the custodial parent for approval. The time and date of the phone approval should be noted.
- When a parent telephones a request that a child be released from school, confirm the identity of the caller (by a return call to the parent) before the child is permitted to leave the school. If there is any doubt, write the message and phone number down, and make a return call after cross-checking the phone number with those on the child's emergency card.

Poisoning, Chemical Spills, Hazardous Materials

Poisoning
If a student ingests a poisonous substance, call 911, then call Poison Control Center Link Line at 1-800-222-1222 and take appropriate first aid measures. Call parents and notify the office.

Chemical Spill on-site
The following are guidelines for chemical spills:

1. Evacuate the immediate area of personnel.
2. Determine whether to initiate shelter-in-place protocol.
3. Secure the area (block points of entry).
4. Identify the chemical and follow the procedures for that particular chemical.
5. Notify the district office.

Chemical Spill Off-Site Involving District Property
Notify the district office with the following information:

1. Date, time, and exact location of the release or threatened release
2. Name and telephone number of person reporting
3. Type of chemical involved and the estimated quantity
4. Description of potential hazards presented by the spill
5. Document time and date notification made
6. Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)
7. Locate a fire extinguisher and have present, should the need arise
8. Place reflective triangles or traffic cones if in street or highway, do not light flares
9. 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 will complete a spill response evaluation. The incident must be reported to the superintendent within 24 hours of the spill.

Spill Clean Up
Chemical spills may not be cleaned up by school personnel. Call the district office at (714) 220-6952. The cleanup will be coordinated through a designated contractor.

Hazardous Substances
Hazardous substances include, but are not limited to the following: gasoline, lacquer, thinner, solvents, paint, motor oil, agricultural spray, diesel fuel, kerosene, stain, anti-freeze, airborne gases/fumes, and brake fluid.

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 poses an immediate student and staff hazard, all personnel should evacuate the area immediately; move uphill and upwind, if possible.

Pandemic Illness

Responding to a pandemic illness requires all staff to be aware of symptoms and how the school and district office will respond. Response will be a community issue. This response will include:

1. Stakeholders with authority will outline process for identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
2. School will designate a single office to coordinate the community plan.
3. Recognition that in an affected community, at least two pandemic waves (6-8 weeks each) are likely over several months. The school might be designated as a contingency hospital.
4. Students with special needs will be considered in planning (e.g., low income for feeding purposes).
5. The school will participate in community plan exercises.
6. The school will share lessons learned from developing preparedness and response plans with other local public and private schools.

Bioterrorism

How to identify suspicious letters or packages
Some characteristics of suspicious letters or packages include the following:

- Excessive postage
- Handwritten or poorly typed addresses
- Incorrect titles
- Title, but no name

- Misspellings of common words
- Oily stains, discolorations or odors
- No return address
- Excessive weight
- Lopsided or uneven envelop
- Protruding wires or aluminum foil
- Excessive security material such as masking tape, string, etc.
- Visual distractions
- Ticking sound
- Marked with restrictive endorsements, such as "Personal" or "Confidential"
- Shows a city or state in the postmark that does not match the return address

Do not shake or empty the contents of any suspicious envelop or package. Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents. If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover. Then, leave the room and close the door, or section off the area to prevent others from entering. Wash your hands with soap and water to prevent spreading any powder to your face. Report the incident to the local police and your site administrator. List all people who were in the room or area when this suspicious letter or package was recognized.

Envelope with powder or powder spills out onto a surface
Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover. Leave the room and close the door or section off the area to prevent others from entering. Wash your hands with soap and water to prevent spreading any powder to your face.

Call 911 and your site administrator to report the incident. Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal. Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin. If possible, list all people who were in the room or area, especially those who had actual contact with the powder.

Anthrax
Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person. For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life- threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism
Botulism infection is extremely rare, with fewer than 200 cases report in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Foodborne Botulism
The bacterium is ingested with the contaminated food source. Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods. Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, and then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism
Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of foodborne botulism, except that the gastrointestinal signs sometimes associated with foodborne botulism may not occur. Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Extreme Weather

Rain, Wind, Heat, and Air Quality
In the case of extreme weather conditions, the following procedures will be followed:

1. School administration will assess the level of threat.
2. If need be, administration will place the school on a "rainy-day" schedule *(All staff members will continue with their normal duties for this schedule, keeping all students inside).*
3. If the level of threat increases, where student and staff safety become jeopardized, administration will make the necessary telephone calls to the district office and await instruction for school closure and student release.

Chapter 10: Medical Emergencies

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.

Types of First Aid Responses

Rescue breathing

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

Bleeding

1. Apply direct pressure to the wound.
2. Maintain the pressure until the bleeding stops.
3. If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
4. If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

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

Choking

1. Stand behind the person.
2. 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.
3. Grasp your fist with your other hand, give an abdominal thrust.
4. Repeat until the object comes out.
5. If required, begin rescue breathing.

Mass Casualty

In the event of a mass casualty incident (MCI):

1. Determine what the problem is and call 911 for local emergency services.
2. Identify the problem and give the school address.

3. Site administrators decide whether or not to activate the school site disaster first aid team protocols (See this plan for medical triage protocol).
4. Determine if problem will continue or if it is over.
5. School representative will meet incident command officer (fire department or police official) who will determine exact nature of incident.
6. Site administrators/first responders will implement mass casualty tracking.
7. Protocols as appropriate to the situation.
8. Keep calm, reassure students.
9. Fire department will notify appropriate agencies for additional help.
10. Crisis team will convene.
11. Contact superintendent to determine need to send students home

Emergency 911 Calls

911 Emergency Call Steps

1. The first district staff member on site determines emergency and makes the 911 call. Give the 911 dispatcher the school/site address, location of the injured individual, and nature of emergency. Be prepared to stay on the phone while paramedics are in route.
2. Notify principal or administrator on site. They will:
   a. Get copy of student's EMERGENCY CARD for paramedics. Parent signature for medical treatment and the student's allergies, medications, and health conditions are on this card.
   b. Call parent/guardian. Contact parents as soon as possible.
   c. Call the District Nurse for medical expertise and advice.
   d. District Nurse notifies Director of Student Support Services.
   e. Designate someone to wait in front of the school to guide emergency vehicle to the area closest to the injured individual.
   f. Complete 911 log and fax to Business Services (714-828-4821).

Suicide Threats and Attempts

Do's:

1. 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.
2. 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.
3. Ask whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
4. Get help by contacting an appropriate Crisis Response Team (CRT) member. Never attempt to handle a potential suicide by yourself.
5. Stay with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Don’ts:

1. Don’t leave the person alone for even a minute.
2. Don’t act shocked or be sworn to secrecy.
3. 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.
4. 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.
5. 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.

Triage Guidelines

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care. Incidents involving large numbers of casualties, and have a delay in the response time of emergency medical services require a special form of triage. The modified triage system that is most commonly used is the S.T.A.R.T. (Simple Triage and Rapid Treatment) plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

Triage Priorities

Highest Priority - RED TAG

- Airway and breathing difficulties
- Cardiac arrest
- Uncontrolled or suspected severe bleeding
- Severe head injuries
- Severe medical problems
- Open chest or abdominal wounds
- Severe shock

Second Priority - YELLOW TAG

- Burns
- Major multiple fractures
- Back injuries with or without spinal cord damage

Third Priority - GREEN TAG

- Fractures or other injuries of a minor nature

Lowest Priority – BLACK TAG

- Obviously mortal wounds where death appears reasonably certain
- Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

During initial contact identify self and direct all patients who can walk to gather and remain in a safe place. Tag these people GREEN.

Begin evaluating the non-ambulatory patients where they are lying. Assess respiration (normal, rapid, absent). If breathing is absent, open airway to see if breathing begins. If not breathing, tag BLACK (dead). DO NOT PERFORM CPR.

If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag RED (attempt to use a bystander to hold airway open). If respiration is normal, go to next step.

Assess perfusion (pulse, bleeding). Use the capillary refill test to check radial (wrist) pulse. If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag RED. If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.

Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control). Assess mental status (commands, movement). Use simple commands/tasks to assess. If patient cannot follow simple commands, tag RED. If patient can follow simple commands, they will be tagged YELLOW or GREEN.

This will depend on other conditions, where their injuries will determine the priority of YELLOW versus GREEN (i.e. multiple fractures would require a higher level of treatment than superficial lacerations).

Chapter 11: Incident Command System

Responsibilities for a School Disaster

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

Major Concepts and Components
Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called management, planning, operations, logistics, and finance/administration. Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function. Every incident needs a person in charge. In SEMS and ICS, this person is called the incident commander or school commander. No one person should supervise more than seven people (the optimum number is five). However, this does not apply to the student supervision team under operations.

Common Terminology
All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known before a disaster. SEMS is a system that, when used properly, affords common terminology. If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording. This system provides for an effective and coordinated response to multi-agency and multi- jurisdictional emergencies, to include multi-disciplines and:

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- Reduces the incidence of ineffective coordination and communications and avoid duplication of resource ordering in multi-agency and multi- jurisdiction response actions.

Primary Incident Command System Functions

Incident/School Commander (the "leader")
The management section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Cypress School District. The management section staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (the "doers")
The operations section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (the “thinkers")
The planning and intelligence section is responsible for collecting, evaluating, and disseminating information, maintaining documentation, and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops district EOC/field action plans for implementation by the operations section.

Logistics Section (the "getters")
The logistics section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off- site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (the "collectors")
The finance and administration section is responsible for accounting and financial activities such as establishing contracts with vendors keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase. Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload

Unified Command Structure

Unified command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single incident action plan. The use of unified command is a valuable tool to help ensure a coordinated multi- agency response. Unified command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability. Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the unified command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command
One set of objectives is developed for the entire incident. All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions. Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-designated Incident Facilities

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

District Emergency Directory

Emergency Telephone Numbers

Police Department 911
Sheriff's Office 911
Paramedics and Ambulance 911
District Nurse ..... (714) 220-6923
cell (
American Red Cross ..... (714) 481-5300

Cypress School District Personnel

Superintendent ..... (714) 220-6910
Assistant Superintendent, Business Services ..... (714) 220-6941
Administrative Director, Human Resources ..... (714) 220-6913
Director, Instructional Services ..... (714) 220-6920
Director, Student Support Services ..... (714) 220-6924
Director, Maintenance & Operations/Transportation ..... (714) 220-6951

Emergency Communications

When emergencies occur, communication is key to ensuring appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Emergencies within a school

Internal communications will be via public address systems, emails, message runner, and telephone.

External communications will be via the main communications network and news bulletins, as needed, by appointed personnel only.

Emergencies affecting two or more schools

In-district communications will be via telephone (to include School Messenger), if operable. Superintendent or designated public information officer and/or principal will release information to news media and prepare necessary bulletins. A crisis communications center will be established to collect and release information if the emergency is of a continuing nature.

1. Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open.
2. Use established communication channels to keep employees, students, parents, essential communicators and community informed.
3. Keep secretaries briefed on situation changes and what to tell people who phone the school or district.
4. Hold briefings with employees, labor association leaders, board president, student leaders and other key communicators.
5. Enact telephone tree in order to communicate updates.
6. Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed. Provide superintendent and public information officer with a copy of each bulletin.

Working with the news media
Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas. Staff members are to report any news media personnel that appear elsewhere on campus.

Under no circumstances should a school site make contact with local media without first coordinating such communications through the district office.

Recovery

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources. Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express their own needs and feelings. Encouragement and support, while avoiding judgmental remarks, are the goals. When the needs of the victims exceed the immediate resources available to the school, Orange County Mental Health and the agencies working under its umbrella are available to support schools. Numerous agencies under the Orange County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities.

These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

Chapter 12: Annual Emergency Preparedness Checklists and Forms

Checklists on the following pages highlight areas of school operations, maintenance, security, and personnel that may pose opportunities for risk reduction. Use this checklist as a proactive tool to generate awareness over the potential for terrorist acts, at a time when it is needed most. The recommendations contained in this checklist are not intended to represent or to replace a comprehensive school security program. Such a program would include much more.

School Start "TO DO" Checklist

At the beginning of each school year each supervisory staff member should do the following items with regard to Disaster Preparation:

1. Make arrangements for your own children should a disaster happen. You will not be allowed to leave the school or office until the emergency is over. You should have an emergency child care plan in place. Staff with the youngest children will be allowed to leave first, but only with the approval of the Principal/Supervisor.

2. Prepare a bag of food and emergency supplies for yourself.

3. Make sure that your departmental emergency supplies are stocked properly and are not expired.

In addition to the above, each teacher should do the following items with regard to disaster preparation:

1. Make a photocopy of your Student Emergency Cards to be placed with your disaster supplies.

2. Teachers, obtain a Student Release form from each student in your class. Send all release forms to the office by August 31st.

3. Teachers, prepare a backpack with comfort items (i.e. playing cards, colors, paper, books to read aloud and books for the students to read on their own, teddy bear, etc.)

4. Determine who the Boy Scouts, Girl Scouts, Student Council members, Conflict Managers, etc. are in your class. Those students who are mature and responsible enough can act as runners (in pairs) during an emergency and be a part of the Student Support Team.

5. Be sure that your students will know what to do in an emergency should you become injured or unconscious.

6. Make a sign with your room number on it out of tag board to be kept in your disaster bucket. This will be set up on the grass area should there be an emergency.

7. Should you be questioned by any media during an emergency, say "No Comment" and refer them to the District Office.

8. Report to the office if you have a cellular phone, and indicate the phone number.

Classroom Buddy Assignments

It is imperative that all staff members be paired up with a buddy in order to have a safe backup system in place in case one or more are seriously injured in a disaster.

Buddies are to check on one another as soon as practical after the initial phase of any disaster. If a buddy is seriously injured, the partner is to take charge of any students affected and send for help for the buddy. Teachers are to report their buddy status on the Emergency Accountability Report.

In a few cases, one member may have two buddies. This is necessary due to location, uneven numbers and people's schedules.

School: Luther Elementary School

- Rooms 1, 2
- Rooms 3, 4, 6
- Rooms 5, 8, 9
- Rooms 10, 12, 18
- Rooms 11, 13
- Rooms 14, 15
- Rooms 16, 17
- Rooms 19, 20
- Rooms 21, 26
- Rooms 22, 24, 25, 28
- Rooms 23, 27
- Rooms 29, 30
- Rooms 31, 32, 33
- Rooms 34, 35, 36
- Rooms 37, 38, kitchen, office, custodian

Annual Fire and Disaster Drill Report

Return a completed copy of this form to MOTT at the end of each school year.

CYPRESS SCHOOL DISTRICT
ANNUAL FIRE AND DISASTER DRILL REPORT

Principal: _____ School: _____

Year: _____

MONTH	TYPE OF DRILL	DATE	DURATION (Min./Sec.)	REMARKS AND/OR IMPROVEMENTS MADE

Emergency Call Log

A report must be completed for each 911 emergency call and faxed to the business services department (714-828-4821).

CYPRESS SCHOOL DISTRICT
EMERGENCY CALL LOG

Name: _____ Birthdate: _____ School: _____

Date of Incident: _____ Time: _____

Description of Incident (including staff involved and location): _____

_____

_____

_____

_____

Action Taken: _____

_____

_____

_____

_____

Condition of Student/Staff after Incident: _____

_____

_____

_____

_____

Student Released to: _____

Report Submitted By – Name: _____ Title: _____

Date: _____ Time: _____

The following individuals were notified (After Principal/Designee Notification)

1. Parent – Date: _____ Time: _____
2. Child Care Provider – Date: _____ Time: _____
3. Other (please list): _____ Date: _____ Time: _____

Student Release Log

CYPRESS SCHOOL DISTRICT
STUDENT RELEASE LOG

Date: _____

Teacher: _____ Grade: _____ Room: _____

STUDENT	TIME	RELEASED TO	SIGNATURE	DESTINATION

Annual Site Awareness Checklist

CYPRESS SCHOOL DISTRICT
ANNUAL SITE AWARENESS CHECKLIST

School: _____ Date: _____

Review the adequacy of physical security in and around campus buildings

____ Are alarm systems working and have they been tested? This should include main campus buildings as well as maintenance and storage facilities.
____ Are keys to campus and administration buildings adequately controlled?
____ Are alarm pass codes changed when an employee leaves the school district? Make sure codes are not shared.
____ Is exterior lighting working and is illumination adequate?

Review access control procedures and heighten employee awareness

____ Are doors that should remain locked from the outside during the day kept locked, and are these doors checked periodically to make sure they are secure? Train all employees to check these doors but consider assigning someone to check them as well.
____ Are staff members trained to approach and to "assist" strangers of any age who are observed in and on school property? Report those who have difficulty explaining their presence.
____ Has a visitor log and ID badge system been implemented?

Train everyone to recognize and report suspicious activities on campuses

____ Are persons taking pictures or filming campus activities questioned about their authorization to do so?
____ Be alert for suspicious vehicles that seem to have no apparent purpose for being on campus, or, that come, go, and then reappear again.
____ Are specific individuals assigned to inspect the outside of campus buildings throughout the day, and to report unattended packages or vehicles near building perimeters?
____ Have you developed a plan to handle reports of suspicious activity?
____ Is everyone trained to report unattended or otherwise suspicious packages found inside campus buildings? Is this specific issue placed on routine checklists for maintenance and custodial personnel?
____ Do personnel know what to do if a suspicious package is found?
____ Have you considered a policy that requires staff and students to visibly identify backpacks, book bags, briefcases and gym bags with luggage style ID tabs?
____ Are food services personnel trained to be aware of suspicious people in their food preparation area?
____ When large attendance events occur on campus, are security measures in place and awareness levels heightened to assist in detecting suspicious acts?
____ Do you have a zero tolerance for verbal threats of any kind?
____ Do all members of the school community know that any threat, or information about a potential threat, must be reported? And, do they understand that there is no such thing as a threat intended as a joke?
____ Do students and staff know that they are responsible for informing the principal/site administrator about any information or knowledge of a possible or actual terrorist threat or act?
____ Have you communicated a hard stand on hoaxes intended to mimic terrorist acts?
____ Do students know that these hoaxes are crimes in themselves?

Work closely with local law enforcement and health officials

____ Have you made local law enforcement a partner in your district plans?
____ Are parking regulations, particularly fire zone regulations, strictly enforced?
____ Does local law enforcement have copies of building blueprints, to include ventilation system, and electrical plans?
____ Has local law enforcement been given the opportunity to conduct exercises on school property and on busses?
____ Have you determined contact protocol with local health officials if bio-terrorism is suspected?

Train staff on identifying and handling suspicious packages and letters

____ Have you downloaded and posted the FBI advisory (poster) regarding suspicious packages from www.fbi.gov or the US Postal Inspection Service poster on identifying suspicious packages from www.usps.gov ?
____ Have you considered publicizing the availability of this information to others in the school community for personal use?

Annual Emergency Plan Checklist

This is a checklist to help principals organize and meet the site requirements mandated by the Comprehensive School Safety Plan. It is recommended that each principal appoint a site disaster committee comprised of staff, PTA, and students (optional) to help carry out the tasks of this checklist.

CYPRESS SCHOOL DISTRICT
ANNUAL EMERGENCY PLAN CHECKLIST

_____ Read the district disaster plan, and know the responsibilities of the site manager

_____ Designate a second-in-command and a backup

_____ Orient staff to district disaster plan, review site procedures (staff meeting)

_____ Update site plan, assign staff responsibilities (complete staff roster sheet)

_____ Schedule necessary training (first aid, CPR, search and rescue)

_____ Schedule drills: fire, earthquake, lockdown, shelter-in-place

_____ Complete site map, post as required, and forward a copy to principal

_____ Complete site hazard survey

_____ Complete classroom hazard survey summary

_____ Submit classroom hazard survey summary to principal

_____ Participate in test of district radios

_____ Check battery-operated radios

_____ Complete supplies and equipment inventory to include classroom emergency kits

_____ Order supplies and equipment as necessary

_____ Identify evacuation areas/alternative for all classes

_____ Communications to parents and students about disaster procedures

_____ District student release policy

_____ Emergency information cards

_____ Assess food supplies as applicable

_____ Meet with child care provider and coordinate disaster preparedness plans

Principal Signature _____ Date: _____

Annual Site Hazard Survey

The purpose of the site hazard survey is to check for safety hazards outside of the classroom. The survey shall include evaluation of interior and exterior portions of buildings as well as school grounds. The following areas shall be included, if applicable.

CYPRESS SCHOOL DISTRICT
ANNUAL SITE HAZARD SURVEY

After reviewing, please initial

_____ Proximity of toxic, flammable, corrosive, chemically, or reactive materials
_____ Proximity of high voltage power lines has been considered in establishing the site evacuation plan
_____ Likelihood and possible effects of flooding or landslides
_____ Probably safety of evacuation areas after an earthquake; proximity of gas, water, and sewer lines, or sprinklers
_____ Water heaters are strapped
_____ Objects that restrict people from moving to a safe place (tables and desks in hallways, etc.)
_____ Janitorial areas: storage of tools and cleaning chemicals (keep a 3 foot clearance in front of all electrical panels)
_____ Storerooms: heavy items stored on high shelves, shelving secured (keep 3 foot clearance in front of all electrical panels)
_____ All computers and peripherals should be situated so as not to create a tipping hazard
_____ Large and heavy office machines: restrained and located where they will not slide, fall off computers, or block exits
_____ Sound system speakers and spotlights: secure

Campus

_____ Signs posted
_____ Controlled access traffic review
_____ Parking
_____ Fire lanes
_____ Adequate surfacing
_____ Safety plan
_____ Required postings

Assembly Rooms

_____ Exits clear
_____ Exit & emergency lights
_____ Floors
_____ Seating maintained
_____ Stage: clean, clear exits
_____ Kitchen wiring: clean, safe
_____ Food storage

Athletic Facilities

_____ Fences
_____ Backstops
_____ Ramps
_____ Walkways
_____ Gates
_____ Surfacing in common areas

Emergency Preparedness

_____ Equipment
_____ Fire extinguishers checked monthly
_____ Fire and earthquake drills conducted
_____ First aid equipment in place
_____ Evacuation routes posted
_____ Staff training on emergency procedures

Name and position of verifying authority: _____

Annual Classroom General Hazard Survey

Nonstructural hazards are caused by the furnishings and nonstructural elements of a building. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly.

In September, each teacher shall assess their classroom for hazards and correct any, if possible. Items that the teacher cannot correct will be submitted to the principal by September 30.

CYPRESS SCHOOL DISTRICT
ANNUAL CLASSROOM GENERAL HAZARD SURVEY

Room Number: _____

Deficiencies to be corrected by maintenance staff:

- Free standing shelves over 4 feet tall secured to floor or wall;
- File cabinets bolted to wall;
- File cabinet drawers have latches;
- Paints and chemicals restrained on shelves;
- Wall-mounted objects are secured;
- Sound system speakers are secured to building;

Deficiencies to be corrected by school personnel:

- Heavy objects removed from high shelves;
- Aquariums located on low counter or restrained;
- Computers fastened to work station;
- Desks and tables cannot block exits;
- Cabinets or equipment on wheels cannot block doorway.

CYPRESS SCHOOL DISTRICT
ANNUAL DISASTER SERVICE WORKER SURVEY (CONFIDENTIAL)

General Information

Name: _____

Position: _____

Location: _____

Work Phone: _____ Home Phone: _____

Specialized Skills

Bilingual ☐ Yes ☐ No Language(s): _____

CPR Certified ☐ Yes ☐ No Expiration date: _____ Willing to be trained? ☐ Yes ☐ No

First Aid Certified ☐ Yes ☐ No Expiration date: _____ Willing to be trained? ☐ Yes ☐ No

CERT Trained ☐ Yes ☐ No Willing to be trained? ☐ Yes ☐ No

Personal Responsibilities – *Do you have any of the following?*

Children ☐ Yes ☐ No Ages: _____

Special Needs ☐ Yes ☐ No Please Describe: _____

Elderly Parents ☐ Yes ☐ No Comments: _____

Pets ☐ Yes ☐ No Comments: _____

Other _____

In an Emergency

Anything you want us to know? _____

Special Needs? _____

Medications? _____

Bomb Threat Report Form

CYPRESS SCHOOL DISTRICT
BOMB THREAT REPORT

School: _____

Date Call Received: _____ Time Call Received: _____

Call taken by: _____ Title: _____

Caller ID info: _____ Time Caller Hung Up: _____

Observations:

Caller's voice, language, background sounds

_____

If voice is familiar, who did it sound like?

_____

Approximate Age

_____

Other Observations

_____

Questions to Ask: *(Use exact wording of threat)*

When will the bomb explode?

_____

Where is the bomb right now?

_____

What does it look like?

_____

What kind of bomb is it?

_____

What will cause it to explode?

_____

Did you place the bomb? Why?

_____

How did the bomb get in the school?

_____

Where are you calling from?

_____

What is your name, address, phone?

_____

American Red Cross Recommended Emergency Supplies for Schools

What to Store
Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted?

Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off.

Budget
Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

How Much to Store
Make some planning assumptions. Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day.

Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember the number of staff and other adults who may be on campus.

Storage
Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states that are threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased and installed near the emergency assembly area.

Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Do not store water in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

Recommended Supplies
The following lists address classroom kits, whole school supplies, and Search & Rescue gear.

Classroom Kit

- Latex gloves: 6 pairs
- Small First Aid kit (Bandages, Eye Wash, Adhesive Tape, Burn Free Ointment, etc.)
- Instant Ice Packs: 4
- Bodily Fluid Kit
- Pressure dressings: 5
- Space blankets: 2
- Student accounting forms (blank) Buddy classroom list
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 1 roll (for sealing doors and windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water (stored separately)
- Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 12 plastic bags, toilet paper, and hand washing supplies)

Supplies for the whole school

- Water
- First Aid
- Sanitation Tools Food
- Water ½ gallon per person per day times three days, with small paper cups

Tools per Campus

- Barrier tape, 3" x 1000": 3 rolls
- Pry bar Shovel Pliers Hammer
- Screwdrivers
- Utility knife
- Broom
- Utility shut off wrench: 1 per utility

Other Supplies

- Folding tables, 3' x 6': 3-4
- Chairs: 12-16
- Identification vests for staff, preferably color-coded per school plan
- Clipboards with emergency job descriptions
- Office supplies: pens, paper, etc. Signs for student request and release
- Alphabetical dividers for request gate
- Copies of all necessary forms

Food
The bulk of stored food should be easy to serve, non- perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase and/or solicit donations of food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

Search and Rescue Equipment
Training on how to do light Search and Rescue is a local responsibility. You should have established roles and a plan for disaster preparation and procedures.

Protective Gear per S&R Team Member
- Hard hat, OSHA approved
- Identification
- Vest
- Leather work gloves
- Safety goggles
- Dust mask
- Flashlight, extra batteries

District Emergency Supplies Inventory Checklist

The following is a consolidated list of emergency supplies recommended by the School Safety Planning Committee to be maintained in each classroom/department.

CYPRESS SCHOOL DISTRICT
EMERGENCY SUPPLIES INVENTORY CHECKLIST

School/Site: _____ Room/Dept: _____

PLEASE CHECK OFF EACH ITEM THAT **REMAINS** INSIDE EACH KIT
(ITEMS LEFT UNCHECKED INDICATE NEED FOR REPLACEMENT)

Red "Emergency Responder" Bag – (one per classroom/department) containing:

☐ **4** #FA/27 Instant Ice Packs (Small, 5"x6")	☐ **1** #FA/2SUM CPR Mouthpiece, Pro Valve	☐ **12** #FA/42ST Kling Gauze Rolls, 3"x5yd
☐ **1** #FA/25B ACE Bandage 3"x5yd	☐ **1** #SH77ML Mayday Solar Blanket	☐ **1** #BB/44 HIV Disposal Kit (Bodily Fluid)
☐ **1** #FA/32 Bandage Scissors	☐ **1** #FA/28FP Triangular Bandage	☐ **12** #FA/24S 4"x4" Sterile Gauze Pads
☐ **1** #FA/22FP Eye Wash	☐ **2** #FA/38B Burn Free Ointment, Single Dose	☐ **2** #SH55 Orange Safety Vests
☐ **2** #FA/45 Adhesive Tape, 1"x10yd	☐ **24** #FA/17FT Sani-Dex Antimicrobial Wipes	☐ **1** #L77 "D" Flashlight w/Batteries
☐ **5** #FA/24E Bloodstopper Trauma Dressing	☐ **5** #FA/22 Eye Pads	☐ **24** #FA/17FP Antiseptic Towelletes
☐ **100** #FA/40FPButterfly Bandages	☐ **1** #FA/38A 4"x4" Burn Free Gel Dressing	☐ **100** #FA/37R 1"x3" Plastic Bandages
☐ **1** #EE44 Barricade Tape, 300' Roll (Caution)		☐ **1** #WA44CS Mayday Pouch Water
☐ **5** #FA/24SU 5"x9" Combine Dressing Surgipad		

Classroom Lockdown Kit – Yellow and Black Bucket w/Seat Lid (one per classroom) containing:

☐ **3** #FB36M Mayday 3600 Calorie Food Bars (27 meals)	☐ **30** #WA44CS Mayday Pouch Water
☐ **1** #PP33 Portable Toilet w/Seat Lid	☐ **100** #PP100B Wet Nap Wipes
☐ **1** Large Roll of Toilet Paper	☐ **12** #PP77 Toilet Liners
☐ **2** #PP00 Bio Blue Toilet Chemicals	☐ **1** #C/44ST AM/FM Radio w/Headset
☐ **1** #C/88P Plastic Whistle w/Lanyard	☐ **1** #T11 Roll Duct Tape, 10 yds
☐ **1** #SH77ML Mayday Solar Blanket *(to use as a privacy shelter or blanket)*	

APPENDIX

Appendix A: Discipline

Board Policy 5144	http://www.gamutonline.net/district/cypressesd/DisplayPolicy/1015382/
Administrative Regulation 5144	http://www.gamutonline.net/district/cypressesd/DisplayPolicy/1015383/

Appendix B: Emergencies and Disaster Preparedness Plan

Board Policy 3516	http://www.gamutonline.net/district/cypressesd/DisplayPolicy/1015180/
Administrative Regulation 3516	http://www.gamutonline.net/district/cypressesd/DisplayPolicy/1015181/

Appendix C: Alcohol and Other Drugs

Board Policy 5131.6	http://www.gamutonline.net/district/cypressesd/DisplayPolicy/1015046/
Administrative Regulation 5131.6	http://www.gamutonline.net/district/cypressesd/DisplayPolicy/1015047/

Appendix D: Tobacco

Board Policy 5131.62	http://www.gamutonline.net/district/cypressesd/DisplayPolicy/1015048/
Administrative Regulation 5131.62	http://www.gamutonline.net/district/cypressesd/DisplayPolicy/1015049/

Appendix E: Weapons and Dangerous Instruments

Board Policy 5131.7	http://www.gamutonline.net/district/cypressesd/DisplayPolicy/1015050/
Administrative Regulation 5131.7	http://www.gamutonline.net/district/cypressesd/displayPolicy/1015051/

Appendix F: Gangs

Board Policy 5136	http://www.gamutonline.net/district/cypressesd/DisplayPolicy/1015350/
Administrative Regulation 5136	http://www.gamutonline.net/district/cypressesd/displayPolicy/1015351/

Appendix G: Nondiscrimination/Harassment

Board Policy 5145.3	http://www.gamutonline.net/district/cypressesd/DisplayPolicy/1015394/5
Administrative Regulation 5145.3	http://www.gamutonline.net/district/cypressesd/DisplayPolicy/1015395/

Appendix H: Sexual Harassment

Board Policy 5145.7	http://www.gamutonline.net/district/cypressesd/DisplayPolicy/1015397/5
Administrative Regulation 5145.7	http://www.gamutonline.net/district/cypressesd/displayPolicy/1015398/5

Appendix I: Conduct

Board Policy 5131	http://www.gamutonline.net/district/cypressesd/DisplayPolicy/1015039/5

Appendix J: Vandalism and Graffiti

Board Policy 5131.5	http://www.gamutonline.net/district/cypressesd/DisplayPolicy/1015045/5

Appendix K: Dress and Grooming

Board Policy 5132	http://www.gamutonline.net/district/cypressesd/DisplayPolicy/1015348/5
Administrative Regulation 5132	http://www.gamutonline.net/district/cypressesd/displayPolicy/1015349/5

Appendix L: Positive School Climate

Board Policy 5137	http://www.gamutonline.net/district/cypressesd/DisplayPolicy/1015352/5

Appendix M: Bullying

Board Policy 5131.2	http://www.gamutonline.net/district/cypressesd/DisplayPolicy/1015042/5

Appendix N: Child Abuse Prevention and Reporting

Board Policy 5141.4	http://www.gamutonline.net/district/cypressesd/displayPolicy/1015372/5
Administrative Regulation 5141.4	http://www.gamutonline.net/district/cypressesd/DisplayPolicy/1015373/5