

# SCHOOL SAFETY PLAN

Urban Montessori Charter School



Krishna Feeney, Head of School  
4551 Steele Street, Oakland, CA 94619  
(510) 842-1181  
[krishnaf@urbanmontessori.org](mailto:krishnaf@urbanmontessori.org)

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## Core Values

Urban Montessori's core values help us do our work. They are:

*We embrace our common humanity to build our school community.*

We recognize that creating a truly inclusive and respectful community where all students achieve, differences are valued, voices are heard, and power is shared requires constant dialogue and hard work. We know we must create safe spaces to openly check each other's biases and assumptions, talk openly about power and privilege, and ultimately become models of the society and community we wish for our children.

*We notice and care.*

Building a learning community means developing our grace and courtesy, as well as our empathy and inquiry muscles. Noticing means looking, listening, using our senses, asking questions, and identifying patterns. Caring is taking the next step to inquire about what we have seen, heard, and felt. Caring allows us to reframe problems and see opportunity spaces. It reminds us of our common humanity.

*We work together and create.*

We are problem solvers and innovators. Through collaboration we can accomplish more than we can alone and collaborating is a learned skill. We also recognize that our first ideas are not necessarily our best, and it is through prototyping, testing and iterating that we improve.

*We share and reflect.*

Our work is always in dialogue with the needs of others. We share our ideas and our creations. We seek feedback to improve our thinking and doing. We ask ourselves what we have learned and what we can do better next time.

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# **Child Abuse Reporting Procedures**

## **Discrimination, Harassment, Bullying and Cyberbullying**

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact UMCS. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) Mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Ave SW, Washington, D.C. 20250-9410; (2) Fax: (202) 690-7442; or  
(3) E-mail: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

## **Mandatory Child Abuse Reporting**

California Penal Code section 11166 requires any child care custodian 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 to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Urban Montessori Charter School will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code

section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

### **When Reporting Abuse is Required**

A mandated reporter, who in his or her professional capacity, or within the scope of his or her employment, has knowledge of or observes a child (under the age of 18 years) whom he or she knows or reasonably suspects has been the victim of child abuse or neglect must report the suspected incident. The reporter must contact a designated agency immediately or as soon as practically possible by telephone, and shall prepare and send a written report within 36 hours of receiving the information concerning the incident.

### **Reporting Procedures**

#### **1. Initial Telephone Report**

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department, sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code sections 11165.9, 11166.)

When the initial telephone report is made, the mandated reporter should note the name of the official contacted, the date and time contacted, and any instructions or advice received.

#### **2. Written Report**

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code sections 11166, 11168.)

Form SS 8572 can be found here: <https://oag.ca.gov/childabuse/forms>

Reports of suspected child abuse or neglect shall include, if known (Penal Code section 11167):

- The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- The child's name and address, present location, and, where applicable, school, grade, and class.

- The names, addresses, and telephone numbers of the child's parents/guardians.
- The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child.
- The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code section 11167.)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code section 11167.)

**Abuse or Neglect which must be Reported:**

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code section 11165.1.
3. Neglect of a child as defined in Penal Code section 11165.2.
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code section 11165.3.
5. Unlawful corporal punishment or injury as defined in Penal Code section 11165.4.

**Release of Child to Peace Officer**

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Executive Director or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code section 48906)

**Parent/Guardian Complaints**



Upon request, the Executive Director or their designee shall provide parents/guardians with a copy of this administrative regulation which contains procedures for reporting suspected child abuse occurring at UMCS to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a school employee or other person suspected of child abuse or neglect at the school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code section 11166 to file a report himself/herself using the procedures described for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR section 4650.

### **Immunity & Confidentiality of Reporter and Abuse Reports**

Persons legally mandated to report suspected child abuse have immunity from criminal or civil liability for reporting as required or authorized by law. The identity of a mandated reporter is confidential and disclosed only among agencies receiving or investigating reports, and other designated agencies. Any violation of confidentiality is a misdemeanor punishable by imprisonment, fine, or both.

#### *Penalty for Failure to Report Abuse*

A mandated reporter who fails to make a required report is guilty of a misdemeanor punishable by up to six months in jail, a fine of \$1000, or both.

# Disaster Response Procedures

## Emergency Preparedness

Every school must have emergency preparedness procedures readily on hand, including a list of up to date emergency contact numbers. This information should be discussed and disseminated before school starts, ideally at an all school staff meeting just when the teachers return to duty. Administrators will conduct regular trainings with staff and students to ensure that disaster procedures will be followed in the event of an emergency.

## Drills

It is the principal's responsibility to schedule emergency drills throughout the year, and record the date and time of each drill. The Office Manager may be asked to help out. Those drills are:

- Fire Drills: At least once per month in elementary schools, a fire drill should be conducted in which all students, teachers, and other employees are required to vacate the building. A fire drill shall be held at least twice per year in secondary schools.
- Earthquake Duck & Cover Drill: This drill should be performed once per quarter (elementary) and once per semester (secondary).
- Major Disaster Drill: This drill should be performed twice per school year so personnel are oriented to the School Safety Plan.

## Procedures for Allowing School Grounds to be Used as a Disaster Shelter

Under California law, all public employees are disaster service workers. As such, before beginning employment with the Charter School, employees must take the oath or affirmation required by law. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all school employees are subject to disaster service activities as assigned to them by their supervisors.

### Government Code – 3100

*It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared*

*to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.*

Use of School Facilities

The Board of Trustees shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

**KEY UMCS EMERGENCY NUMBERS**

Office/Department	Phone Number
<b>MAIN OFFICE</b>	<b>(510) 842-1181</b>

## EMERGENCY TELEPHONE NUMBERS

<b>EMERGENCY</b>		<b>911</b>
<b>EMERGENCY POLICE</b>		<b>(510) 777-3211</b>
<b>EMERGENCY FIRE</b>		<b>(510) 444-1616</b>
<b>LAW ENFORCEMENT</b>		<b>Phone</b>
If more than one agency serves your area list each in alpha order in a separate box below.		
OPD DISPATCH		(510) 777-3333
<b>FIRE</b>		<b>Phone</b>
If more than one agency serves your area list each in alpha order in a separate box below.		
FIRE DISPATCH		(510) 444-3322
<b>HOSPITALS</b>		<b>Address</b>
Children's Hospital	747 52nd St., Oakland, CA 94609	(510) 428-3000
Highland Hospital	1411 E 31st St, Oakland, CA 94602	(510) 437-4800
<b>OTHER SERVICES</b>		
Animal Control - EMERGENCY		(510) 777-3333
Animal Control - Non Emergency		(510) 535-5602
Poison Control		(800) 222-1222
County Environmental Health		(510) 268-2101
County Hazardous Materials and Waste		(510) 891-6500
County Public Health and Human Services		(510) 267-8000
County Office of Education		(510) 887-0152
County Office of Emergency Services		(925) 803-7800
Pacific Gas & Electric (PG&E)		(800) 743-5000
Water & Sewer (EBMUD)		(866) 403-2683
Mental Health First Oakland		(510) 999-9641

## UMCS ADMINISTRATION PHONE NUMBERS

POSITION	NAME	OFFICE PHONE	CELL PHONE
Head of School	Krishna Feeney	(510) 842-1184	(510) 690-4838
Asst Head of School	Daniel Bissonnette	(510) 842-1185	(510) 295-5257

## SITE LEADERS PHONE NUMBERS

POSITION	NAME	OFFICE PHONE	CELL PHONE
Site Coordinator	Rosibel Dubon	(510) 842-1183	
Operations Coordinator	Buck Bailey	(510) 225-9076	

## STAFF PHONE LIST

*This information will be used only during a school emergency*

<b>Name</b>	<b>Phone</b>	<b>Name</b>	<b>Phone</b>
Amy Hutchinson	612-709-0369	Jessica Meyer	718-216-7370
Ana Carrasco	916-213-8182	Jodi Enomoto	808-220-6352
Andrena Davis	510-830-9446	Katherine Issel Pitre	510-368-0904
Ashley Rouen	504-957-7266	Kieran Kaiter-Snyder	978-201-6594
Bradley Izaguirre-Hodgson	510-435-7699	Kimberly Chism	415-305-0754
Brandon Bagaason	612-804-5551	Krishna Feeney	510-690-4838
Bryan Nguyen	925-216-1309	Laura Esparza-Gonzalez	510-746-6750
CamishaFatimah Gentry	510-988-6686	Lindsay Sander	925-285-5191
Colleen Curry	310-857-8294	Lisa Gonzalez	510-755-3084
Courtney Noelle Bridge	772-353-2150	Lorri Garrett	510-410-5431
Daniel Bissonnette	510-295-5257	Marquita Carter	510-798-9658
Deaunte Goolsby	510-987-6162	Mikael Wooten	510-328-8258
Denisse Ponce Alarcon	510-717-8683	Nathan Kendall	510-697-2152
Eduardo Ortiz	510-365-0887	Paige Garmendia	253-691-3368
Elizabeth Bascom	510-299-0327	Renee Lopez	503-544-0851
Enrica Johnson	281-853-5130	Richard Buck Bailey	510-225-9076
Fanny Marchand	510-934-6532	Rosibel Dubon	510-706-1935
Freedom Reign	510-575-2046	Sandra Perez	510-229-7733
Isa Oropeza	510-520-9561	Stefanie Morlan	805-758-3635
James Vargas	925-413-5119	Tamieure Ward	323-470-8678
Jamia Henry	661-703-1625	Tobie Garcia	415-912-8587

## SITUATIONAL COMMUNICATION PLANS

<b>911 Calls</b>	<ul style="list-style-type: none"> <li>❑ <b>When placing a 911 call: give your name, school name, and school address</b></li> <li>❑ <b>Give specific location of shooter, intruder, fire, hazardous material or other emergency</b></li> <li>❑ <b>Indicate location of incident command post</b></li> </ul>
<b>Mass Notification to Parents</b>	<p><b><u>During an emergency:</u></b></p> <ul style="list-style-type: none"> <li>❑ <b>School will contact all families through ParentSquare message. Families will receive these emergency messages immediately through text message OR in email and the app.</b></li> </ul>
	<p><b><u>After an emergency:</u></b></p> <ul style="list-style-type: none"> <li>❑ <b>School will contact all families through ParentSquare message. Families will receive these emergency messages immediately through text message OR in email and the app.</b></li> </ul>

## CONTINGENCY PLANS: COMMUNICATION AND ELECTRICAL

### **PLAN FOR LOSS OF COMMUNICATION:**

#### **If no telephone service:**

Use cellular data service in school to support staff-wide Slack communication.
Use cellular data service in school to support ParentSquare communication with families.

#### **If no Internet service:**

Use staff "runners" to communicate in school needs across classrooms and with school administration.
Use cellular phone service to call Board members off-site with access to the internet to support with internet-delivered messages to all families.
Use Walkie talkies to communicate urgent information to Admin / Ops
Use hot-spot for ParentSquare messaging

### **PLAN FOR LOSS OF ELECTRICITY:**

#### **List loss of services in event of electrical outage:**

Lights; HVAC/fans; phones; internet; copy machines, front door intercom and lock release button

#### **List capability of backup power:**

Up to 30 minutes of broadband internet on battery backup, if outage does not affect service provider upstream



## INCIDENT COMMAND SYSTEM School Site Assignments

**Incident Commander**

**Krishna Feeney**



**Daniel Bissonnette**

**Alternates**

**Rosibel Dubon**

**Safety Officer**

**Buck Bailey**

**Public Information Officer**

**Krishna Feeney**

**Liaison Officer**

**Daniel Bissonnette**

**Alternates**

**Alternates**

**Alternates**

**Operations**

**Alternates** ↓

**Planning**

**Alternates** ↓

**Logistics**

**Alternates** ↓

**Finance**

**Alternates** ↓

# **OPERATIONS**

## **Operations Chief**

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**Security, Search and Rescue Team Members**

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## **Medical Team Members**

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**Student Release Team Members**

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**Student Care and Supervision Team Members**

## INCIDENT COMMAND STAGING LOCATIONS

Identify locations on campus (or off) for each post below:

ICS Function	Primary Site	Secondary Site
<b>Command Post</b>	Head of School Office	Main Office
<b>Media Staging (PIO)</b>	Main Entrance Front Steps	Steele Street Peach Ramp
<b>Security Team</b>	Sun Room Stage	Front Entrance Hallway
<b>Search &amp; Rescue</b>	Head of School Office	Main Office
<b>Medical</b>	Sun Room	Teachers Lounge
<b>Student Care</b>	Sun Room	Picnic Tables on Yard
<b>Student Release Area</b>	Steele Street Mango Ramp	Steele Street Peach Ramp
<b>Emergency Vehicles</b>	Steele Street	Enos Ave (Back Entrance)

## BUILDING INFORMATION

### SCHOOL SITE

### DOCUMENT DATE

Urban Montessori "Tilden Campus" "John Swett Campus"	August 24, 2021
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### EMERGENCY UTILITY SHUT-OFFS

*Refer to campus map for additional information*

UTILITY		YES	NO	LOCATION
Electrical	Total main electrical shutoff?			
Gas	Total main gas shutoff?			
Water	Total main water shutoff?			
Knox Box				Left of Front Door at 4551 Steele St

### ALARM COMPANY INFORMATION

Company Name	First Alarm	
Office Phone		
Emergency Phone		
Responsible Parties	OUSD, B&G	
Locations of Control Panels	"Library" Building, Old Campus	Amethyst Classroom Portable 9, Center

### EMERGENCY SUPPLIES

TYPE	LOCATION
	Front Desk Filing Cabinet

<b>Emergency Supply Kit</b>	
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## **INCIDENT COMMAND POST**

### **PREPARATION:**

#### **Executive Director, Office Staff, Support Staff**

- A. Update teacher Crisis Envelopes with:
  - a. Emergency evacuation plan
  - b. Evacuation Absence Lists
  - c. Class lists to be updated each trimester
  - d. ID tag
  - e. Teacher name sign
  - f. Pencil
  
- 1. Advise Staff/Parents of Emergency Plan.
- 2. Plan for students with special needs.
- 3. Meet with teachers and review duties and special assignments.
- 4. Conduct drills putting emergency teams into full operation.
- 5. Have message tapes prerecorded for use during an emergency.
- 6. Update Emergency Response Boxes with:
  - a. Student lists with parent phone numbers (each trimester)
  - b. Lists of students with special needs
  - c. Lists of staff members and phone numbers (cell and home)
  
- B. Each year in October and no later than March 1, review and update emergency plan.

### **EMERGENCY:**

#### **Executive Director or designee:**

- 1. Enactment of entire school emergency operation.
- 2. Activate emergency alarms/announcements.
- 3. Activate all emergency teams
- 4. Immediately proceed to Incident Command Post with cell phone, walkie-talkie, and emergency radio.
- 5. Establish communication with law enforcement as to the status of emergency. Report condition of students, staff, and school facilities.
- 6. Determine Student Release Area and communicate location to team members.
- 7. Responsible for all communications, bulletins, announcements both internal to staff and students as well as external to the news media and the community.
- 8. Phone, e-mail and/or P.A. announcements every 15-20 minutes, if possible.
- 9. Maintain communication with liaison between emergency personnel and the Incident Command Post.
- 10. Give the directive to begin documentation of the incident to assigned personnel.

## SECURITY, SEARCH & RESCUE TEAM

***Fire and police personnel will probably conduct the sweep team process. If site staff is directed by fire personnel to conduct the sweep team process, utilize the following procedures.***

Site: Meet at evacuation site. Check in with Operations Section Leader for further direction.

### **PREPARATION:**

Know the location of:

1. fire extinguishers central
2. cut-off for water and electricity
3. emergency supply/tool barrels

### **EMERGENCY:**

1. Check in with Incident Commander for sweep area assignment and master keys.
2. Get a walkie-talkie from office staff, if available. Take all other supplies needed.
3. Initiate sweep of your designated area (see Sweep Map, page [PAGE].)
4. If possible, sweep teams will sweep the campus in pairs, checking all rooms including storage areas, bathrooms, hallways, etc.
5. Assigned areas will be explored visually, vocally, and physically.
6. Proceed as quietly as possible in order to hear calls for help.
7. Upon entering an area, call out and wait for an answer. Then proceed with inspection of that area. If safe, actively search through the rubble.
8. Upon discovery of an injured person unable to walk, one member of the team is to remain with the individual while the other summons aid.
9. If possible, maintain communication with Site Command Post and First-Aid Team in case injuries occur or are discovered and to ensure that rescue aid is provided to those most in need.
10. Clearly mark each door with an X in masking tape (white means everything okay, red means victim is in room) after inspection is completed.
11. Sweep teams should always defer to directions from emergency personnel.
12. If fatalities occur, all bodies should be moved only at the direction of the Incident Command Post.
13. When search and rescue is complete, check in at the Incident Command Post for next the assignment.

## STUDENT RELEASE TEAM

### **PREPARATION:**

[IDENTIFY HOW YOU WANT THE STUDENT RELEASE TEAM TO PREPARE FOR AN EMERGENCY]

### **EMERGENCY:**

[IDENTIFY WHAT YOU WANT THE STUDENT RELEASE TEAM TO DO DURING AN EMERGENCY]



## **MEDICAL TEAM**

### **PREPARATION:**

1. Keep all first aid kits updated and complete.
2. Develop triage procedures and forms.
3. Notify and update all team members of location of first aid supplies.

### **EMERGENCY:**

1. Check in with evacuation area leader.
2. Report to the first aid center.
3. Take student "health logs" to the first aid/triage area.
4. Take a walkie-talkie for communication with Incident Command Post.
5. Activate triage and administer first aid as necessary.
6. Maintain communication with the Incident Command Post and notify of any staff and student injuries.
7. Assist emergency services with injured.
8. Maintain complete records of staff and/or students injured; nature of first aid administered; time, reason, destination, and names of all persons removed from site for emergency treatment.
9. Team members shall provide information regarding any first aid administered to accompany and person evacuated for further treatment.
10. Medical Team should always defer to directions given by emergency personnel.








**\*This page is to be revised annually.**





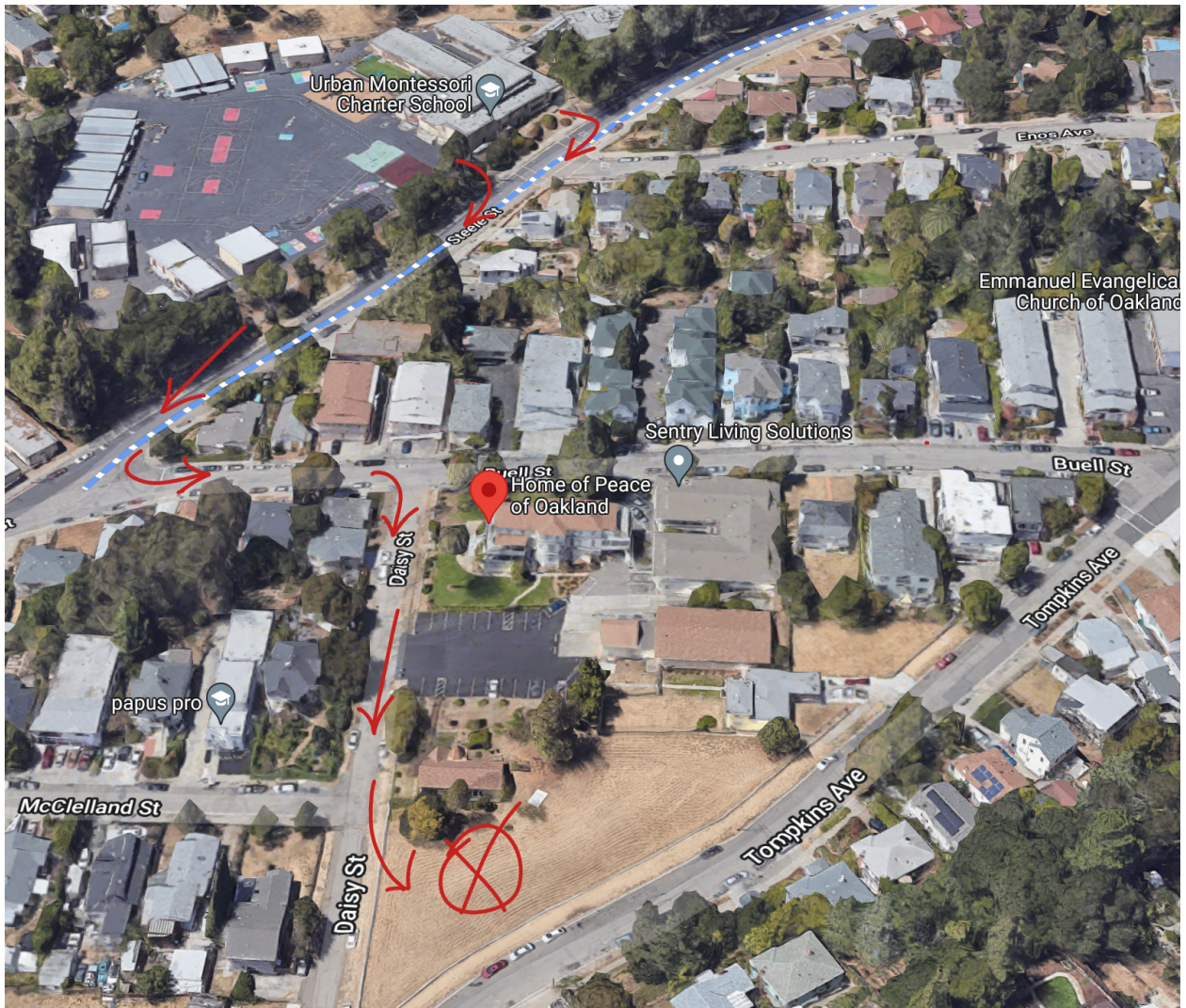
**URBAN MONTESSORI CHARTER SCHOOL**  
**Valve Shut-off Location Map**



**URBAN MONTESSORI CHARTER SCHOOL**  
**Evacuation Map (On-Site)**

# URBAN MONTESSORI CHARTER SCHOOL

## Evacuation Map (Off-Site – Insert Address & Contact Information for Site Contact)



1. From Urban Montessori facing Steele St
2. Turn right and proceed down Steele St
3. Cross the street and turn left on Buell St
4. Cross the street and turn right on Daisy St
5. Proceed to the field at corner of Daisy and Tompkins

## OPTIONAL EMERGENCY DRILL PLANNING CALENDAR

The purpose of conducting monthly drills is to practice the efficiency and effectiveness of specific emergency procedures. Therefore, every drill should be evaluated for what worked and what did not and procedures should be modified as necessary. Staff should be notified of any problems or changes in procedure prior to the next scheduled drill.

The calendar below may be used to assist schools in scheduling a variety of drills to improve the site's emergency response protocols.

### This calendar may be used to assist sites

<u>Monthly Drills to include:</u>	<u>Date of Drill</u>
A.M. Fire Drill (regular evacuation site on campus)	
P.M. Fire Drill (alternate evacuation site on campus)	
Recess Fire Drill (regular evacuation site on campus)	
A.M. Earthquake Drill/Evacuation (regular evacuation site on campus)	
P.M. Earthquake Drill/Evacuation (alternate evacuation site on campus)	
A.M. Lockdown Drill/Evacuation	
P.M. Lockdown Drill/Evacuation	
Fire Evacuation Drill (missing student(s))	
Earthquake Drill (missing classroom(s))	
Other:	

<u>Annual Drills to include:</u>	<u>Date of Drill</u>
Sweep and Rescue Team	
First Aid Team	
Family Reunion Team	
Site Command Post	
Other:	

## **SITE EMERGENCY PROCEDURES FOR SPECIAL NEEDS STUDENTS**

- Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
- At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
  - a. a wheelchair on a daily basis
  - b. specialized equipment
  - c. physical assistance to evacuate in a timely manner
- Each plan requires that support staff be designated as specialized assistants during times of emergency.
- The Site Safety Specialist is responsible for:
  - a. identifying all students who will require additional assistance
  - b. working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

**\*Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**

- Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

<b>Student:</b>	<b>Room #:</b>	<b>Teacher:</b>
<b>Designated Specialized Assistants:</b> <i>(identify two staff in this area)</i>		
<b>Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner</b> <i>(complete below)</i>		

<b>Student:</b>	<b>Room #:</b>	<b>Teacher:</b>
<b>Designated Specialized Assistants:</b> <i>(identify two staff in this area)</i>		
<b>Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner</b> <i>(complete below)</i>		

## GENERAL EMERGENCY ACTIONS

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

Type	Definition
S T A T U S	<b>ALL CLEAR</b> communicates to students and staff that the emergency is over and normal school operations can resume.
	<b>EMERGENCY DAMAGE ASSESSMENT</b> is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.
R E S P O N S E M O V E M E N T	<p><b>LOCKDOWN</b> is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lock the doors;</li> <li><input type="checkbox"/> Close and lock windows, and close blinds or cover windows;</li> <li><input type="checkbox"/> Turn off lights;</li> <li><input type="checkbox"/> Silence all electronic devices;</li> <li><input type="checkbox"/> Remain silent;</li> <li><input type="checkbox"/> Use strategies to silently communicate with first responders if possible,</li> <li><input type="checkbox"/> Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and</li> <li><input type="checkbox"/> Remain in place until the release from lockdown by school administration or evacuated by law enforcement.</li> </ul>
	<b>SECURE CAMPUS</b> is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.
	<b>SHELTER IN PLACE</b> is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the



<p><b>&amp; A C C E S S</b></p>	<p>building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.</p> <p><b>TAKE COVER</b> is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Move students and staff into the school’s permanent buildings, on the ground floor.</li> <li><input type="checkbox"/> Group students/staff together at the furthest point away from windows on the floor. <ul style="list-style-type: none"> <li>o Face the wall with backs to the windows</li> <li>o Crouch down on knees and elbows</li> <li>o Hands covering the back of their head/neck</li> </ul> </li> <li><input type="checkbox"/> If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal.</li> </ul> <p>An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.</p> <p><b>DUCK, COVER AND HOLD ON</b> is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site’s buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.</p>
<p><b>E V A C U A T I O N</b></p>	<p><b>EVACUATION</b> is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.</p> <p><b>OFF-SITE EVACUATION</b> is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.</p> <p><b>EARLY RELEASE</b> Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the Executive Director or designee. During an EARLY RELEASE, students follow normal dismissal procedures.</p>
<p><b>R E U N I F I C A T I O N</b></p>	<p><b>STRUCTURED REUNIFICATION</b> is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintaining accurate information on the location of each child.</li> <li><input type="checkbox"/> Preventing unauthorized individuals from having access to or removing children.</li> <li><input type="checkbox"/> Verifying the identity of individuals coming to take custody of children.</li> <li><input type="checkbox"/> Verifying each individual has the legal right to take custody the child for which they have asked.</li> <li><input type="checkbox"/> Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.</li> </ul>

**ALL CLEAR** is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final ACTION used to conclude the following actions:

- ❑ **DUCK, COVER and HOLD ON**
- ❑ **EVACUATION and REVERSE EVACUATION**
- ❑ **LOCKDOWN**
- ❑ **SHELTER IN PLACE**
- ❑ **STANDBY**
- ❑ **TAKE COVER**

**ANNOUNCEMENT:**

- Make the following announcement in person directly or over the public address system:

Example: **“Your attention please. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause). It is now OK to resume normal school activities. Thank you all for your cooperation.”**

- Use messengers with oral or written word as an alternate means of staff notification.
3. Use Parent Telephone Notification System, if appropriate.

**EXECUTIVE DIRECTOR ACTIONS:**

- ❑ Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- ❑ Make the **ALL CLEAR** announcement.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

**STAFF ACTIONS:**

- ❑ As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
- ❑ Use Parent Telephone Alert System, if appropriate.



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## EMERGENCY ACTION

## LOCKDOWN

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**LOCKDOWN** is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

**LOCKDOWN** differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

### ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

**Example:** "Attention please. We have an emergency situation and must implement **LOCKDOWN** procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

### EXECUTIVE DIRECTOR ACTIONS:

- ❑ Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ❑ Call 911. Provide location, status of campus, all available details of situation.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ❑ Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### STAFF ACTIONS:

- ❑ If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- ❑ Immediately lock doors and instruct students to lie down on the floor.
- ❑ Close any shades and/or blinds if it appears safe to do so.

- ❑ Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

**STUDENT ACTIONS:**

- ❑ Move quickly and quietly to the closest safe classroom.

If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

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## **EMERGENCY ACTION**

## **SECURE CAMPUS**

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

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

- ❑ Potential threat of violence in the surrounding community
- ❑ Police activity in the surrounding community

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

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

### **SECURE CAMPUS:**

- ❑ Is intended to prevent a potential community threat from entering campus

- ❑ Heightens school safety while honoring instructional time
- ❑ Requires that all exterior classroom / office doors are locked
- ❑ Requires that no one goes in or out for **any** reason
- ❑ Requires that students and staff remain in Secure Campus status until **ALL CLEAR** is issued by administration

### **EXECUTIVE DIRECTOR ACTIONS:**

1. Assume Incident Command role
2. Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided

**Example:**

**“Your attention please. Due to reported police activity in the surrounding community, please implement **SECURE CAMPUS** procedures immediately.”**

**-REPEAT-**

- Instruct Office Manager/Secretary to call law enforcement non-emergency number, inform them of Secure Campus status, and gather more specific information regarding the potential threat. If information is difficult to obtain, put site administrator on the call and ask to speak with Dispatch/Communications Supervisor
- Designate assigned individual to lock all doors leading into administration building
- Designate assigned individual to close (**NOT LOCK**) all entrance and exit points on the campus perimeter
- Contact school resource officer or other security personnel and provide available information
- Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to **LOCKDOWN**
- If students are out at break, recess, or lunch and situation is deemed imminent, announce **SECURE CAMPUS** status and ask that all students return to assigned classrooms immediately

- If students are out at break, recess, or lunch and situation is **NOT** deemed imminent, initiate **SECURE CAMPUS** immediately upon conclusion of break
- If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation.
- Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside as long as the threat persists
- After the emergency has been neutralized, initiate **ALL CLEAR**
- Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath

### **STAFF ACTIONS:**

1. Move to the door and instruct any passing students to return to assigned classroom immediately
2. Close and lock the door
3. Continue class instruction or activity as normal
4. Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions
5. Be alert to the possibility that response may elevate to **LOCKDOWN**
6. Do **NOT** call office to ask questions; Incident Command will send out periodic updates
7. Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

### **STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):**

1. Gather students together and organize into an orderly formation
2. Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a pre-determined classroom location
3. Proceed to on-campus shelter location as quickly as possible
4. Once inside, take attendance to ensure all present students are accounted for
5. By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students
6. Implement all classroom policies and procedures for **SECURE CAMPUS** status

7. Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander
8. Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

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## **EMERGENCY ACTION**

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## **SHELTER IN PLACE**

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

**SHELTER IN PLACE** allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

### **ANNOUNCEMENT:**

1. Make an announcement in person directly or over the public address system:

**Example:** "Attention please. We have a hazard in the community and are instituting **SHELTER IN PLACE** procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

### **EXECUTIVE DIRECTOR ACTIONS:**

- Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.
- Make arrangements for central HVAC shutdown, as necessary.

### **TEACHER and STAFF ACTIONS:**

- Immediately clear students from the halls. Stay away from all doors and windows.

- ❑ Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- ❑ Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- ❑ Take attendance and call report in to school secretary. Wait for further instructions.

**STUDENT ACTIONS:**

- ❑ Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

---

**EMERGENCY ACTION**

**TAKE COVER**

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**TAKE COVER** is implemented when it is necessary to move to and take refuge in the best- shielded areas within the school buildings. It is appropriate for, but not limited to, the following:

- Actual enemy attack or imminent threat of attack
- Severe windstorm with little or no warning

**Enemy Attack**

**ANNOUNCEMENT:**

1. A three (3) minute undulating siren tone will sound for schools near an Attack Warning Siren.
2. If not near an Attack Warning Siren, make the following announcement in person directly or over the school public address system:

Example: **"Attention please. (Pause) TAKE COVER (Pause) TAKE COVER. (Pause) TAKE COVER (Pause) Enemy attack imminent."**

3. Sound continuing short buzzer or bell signals.
4. Use messengers with oral or written word as an alternate means of faculty notification.

**Natural Disasters**

**ANNOUNCEMENT:**

1. Make the following announcement in person directly or over the school public address system:

**Example:** "Attention please. (Pause) **TAKE COVER** (Pause) **TAKE COVER**. (Pause) **TAKE COVER** (Pause) **Severe windstorm imminent.**"

2. Sound continuing short buzzer or bell signals.
3. Use messengers with oral or written word as an alternate means of faculty notification.

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## **EMERGENCY ACTION**

## **DUCK, COVER AND HOLD ON**

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**DUCK, COVER AND HOLD ON** is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

### **ANNOUNCEMENT:**

The following announcement will be made over the public address system and by teachers in classrooms:

**Example:** "Attention please. We are experiencing seismic activity. For your protection, follow **DUCK, COVER AND HOLD ON** procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions."

### **STAFF AND STUDENT ACTIONS:**

#### **Inside**

- ❑ Arrange desks so that they do not face windows.
- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ❑ Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

#### **Outside**

- ❑ Instruct students to move away from buildings, trees, overhanging wires and **DUCK, COVER and HOLD ON.**
- ❑ Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- ❑ Remain in place until shaking stops or for at least 20 seconds.

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## **EMERGENCY ACTION**

## **EVACUATION**

---

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

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

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

See next page for how to assist those with disabilities during an evacuation.

See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

### **ANNOUNCEMENT:**

1. Fire alarm (bell or horn signal).
2. Provided time is available, make an announcement over the public address system:

Example:     **"Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Assembly Area. Students please remain with your teacher."**

3. Implement Special Needs Evacuation Plan (see **Section II – Preparedness**).
4. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

### **EXECUTIVE DIRECTOR:**

1. The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.



2. When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
3. Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### **STAFF ACTIONS:**

1. Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
2. Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
3. Remain in the Assembly Area until further instructions are given.
4. Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

### **HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION**

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

#### **To alert visually-impaired individuals**

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

#### **To alert individuals with hearing limitations**

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

#### **To evacuate individuals using crutches, canes or walkers**

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

#### **To evacuate individuals using wheelchairs**

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.

- ❑ Reunite person with the wheelchair as soon as it is safe to do so.

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## EMERGENCY ACTION

## OFF-SITE EVACUATION

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**OFF-SITE EVACUATION** is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. **OFF-SITE EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

**OFF-SITE EVACUATION** may require **DIRECTED TRANSPORTATION**.

See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

### ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public address system:

Example: "Attention please. We need to institute an **OFF-SITE EVACUATION** Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."

### EXECUTIVE DIRECTOR ACTIONS:

- ❑ Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- ❑ Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### STAFF ACTIONS:

- ❑ Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- ❑ If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- ❑ Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.

Remain in place until further instructions are given.

## Emergency Responses

This section establishes procedures to be followed that will minimize or nullify the effects of the 44 emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- o Accident at School
- o Active Shooter/Armed Assailant
- o Aircraft Crash
- o Air Pollution Alert
- o Allergic Reaction
- o Animal Disturbance
- o Biological Agent Release
- o Bomb Threat
- o Bus Accident
- o Chemical Accident (offsite)
- o Chemical Accident (onsite)
- o Civil Disobedience
- o Death of a Student
- o Death of a Staff Member
- o Dirty Bomb
- o Earthquake
- o Explosion
- o Fire (offsite)
- o Fire (onsite)
- o Flood
- o Gas Odor/Leak
- o Hazardous Materials
- o Hostage Situation
- o Intruder
- o Irrational Behavior
- o Kidnapping
- o Medical Emergency
- o Missing Student
- o Motor Vehicle Crash
- o Pandemic Influenza
- o Poisoning / Contamination
- o Public Demonstration
- o Sexual Assault
- o Storm/Severe Weather
- o Student Riot
- o Suicide Attempt
- o Suspicious Package
- o Terrorist Attack/War
- o Threat Level Red
- o Threats/Assaults
- o Utility Failure

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### EMERGENCY RESPONSE

### ACCIDENT AT SCHOOL

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Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Accident Report and Behavioral Incident Report forms are available at the school office.

#### STAFF ACTIONS:

- Report accident to principal and school office.
- Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- For relatively minor events, take students to school office or school nurse for assistance.

- Complete an Accident Report or Behavioral Incident Report to document what occurred.

**EXECUTIVE DIRECTOR ACTIONS:**

- Provide appropriate medical attention. Call 911, if needed.
- Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

**OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:**

- Post general procedures in the clinic explaining when parents are to be notified of minor mishaps.
- Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Bloodborne Pathogen Program).
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**EMERGENCY RESPONSE**

**Active Shooter/Armed Assailant**

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**TACTICAL RESPONSES – ATTACHED AS APPENDIX** 

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**EMERGENCY RESPONSE**

**AIRCRAFT CRASH**

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Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

**Aircraft crashes into the school**

**STAFF ACTIONS:**

- Notify Executive Director.
- Move students away from immediate vicinity of the crash.

- **EVACUATE** students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the Executive Director/designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

**EXECUTIVE DIRECTOR ACTIONS:**

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include **EVACUATION, or OFF-SITE EVACUATION** that may include the use of busses or alternate transportation.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Do not re-enter building until the authorities provide clearance to do so.

**Aircraft crashes near school**

**STAFF ACTIONS:**

- Notify Executive Director.
- Move students away from immediate vicinity of the crash.
- Remain inside with students unless subsequent explosions or fire endanger the building.

**EXECUTIVE DIRECTOR ACTIONS:**

- Notify police and fire department (call 911).
- Initiate **SHELTER IN PLACE**, if warranted.
- Initiate **Take Cover** for students and staff outside or direct them to designated area until further instructions are received.
- Ensure that students and staff remain at a safe distance from the crash.
- Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do

**ADDITIONAL STEPS FOR THE SCHOOL:**

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Severe air pollution may affect students and staff who are susceptible to respiratory problems.

**EXECUTIVE DIRECTOR ACTIONS:**

- Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- When notified by local government or the news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
- Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.
- Instruct employees to minimize strenuous physical activity.
- Cancel any events that require the use of vehicles.
- Urge staff and high school students to minimize use of vehicles.

**STAFF ACTIONS:**

- Remain indoors with students.
- Minimize physical activity.
- Keep windows and doors closed.
- Resume normal activities after the All Clear signal is given.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

**STAFF ACTIONS:**

- If imminent risk, call 911.
- Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).

- Notify Executive Director.
- Assist in getting “Epi” (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- If an insect sting, remove stinger immediately.
- Assess situation and help student/staff member to be comfortable.
- Move student or adult only for safety reasons.

**EXECUTIVE DIRECTOR ACTIONS:**

- If imminent risk, call 911 (always call 911 if using “Epi” pen).
- Notify parent or guardian.
- Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- Observe for respiratory difficulty.
- Attach a label to the person’s clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

**OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:**

- Keep an “Epi” pen in the school office and notify staff as to location.
- Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
- Provide bus drivers with information sheets for all known acute allergic reactors.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**EMERGENCY RESPONSE**

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**ANIMAL DISTURBANCE**

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If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

**EXECUTIVE DIRECTOR ACTIONS:**

- Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- If the animal is outside, keep students inside and institute **Secure Campus**.
- If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal
- Contact the local Humane Society for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance from the school nurse.
- Notify parent/guardian and recommended health advisor.

**STAFF/TEACHER ACTIONS:**



- If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- If the animal is inside, **EVACUATE** students to a sheltered area away from the animal.
- Notify the principal if there are any injuries.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**EMERGENCY RESPONSE**

**BIOLOGICAL AGENT RELEASE**

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This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building’s ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

**Outside the building**

**STAFF ACTIONS:**

- Notify Executive Director.
- Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- Follow standard student assembly, accounting and reporting procedures.

**EXECUTIVE DIRECTOR ACTIONS:**

- Initiate **SHELTER IN PLACE**.
- Shut off HVAC units.

- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Turn on a battery-powered commercial radio and listen for instructions.
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

### **Inside the building**

#### **STAFF ACTIONS:**

- Notify Executive Director.
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting and reporting procedures.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.

#### **EXECUTIVE DIRECTOR ACTIONS:**

- Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.
- Move up-wind from the potential danger.
- Call 911. Provide exact location and nature of emergency.
- Designate security team to isolate and restrict access to potentially contaminated areas.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Arrange for immediate psychological counseling for students and staff.
- Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

#### **THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:**

- Wash affected areas with soap and water.
- Immediately remove and contain contaminated clothing
- Do not use bleach on potentially exposed skins.
- Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

#### **ADDITIONAL STEPS FOR THE SCHOOL:**

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In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the **Bomb Threat Report** as soon as possible.

**PERSON RECEIVING THREAT BY TELEPHONE:**

- Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify site administrator immediately after completing the call.
- Complete the **Bomb Threat Report**.

**Telephone Bomb Threats**

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

**Call 911**

**PERSON RECEIVING THREAT BY MAIL:**

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify principal or site administrator.

**EXECUTIVE DIRECTOR ACTIONS:**

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.

- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Direct a search team to look for suspicious packages, boxes or foreign objects.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

**SEARCH TEAM ACTIONS:**

- Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- If suspicious item is found, make no attempt to investigate or examine object.

**STAFF ACTIONS:**

- Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance. Notify the Executive Director of any missing students.
- Do not return to the building until emergency response officials determine it is safe.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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**EMERGENCY RESPONSE**

**BOMB THREAT CHECKLIST**

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The following checklist can be obtained in PDF form from FEMA at:  
[http://emilms.fema.gov/is906/assets/ocso-bomb\\_threat\\_samepage-brochure.pdf](http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf) Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

## BOMB THREAT CALL PROCEDURES

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

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

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

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

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

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

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

### Signs of a suspicious package:

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

### DO NOT:

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

## WHO TO CONTACT (select one)

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

## BOMB THREAT CHECKLIST

Date:  Time:

Time Caller Hung Up:  Phone Number Where Call Received:

### Ask Caller:

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

### Exact Words of Threat:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Information About Caller:

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

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

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

### Other Information:

\_\_\_\_\_

\_\_\_\_\_



Homeland  
Security

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

**BUS DRIVER:**

- Turn off power, ignition and headlights. Use safety lights, as appropriate.
- Evaluate the need for evacuation.
- Remain with the vehicle. Notify California Highway Patrol.

**STAFF ACTIONS AT THE SCENE:**

- Call 911, if warranted.
- Notify principal.
- Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- Move all uninjured students to a safe distance from the accident.
- Document the names of all injured students and their first aid needs.

**EXECUTIVE DIRECTOR ACTIONS:**

- Notify law enforcement.
- Notify parents/guardians of all students on the bus as soon as accurate information is available.
- Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

**Earthquake during bus trip****BUS DRIVER ACTIONS:**

- Issue DUCK, COVER and HOLD ON instruction.
- Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- Set brake, turn off ignition and wait for shaking to stop.
- Check for injuries and provide first aid, as appropriate.
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.

- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- If instructed to continue route, continue to pick up students.
- Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- Remain with students until further instructions are received from site administrator.
- Account for all students and staff throughout the emergency

### **Flood during bus trip**

#### **BUS DRIVER ACTIONS:**

- Do not drive through flooded streets and/or roads.
- Take an alternate route or wait for public safety personnel to determine safe route.
- If the bus is disabled, stay in place until help arrives.
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- Account for all students and staff throughout the emergency.

#### **ADDITIONAL STEPS:**

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#### **EMERGENCY RESPONSE**

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#### **CHEMICAL ACCIDENT (offsite)**

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Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

#### **PERSON DISCOVERING SPILL:**

- Alert others in immediate area to leave the area.
- Close doors and restrict access to affected area.
- Notify Executive Director.
- DO NOT eat or drink anything or apply cosmetics.

### EXECUTIVE DIRECTOR ACTIONS:

- Notify Fire Department and the Department of Public Health. Provide the following information: School name and address, including nearest cross street(s)
  - Location of the spill and/or materials released
  - Characteristics of spill (color, smell, visible gases)
  - Name of substance, if known
  - Injuries, if any
- **Notify Facilities Manager.**
- Determine whether to implement **SHELTER IN PLACE, EVACUATION** and/or student release.
- Post a notice on the school office door stating location of alternate school site.

### STAFF ACTIONS:

- If **SHELTER-IN-PLACE**, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.
- Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify Executive Director of any missing students.

### ADDITIONAL STEPS FOR THE SCHOOL:

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## EMERGENCY RESPONSE

## CHEMICAL ACCIDENT (onsite)

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This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

### PERSON DISCOVERING SPILL:

- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- Notify Executive Director.
- DO NOT eat or drink anything or apply cosmetics.

### EXECUTIVE DIRECTOR ACTIONS:



- Notify Fire Department and the Department of Public Health. Provide the following information:
  - School name and address, including nearest cross street(s)
  - Location of the spill and/or materials released; name of substance, if known
  - Characteristics of spill (color, smell, visible gases)
  - Injuries, if any
  - Your name and telephone number
- Notify **Facilities Manager** to shut off mechanical ventilating systems.
- If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
- Post a notice on the school office door stating location of alternate school site.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

**STAFF ACTIONS:**

- If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
- Upon arrival at evacuation site, take attendance. Notify Executive Director of any missing students.
- Upon arrival at evacuation site, take roll and report attendance to Executive Director immediately. Notify emergency response personnel of any missing students.
- Do not return to the building until emergency response personnel have determined it is safe.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**EMERGENCY RESPONSE**

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**CIVIL DISTURBANCE**

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A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

### **Inside School**

#### **STAFF ACTIONS:**

- Report disruptive circumstances to Executive Director.
- Avoid arguing with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.
- Stay away from windows and exterior doors.

#### **EXECUTIVE DIRECTOR ACTIONS:**

- If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- Set up a communication exchange with the students, staff and principal. Try to restore order.
- If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### **Outside of School**

#### **EXECUTIVE DIRECTOR ACTIONS:**

- Call 911.
- Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- Cancel all outside activities.
- Maintain an accurate record of events, conversations and actions.
- Assign staff members to assist nurse as necessary.

#### **STAFF ACTIONS:**

- Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- Instruct students to **DUCK AND COVER**, lie on the floor and keep students calm.
- Care for the injured, if any.

- Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**EMERGENCY RESPONSE**

**DEATH of a STUDENT**

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A student’s death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student’s family and the school community.

**EXECUTIVE DIRECTOR ACTIONS:**

- Call 911. Verify the death and obtain as much information about it as possible.
- Contact the student’s family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- Go to each of the student’s classes and notify his/her classmates in person.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- Make arrangements with the family to remove the student’s personal belongings from the school.
- Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

**STAFF ACTIONS:**

- Allow students who wish to meet in counseling office or other appropriate place to do so. Encourage students to report any other students who might need assistance. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

A reported death or serious illness among the school community may have a profound effect on students and staff alike.

**EXECUTIVE DIRECTOR ACTIONS:**

- Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- Facilitate classroom and small group discussions for students.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
- Thank all those who assisted.
- Continue to monitor staff and students for additional supportive needs.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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A dirty bomb is a mix of explosives, such as dynamite with radioactive power or pellets, set off to scatter dust and smoke in order to produce radioactive contamination. The main danger from a dirty bomb is from the explosion, which can cause serious injuries and property damage. While the radioactive materials used in a dirty bomb are probably insufficient to create immediate serious illness, they can be dangerous to health if inhaled. Low levels of radiation exposure do not cause noticeable symptoms. Higher levels of radiation exposure may produce nausea, vomiting, diarrhea and swelling and redness of the skin.

### **Outside, close to the incident.**

#### **EXECUTIVE DIRECTOR ACTIONS:**

- DO NOT MIX POPULATIONS. For those outside at the time of the explosion, initiate **REVERSE EVACUATION** to a separate building or location. Isolate them from those already inside. Do not risk contamination of those inside at the time of the explosion.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Set up decontamination station where students and staff may shower or wash with soap and water.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.
- Turn on a battery-powered commercial radio and listen for instructions.
- Arrange for medical attention for those injured by the explosion.
- Arrange for psychological counseling for students and staff.

#### **STAFF ACTIONS:**

- Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
- Move students quickly to the closest suitable shelter to shield them from radiation. Keep them isolated from individuals inside at the time of the explosion. Do not risk contamination of those who were not outside.
- Avoid touching any objects thrown off by the explosion—they might be radioactive.
- Follow standard student assembly, accounting and reporting procedures.
- Immediately remove outer layer of clothing and mouth cover and seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90% of radioactive dust. Put plastic bag away from the population where others will not touch it until authorities provide further instructions.
- Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.
- Do not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive

### **Inside, close to the incident**

**EXECUTIVE DIRECTOR ACTIONS:**

- DO NOT MIX POPULATIONS. For those inside at the time of the explosion, initiate **SHELTER IN PLACE** procedures. Turn off HVAC system.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Turn on a battery-powered commercial radio and listen for instructions.
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

**STAFF ACTIONS:**

- Keep students calm. Instruct students to **DUCK and COVER**.
- Turn off fans and air conditioning systems. Seal windows and air vents with duct tape. Close all curtains and blinds.
- Do not consume water or unpackaged food that was out in the open. Wash the outside of any container before opening it.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**EMERGENCY RESPONSE**

**EARTHQUAKE**

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Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

**Inside Building**

**EXECUTIVE DIRECTOR ACTIONS:**

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- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- Send search and rescue team to look for trapped students and staff.
- Post guards a safe distance away from building entrances to assure no one re-enters.
- Determine who will inform public information media as appropriate.
- Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- Determine whether to close school. If school must be closed, notify staff members, students and parents.

**STAFF ACTIONS:**

- Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- Check for injuries, and render First Aid.
- After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- Check attendance at the assembly area. Report any missing students to Executive Director.
- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- Stay alert for aftershocks
- Do NOT re-enter building until it is determined to be safe.

**Outside Building**

**STAFF ACTIONS:**

- Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- After shaking stops, check for injuries, and render first aid.
- Check attendance. Report any missing students to Executive Director.
- Stay alert for aftershocks.
- Keep a safe distance from any downed power lines
- Do NOT re-enter building until it is determined to be safe.
- Follow instructions of Executive Director.

**During non-school hours**

**EXECUTIVE DIRECTOR ACTIONS:**



- Inspect school buildings with Facilities Manager to assess damage and determine corrective actions.
- Determine the advisability of closing the school.
- Notify fire department and utility company of suspected breaks in utility lines or pipes.
- If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- Inform public information media as appropriate.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**EMERGENCY RESPONSE**

**EXPLOSION**

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Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

**EXECUTIVE DIRECTOR:**

- Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes.
- Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

**STAFF ACTIONS:**

- Initiate **DROP, COVER AND HOLD ON**.
- If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.
- If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

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## EMERGENCY RESPONSE

## FIRE (offsite)

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A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

### EXECUTIVE DIRECTOR ACTIONS:

- Determine if **EVACUATION** of school site is necessary.
- Contact local fire department (call 911) to determine the correct action for your school site.
- If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION**.
- Direct inspection of premises to assure that all students and personnel have left the building.
- Post a notice on the office door stating the temporary new location.
- Monitor radio station for information.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

### STAFF ACTIONS:

- If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance at the assembly area. Report any missing students to the Executive Director and emergency response personnel.
- Remain with students until the building has been inspected and it has been determined safe to return to.

## ADDITIONAL STEPS FOR THE SCHOOL:

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## EMERGENCY RESPONSE

## FIRE (onsite)

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Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the “fire is out”.

### Within School Building

#### EXECUTIVE DIRECTOR ACTIONS:

- Sound the fire alarm to implement **EVACUATION** of the building.
- Immediately **EVACUATE** the school using the primary or alternate fire routes.
- Notify the Fire Department (call 911).
- Direct search and rescue team to be sure all students and personnel have left the building.
- Ensure that access roads are kept open for emergency vehicles.
- Notify appropriate utility company of suspected breaks in utility lines or pipes.
- If needed, notify bus dispatch for **OFF-SITE EVACUATION**.
- Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

#### STAFF ACTIONS:

- **EVACUATE** students from the building using primary or alternate fire routes. Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance. Report missing students to the Executive Director/designee and emergency response personnel.
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

### Near the School

#### EXECUTIVE DIRECTOR ACTIONS:

- Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

**EXECUTIVE DIRECTOR ACTIONS:**

- Issue **STAND BY** instruction. Determine if evacuation is required.
- Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- Delegate a search team to assure that all students have been evacuated.
- Issue **Off Site Evacuation** instruction if students will be evacuated to a safer location by means of buses and cars.
- Post a notice on the office door stating where the school has relocated.
- Monitor AM radio weather station \_\_\_\_\_ for flood information.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

**STAFF ACTIONS:**

- If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing students to Executive Director and emergency response personnel.
- Do not return to school building until it has been inspected and determined safe by property authorities.

**BUS DRIVER ACTIONS:**

- If evacuation is by bus, DO NOT drive through flooded streets and/or roads. DO NOT attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the Executive Director. If an odor is detected outside the building, it may not be necessary to evacuate.

**STAFF ACTIONS:**

- Notify Executive Director.
- Move students from immediate vicinity of danger.
- Do not turn on any electrical devices such as lights, computers, fans, etc.
- If odor is severe, leave the area immediately.
- If the building is evacuated, take student attendance and report any missing students to Executive Director.

**EXECUTIVE DIRECTOR ACTIONS:**

- If gas leak is internal, evacuate the building immediately.
- Call 911.
- Notify utility company.
- Determine whether to move to alternate building location.
- If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**EMERGENCY RESPONSE**

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**HAZARDOUS MATERIALS**

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The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

**EXECUTIVE DIRECTOR ACTIONS:**

- Call 911, if necessary.
- If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- Initiate **EVACUATION**. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.

- If time is available, initiate **Off Site Evacuation**, which may include the use of busses. Move students and staff away from the path of the hazardous materials.
- Wait for instructions from emergency responders – Health or Fire Department.
- Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- Upon return to school, ensure that all classrooms are adequately aired.

**TEACHER ACTIONS:**

- Follow standard student assembly, accounting and reporting procedures.
- Report names of missing students to office.
- Do not take unsafe actions such as returning to the building before it has been declared safe.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**EMERGENCY RESPONSE**

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**HOSTAGE SITUATION**

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Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

**EXECUTIVE DIRECTOR ACTIONS**

- Call 911. Provide all known essential details of the situation:
  - Number of hostage takers and description
  - Type of weapons being used
  - Number and names of hostages
  - Any demands or instructions the hostage taker has given
  - Description of the area
- Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.
- Secure exterior doors from outside access.
- When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.

- Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- Identify media staging area, if appropriate. Implement a hotline for parents.
- Account for students as they are evacuated.
- Provide recovery counseling for students and staff.

**STAFF ACTIONS:**

- If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- Alert the Executive Director.
- Account for all students.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**EMERGENCY RESPONSE**

**INTRUDER**

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All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

**All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.**

*-- California Penal Code Title 15, Chapter 1.1 § 627.2*

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

**EXECUTIVE DIRECTOR ACTIONS:**

- Initiate **LOCKDOWN**.
- Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:

*“What can we do to make this better?”*

*“I understand the problem, and I am concerned.”*

*“We need to work together on this problem.”*

- As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Take measures to keep subject away from students and building.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.



- When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- Be available to deal with the media and bystanders and keep site clear of visitors.

**STAFF ACTIONS:**

- Notify the Executive Director. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**EMERGENCY RESPONSE**

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**IRRATIONAL BEHAVIOR**

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A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

**EXECUTIVE DIRECTOR ACTIONS:**

- Keep the individual under continuous adult supervision.
- Keep the individual on campus until parent/guardian has been notified.
- Arrange appropriate support services for necessary care of individual.
- If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- **School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the Executive Director.** The next steps may include:
  - Provide parents/guardian with the names and phone numbers of mental health resources
  - Recommend that the parents make an immediate contact with a therapist.
  - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.

- Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- Provide follow-up collaborative support for the student and parents (as indicated) within the school.
- Develop a safety plan prior to the student's return to school.
- Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

**STAFF ACTIONS:**

- Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- Notify Executive Director.
- Notify school nurse, school psychologist, counselor or social worker.
- Protect individual from injury.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**EMERGENCY RESPONSE**

**KIDNAPPING**

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**EXECUTIVE DIRECTOR ACTIONS:**

- Verify information with the source of the abduction report.
- Contact law enforcement (call 911) for assistance.
- Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).
- Provide suspect information to the police, if known.
- Contact the parents/guardian of the student involved and establish a communication plan with them.
- Obtain the best possible witness information.
- Conduct a thorough search of the school/campus/bus.
- Relay current information to police, parents and essential school staff.
- Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- Advise the law enforcement dispatcher of the staff member key contact's name and number.
- Provide the key contact with access to school records.
- Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or law enforcement.
- When the child is found, contact all appropriate parties as soon as possible.

**STAFF ACTIONS:**

- Notify principal, providing essential details:
  - Name and description of the student

- Description of the suspect
- Vehicle information
- Move students away from the area of abduction.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**EMERGENCY RESPONSE**

**MEDICAL EMERGENCY**

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Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Executive Director.

**EXECUTIVE DIRECTOR ACTIONS:**

- Assess the victim (ABC – Airway, Breathing, Circulation). Call 911, if appropriate.

Provide:

- School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
- Exact location within the building
- Nature of the emergency and how it occurred
- Approximate age of injured person
- Caller’s name and phone number

**Universal Precautions when Treating a Medical Emergency**

- Always use non-latex or nitrile gloves and, if necessary, mask and gown, to reduce the risk of transmission of body fluids.
- Wash hands thoroughly after providing care.

Do not hang up until advised to do so by dispatcher.

- Assign staff member to meet rescue service and show medical responder where the injured person is.
- Assemble emergency care and contact information of victim
- Monitor medical status of victim, even if he or she is transported to the hospital.
- Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- Advise staff of situation (when appropriate). Follow-up with parents.

**STAFF ACTIONS:**

- Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- Notify Executive Director.
- Stay calm. Keep individual warm with a coat or blanket.

- Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- Do not give the individual anything to eat or drink.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**EMERGENCY RESPONSE**

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**MISSING STUDENT**

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If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

**EXECUTIVE DIRECTOR ACTIONS:**

- Call 911 and explain the situation.
- Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
- Conduct an immediate search of the school campus/bus, as appropriate.
- Gather information about student to provide to law enforcement authorities:
  - photo
  - home address
  - parent contact numbers
  - class schedule
  - special activities
  - bus route /walking information
- Notify parents/guardians if the student is not found promptly.
- If case involves abduction, begin gathering witness information for the police. Interview friends, last person to see student.
- Double-check circumstances:
  - Did someone pick up the student?
  - Could the student have walked home?
  - Is he or she at a medical appointment or another activity?
- Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.
- Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- Advise law enforcement dispatcher of the staff member key contact’s name and number.
- If missing during bus transportation, provide law enforcement with child’s bus stop location and nearest other bus stops.
- Have driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher

- Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.
- When the child is found, contact all appropriate parties as soon as possible.
- Arrange for counseling of students, as needed.

**STAFF ACTIONS:**

- Confirm that student attended school that day. Notify Executive Director.
- Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**EMERGENCY RESPONSE**

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**MOTOR VEHICLE CRASH**

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A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

**EXECUTIVE DIRECTOR ACTIONS:**

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include **EVACUATION**, or **OFF-SITE EVACUATION** which may include the use of busses or alternate transportation.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.

**STAFF ACTIONS:**

- Notify Executive Director.
- Move students away from immediate vicinity of the crash.
- **EVACUATE** students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.

- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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**EMERGENCY RESPONSE**

**PANDEMIC INFLUENZA**

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Viruses such as influenza are a group of highly contagious diseases that can be fatal. A pandemic differs from both seasonal influenza (flu) and other known influenza viruses in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new virus of which little is known and to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu, with a higher death rate, and can affect and be spread by young, healthy people as well as older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily by region or state to contain spread of the virus.

**EXECUTIVE DIRECTOR ACTIONS:**

- ⓪ Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- ⓪ Insure that students and staff members who are ill stay home.
- ⓪ Send sick students and staff home from school immediately.
- ⓪ Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- ⓪ Monitor bulletins and alerts from the Department of Health and Human Services.
- ⓪ Keep staff informed of developing issues.
- ⓪ Assist the Department of Health and Human Services in monitoring outbreaks.

- Ⓞ Respond to media inquiries regarding school attendance status.
- Ⓞ Implement online education, if necessary, so that students can stay home.
- Ⓞ Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

**STAFF and STUDENT ACTIONS:**

- Ⓞ Stay home when ill with cough or other flu-like symptoms (chills, fever, aches, cough, sore throat).
- Ⓞ Practice “respiratory hygiene etiquette”.
- Ⓞ Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Ⓞ Implement distance learning and online homework assignments so that students can maintain academic progress during shelter in place orders.

**Respiratory Hygiene Etiquette**

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_

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**EMERGENCY RESPONSE**

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**POISONING/CONTAMINATION**

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This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

**EXECUTIVE DIRECTOR ACTIONS:**

- Call 911.
- Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- Provide list of potentially affected students and staff to responding authorities.
- Provide staff with information on possible poisonous materials in the building.
- Confer with Department of Health and Human Services before the resumption of normal school activities.
- Prepare communication for families advising them of situation and actions taken.

**STAFF ACTIONS:**

- ☐ Notify Executive Director.
- ☐ Call the Poison Center Hotline 1-800-222-1222.
- ☐ Administer first aid as directed by poison information center.
- ☐ Seek additional medical attention as needed.

**PREVENTATIVE MEASURES:**

- ☐ Keep poisonous materials in a locked and secure location.
- ☐ Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- ☐ Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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  - \_\_\_\_\_
  - \_\_\_\_\_
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## **EMERGENCY RESPONSE**

## **PUBLIC DEMONSTRATION**

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When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

### **EXECUTIVE DIRECTOR ACTIONS:**

- ⓪ Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
- ⓪ Contact local police department for the school's jurisdiction and advise them of the situation.
- ⓪ Notify staff of the planned demonstration.
- ⓪ Develop an information letter to parents.
- ⓪ Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
- ⓪ Designate a staff member to handle incoming calls during the demonstration.
- ⓪ Establish areas where demonstrators can set up without affecting the operation of the school
- ⓪ Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

### **STAFF ACTIONS:**

- ⓪ Do not allow students to be interviewed by the media or join in the demonstration

### **ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Sexual assault and abuse is any type of sexual activity that a person does not agree to, including:

- inappropriate touching
- vaginal, anal, or oral penetration
- sexual intercourse that is not wanted
- rape
- attempted rape
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

**EXECUTIVE DIRECTOR ACTIONS:**

- Call 911 if the assault is physical.
- Close off the area to everyone.
  - Assign a counselor/staff member to remain with the victim.
  - Review possible need for a **Lockdown** or **Secure Campus** until circumstances surrounding the incident are known.
  - Notify victim's family.
  - If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
  - The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
  - Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
  - Coordinate statements to media, families and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

**STAFF ACTIONS:**

- Determine if immediate medical attention is needed. If so, call 911.
- Isolate the victim from activity related to the incident.
- Avoid asking any questions except to obtain a description of the perpetrator.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
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Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

### **Severe Storm**

#### **EXECUTIVE DIRECTOR ACTIONS:**

- ⓪ Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- ⓪ Report to site by 6 a.m. to check for power outages, flooding, etc.
- ⓪ Determine whether school will be closed or remain open.
- ⓪ Assign staff to activate staff and parent phone trees
- ⓪ Post school status on school website.
- ⓪ Notify utility companies of any break or suspected break in utility lines.
- ⓪ Take appropriate action to safeguard school property.
- ⓪ Upon passage of the storm, return to normal routine.

### **Windstorm**

#### **EXECUTIVE DIRECTOR ACTIONS:**

- ⓪ Monitor weather forecasts to determine onset of storm conditions that may affect school operations
- ⓪ Notify utility companies of any break or suspected break in utility lines.
- ⓪ Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- ⓪ Take appropriate action to safeguard school property.
- ⓪ Upon passage of the storm, return to normal routine.

#### **STAFF ACTIONS:**

- ⓪ Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- ⓪ Initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- ⓪ Take attendance. Report any missing students to Executive Director.
- ⓪ Close all blinds and curtains.
- ⓪ Avoid auditoriums, gymnasiums and other structures with large roof spans.
- ⓪ Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks and quiet recreational activities.

#### **ADDITIONAL STEPS FOR THE SCHOOL:**



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A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

### STUDENT ACTIONS:

- ⓪ In a violent situation, immediately notify the first available adult.
- ⓪ Do not retaliate or take unnecessary chances.
- ⓪ Move away from the area of agitation.
- ⓪ Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
- ⓪ Stay calm and reassure fellow students.
- ⓪ Assist teachers and staff in accounting for students.
- ⓪ Share all relevant information with law enforcement, teachers, and school staff.
- ⓪ Follow directions from school administrator or law enforcement directions about where to go.
- ⓪ Do not speculate to others or perpetuate rumors.

### EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Initiate **LOCKDOWN**, if warranted. Alert other administrators about the incident.
- ⓪ Control student ingress and egress from campus.
- ⓪ Identify why the disruption is occurring. If necessary, notify police to request assistance.
- ⓪ If disruption is non-violent, notify school resource officer or school education officer.
- ⓪ Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
- ⓪ Assign staff member to be responsible for media relations and for setting up a staging area for the media.
- ⓪ If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Handbook.
- ⓪ Notify parents about the incident, as appropriate.
- ⓪ After insuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

### ADDITIONAL STEPS FOR THE SCHOOL:

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- \_\_\_\_\_
- \_\_\_\_\_

## EMERGENCY RESPONSE

## SUICIDE ATTEMPT

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

### EXECUTIVE DIRECTOR ACTIONS:

- ⓪ Call ambulance in event of overdose or injury requiring medical attention.
- ⓪ Call 911 if immediate threat exists to the safety of the student or others.
- ⓪ Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- ⓪ Cancel all outside activities.
- ⓪ Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
- ⓪ If allegations warrant, refer student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- ⓪ Arrange for medical or counseling resources that may provide assistance.

### STAFF ACTIONS:

- ⓪ Inform the Executive Director of what was written, drawn, spoken and/or threatened.
- ⓪ Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- ⓪ Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.
- ⓪ Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

### ADDITIONAL STEPS FOR THE SCHOOL:

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- \_\_\_\_\_

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**EMERGENCY RESPONSE**

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**SUSPICIOUS PACKAGE**

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The following list shows some types of parcels that should draw immediate concern:

- Foreign mail, air mail and special delivery
- Restrictive markings, e.g., "Personal"
- Handwritten or poorly-typed addresses
- Titles but no names
- Misspelling of common names
- Excessive weight, unevenly distributed
- No return address
- Excessive postage
- Excessive masking tape, string
- Oily stains or discoloration
- Protruding wires or tin foil
- Rigid envelope

**EXECUTIVE DIRECTOR ACTIONS:**

- ⓪ Call 911.
- ⓪ Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
- ⓪ Prevent others from coming into the area.
- ⓪ Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
- ⓪ If powder spills out, shut the ventilation system, heating system, or air.
- ⓪ Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
- ⓪ Advise staff when the emergency is over. Go home, take a shower and wash clothes. Do not use bleach on your skin.

**STAFF ACTIONS if package is unopened and not leaking:**

- ⓪ Do not open package. Do not pass it around to show it to other people.
- ⓪ Do not bend, squeeze, shake or drop package.
- ⓪ Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
- ⓪ Leave the room promptly and prevent anyone from entering.
- ⓪ Notify Executive Director.

**STAFF ACTIONS if package is leaking:**

- ⓪ Do not sniff, touch, taste, or look closely at the spilled contents.
- ⓪ Do *not* clean up the powder.
- ⓪ Put the package on a stable surface.
- ⓪ Leave the room promptly and prevent anyone from entering.
- ⓪ Wash hands thoroughly with soap and water.
- ⓪ Notify Executive Director.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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Thorough crisis planning will carry the school a long way in responding to a terrorist incident during school hours. A terrorist attack may result in the following:

- Damage beyond school boundaries;
- Victims who are contaminated or seriously injured;
- Widespread fear and panic;
- A crime scene to protect.

### **Civil Defense Warning of Possible Enemy Attack**

#### **EXECUTIVE DIRECTOR ACTIONS:**

- ⓪ Move students to closest suitable shelter.
- ⓪ If the above is not advisable, remain in school building and initiate **Duck, Cover and Hold On**.

#### **STAFF ACTIONS:**

- ⓪ Keep students calm.
- ⓪ Close all curtains and blinds.

### **Enemy Attack Without Warning**

#### **STAFF ACTIONS:**

- ⓪ Keep students calm.
- ⓪ Close all curtains and blinds.
- ⓪ Instruct students to DUCK AND COVER.

#### **ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

These are actions to take when the Homeland Security Advisory System risk is set at “Threat Level Red”, specific to the community.

**During school hours**

**EXECUTIVE DIRECTOR ACTIONS:**

- ⓪ Listen to radio and TV for current information and instructions.
- ⓪ Initiate **ACTION** appropriate for the situation. Action may likely involve **DUCK, COVER and HOLD, EVACUATION, SHELTER IN PLACE or TAKE COVER.**
- ⓪ Continue to monitor media for specific situation.
- ⓪ Be alert and immediately report suspicious activity to proper authorities.
- ⓪ If circumstances and time allow, move students to closest suitable shelter.  
Location: \_\_\_\_\_  
Procedure for movement to shelter: \_\_\_\_\_
- ⓪ If moving students is not advisable, remain in building as place of shelter.
- ⓪ Close school if recommended to do so by appropriate authorities.

**OFFICE STAFF ACTIONS:**

- ⓪ Require identification check for anyone entering school other than students, staff and faculty.
- ⓪ Escort visitors to location in school building.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

**EXECUTIVE DIRECTOR ACTIONS:**

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
  - 1) Is the individual moving towards violent action?
  - 2) Is there evidence to suggest movement from thought to action?
    1. High violence potential qualifies for arrest or hospitalization.
    2. Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- Ⓞ Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- Ⓞ Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.
- Ⓞ Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- Ⓞ If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Ⓞ Facilitate a meeting with student(s) and family to review expectations.
- Ⓞ Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

**STAFF ACTIONS:**

- Ⓞ If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- Ⓞ Inside the classroom, institute **LOCKDOWN**. Close all curtains and blinds.
- Ⓞ Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
- Ⓞ Remain with students until **ALL CLEAR** is given.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_

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**EMERGENCY RESPONSE**

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**UTILITY FAILURE**

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Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

**EXECUTIVE DIRECTOR:**

- ⓪ Notify utility company. Provide the following information:
  - Affected areas of the school site
  - Type of problem or outage
  - Expected duration of the outage, if known
- ⓪ Determine length of time service will be interrupted.
- ⓪ Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- ⓪ If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- ⓪ Use messengers with oral or written word as an alternate means of faculty notification.
- ⓪ Implement plan to provide services without utilities or with alternate utilities.

**A. Plan for Loss of Water**

Toilets: \_\_\_\_\_  
Drinking Water: \_\_\_\_\_  
Food Service: \_\_\_\_\_  
Fire Suppression: \_\_\_\_\_  
Other: \_\_\_\_\_

**B. Plan for Loss of Electricity**

Ventilation: \_\_\_\_\_  
Emergency Light: \_\_\_\_\_  
Computers: \_\_\_\_\_  
Other: \_\_\_\_\_

**C. Plan for Loss of Natural Gas**

Heat: \_\_\_\_\_  
Food Service: \_\_\_\_\_  
Other: \_\_\_\_\_



# Suspension & Expulsion Policies

## [Suspension/Expulsion Policy](#)

## **Procedures for Notifying Teachers of Dangerous Pupils**

Education Code section 49079 provides that teacher must be notified “of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts.”

The Executive Director or their designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon records maintained by Urban Montessori Charter School in the ordinary course of business or records received from a law enforcement agency.

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Executive Director or their designee shall inform the student's teacher(s) that the student was suspended or expelled from his/her former school and of the act that resulted in the suspension or expulsion.

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

The Executive Director or their designee shall disseminate this information to any counselor who directly supervises or reports on the student's behavior or progress. The Executive Director or their designee also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability.



# Discrimination & Harassment Policy

## Nondiscrimination Statement

NON-DISCRIMINATION STATEMENT: In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact UMCS. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) Mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Ave SW, Washington, D.C. 20250-9410; (2) Fax: (202) 690-7442; or (3) E-mail: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

## Sexual Harassment Policy

### Harassment, Intimidation, Discrimination and Bullying

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, UMCS prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation.

The law defines a "victim of an act of bullying" as a student who has been determined to have been a victim of bullying by an investigation in accordance with the Safe Place to Learn Act (Ed. Code, section 234.1), where the bullying was committed by a student in the school district of residence, and the student's parent has filed a written complaint regarding the bullying with the school, school district personnel, or a local law enforcement agency. UMCS adheres to updated EdCode section 46600 in regards to inter and intra district transfers and transportation.

A copy of our policy governing Harassment, Intimidation, Discrimination and Bullying is available upon request and posted as required by law.

# Safe Ingress and Egress

## Campus Safety and Security

The charter school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe.

## Entrances and Exits

The school principal and school operations team will develop procedures so that students, staff, parents and community members can enter and exit the building in a safe and orderly way, and that the building is secure from unauthorized entry during non-school hours, as follows:

- Designating individuals to lock the school building and/or grounds when not in use
- Training school staff members to maintain the security of the building when working during non-regular working hours (e.g. not propping doors open, re-securing the building after leaving)
- Maintaining a practice of locking doors that are not being regularly used, even during school hours
- Posting signs requesting that visitors sign in at the main office
- Establishing a culture in which any adults without a visitor or staff badge and any children not enrolled at the school are escorted immediately to the main office
- Periodically testing the security system according to the manufacturer or vendor instructions, to ensure it is functioning
- Creating a dismissal plan and student pick-up traffic plan to avoid congestion of the parking lot and local streets, and to prevent students from crossing traffic unnecessarily

## Safe Passage To And From School

Youngsters must be prepared for safe travel to and from school. As a significant number of pedestrian fatalities are school-age children, it is critical that children understand the dangers of street travel and how to avoid needless tragedies.

School personnel will discuss the following safety issues with students and parents, distribute and post materials, as appropriate:

- Traffic and pedestrian safety
- Bicycle Helmet Law
- Bus Safety
- Safe Routes to School
- Drop-off, pick-up, and parking procedures
- Exiting and entering a car
- Seat belt law use

#### Responsibility of Administrator

- Assess traffic, warning signs, school bus and parent loading zones, crossing guards, crosswalks, traffic signals, stop signs, etc.
- Confer with local Department of Transportation in establishing safe pedestrian routes to and from school and appropriate student pick-up and drop-off points.
- Review, distribute and post “Back-to-School Safety Tips”.
- At elementary schools, encourage parents to walk their children to school.
- Schedule Pedestrian and Bicycle Safety assemblies. The Principal should also ensure that teachers incorporate pedestrian and bicycle safety into classroom curricula.
- Recruit volunteers to participate in Volunteer Crossing Guard program.
- Inform students, staff and parents of designated “Safe Routes”, student drop-off and pick-up points, and safety procedures to be observed whenever there are moving vehicles in or around the school. This information should include bike helmet usage and should be distributed in a brochure to students and parents at the start of the school year.
- Report continuing traffic non-compliance problems to local enforcement agency.

#### Traffic Patterns And Drop-Off/Pick-Up Points

The charter school has developed protocols to minimize traffic congestion and enhance pedestrian safety around the school site.

### Responsibility of Principal

- Principal is to ensure through daily monitoring by designated staff that loading and unloading areas are “curbside” and designated to minimize student proximity to moving vehicles and that these areas are readily accessible to students.
- School personnel are to ensure that appropriate traffic and pedestrian signs are posted in the vicinity of the school.
- School personnel are to develop a student drop off and pick up plan and distribute plan to parents.
- All designated drop-off/pick-up points are safe and at “curbside.”
- Local Police Department is contacted for assistance relating to traffic enforcement during drop-off and pick-up times as necessary to ensure student safety and minimize traffic congestion.
- Proper supervision is provided at any bus loading and unloading areas.

### Releasing Students

UMCS school employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school.

In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the school principal before releasing the student.

### [Arrival and Dismissal Procedures and Schedules](#)

## Safe and Orderly Environment

### Family Volunteers

Families provide invaluable support to the school and its community through volunteering. We are grateful for the contribution of time and energy that every family is able to make. Volunteering ranges from providing classroom snacks, to rug washing to reading buddies to classroom family communications to family and affinity group outreach to organizing or supporting large scale events and fundraising like the walkathon. If each family volunteered 1 hour per week this would be equivalent to an additional full time staff member per class! We couldn't do it without you. You're an essential and important part of UMCS and we are grateful for all of your efforts!

To volunteer in our classrooms on a regular basis, individuals must provide the office with:

- proof of a negative TB test from their doctor within the last 2 years. This test is good for four years.
- proof of COVID-19 full vaccination or a weekly negative test.

Additionally, the UMCS office will run a Megan's Law Clearance check.

Those working with students while unsupervised by UMCS staff or driving groups on field trips will require fingerprint clearance as well. For information on how to obtain this clearance please visit the main office or message the Office through ParentSquare.

Background clearance information is completely confidential and solely for use by UMCS. Only UMCS administration access this information.

**Appendix: Procedures for Conducting Tactical Responses  
to Criminal Incidents**

**URBAN MONTESSORI CHARTER SCHOOL**

**Tactical Responses to Active Shooter Incident**

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## **Purpose**

The purpose of this Appendix is to provide a standardized, tactical response plan to a threat posed by an active shooter at Urban Montessori Charter Schools. These procedures were informed by the Active Shooter Awareness Guidance (2016) from the Governor's Office of Emergency Services (OES) and relevant principals from the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

## **Overview**

School emergency management is based on the fundamental principle that it is up to the administrative staff at each school site to know what to do in an emergency to protect themselves and their charges. In an Active Assailant incident, it is up to the school staff to know how to incorporate this response into their emergency planning. Law enforcement will respond quickly and effectively to a school Active Assailant incident, but it is incumbent upon school administration and staff to plan and train to keep students, faculty, and visitors safe during the time police are responding. The average law enforcement response time nationally to a 911 call is 3-9 minutes, so charter schools should respond immediately to implement these tactical responses and not rely solely on local law enforcement response.

Training and tactical response to an Active Assailant incident differs from a traditional lockdown where the threat is outside of the campus. Studies of recent Active Assailant incidents in both schools and in the public domain have shown a shift in the mindset of these types of criminals. Most often, the Assailant(s) have already decided they will not live through the incident before they arrive at their target. Studies have also shown that the Assailant(s) will keep causing harm and injury until some type of resistance is offered, either by police or private persons. This is a difficult concept to comprehend and plan for using traditional methods. Planning, training, and discussions dealing with school safety need to focus the new concept of threat posed to schools by this type of Assailant.

The mindset of the Active Assailant can be equated to the "Terrorist Mindset." Review of most recent Active Assailant incidents have shown the assailant had predetermined "Natural Target Selection," a pre-determined plan to carry out the attacks, availability of weapons beforehand, and suicidal ideation moving with fluidity between homicidal and suicidal acts. Simply put, the Assailant knew beforehand that they would not survive the attack once they carried it out. This level of commitment to a deadly cause, and the non-conventional mindset not typically dealt with in response to other violent incidents in schools, calls for a non-traditional response to the Active Assailant threat. School Active Assailant response planning and training must differentiate between this threat and conventional threats to school safety.

Persons of authority are often targeted early in an Active Assailant incident in order to cause more confusion and disrupt the response to the threat. An important concept of school Active Assailant training is the principal or principal designee in charge of the school at the time of the incident must take steps to ensure their own safety at the first sign of a threat in order effectively run the incident. School staff members must also be

given the power to make their own response decisions under certain circumstances based on real time observations of threats they are facing. This type of autonomous action must be sanctioned from above and discussed during training. *Lockdown Alternatives* may be used by staff members during an Active Assailant incident, but this area must be discussed during training.

Effective communication with law enforcement is of paramount importance in an Active Assailant incident. Every school staff member should know they have the authority and permission to call 911 during an Active Assailant incident. A delay in notification to police equals a delay in emergency response that can cause casualties. The following communication procedures should be discussed with school staff:

- Who can call 911 and under what circumstances. Anyone witnessing an incident should be authorized to call 911 as soon as it is safe to do so.
- What is the procedure for dialing 911 from a school phone (9-911 or 911 direct)? School phones should be checked and the proper procedure should be posted on all phones.
- Where are cell phone 911 calls routed through? Cell phone 911 calls made in California go directly to the California Highway Patrol dispatch center and are then routed to the proper agency. The caller should be prepared to give the address or location of the incident immediately when calling 911.
- What information should be given to police dispatch? Knowing the street address of the school is important as it will save the public safety dispatcher time in looking it up based on the school name. They will then be able to forward the call to the proper agency. Saving seconds can save lives, so this basic information is important. The recommended best practice is placing the school name and street address in all classrooms and offices.
- Remain on the phone with police if asked to do so and it can be safely done. Updated information can be crucial.
- Police will need to know where at the school they can respond to gain entry. If all exterior doors are locked police will need to know how to gain access.

Effective communication between the Principal or designee running the incident response and staff members is also critical. At least three redundant means of communication should be identified and all should be used in practice drills to ensure effective communication should an Active Assailant incident occur.

### **Community Profile**

UMCS is an independent charter school located in the City of Oakland, California. UMCS operates under a charter petition granted by the Oakland Unified School District. UMCS Charter School has its own Board of Trustees independent from the Oakland Unified School District and the school's administration is responsible for their own emergency response planning and training. Communications with the Oakland Unified School District should be done as soon as it is safe to do so should an Active Assailant or Lockdown incident occurs at the Charter School.

The Oakland Police Department would be the primary law enforcement agency responding to an Active Assailant incident at the Charter School. Assisting agencies would be the local County Sheriff's Department and the California Highway Patrol. Hospitals with trauma care and medical transport for any student or staff member injured in an Active Assailant incident at the Charter School are readily available if needed.

## Definitions

- **Access and Functional Need (AFN):** Individuals who are or have:
  - Physical, developmental or intellectual disabilities
  - Chronic conditions or injuries
  - Limited English proficiency
  - Older adults
  - Children
  - Low income, homeless and/or transportation disadvantaged (i.e., dependent on public transit)
  - Pregnant women
  
- **Active Assailant/Shooter:** An individual *actively engaged* in killing or attempting to kill people in a confined area. Although firearms are most often used in these incidents, the Assailant may be armed with any type of weapon that could cause death or serious injury.
  
- **Lockdown:** A lockdown is used when there is a direct and imminent threat to the school and is best described as, "*locks-lights-out of sight.*" A full lockdown requires all movement outside of locked rooms to cease. Exterior doors are locked, window coverings are drawn, students and staff are moved away from windows and are encouraged to hide behind furniture if possible. No one enters or exits the school and this condition is maintained until the all clear signal is given by the principal or designee. A full lockdown is the best practice first response for schools in an Active Assailant incident.
  
- **Lockout:** A lockout is a modified form of a lockdown and used when the threat to the school is outside the school grounds and not an immediate safety concern. This response *should not* be utilized in an Active Assailant incident.
  
- **Self-Evacuation:** A staff member, parent volunteer, or even a student may see an opportunity to move themselves and others out of harm's way to a safer location in the face of imminent danger from the Assailant. This differs from planned evacuations used in other areas of emergency response, since the concept can be discussed in training but the actual evacuation is situational based on the location of the threat.
  
- **Lockdown Enhancements:** Any system or device that can be used to enhance the structural security of a door to delay or deter the Assailant from making entry into

a room. Pre-planning during the Protection, Prevention, and Mitigation phases of the response plan is the best practice. Only approved door security devices that can be opened from the outside by law enforcement should be considered for use at the facility.

- **Lockdown Alternatives:** Any action other than traditional lockdown that is taken based on real time information and evaluation of the threat level and designed to save lives. Alternatives can be anything from moving away from the threat if safe to do so, moving to a safer and more secure area than the one originally used for the initial lockdown, or taking action against the Assailant to end the attack if a person decides to do so.
- **Run-Hide-Fight:** Cal OES recommends *Run-Hide-Fight* as the principal tactical response to an Armed Assailant. The concept is *Run* to a safer location, *Hide* and lockdown in a safe and secure location, or *Fight* back against the Assailant using whatever means available as a last resort if the lockdown room is breached.
- **Safe Room:** An interior room that can be more easily and effectively secured than a classroom or larger room in a school. As an example, a library with glass walls and doors is virtually impossible to secure, but there may be interior rooms offering more security that occupants can lock down in. Use of door security enhancements devices, (See lockdown enhancements), shatterproof window coatings, and installation of communication devices are recommendations for safe rooms.
- **Single Point of Entry:** The recommended best practice is to have one monitored point of entry while school is in session and all other exterior doors and gates remain locked. This method is a deterrent to unwanted intruders.
- **Hazard and Vulnerability Assessment:** Identification of areas of the school vulnerable to threats.
- **Target Hardening:** Eliminating areas of vulnerability to make the school safer.
- **System of Accountability:** Systems for accounting for students and staff members during an emergency incident should be in place. This is especially important during an Active Assailant incident, as injured or missing students or staff members must be identified as soon as possible. There is no single correct method to obtain accountability, but this should be worked into all emergency drills. Students and staff members should be accounted for each time they are moved to a different location. Injured or missing persons should be reported to the Incident Commander as soon as possible.

## Background

While Active Assailant incidents occur in schools without warning, advanced planning and training will mitigate the likelihood of occurrence and limit collateral injuries should an attack occur. A controlled response to a rapidly changing and violent incident is the result of both proper planning and training to the plan. The following five *Mission Areas* of emergency management should be addressed in planning and training for Active Assailant incidents:

## **1. Prevention**

- Crime Prevention Through Environmental Design (CPTED) should be utilized when assessing school sites. Limit access to the school and use a monitored single point of entry.
- Training of staff and students to be vigilant of suspicious persons and aware of their surroundings.
- Develop Violent Behavior Risk Assessment protocols for early identification and intervention into potential violent student behaviors.
- Develop an anonymous reporting tool and train students in its usage so suspicious student behavior can be reported.

## **2. Protection**

- Identity verification should be used to keep outsiders off campus. Student and staff identification should be worn in a manner that is visible and approved visitors should be issued visitor identification badges after their identity is verified at the school's point of entry.
- Physical protection such as effective door locks that can be locked from the inside without opening the door, door and window security enhancement, fencing with locked gates, video systems, and the creation of safe rooms will decrease the likelihood of an Active Assailant causing injury at a school site.
- Training of students and staff in what their roles during an Active Assailant incident is crucial to the protection of human lives should an attack occur. Emergency service and medical personnel should be included to some degree in this training.
- Physical security and/or School Resource Officers should be considered at all school sites if possible. High visibility is an excellent deterrent that will aid in protecting schools.

## **3. Mitigation**

- Community planning integrating local emergency service first responders.
- Hazard and Vulnerability Assessments and Risk Management at all school sites to identify and rectify long term vulnerabilities.

## **4. Response**

- The integration of prior planning and training into an actual incident to limit injury and maintain safety. Lockdown, or Lockdown Alternatives such as Run-Hide-Fight are the desired initial tactical responses.
- Establish communications with district offices. Set up the Joint Information System through the district Public Information Officer, who will then put the parental communications plan in place.

- Obtain accountability for all students and staff members as soon as it is safe to do so. Report any injured or missing students or staff members immediately to the Incident Commander.
- Working with first responders to culminate the incident as safely as possible.

## **5. Recovery**

- Implementation of the Student/Parental Reunification Plan.
- Communicate all post-incident activities with the District Office. The Public Information Officer will work with responding agency PIO's through the Joint Information System to ensure release of factual information.
- Economic recovery and return to normalcy are important aspects of post-incident recovery. Activation of the Charter School Continuity Of Operations Plan (COOP) may be required post-incident.

## **Tactical Response Procedures**

When an Active Assailant is in the vicinity, individuals should quickly determine the most reasonable way to protect their own life. Typically, the best response to an active shooter situation will be for individuals to either: Run (Evacuate); Hide; or Fight (Take action against the active shooter within their ability).

### **1. Run (Evacuate)**

The absolute best, most ideal response to an Active Assailant situation will be to evacuate the premises and get out of harm's way or get to a safe location. While evacuation sounds like a simple or straightforward approach to ensuring personal safety, doing so under the duress and chaos of an active shooter situation can be difficult. It is important to plan ahead to increase the likelihood that people will be able to use their best judgment, assess an accessible escape path and attempt to evacuate the premises.

Everyone should understand when evacuating during an active shooter scenario, individuals need to:

- Evacuate regardless of whether others agree to follow;
- Leave all non-lifesaving belongings behind;
- Help others escape (if possible use "buddy system");
- Prevent individuals from entering an area where the active shooter may be;
- Keep their hands visible;
- Follow the instructions of any law enforcement or first responders; and
- Not attempt to move wounded people.

## **Workplace management**

Managers have the primary responsibility for ensuring their staff is prepared to evacuate places of work during emergencies. Management is responsible for:

- Evacuation planning. Management needs to ensure that the workplace has emergency preparedness and/or evacuation plans. Plans should define how staff will evacuate quickly, effectively and safely. Plans need to be communicated to all staff and practiced/exercised regularly (including tabletop exercises and physical drills). Management needs to ensure that staff members are familiar with evacuation/exit routes from all areas of the building (i.e. each floor of a multi-story building, including common areas). Plans should integrate accommodations for individuals with disabilities or persons with access and functional needs. Accommodations could include assistive devices, evacuation chairs and keeping aisles clear of clutter or items that may impede evacuees from leaving the premises.
- The buddy system. Management (and/or evacuation lead personnel) should coordinate closely with staff to understand and include the assistance/accommodation that may be needed by individuals with disabilities or access and functional needs during an active shooter situation. Establishing a “buddy system” whereby disabled and non-disabled colleagues work together to ensure the safe evacuation of all workers is an integral step in the process of planning to survive an active shooter attack.
- Situational awareness. Management need to ensure that everyone is accounted for inside and outside of the workplace at all times. This includes visitors, teleworkers, employees working in the community, etc. Management should ensure staff members are trained to update their calendars and keep supervisors aware of time away from the workplace (paid time off, jury duty, illness, etc.). Management should work to identify accommodation needs and incorporate those needs into emergency plans.
- Cross-training. Management should implement cross-training as part of the organization’s emergency management process to ensure as many employees as possible are familiar with and trained on evacuation procedures. This should include the evacuation lead personnel, floor wardens, the facilities team, and property management.

**Individuals with a disability or an access and functional need (AFN)**. Individuals with a disability or an AFN have the most awareness of their specific evacuation needs. As such, it is the responsibility of the individual (assisted as appropriate by his or her representative, behavioral therapist or personal care assistant) to:

- Inform management regarding any gaps or needs for accommodations that exist in their organization’s emergency preparedness or evacuation plans;
- Inform management when individual is expected to be away or out of the office for extended time to ensure the individual is accounted for during safety checks and roll calls;
- Establish a “buddy system” with colleagues. “Buddies” should educate partners concerning the respective physical, psychological and communication assistance



needed to increase their safety during an active shooter attack. A back-up buddy system is also recommended;

- Have an escape route and safety plan in mind specific to their respective needs; and
- Practice escape routes and safety plan by locating exits and locking offices and conference rooms before and during drills and exercises.

**Law enforcement/first responders.** When law enforcement arrives on scene, their primary responsibility will be to eliminate the threat. Once the active shooter has been neutralized, they will facilitate the evacuation of survivors and treatment of the injured with first responders. During the post-shooting evacuation, law enforcement/first responders should be sure to:

- Take AFN considerations into account when entering the building. This means understanding that depending on any one individual's disability or AFN they may not understand or be able to follow commands to show their hands, to get on the ground or to move as directed. Individuals may exhibit behaviors that are counter-intuitive due to their disability or AFN, such as putting on headphones or laughing as a means of coping with the stress of the environment;
- Remember that individuals who may approach law enforcement for assistance could be unable to hear, have limited understanding of the circumstances, or require escorting;
- Ask individuals if they have a disability or AFN that they should be aware of and how they can assist them or accommodate their needs during evacuation;
- Give concrete, plain directions; and
- Use visual or gestural cues to assist individuals with disabilities and AFN during evacuation.

## **2. Hide**

When evacuating the premises is not possible, individuals in an active shooter situation should hide for safety. Because active shooter situations typically last no longer than 10 – 15 minutes, hiding from the attacker(s) is a highly effective method for promoting individual security. Understanding that, depending on where people may be during an attack, there may or may not be many places to hide. Everyone should consider the following when thinking about potential areas for concealment:

- Hiding places should be out of the active shooter's view;
- An ideal hiding place will not trap the individual or restrict individual's options for movement; and
- The area should provide protection if shots are fired in individual's direction.

To minimize the chances of an individual's hiding place being found:

- Silence cell phones (turn off vibrate);



- Turn off any source of noise (i.e., computers, radios, televisions, assistive devices);
- Pull down shades or window coverings;
- Hide behind large or hard items (i.e., cabinets, desks); and
- Remain quiet.

To prevent an active shooter from entering an individual's hiding place:

- Lock the door;
- Turn off lights; and
- Blockade the door with heavy furniture.

**Workplace management.** Management should integrate hiding within their active shooter training protocols and provide explanation and demonstration to staff. Training should reiterate that being able to effectively conceal oneself could prevent injury or death during an active shooter situation. Management can create "safe rooms", train staff to identify potential weapons in those areas and encourage them to think creatively regarding concealment. The concealment protocols should be included in the emergency preparedness plan.

Individuals with a disability or an access and functional need (AFN). Depending on their specific disability or AFN, it may be difficult for some individuals to hide. For example, individuals who use wheelchairs may find it challenging or impossible to hide under a desk or in a closet. Because each individual knows what will or will not work for them, persons with a disability or an AFN (assisted as appropriate, if needed, by their representative, behavioral therapist or personal care assistant) should:

- Plan ahead by identifying potential areas to hide throughout their workplace prior to an incident occurring;
- Coordinate with management and colleagues/"buddies" ahead of time regarding the type of assistance they can provide to help with concealment;
- Use assistive devices or durable medical equipment to secure hiding spot (such as parking and locking heavy wheelchairs in front of a door);
- Practice self-soothing techniques to remain calm and collected; and
- Look for improvised weapons that can be used aggressively within individual's ability.

**Law enforcement/first responders.** When it is time for individuals to vacate their places of concealment, law enforcement/first responders need to provide loud, clear, plain, concrete instruction announcing it is safe for persons to make their presence known. In doing so, they should consider that:

- Some individuals with a disability or an AFN may not be able to hear or understand verbal instructions;

- Depending on their disability or AFN, some individuals may require physical assistance to exit their place of hiding or being unconcealed;
- Law enforcement/emergency medical services (EMS) should always ask individuals with a disability or an AFN if they need assistance and seek instruction before grabbing or physically moving them; and
- Law enforcement/EMS should avoid separating individuals with a disability or an AFN from their personal care assistant, service animal, durable medical equipment, or assistive device(s).

### **3. Fight (taking action against the active shooter)**

When evacuating the premises is not possible, hiding is not an option and an individual's life is in imminent danger, the last resort should be to disrupt and/or incapacitate the active shooter(s). Individuals choosing to take action and fight need to commit and act as aggressively as possible against the active shooter(s). This action should be decisive, without hesitation and encompass the following:

- Improvising weapons from nearby items (e.g. fire extinguisher);
- Yelling and throwing items;
- Fighting as best they can within their ability; and
- Having a "Not Today" attitude (deciding that today is not the day they are going to die).

**Workplace management.** When training staff on active shooter situations, it is important that management underscore the importance of thinking creatively and being committed when physically taking action against an active shooter.

**Individuals with a disability or an access and functional need (AFN).** Individuals with varying physical, emotional or developmental capabilities may be limited, completely or partially, in the degree to which they are able to fight an active shooter. However, individuals with a disability or AFN should consider using durable medical equipment or assistive devices as improvised weapons with which to attack an active shooter. For example, using a power chair to ram an active shooter; using a cane as a bat; or hitting an active shooter with a cast.

**Law enforcement/first responders.** Law enforcement and first responders entering an active shooter environment should take note to ensure they do not confuse someone taking action against an active shooter with an assailant.

### ***Role of the Executive Director or Designee***

Coordination with local law enforcement and first responders is of paramount importance both during and after an Active Assailant incident. The Executive Director should not respond to the scene of an Active Assailant incident at the Charter School if not already on site, as he/she would in all probability not be able to get through law enforcement perimeters. The Executive Director should instead mobilize the support systems from offsite and prepare to assist by supporting site operations. Local law enforcement will have supplies and support systems that may be needed for logistical support of the incident. The Executive Director may decide to respond to the school as

soon as it is safe to do so, but continued communication with the District Office will assist in post-incident operations.

If the Executive Director is on scene at the Charter School during an Active Assailant or Lockdown incident, the decision should be made whether he/she runs the incident, or supplies support to the school principal running the incident. Communications with Board members, and site administration, and approval of all release of information will be some of the responsibilities of the Executive Director, so the recommended response is to support the principal running the incident. The Executive Director should consider the following actions during an Active Assailant incident:

- Communicate with or respond to the Oakland Unified School District Emergency Operations Center (EOC) if it is activated. Requests for buses or any other logistical support would go through the district office or district EOC.
- Obtain as much information as possible and brief EOC staff or District Executive Director. Establish immediate goals and objectives for supporting the incident. Ensure the Board of Trustees is briefed, but it is recommended they are not included in EOC operations or response to the school.
- Ensure busses and drivers are placed on stand-by in case they are needed for off-site evacuation and reunification. Additional support personnel should also be placed on stand-by as they may be needed to assist at the scene post-incident. It is recommended that another Principal be available to respond to the effected school when it is safe to do so to provide support and assistance to the on-scene Principal or designee who has just been through a traumatic incident.
- Select a site for off-site reunification if necessary. Another public school site is recommended if possible.
- Activate the Public Information Officer (PIO) position at the school to coordinate with the District PIO. Institute the Joint Information System to ensure the school PIO is coordinating information with the law enforcement PIO. The District PIO or a Deputy PIO should be prepared to respond to the on-scene press staging area when it is safe to do so. Neither the Executive Director nor the Principal should be handling press inquiries during the incident or post-incident operations.
- Coordinate post-incident activities with the site Principal when it is safe to do so. If off-site evacuation and reunification is needed, the location of the evacuation staging area should be the decision of the Executive Director.
- Establish goals and objectives for continuity of operations and communicate these to the site Principal. Ensure logistical support is provided to the school through the EOC.
- Ensure parental communications are being conducted.
- Activate the Charter School Continuity Of Operations Plan (COOP).

### ***Role of the Principal or Designee During the Incident***

The Principal or designee will remain in charge of the school throughout the incident in the role of Incident Commander. The Principal's actions should include the following:

- Initiate lockdown or ensure the lockdown procedure has been initiated throughout the school by another staff member. Use of plain talk is the best recommended practice.
- Call law enforcement via 911 immediately or designate a staff member to do so. Give all pertinent information to the dispatcher and ensure someone remains on the phone with the dispatcher to give updated information if it is safe to do so.
- The Principal must also go into lockdown wherever they are when the incident starts in order to maintain control of the incident.
- If possible, identify the easiest point of access for responding law enforcement and have that information relayed to dispatch.
- Establish communications with staff if possible and if safe to do so. Communications should be done using pre-established methods.
- Remain in lockdown until responding law enforcement officers advise it is safe to come out of lockdown. Law enforcement may want to check each individual classroom and search students as part of their protocol. Law enforcement will direct these operations, but it is up to the Principal to direct staff communications during this phase.

### ***Role of the Principal Post-Incident***

The entire school may be considered a crime scene after an Active Assailant incident. Law enforcement will decide if the whole school needs to be evacuated and if they will be taking over the school as an active crime scene. The Principal or designee must remain in the role of school Incident Commander in order to properly direct the school evacuation, coordinate communications with the Executive Director, and to activate the Student/Parental Reunification Plan if needed. The post-incident actions of the Principal or designee should include the following:

- Establish the Incident Command System as soon as it is safe to do so. Fill the ICS positions as needed, but the Principal should not attempt to run the incident alone. At a minimum, the Operations Section should be populated to run evacuation and reunification, the Logistics Section should be populated for selection of off-site reunification location and transportation if needed, a Liaison Officer should be appointed to establish school presence in the law enforcement Incident Command Post, and a school Public Information Officer (PIO) should be appointed to coordinate release of information with the District PIO.
- Establish 100% accountability of students and staff. Account for any injuries or fatalities and ensure they are being attended to by medical staff. It is best practice to accomplish this through the Operations Section.
- Establish Unified Command with the law enforcement Incident Commander. Law enforcement will run the police activities, but the Principal must remain in command of school operations post-incident. Goals and objectives of

post-incident activities should be discussed between law enforcement and the Principal once the incident is stabilized.

- Set up the school Incident Command Post separate from the law enforcement Incident Command Post and away from any possible active crime scene. It is best practice not to intermingle the two Incident Command Posts as post-incident goals and objectives may differ. A liaison person from the school should be assigned to the law enforcement Incident Command Post to ensure effective communication between agencies.
- Communicate with the Executive Director to establish post-incident goals and objectives. All requests for logistical support should go through the Executive Director in coordination with the District Office. If an off-site reunification area is to be used, it is the Principal's responsibility to ensure this information is put out properly. The best practice is to put out information through both the school and law enforcement PIO's through use of the Joint Information System.
- If Student/Parental Reunification is to be done, request additional District personnel and any needed equipment or supplies are sent to the Reunification Staging Area. The goal is 100% reunification within a reasonable and realistic timeframe.
- The Principal and the Executive Director will coordinate to put the District Continuity of Operations Plan and any other required plans into effect upon completion of reunification and 100% incident stabilization.

### ***Role of the School Staff During the Incident***

Any member of the school staff can initiate the lockdown protocol at the first sign of an Active Assailant incident. Staff members should use any means available to announce and initiate the lockdown. Staff members should consider the following during an Active Assailant incident:

- If indoors, immediately initiate a lockdown. If the room you are in cannot be safely locked down, make the determination if students and staff can be safely moved to a more secure room or if you will lockdown in place as safely as possible.
- If staff members are supervising students in outdoor activities when the incident begins, make the determination if it is safer to move to an interior room of the school and lockdown, or have students run from the danger to an area away from the school. Running might be a better option if the threat is inside of the school, but if this option is chosen, staff members should do their best to keep students together to ensure safety and accountability.
- Once safely locked down, do not take it for granted that 911 has been called. If it is safe to use a cell phone or hardwired phone, call 911 and report the incident to emergency services. If the incident has already been reported, the dispatcher will advise of that and ask for any additional information. If a busy signal is received, it means multiple calls are being made and the system is gridlocked. If this

occurs it means assistance is already on the way, but follow up calls to ensure this will not hinder police dispatch.

- Remain in the lockdown mode and do not open the doors until contact is made by law enforcement. While in the lockdown mode, keep students as sheltered as possible and consider any means available of enhancing door and window security.
- Should an Assailant make entry into the room, staff members should consider using any means available to either fight back or disrupt him/her in order to protect their students.
- If a “Red Card-Green Card” system is used by the school, ensure the appropriate color card is displayed per school policy.
- Communicate to the office staff or Incident Commander if there are any injuries or persons needing medical aid in the room.

### ***Role of Staff Post- Incident***

- Keep students together and take roll if possible. Note any students who may be missing. Once the All-Clear signal is given, follow orders and move to the evacuation staging area as a group if ordered to do so. Special needs students may need additional assistance and it is the responsibility of the staff member to ensure they get the help they need.
- If there are students or staff members in the room requiring medical aid, this information should be communicated to the law enforcement officer who is clearing the room.
- Law enforcement personnel may elect to search students and staff members as they move to the evacuation staging area. Remain compliant, keep hands in plain sight, and obey all orders given by law enforcement personnel. Ensure students do the same.
- Once in the staging area, take roll again and attempt to locate any missing students. Information on missing students should immediately be forwarded to the school Incident Command Post.
- Keep students as calm as possible and remain alert for signs of shock or any other medical problems. Summon medical attention if needed.
- Remain in the staging area and await orders from the Incident Command Post.

### **Conclusion**

Active Assailant incidents have become an unfortunate reality in our public schools. By implementing the foregoing methods of preparation and training, the Charter School is seeking to better protect its students from the horror of such an incident. As with any emergency incident, training to the plan is a necessity to ensure proper tactical response by staff members and students should an Active Assailant incident occur at a school site.

### **References**

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