



**Comprehensive School Safety Plan**  
*Ed. Code 32282*

A meeting for public input was held on March 21,  
2023  
Plan Revised TBD

Plan approved by Encore Board of Directors  
*Scheduled for March 27, 2023*

This document is available for public inspection during regular business hours (8:00 – 4:00 p.m.) at the School's Main Office located at 16995 Lemon Street, Hesperia, CA 92345

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

DRAFT

**School Safety Plan Template  
Self-Monitoring Tool**

Adapted from San Diego County Office of  
Education Adapted from the CDE  
Comprehensive School Safety Plan  
*Self-Monitoring Tool*

School Safety Plan Requirements	Education Code	Located in Section	Comments
The School Safety Plan must include all of the following:	32282. (a)(2)		
A. Child Abuse Reporting procedures	32282. (a)(2)(A)	Page 9	
B. Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.	32282. (a)(2)(B)		
i. Earthquake emergency procedures that include: <ul style="list-style-type: none"> <li>● A school building disaster plan</li> <li>● A drop procedure</li> <li>● Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools</li> <li>● Protective measures to be taken before, during, and after an earthquake</li> <li>● A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system</li> </ul>	32282. (a)(2)(B)(i) (I-IV)	Page 12	
ii. Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare.	32282. (a)(2)(B)(ii)		
C. Policies and procedures which lead to suspension and/or expulsion.	32282. (a)(2)(C)	Page 133	
D. Procedures to notify teachers of dangerous pupils.	32282. (a)(2)(D)	Page 137	
E. Policy prohibiting discrimination, harassment, intimidation, and bullying.	32282. (a)(2)(E)	Page 138	
F. Provisions of any school site dress code, including prohibition of “gang-related” apparel.	32282. (a)(2)(F)	Page 139	
G. Procedures for safe ingress and egress of pupils, parents, and employees from school site; including procedures for visitor access to the school campus.	32282. (a)(2)(G)	Page 140	
H. Goals and plans that create a safe and orderly environment conducive to learning at the school.	32282. (a)(2)(H)	Page 141	

I. The rules and procedures on school discipline.	32282. (a)(2)(I)	Page 148	
---	---------------------	----------	--

J. Procedures adopted under the Safe and Drug-Free Schools Act	Title IV Part A of NCLB	Page 152	
K. Bullying Prevention Policies & Procedures	48900. (r)(1)	Page 153	
•			

## Table of Contents

<b>School Safety Plan Template</b>	<b>Error! Bookmark not defined.</b>
<b>Self-Monitoring Tool</b>	3
Child Abuse Reporting Procedures	9
<b>Disaster Preparedness Procedure</b>	12
<b>Disaster Plan Summary</b>	12
<b>2020/21 Disaster Teams Leaders</b>	13
DISASTER ASSIGNMENTS ROSTER 2022-2023	14
TEACHER SUPERVISION	16
“B” Building	17
“C” Building	17
INCIDENT COMMANDER	18
<b>COMMAND CENTER OPERATIONS CHIEF</b>	19
<b>LOGISTICS LEADER</b>	20
<b>SEARCH AND RESCUE LEADER</b>	21
MEDICAL TREATMENT	22
Medical Supplies for Triage Station	23
STUDENT CONTROL SUPERVISION LEADER	25
<b>STUDENT / STAFF RELEASE LEADER</b>	<b>Error! Bookmark not defined.</b>
STUDENT GRIEF/ANXIETY COUNSELORS	26
SANITATION LEADER	27
SECURITY LEADER	29
<b>Administrator’s Redbook</b>	30
Disaster Service Workers	34
Government Code – 3100	34
<b>CHARTER SCHOOL EMERGENCY PLAN</b>	35
SITUATIONAL COMMUNICATION PLANS	39
<b>CONTINGENCY PLANS: COMMUNICATION AND ELECTRICAL</b>	40
PLAN FOR LOSS OF COMMUNICATION:	40

PLAN FOR LOSS OF ELECTRICITY:	40
INCIDENT COMMAND	41
OPERATIONS	42
INCIDENT COMMAND	<b>Error! Bookmark not defined.</b>
STAGING LOCATIONS	44
BUILDING INFORMATION	45
INCIDENT COMMAND POST	46
SECURITY, SEARCH & RESCUE TEAM	47
STUDENT RELEASE TEAM	49
MEDICAL TEAM	49
STUDENT EMERGENCY EVACUATION ABSENCE LIST	53
EMERGENCY EVACUATION	<b>Error! Bookmark not defined.</b>
SUPPORT PERSONNEL ABSENCE LIST	54
	59
<b>School: ENCORE HIGH SCHOOL</b>	59
Fire Drills	59
3.	59
OPTIONAL EMERGENCY DRILL PLANNING CALENDAR	59
SITE EMERGENCY PROCEDURES	<b>Error! Bookmark not defined.</b>
FOR SPECIAL NEEDS STUDENTS	61
<b>GENERAL EMERGENCY ACTIONS</b>	63
<b>Emergency Responses</b>	78
EMERGENCY RESPONSE ACCIDENT AT SCHOOL	80
EMERGENCY RESPONSE Active Shooter/Armed Assailant	81
EMERGENCY RESPONSE AIRCRAFT CRASH	86
EMERGENCY RESPONSE AIR POLLUTION ALERT	88
EMERGENCY RESPONSE ALLERGIC REACTION	89
EMERGENCY RESPONSE ANIMAL DISTURBANCE	90
EMERGENCY RESPONSE BIOLOGICAL AGENT RELEASE	91
EMERGENCY RESPONSE BOMB THREAT	93
EMERGENCY RESPONSE BOMB THREAT CHECKLIST	95
EMERGENCY RESPONSE BUS ACCIDENT	96
EMERGENCY RESPONSE CHEMICAL ACCIDENT (onsite)	98
EMERGENCY RESPONSE CIVIL DISTURBANCE	99
EMERGENCY RESPONSE DEATH OF A STUDENT	101
EMERGENCY RESPONSE DEATH OF A STAFF MEMBER	103
EMERGENCY RESPONSE DIRTY BOMB	104

EMERGENCY RESPONSE EARTHQUAKE	106
EMERGENCY RESPONSE EXPLOSION	108
EMERGENCY RESPONSE FIRE (onsite)	109
EMERGENCY RESPONSE FLOOD	<b>Error! Bookmark not defined.</b>
EMERGENCY RESPONSE GAS ODOR / LEAK	113
EMERGENCY RESPONSE HAZARDOUS MATERIALS	<b>Error! Bookmark not defined.</b>
EMERGENCY RESPONSE HOSTAGE SITUATION	<b>Error! Bookmark not defined.</b>
EMERGENCY RESPONSE INTRUDER	116
EMERGENCY RESPONSE IRRATIONAL BEHAVIOR	117
EMERGENCY RESPONSE KIDNAPPING	119
EMERGENCY RESPONSE MEDICAL EMERGENCY	120
EMERGENCY RESPONSE MISSING STUDENT	121
EMERGENCY RESPONSE MOTOR VEHICLE CRASH	123
EMERGENCY RESPONSE POISONING/CONTAMINATION	124
EMERGENCY RESPONSE PUBLIC DEMONSTRATION	125
EMERGENCY RESPONSE SEXUAL ASSAULT	126
EMERGENCY RESPONSE SEVERE WEATHER	127
EMERGENCY RESPONSE STUDENT RIOT	<b>Error! Bookmark not defined.</b>
EMERGENCY RESPONSE SUICIDE ATTEMPT	129
EMERGENCY RESPONSE SUSPICIOUS PACKAGE	130
EMERGENCY RESPONSE TERRORIST ATTACK / WAR	132
EMERGENCY RESPONSE THREAT LEVEL RED	133
EMERGENCY RESPONSE THREATS / ASSAULTS	134
EMERGENCY RESPONSE UTILITY FAILURE	135
<b>Suspension &amp; Expulsion Policies</b>	136
DISCIPLINE	136
Behavioral Intervention	136
Informal Conference	136
Notice to Parent / Guardians	136
Length of Suspension / Independent Study	136
BULLY TRAFFIC SCHOOL / DETENTION FOR BULLYING	137
DEMERITS	138
MINOR BEHAVIOR OFFENSES	138
MINOR OFFICE OFFENSES	138
MEDIUM OFFENSES	139
MAJOR OFFENSES	139

SEVERE BEHAVIOR OFFENSES	139
SUSPENSION PROCEDURES	140
A PUPIL CAN BE EXPELLED OR SUSPENDED IF: (this is not an all-inclusive list)	140
EXPULSION PROCEDURES	142
RIGHT OF APPEAL FOR EXPULSIONS	143
<b>Procedures for Notifying Teachers of Dangerous Pupils</b>	144
<b>Discrimination &amp; Harassment Policy</b>	145
<b>School-wide Dress Code Prohibiting Gang Attire</b>	146
<b>Safe Ingress and Egress</b>	147
<b>Safe and Orderly Environment</b>	147
<b>Rules and Procedures on School Discipline</b>	<b>Error! Bookmark not defined.</b>
SEL Definition	152
<b>Leaders Formalizing SEL According to State Guidelines</b>	153
<b>The Shift in School Discipline</b>	153
<b>School Discipline</b>	154
<b>Procedures adopted under the Safe and Drug-Free Schools Act</b>	156
<b>Bullying Prevention Policies &amp; Procedures</b>	156
CYBER BULLYING DEFINITIONS AND POLICY	157



## **A. Child Abuse Reporting Procedures**

*[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.]*

The 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. All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment. By acknowledging receipt of this Handbook, employees acknowledge they are childcare custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions of this section to the reader.

**IMPORTANT NOTE:** With the passage of [AB 1432](#) in September, 2014, all school districts, county offices of education, and charter schools are required to:

1. Annually train, using the [online training module](#) provided by the State Department of Social Services, or other training, employees and persons working on their behalf who are mandated reporters, as defined in [Penal Code 11165.7](#), on the mandated reporting requirements.
2. Develop a process for all persons required to receive training under the bill to provide proof of completing this training within the first 6 weeks of each school year or within 6 weeks of that person's employment.
3. Ensure that all pupils in grades 7 to 12 receive information on how social media and mobile device applications are used for human trafficking, as part of comprehensive sexual health education, pursuant to Education Code section 51934 (AB 1861 (2018)).
4. Identify methods of informing parents/guardians of their students regarding human trafficking prevention and implement these methods, pursuant to SB 1104 (2018)
5. Provide comprehensive sexual health education, pursuant to Education Code section 51931 (AB 2622 (2018)).

# SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**  
Pursuant to Penal Code Section 11166

CASE NAME: \_\_\_\_\_

PLEASE PRINT OR TYPE

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY					
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO			
	REPORTER'S TELEPHONE (DAYTIME) ( )		SIGNATURE		TODAY'S DATE					
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY							
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)									
	ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL			
OFFICIAL CONTACTED - TITLE					TELEPHONE ( )					
<b>C. VICTIM</b> One report per victim	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	TELEPHONE ( )			
	PRESENT LOCATION OF VICTIM				SCHOOL	CLASS	GRADE			
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME					
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME				TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLIGENCE <input type="checkbox"/> OTHER (SPECIFY)				
	RELATIONSHIP TO SUSPECT				PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> JUNK				
<b>D. INVOLVED PARTIES</b>	VICTIM'S SIBLINGS									
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME		BIRTHDATE	SEX	ETHNICITY
	1. _____				3. _____					
	2. _____				4. _____					
	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	HOME PHONE ( )	BUSINESS PHONE ( )		
	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	HOME PHONE ( )	BUSINESS PHONE ( )		
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	TELEPHONE ( )			
OTHER RELEVANT INFORMATION										
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____									
	DATE / TIME OF INCIDENT				PLACE OF INCIDENT					
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)									

SS 8572 (Rev. 12/02)

### DEFINITIONS AND INSTRUCTIONS ON REVERSE

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department;    BLUE COPY-County Welfare or Probation;    GREEN COPY-District Attorney's Office;    YELLOW COPY-Reporting Party

## DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

### I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

### II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

### III. REPORTING RESPONSIBILITIES

- Any mandated reporter 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 or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

### IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

### IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
- **SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
- **SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.

### V. DISTRIBUTION

- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- **Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

### ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

# DISASTER PLAN OVERVIEW

In the event of any type of disaster, Encore has a multi-tiered plan in place to ensure the safety, health, and welfare of Encore students and staff. This plan has been taught and drilled so that each staff member at Encore knows their specific duties and knows how to implement the plan in the event of a disaster.

## Disaster Assignments

### Incident Commander:

- Person in charge of disaster procedures/stations/protocol.
- Gets reports from Command Center on all operations of student control/release, damage assessment, sanitation, search and rescue operations, medical triage and security issues.
- Establishes and maintains outside communications with city emergency personnel.

### Command Center Operations Chief

- Keeps incident commander up to date with operations.
- Receives reports from these departments.
  - ✓ Logistics/Damage Control
  - ✓ Search and Rescue
  - ✓ Medical Team
  - ✓ Student Control/Student Release
  - ✓ Student Control-Supervision
  - ✓ Sanitation
  - ✓ Security

### Search and Rescue Leader:

Oversees five search and rescue teams. Search and rescue Leader will receive reports/counts of persons missing/persons wounded/left behind. Search and Rescue Leader will report to Command Center status of rescue operations. Each team consists of has specific room and area duties. Each team has three members.

### Security Leader:

Oversees team that secures the campus. Entrances and Exits will be cordoned off and monitored. Security will ensure that parents/authorized individuals check-in at Student Release to sign out students. Persons picking up students must be listed on Emergency Cards without exception.

### Logistics Leader:

Oversees a team that deals with utilities and exterior problems. Assess areas for overnight student and staff if needed. Once duties are completed, will join security.

### Medical Treatment Leader:

Sets up, stocks, and oversees the Immediate and Delayed treatment triage areas as well as a morgue.

### Sanitation Leader:

Establishes and secures a waste area. As the need arises, students will be signed out and escorted to this location individually. Students will be checked back into the Student Control area.

**Student Control Supervision Leader**

Monitors and directs staff with regards to student control. Informs students of current status with the situation. Assess students for signs of panic and or anxiety.

**Student Release Leader:**

Student Release will have Emergency Cards to Release students to parents or other authorized individuals.

**Student Grief and Anxiety Counselors:**

Counselors are to remain in the Student Control area for the course of the event to ensure the wellbeing of the students.

# DISASTER PREPAREDNESS

Each staff member should be assigned and know their specific responsibilities.

The plan should be practiced until a response is automatic and students and staff know and can do their part. Students look to teachers for leadership. **REMAIN CALM.** Panic is the greatest danger in times of emergency.

Each teacher must keep a class list at all times. Students must stay with their teachers until they reach the student control/supervision area. Teachers must present the roll of present and absent/missing students to the student control leader/supervisor or designee.

Triage will be set up. The medical team will provide first aid to injured students. In a serious disaster, survival injuries will be treated first.

Student control/release protocol will be followed to ensure that students only be released to parents or other authorized persons listed on student's emergency cards.

Emergency supplies and rations are stored on-site in the event that students and staff must remain on campus for an extended period of time.

# Disaster Plan Summary

In the event of a disaster, teachers will evacuate students according to an exit map that is posted in every classroom. They will proceed in an orderly manner to a secured holding area. Attendance will be taken, and any missing students will be notated.

The staff that has Disaster Assignments will then hand their students off to “buddy teachers.”

Staff with Disaster Assignments will then assemble in their designated areas and set up their stations.

Missing student’s names and possible locations will be sent to the Command Center. These names and possible locations will be given to the Search and Rescue teams.

Search and rescue teams will search their designated areas locating any missing or injured students or staff. Teams will mark buildings and classrooms that have been searched, locate and move injured students to the triage area, and return any missing students to the Student Control area.

Injured students will be brought to the medical area to be evaluated. They will then be tagged and triaged into the appropriate level of medical care: Immediate or Delayed care. In case of death, bodies will be moved to the morgue area.

Student Release will have Emergency Cards to identify parents or guardians of students for pick up. Student Release will have assistants to retrieve students from the Control Area for pick up once identification has been confirmed.

## **DISASTER VEST/COLORS**

**RED**.....Command Center, Incident Commander

**ORANGE**.....Student Control, Student Release

**ORANGE w/stripe**..... Sanitation

**YELLOW**.....First Aid/Medical

**BLUE**.....Search and Rescue

**GREEN**.....Security, Logistics

**All Encore staff should have a color-coordinated vest for whatever station they are assigned to.**

*Any adult without the appropriate vest will be identified as an intruder who should not be here.*



# **2022/23 Disaster Teams Leaders**

**Incident Commander: St. Claire Adriaan**

**Command Center Operations Chief: Liza Contreras**

**Logistics Leader: Joseph Griffin**

**Search and Rescue Leader: Joseph Thibodeaux**

- **S&R Team Leader:**

- ✓ Team #1 Brandon McAnulty "A" & "B" Buildings
- ✓ Team #2 Joshua Barkdull "C" Buildings
- ✓ Team #3 Sandi Del Sole "E" & "F" Buildings
- ✓ Team #4 Kyle Barkdull "D" & "Big Top" Buildings
- ✓ Team #5 Sarah Greene "G" Buildings

**Medical Treatment Leader: Melinda Hosea**

**Medical Treatment Immediate Leader: John Parker**

**Medical Treatment Delayed Leader: Kelsey Funkhouser**

**Student Control - Supervision Leaders: Helga Kalis**

**Student Control – Student Release Leader: James Barkdull**

**Student Grief/Anxiety Counselors: Esther Haskins**

**Sanitation Leader: David Caines**

**Security Leader: Robert Cordova**

# DISASTER ASSIGNMENTS ROSTER 2022-2023

## **INCIDENT COMMANDER: St. Claire Adriaan**

Assistant/Documentation: Joelle Schwarck

## **COMMAND CENTER OPERATIONS CHIEF: Liza Contreras**

Assistants: Samantha Oros

Documentation: Kathy Cummings / Tammy Sullivan

## **LOGISTICS LEADER: Joseph Griffin**

Assistants: Desiree Huffine / Rebecca Martin

## **SEARCH AND RESCUE LEADER: Joseph Thibodeaux**

Team #1 "A" & "B" Buildings

### **Leader: Brandon McAnulty**

1. Suzanne Hitselberger
2. Carol Rangel
3. Richard Warren

Team #2 "C" Buildings

### **Leader: Joshua Barkdull**

1. Fernando Bedolla
2. Chad Watkins

Team #3 "E" & "F" Buildings

### **Leader: Sandi Del Sole**

1. Dominico Garibay
2. Jordan Watson
3. Gary Applegate

Team #4 "D" & "Big Top" Buildings

### **Leader: Kyle Barkdull**

1. Aaron Knight
2. Kaitlyn Pederson
3. James Quigg

Team #5 "G" Buildings

### **Leader: Sarah Greene**

1. Kirsten Cotton
2. Eric Tellefson

**\*\*Search and Rescue Teams may assist and/or relieve as needed in Medical Treatment Triage when Search and Rescue are complete.**

**Medical Treatment Leader: Melinda Hosea**

**Medical Treatment Immediate Leader: John Parker**

DOCUMENTATION ASSISTANTS:

1. Alejandra Gomar
2. Susan Acuna

**Medical Treatment Delayed Leader: Kelsey Funkhouser**

DOCUMENTATION ASSISTANT:

1. Tanya Herchelroath

**Student Control -Supervision Leader: Helga Kalis**

ASSISTANTS:

1. Sarai Rodriguez Villela
2. Victoria Clark

Teachers and students will walk quickly, quietly, and in single file, to designated Student Assembly area in the North field on the corner of "C" Street and Lemon Street. They will line up by room number. Room numbers are located on the fence.

**Student Control –Student Release Leader: James Barkdull**

ASSISTANTS:

1. Kimberly Lambright
2. Rashad Akhnoukh

**STUDENT GRIEF/ANXIETY COUNSELOR: Esther Haskins**

DOCUMENTATION ASSISTANTS:

1. Blanca Fernandez
2. Darnell Smith

**Sanitation Leader: David Caines**

1. Valerie Gutierrez
2. Stephanie Delgado

**Security Leader: Robert Cordova**

1. James Kelly
2. Joshua Brown
3. Teresa Wentworth

# TEACHER SUPERVISION

The asterisk (\*) means you will leave your students with the teacher next to you in the assembly area on the grass field. The underline means you will stay and supervise students in the assembly area.

## “B” Building

B1 <u>Bernice Swingle</u>	B2 Helga Kalis*
B6 <u>Daniel Krieg</u>	B12 Suzanne Hitzelberger*
B14 Richard Warren*	B15 <u>Cynthia Roach</u>
B16 Kimberly Lambright*	B17 John Parker*
B18 <u>Afira Miller</u>	

## “C” Building

C1 Joshua Barkdull*	C2 <u>Cynthia Hernandez</u>
C4 <u>Science Teacher</u>	C12 <u>Mark Zeisner</u>
C14 <u>Jose Capella</u>	C15 <u>Bernice Swingle</u>
C16 Fernando Bedolla*	C17 Chad Watkins*

## “D” Building

D1 Storage room	D2 <u>Ashlin Barkdull</u>
D14 Kyle Barkdull*	D15 James Quigg*
D16 <u>Robert Hekel</u>	D17 Kaitlyn Pedersen*
D18 College resource room	

## “E” Building

E1 Rebecca Martin*	E4 Vacant Classroom
E6 Desiree Huffine*	E15 <u>Grace Choi</u>
E14 <u>Vasil Chekardzhikov</u>	E16 <u>Nikola Chekardzhikov</u>
E17 <u>Brian Forbes</u>	

## “F” Building

F2 <u>Taylor Kitchens</u>	F3 Vacant Dance Room
F7 <u>Alexandria Cherry</u>	F11 <u>Erin Newman</u>
F29 Gary Applegate*	F30 Sani Del Sole*

## “G” Building

G1 Vacant Classroom	G2 Vacant Classroom
G3 Susan Acuna*	G4 Kristen Cotton*
G5 <u>Kimberly Buzzard</u>	G6 Sarah Greene*
G8 <u>David Fleming</u>	

**\*\*Attention all on-campus Encore Staff: If you do not find your name listed under any specific area, report to the Command Center for instructions. You will be sent to areas needing assistance.**

# **INCIDENT COMMANDER**

St. Claire Adriaan

**Assistant:** Joelle Schwarck

Person in charge of disaster procedures/stations/protocol.

Overseas Operations Chief at Command Center.

Mobile person to check in on all disaster stations/staff/students.

Gets reports from Command Center on all operations of student control/release, damage assessment, sanitation, search and rescue operations, medical triage and security issues.

Establishes and maintains outside communications with city emergency personnel.

Makes final recommendations in disaster procedures.

Looks over and proofreads all disaster documentation that gets sent to Sacramento for accuracy.

# **COMMAND CENTER OPERATIONS CHIEF**

Liza Contreras

**Assistant:** Samantha Oros

## **DOCUMENTATION:**

Tammy Sullivan / Samantha Oros/ Jessica Carlisle

### Record all important information

Keeps incident commander up to date with operations.

### Set up Command Center Table (Near Disaster Storage Container)

Organize paperwork and hand out packets to Team Leaders of each group as listed below:

- Logistics/Damage Control (Joseph Griffin)
- Search and Rescue (Joseph Thibodeaux)
- Medical Team (Melinda Hosea)
- Student Control/Student Release (James Barkdull)
- Student Control-Supervision (Helga Kalis)
- Sanitation (David Caines)
- Security (Robert Cordova)

Direct assistants to get reports periodically from these groups.

## **COMMAND CENTER SUPPLY LIST**

- Large, laminated map
- Dry erase markers
- Post-it notes
- Permanent markers
- Pencils
- Emergency instructions to turn off electricity and water.
- Envelopes and clipboards for each station

# LOGISTICS LEADER

Joseph Griffin

## **Assistants:**

Desiree Huffine

Rebecca Martin

Obtain tool kit from Disaster Storage Container.

Turn off utilities around campus.

Observe and assess exterior problems.

- ✓ List problem areas by building.
- ✓ Note any nearby off-campus problems that may affect school site. (Auto accidents, down power lines, water leaks.)
  - ✓ Advise Operations Chief at Command Center.

Secure/lock doors once checked by Search and Rescue to eliminate re-entry by staff/students.

Scout secure area for overnight student/staff accommodations.

Turn on electricity and water if safe in shelter building/s.

Once duties are done, join with Security to secure the campus.

# **SEARCH AND RESCUE LEADER**

Joseph Thibodeaux

Search and Rescue Leader oversees five search and rescue teams. Search and rescue Leader will receive reports/counts of persons missing/persons wounded/left behind. Search and Rescue Leader will report to Command Center status of rescue operations.

## **TEAM LEADERS:**

Team #1 Brandon McAnulty	“A” & “B” Buildings
Team #2 Joshua Barkdull	“C” Buildings
Team #3 Sandi Del Sole	“E” & “F” Buildings
Team #4 Kyle Barkdull	“D” & “Big Top” Buildings
Team #5 Sarah Greene	“G” Buildings

Search and rescue teams will search their designated areas locating any missing or injured students or staff. Teams will mark buildings and classrooms that have been searched, locate and move injured students to the triage area, and return any missing students to the Student Control area.



# **MEDICAL TREATMENT LEADER**

Leader Melinda Hosea

**Medical Treatment Immediate Leader:** John Parker  
Documentation Assistants: Alejandra Gomar / Susan Acuna

**Medical Treatment Delayed Leader:** Kelsey Funkhouser  
Documentation Assistants: Tanya Herchelroath

## Retrieve Supplies:

2 team members as directed by team leader must get rolling medical bins from the Disaster Storage Container.

## Establish treatment areas and lay down tarps.

#1 area for Immediate injury treatment

#2 area for Delayed injury treatment

## Set up Supplies:

Medical supplies will be taken out of bins and laid out on tarps or tables between the two treatment areas placing like items together.

## Triage:

Victims will come to Medical Area and be triaged by Team Leader as Immediate or Delayed.

\*Team leader will document pertinent information on triage card and the victim will be sent to the appropriate station.

\*Triage cards are taped to victim's chest.

\*Victims are laid head-to-toe next to each other.

***Remember not to diagnose.... treat by the symptoms.***

## **Medical Supplies for Triage Station**

- Bottled water
- Hydrogen peroxide
- Alcohol
- Gauze
- Kleenex
- Misc./size band-aids
- Butterfly/ band-aids
- Scissors
- Stethoscope
- Maxi pads
- Eyewash
- Boxed gloves
- Ace wraps
- Gauze slings/triangular bandages
- Paint sticks (for splints)
- Emergency/space blankets
- Blankets/sheets
- Q-tips/cotton balls
- Vaseline
- Bactine
- Light sticks
- Flashlights
- Duct tape
- Tarps 2-3
- Backboards
- Office supplies/paper/pens
- Clipboards

**STUDENT CONTROL**

# **SUPERVISION LEADER**

Helga Kalis

## **Assistants:**

Sarai Rodriguez Villela / Victoria Clark

Teachers and students will walk quickly, quietly, and in single file, to designated Student Assembly area in the North field on the corner of "C" Street and Lemon Street. They will line up by room number. Room numbers are located on the fence.

\*Keep students calm and informed of what is going on.

\*Assess for signs of panic and/or anxiety. Distraught students may need counseling.

### *Signs/Symptoms of Anxiety and/or Panic Attack:*

\*Uncontrolled crying

\*Shortness of breath

\*Chest pain

\*Numbness/tingling anywhere in the body (not associated with injury)

*Practice breathing technique with slow, deep breaths in through the nose and out through the mouth. If this technique is not resolving the numbness, have adult or responsible student bring the victim to triage.*

Esther Haskins, Darnell Smith and Blanca Fernandez will be in the Student Control area to provide counseling.

*Once buildings are secure you will move students into the shelter as directed.*

# **STUDENT RELEASE LEADER**

James Barkdull

**Assistants:**

Kimberly Lambright  
Rashad Akhnoukh

Student Release will assemble at a table near Command Center and not far from Student Control.

Student Release will have Emergency Cards to Release students to parents or other authorized individuals.

Student Release will use assistants to retrieve students from Control Area for pick up.

Ultimately the school is responsible for all students until picked up by a parent/authorized individual.

If parent/authorized individual cannot be reached and the student is left at school beyond a reasonable time after a disaster the sheriff will be called to take the student home.

**STUDENT GRIEF/ANXIETY COUNSELORS**

Leader Esther Haskins

**Documentation:**

Blanca Fernandez / Darnell Smith

Counselors will remain with student control during a disaster for assistance as needed.

Counselors will assist students as needed with grief/anxiety issues.  
during evacuation assembly of disaster.

Counselors will send students to Medical Triage as needed for unresolved and escalated anxiety issues that result in shortness of breath.

**SANITATION LEADER**

David Caines

**Assistants:**

Valerie Gutierrez  
Stephanie Delgado

The waste area will be established in a desert area (north-west of student control)

Sanitation Leader and/or those designated will obtain sanitation supplies from Disaster Storage Container to set up and secure waste area.

Once the waste area has been established, students may be taken there under supervision.

**Procedure:**

Students will be signed out by Student Control Leader and taken to the sanitation area with Restroom Pass by Sanitation Leader/Assistant/s.

Leader/assistant/s will wait for all students to use the restroom and return with them to the Control area.

Students will be checked back into the control area at student Control Table.

Sanitation Leader may use other assistants/leaders from other stations if needed and available to help.

**SECURITY LEADER**  
Robert Cordova

**Assistants:**

James Kelly

Joshua Brown

Teresa Wentworth

Security will request assistance from Logistics and other Teams as needed.

Security will set up roadblocks with orange cones at entrance/exit areas to maintain a secure environment. Will also patrol area for intruders or students trying to leave.

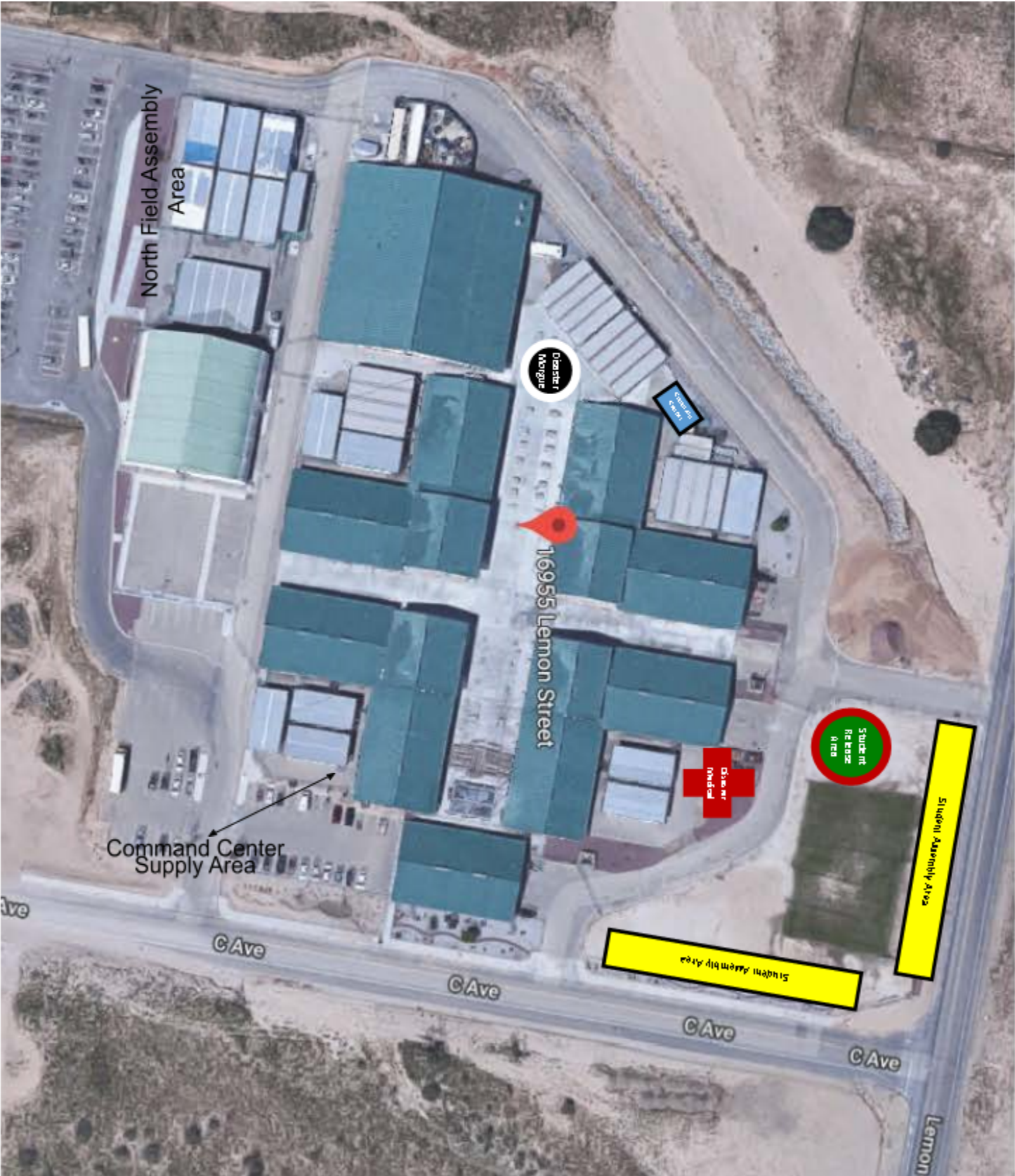
Security will ensure that parents/authorized individuals check-in at the Student Release Table to sign out the student. Persons picking up a student must be listed on Emergency Card. **NO EXCEPTIONS.**

Students will be escorted from Control Area to Student Release Area for pick-up.

Security will establish and secure area for overnight assembly if necessary.

Security will inform Command Center/Incident Chief of problems/details as needed.

# Evacuation Map





# Site Layout Map



**Encore High  
School 16955  
Lemon Street  
Hesperia, California 92345  
  
(760) 949-2036**

## **Administrator's Redbook**



**Adapted from San Diego East Region  
Readiness & Emergency Management for Schools  
& Marin County Schools Model Emergency Management Plan**

## **REDBOOK TABLE OF CONTENTS**

Oath/Disaster Service Workers & Public Employees - Use of School Facilities  
B-1 Important Telephone Numbers  
Situational Communication Plans  
Plan for Loss of Technology  
Evacuation Sites  
Incident Command System Flow Chart  
Staff Duties and Assignments  
Incident Command Locations  
Alarm Information/Utility Shut-Offs  
Incident Command Post  
Security, Search and Rescue Area Map  
Student Release Team  
Medical Team  
Teacher Buddy List  
Activity/Documentation Log  
Student Emergency Evacuation Absence List  
Support Personnel Absence List  
Student Release Sign Out Sheet  
Valve Shut-Off Location Map  
On-Site Evacuation Map  
Off-Site Evacuation Map  
Sample Required School Emergency Drill Report  
Optional Emergency Drill Planning Calendar  
Site Emergency Procedures & Plans for Special Needs Students

## **EMERGENCY ACTIONS**

- "All Clear"
- Emergency Damage Assessment
- Lockdown
- Secure Campus
- Shelter in Place
- Take Cover
- Duck, Cover and Hold On
- Evacuation
- Structured Reunification

## **EMERGENCY RESPONSES (Alphabetical Index)**

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

## **Disaster Service Workers**

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.*

(Amended by Stats. 1971, Ch. 38.)

The Board 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.

**2022-2023**

**ENCORE JR. & SR. HIGH SCHOOL EMERGENCY PLAN**

**Governing Board**  
  
Chandale Sutton  
Ian Rapier  
Randi Hunt

**KEY EMERGENCY NUMBERS**

<b>Office/Department</b>	<b>Phone Number</b>
<b>Executive Director, Sabrina Bow</b>	<b>760-949-2036</b>
<b>Child Nutrition, Liza Contreras</b>	<b>ext. 1103</b>
<b>Information Technology Services, James Barkdull</b>	<b>ext. 1604</b>
<b>Maintenance &amp; Operations, Joseph Griffin</b>	<b>ext. 1213</b>
<b>Special Education, Michelle Schneider</b>	<b>ext. 12021</b>
<b>Learning Student Support Services, Esther Haskins</b>	<b>ext. 1801</b>
<b>Transportation, Joseph Griffin</b>	<b>ext. 1213</b>

## EMERGENCY TELEPHONE NUMBERS

<b>EMERGENCY</b>		<b>911</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.		
San Bernardino County Sheriff		(760) 947-1500
<b>FIRE</b>		<b>Phone</b>
If more than one agency serves your area list each in alpha order in a separate box below.		
17433 Lemon St. Hesperia, Ca. 92345		1(800) 645-9228
<b>HOSPITALS</b>		<b>Address</b>
St. Mary's Hospital	18300 Highway 18, Apple Valley Ca. 92307	(760) 242-3111
Desert Valley Hospital	16850 Bear Valley Rd. Victorville, Ca. 92395	(760) 241-8000
Victor Valley Hospital	15248 Eleventh St. Victorville, Ca. 92395	(760) 245-8691
<b>OTHER SERVICES</b>		
Animal Control		(760) 947-1715
Poison Control		(800) 222-1222
County Environmental Health		(800) 442-2283
County Hazardous Materials and Waste		(909) 382-5401
County Public Health and Human Services		(877) 410-8829
County Office of Education		(909) 386-2704
County Office of Emergency Services		(800) 645-9228
Electric Service		(800) 684-8123
Natural Gas Service		(877) 860-6020
Sewer		(760) 947-1000
Water		(760) 947-1000
Hesperia Unified School District		(760) 244-4411



## ENCORE ADMINISTRATION PHONE NUMBERS

POSITION	NAME	OFFICE PHONE	CELL PHONE
Executive Director	Sabrina Bow	760-949-2036 ext.1117	
Principal	St. Claire Adriaan	760-949-2036 ext.1102	
Assistant Dean of Student Services	Joseph Thibodeaux	760-949-2036	
Administrative Head Counselor	Esther Haskins	760-949-2036	
Assistant Dean of Activities and Enrollment	Ashlin Barkdull	760-949-2036	
Facilities Director	Joseph Griffin	760-949-2036	
Executive Manager of IT	Jim Barkdull	760-949-2036	

Board President	Chandale Sutton		
Board Member	Ian Rapier		
Board Member	Randi Hunt		
Attendance Manager	Kathy Cummings	760-949-2036	
Records Manager	Rashad Akhnoukh	760-949-2036	

# **STAFF PHONE LIST**

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

OFFICE	EXT.	ROOM	OFFICE	EXT.	ROOM
A Building Reception - Front Office	1100	A	Transportation/Maintenance- Joe Griffin	1213	B13
Activities & New Enrollment - Ashlin Barkdull	1101	A1	Pirate Radio - Joshua Barkdull	1303	C3
Principal - St. Claire Adriaan	1102	A2	ASB - Period 3	1402	D2 - P3
Director of Operations/Finance Liza Contreras	1104	A4	Exec. Manager IT - Jim Barkdull	1406	D6
Records - Rashad Akhnoukh	1114	A14	IT - Kyle Barkdull	14062	D6
Exec. Director - Dr. Bow	1117	A3	IT - Aaron Knight	14063	D6
SPED-Main Office - Carol Rangel	1201	B1	IT - Nico Garibay	14063	D6
SPED-Lambright, Kimberly	12011	B1	Kitchen/Cafeteria	1605	F5
SPED-Bernice Swingle	12012	B1	Student Store	1619	F19
SPED-Daniel Krieg	12013	B1	Isolation Health Room	1620	F20
SPED-Abdul-Khabir, Kareema	12014	B2	Nurse - Melinda Hosea	1808	G Admin
School Psychologist	12022	B2	G Bldg. Reception - Kathy Cummings	1809	G Admin
NAME	EXT.	ROOM	NAME	EXT.	ROOM
Abdul-Khabir, Kareema	1216	B16 - P4 & 5	F3 - Multi Use Dance Room	1603	F3
Acuna, Susan	1703	G3	GA1 - Multi Use Room	1701	GA1
Adriaan, St. Claire	1102	A2	Gomar, Alejandra	1512	E12
Akhnoukh, Rashad (Richard)	1114	A14	Greene, Sarah	1706	G6
A15 - Vacant Office	1115	A15	Griffin, Joe	1213	B13
A16 - Vacant Office	1116	A16	Haskins, Esther	1801	GA7
A18 - Vacant Office	1118	A18	Hekel, Bob	1416	D16
Barkdull, Ashlin - ASB/Enrollment	1101/1402	A1/D2 P3	Hernandez, Cynthia	1302/1514	C2 P1-5&8/E14 P6&7
Barkdull, Jim - IT	1406	D6	Hosea, Melinda	1808	GA8
Barkdull, Joshua	1301/1306	C1/C5/C6	Huffine, Desiree	1506	E6
Barkdull, Kyle	1414	D14	G Conference Room	1800	G Conference
Bedolla, Fernando	1316	C16	C15	1315	C15
Bow, Sabrina	1117	A17	Krieg, Daniel	1206	B6 - 6 & 7
Buzzard, Kimberly	1705	G5	Kalis, Helga	12022/1702	B2/G2 - P3
B4 - Multi Use Room	1204	B4	Lambright, Kimberly	1206	B6 - 4 & 8
B16 - Multi Use Room	1216	B16	Lunch Service Room	1604	F4
B12	1212	B12	McAnulty, Brandon	12023	B2
Capella, Jose	1314	C14	Miles, Taylor	1602	F2
Cherry, Lexi	1607	F7	Miller, Afira	1218	B18
Chekardzhikov, Nikola	1516	E16	Newman, Erin	1611	F11
Chekardzhikov, Vasil	1514	E14	Oros, Samantha	1100	A Bldg
Choi, Grace	1515	E15	Parker, John	1217	B17
Contreras, Liza	1104	A4	Pedersen, Kaitlyn	1902/1417	Big Top/D17
Cotton, Kirsten	1704	G4	Quigg, James	1415	D15
C4 - Science Class	1304	C4	Applegate, Gary	1629	F29
Cummings, Kathy	1809	G9	Roach, Cindy	1215	B15
Delgado, Stephanie	1605	F5	Rodriguez, Sarai	1202/1702	B2/G2 - P3
Del Sole, Sandi	1630	F30	Schneider, Michelle	12021	B2
D4 - Multi Use Room	1404	D4	Schwarck, Joelle	1118	A12
D18 - VVC Courses	1418	D18 - P1, 4, 8	Smith, Darnell	1803	GA3
E1&2 - Costume Storage	1501	E1 & E2	Swingle, Bernice	1315	C15
Fernandez, Blanca	1802	GA2	Thibodeaux, Joe	1806	GA6
Fleming, David	1901	Big Top	Warren, Rick	1214	B14
Forbes, Brian	1517	E17	Watkins, Chad	1317	C17

Funkhouser, Kelsey	1112	A17	Ziesmer, Mark	1312	C12
--------------------	------	-----	---------------	------	-----

# SITUATIONAL COMMUNICATION PLANS

In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

911 Calls	<ul style="list-style-type: none"><li>• When placing a 911 call: give your name, school name, and school address</li><li>• Give specific location of shooter, intruder, fire, hazardous material or other emergency</li><li>• Indicate location of incident command post</li></ul>
Mass Notification to Parents	<u>During an emergency:</u>  <u>Remind 101</u>  <u>Call em all</u>
	<u>After an emergency:</u>  <u>Remind 101</u>  <u>Call em all</u>

## CONTINGENCY PLANS: COMMUNICATION AND ELECTRICAL

Describe a specific plan to provide for the following in the event of loss of services.

### PLAN FOR LOSS OF COMMUNICATION:

**If no telephone service:**

If no land lines are not available we will use cellular or radio communication

**If no Internet service:**

Use cellular communication

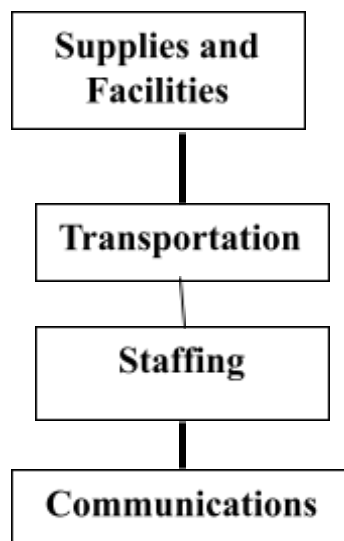
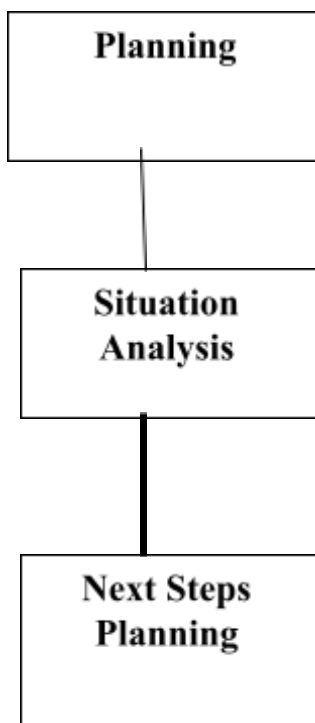
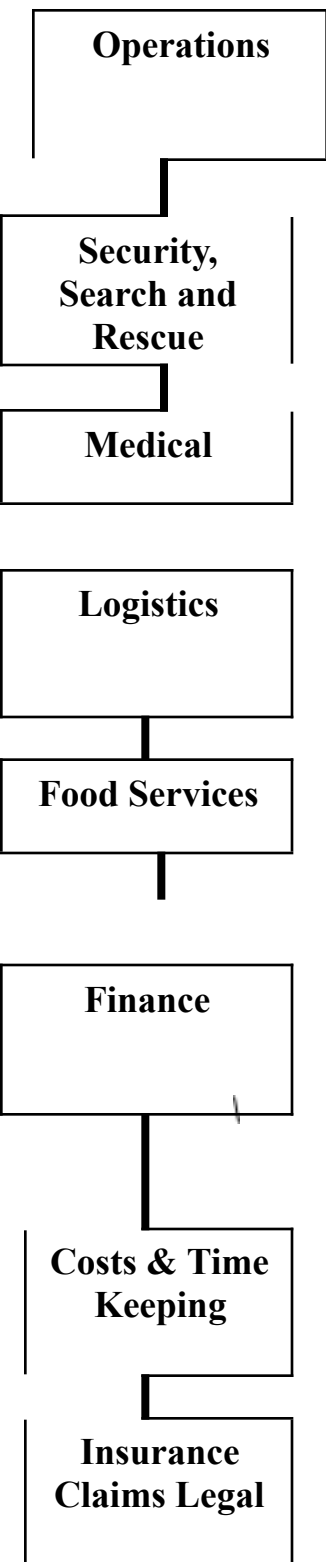
### **PLAN FOR LOSS OF ELECTRICITY:**

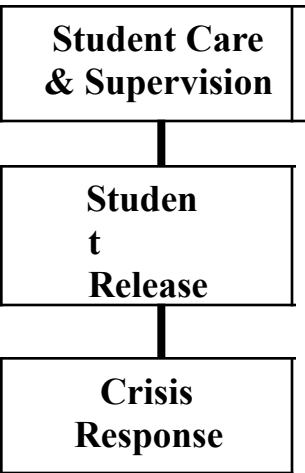
**List loss of services in event of electrical outage:**

On site portable generator, Flash Lights.

**List capability of backup power:**

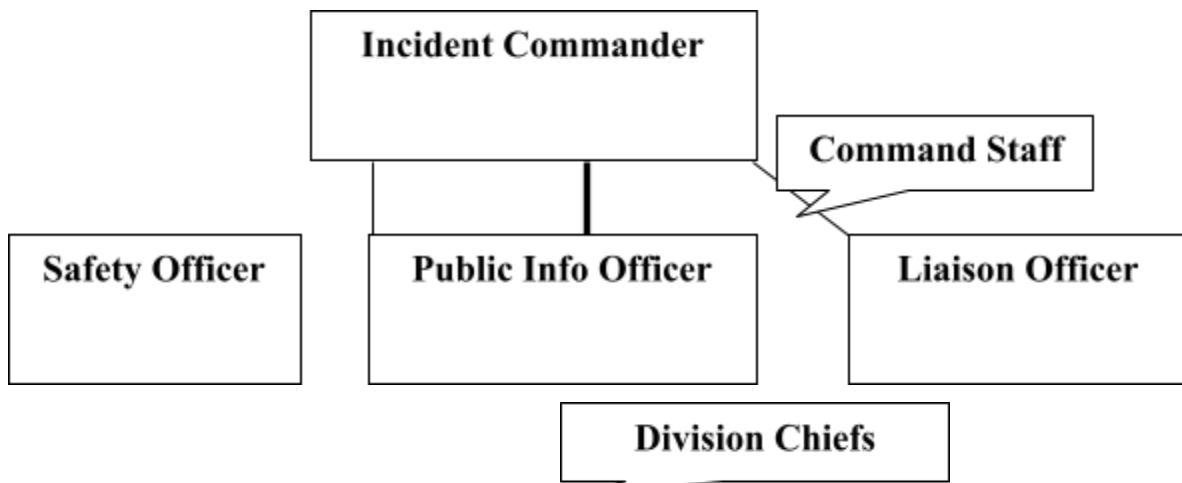
On site portable generator.
Cummins 6500 Watt Generator 120/240 V Located in BU1



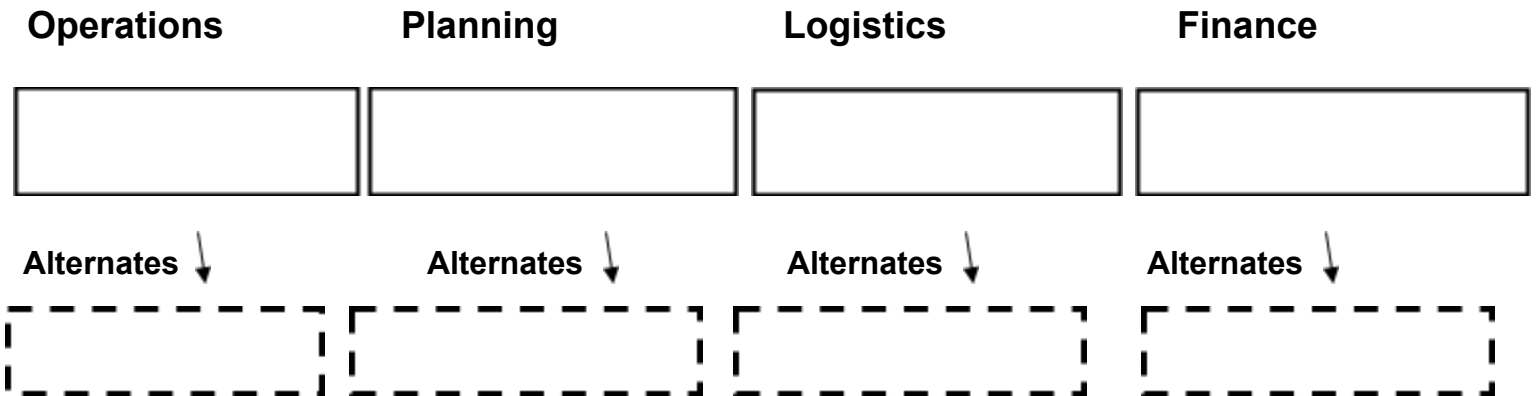
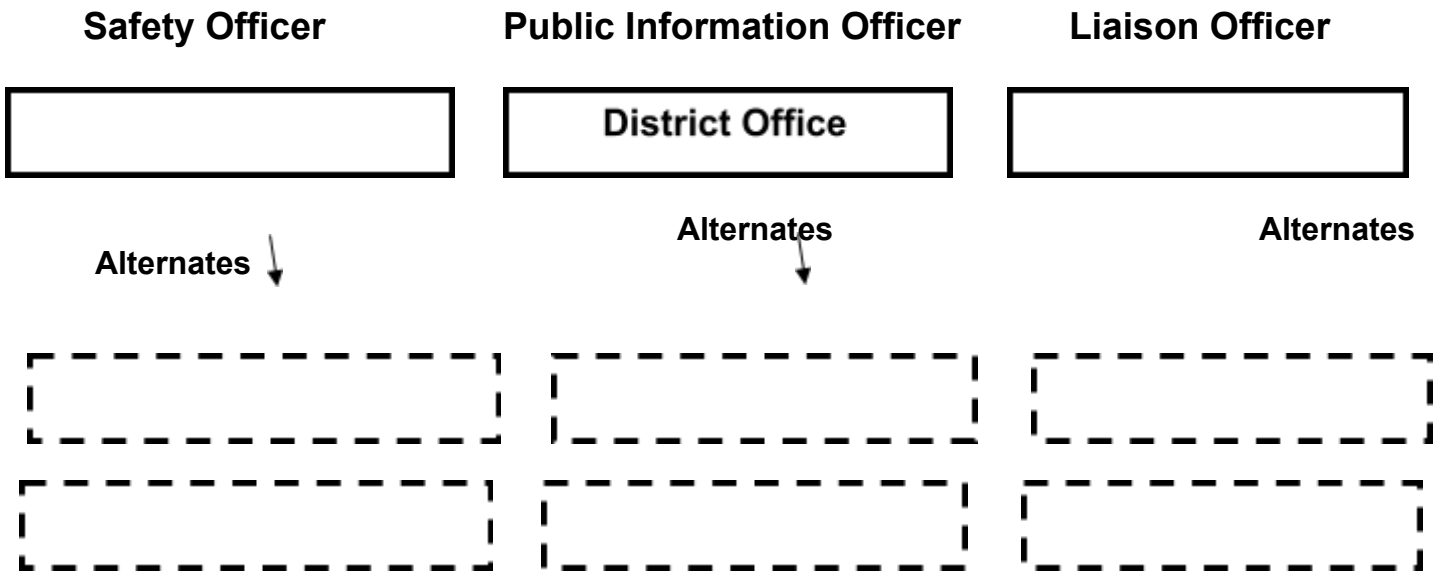
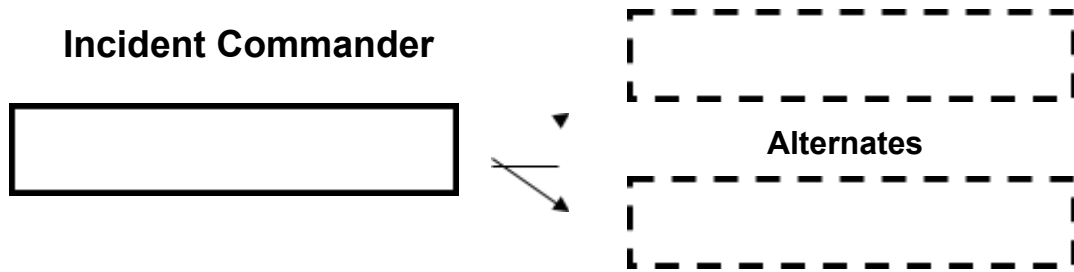


## **INCIDENT COMMAND**

**Incident Command System  
Reference Only**



**INCIDENT COMMAND SYSTEM**  
**School Site Assignments**  
Model Emergency Plan: Pages 24-34





## **OPERATIONS**

### **Operations Chief**

Liza Contreras

### **Security, Search and Rescue Team Members**

Security Leader: Joseph Griffin

Search and Rescue Leader: Joseph Thibodeaux

### **Medical Team Members**

Medical Treatment Leader: Melinda Hosea

Medical Treatment Immediate Leader: John Parker

Medical Treatment Delayed Leader: Kelsey Funkhouser

### **Student Release Team Members**

Student Control-Student Release Leader: James Barkdull

### **Student Care and Supervision Team Members**

Student Control-Supervision Leader: Helga Kalis

Student Grief/Anxiety Counselor: Esther Haskins

# INCIDENT COMMAND STAGING LOCATIONS

(Disaster Preparedness Plan: Page 12)

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

ICS Function	Primary Site	Secondary Site
<b>Command Post</b>	F Bldg. Quad	A Bldg. Quad
<b>Media Staging (PIO)</b>	A Building Parking Lot	A Bldg. Back Parking Lot
<b>Security Team</b>	E Bldg. Quad	A Bldg. Quad
<b>Search &amp; Rescue</b>	F Bldg. Quad	G Bldg. Quad
<b>Medical</b>	A Bldg. back parking lot.	G Bldg. Quad
<b>Student Care</b>	Big Top	Center Quad
<b>Student Release Area</b>	North field on the corner of C St. & Lemon St.	South Parking Lot
<b>Emergency Vehicles</b>	South Parking Lot	North Bus Lane

# BUILDING INFORMATION

**SCHOOL SITE**

**DOCUMENT DATE**

Encore High School	
--------------------	--

## EMERGENCY UTILITY SHUT-OFFS

*Refer to campus map for additional information*

UTILITY		YES	NO	LOCATION
Electrical	Total main electrical shutoff?	X		
Gas	Total main gas shutoff?		X	
Water	Total main water shutoff?	X		
Knox Box		X		

## ALARM COMPANY INFORMATION

<b>Company Name</b>	High Desert Alarms	
<b>Office Phone</b>	(760) 245-8600	
<b>Emergency Phone</b>	(760) 245-8600	
<b>Responsible Parties</b>	Joseph Griffin	Liza Contreras
<b>Locations of Control Panels</b>	Utility Closets	Utility Closets

## EMERGENCY SUPPLIES

TYPE	LOCATION
Emergency Supply Kit	Emergency Storage Container

# INCIDENT COMMAND POST

## **PREPARATION:**

### **Principal, Office Staff, Support Staff**

1. Update teacher Crisis Envelopes with:
  - a. Emergency evacuation plan
  - b. Evacuation Absence Lists
  - c. Class lists to be updated each Semester
  - d. ID tag
  - e. Teacher name sign
  - f. Pencil
2. Advise Staff/Parents of Emergency Plan.
3. Plan for students with special needs.
4. Meet with teachers and review duties and special assignments.
5. Conduct drills putting emergency teams into full operation.
6. Have message tapes prerecorded for use during an emergency.
7. 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)
8. Each year in October, review and update emergency plans.

## **EMERGENCY:**

### **Principal or Designee: St. Claire Adriaan**

1. Enactment of the entire school emergency operation.
2. Activate emergency alarms/announcements.
3. Activate all emergency teams
4. Immediately proceed to the Incident Command Post with a cell phone, walkie-talkie.
5. Establish communication with the Superintendent 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 the Operations Section Leader for further direction.

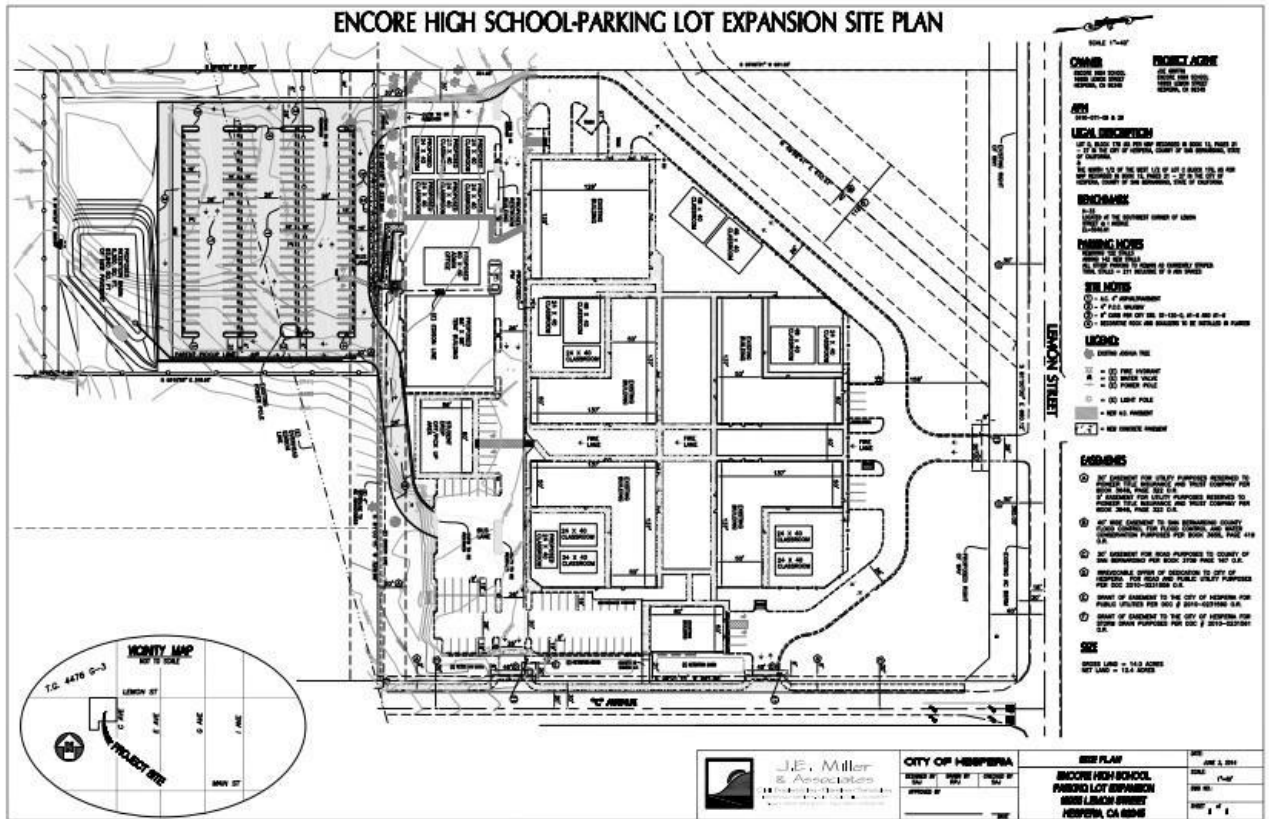
## **PREPARATION:**

1. Know the location of:
  - a. Fire extinguishers
  - b. Central cut-off for water and electricity
  - c. Emergency supply/tool barrels

## **EMERGENCY:**

1. Check in with Operations Section Leader 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.
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 the 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 the next assignment.

# Encore High School Security, Search and Rescue Area Map



## **STUDENT RELEASE TEAM**

- See the Student Release Emergency Action on page 28.

## **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 the location of first aid supplies.

### **EMERGENCY:**

1. Check in with the 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 the injured.
8. Maintain complete records of staff and/or students injured; nature or 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.









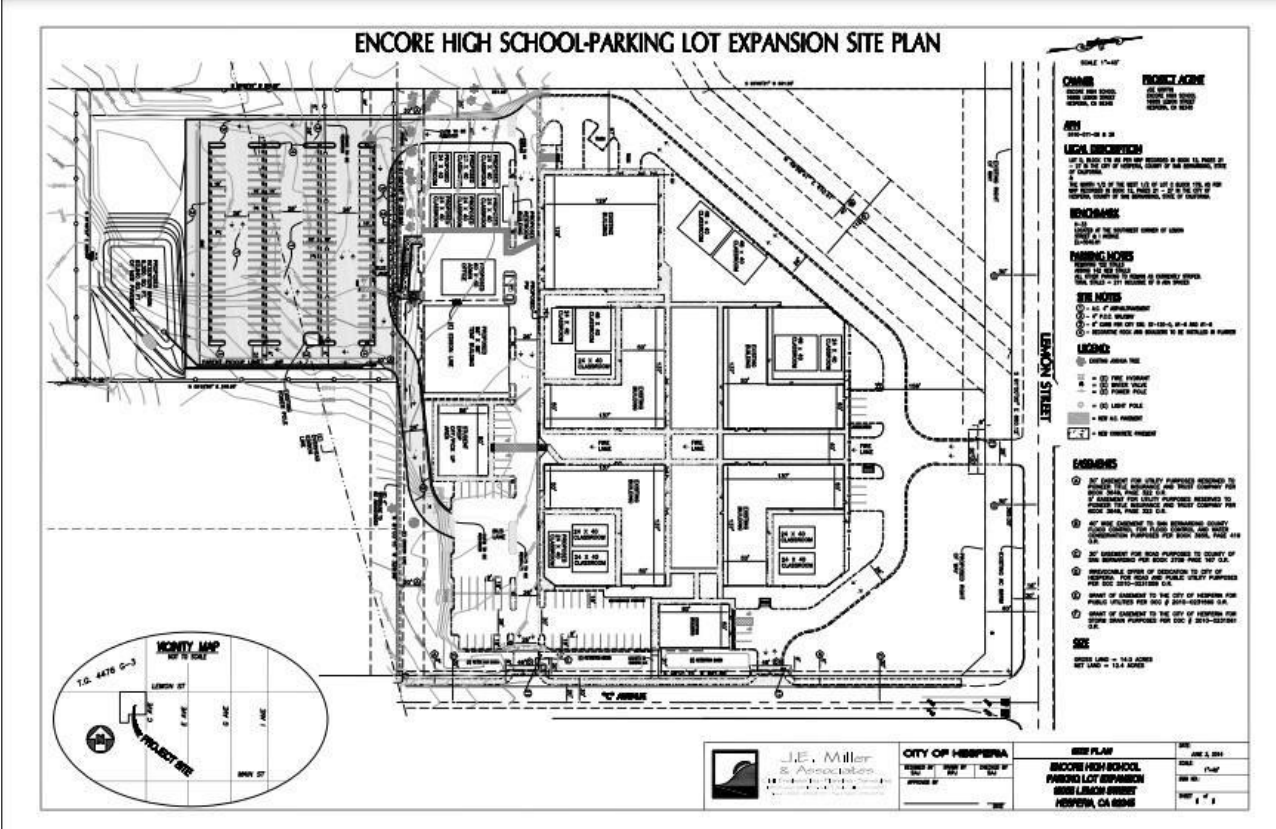




# Valve Shut-off Location Map

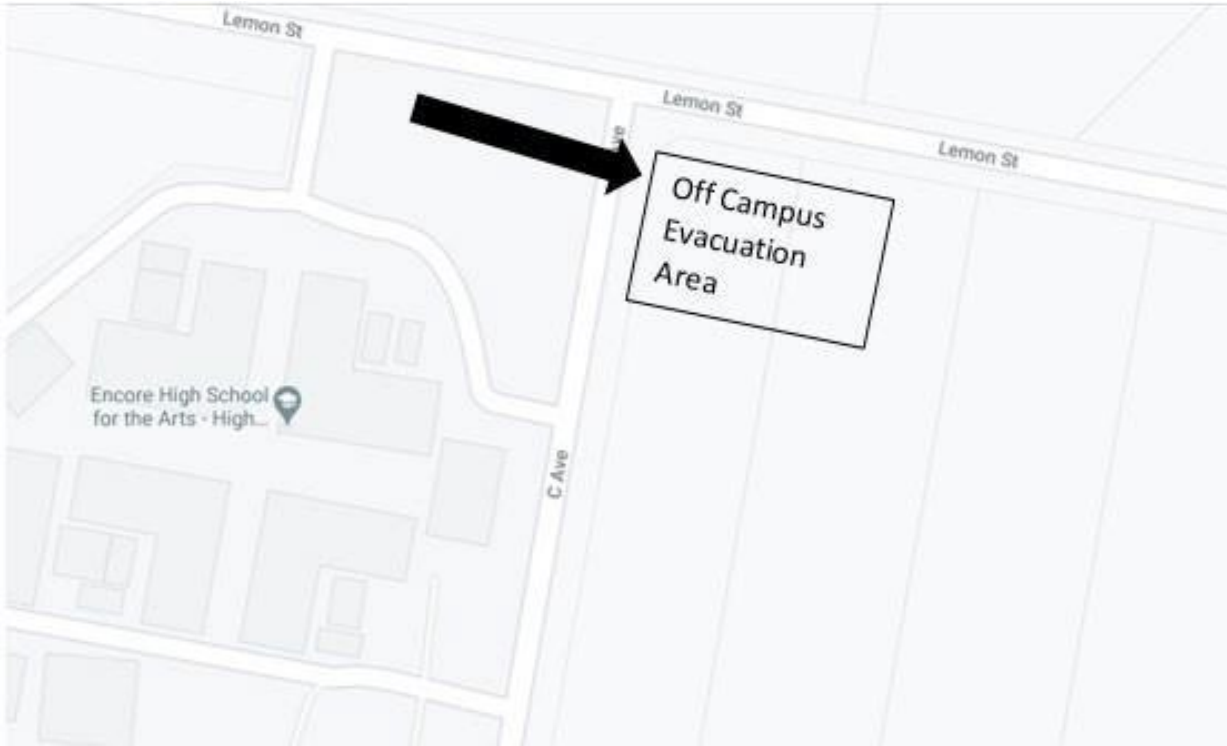


# Encore High School Evacuation Map (On-Site)



# Encore High School

## Evacuation Map (Off-Site Empty Lot Next to 16955 Lemon St.)





## REQUIRED SCHOOL EMERGENCY DRILL REPORT

School Emergency Drill Report

School Year: \_\_\_\_\_ B

School: ENCORE HIGH SCHOOL

**REQUIRED:**

1. FIRE DRILLS-TWICE ANNUALLY
2. EARTHQUAKE DRILLS – ONCE PER SEMESTER

Fire Drills (One each month)					Earthquake Duck and Cover Drills (Four annually)			
Month	Date	Time Conducted	Evacuation Time	Administrator Signature	Month/Date/Year	Time Conducted	Evacuation Time	Administrator Signature
August					1.			
September					2.			
October					3.			
November					4.			
December								
January								
February								
March								
April								
May								
June								

***The Fire Department will be conducting random visits to review site procedures and inspect this ongoing documentation record.***

SUBMIT TO (Insert contact) AT (Insert Department):			
JANUARY __, ____	JUNE __, ____		
_____ Principal's Signature	_____ Date	_____ Principal's Signature	_____ Date

## 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**

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

<b>Annual Drills to include</b>	<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**

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
2. 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 wheelchair on a daily basis
  - Specialized equipment
  - Physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Site Safety Specialist is responsible for:
  - Identifying all students who will require additional assistance
  - 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.**
5. 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.)

### Individual Student Emergency Procedures Plan

<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 (<i>complete below</i>)</b>		

### Individual Student Emergency Procedures Plan

<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 (<i>complete below</i>)</b>		

# 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	<p><b>“ALL CLEAR”</b> communicates to students and staff that the emergency is over and normal school operations can resume.</p>
	<p><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 to school facilities or equipment.</p>
R E S T R I C T E D M O V E M E N T & A C C E S	<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>● Lock the doors</li> <li>● Close and lock windows, and close blinds or cover windows</li> <li>● Turn off lights</li> <li>● Silence all electronic devices</li> <li>● Remain silent</li> <li>● Use strategies to silently communicate with first responders, if possible,</li> <li>● 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>● Remain in place until the release from lockdown by school administration or evacuated by law enforcement.</li> </ul>
	<p><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</p>

<b>S</b>	inside through the duration of that event. The school perimeter should be secured.
	<p><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 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 tornadoes.</p> <ul style="list-style-type: none"> <li>● Move students and staff into the school’s permanent buildings, on the ground floor.</li> <li>● Group students/staff together at the furthest point away from windows on the floor. <ul style="list-style-type: none"> <li>✓ Face the wall with backs to the windows</li> <li>✓ Crouch down on knees and elbows</li> <li>✓ Hands covering the back of their head/neck</li> </ul> </li> <li>● 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>
<b>E V A C U A T I O</b>	<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>

<b>N</b>	<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. <b>EARLY RELEASE</b> may be implemented when circumstances make keeping
	students at school inadvisable. <b>EARLY RELEASE</b> must be authorized by the district superintendent or designee. During an <b>EARLY RELEASE</b> , students follow normal dismissal procedures.
<b>R E U N I F I C A T I O N</b>	<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. <b>STRUCTURED REUNIFICATION</b> requires: <ul style="list-style-type: none"> <li>● Maintaining accurate information on the location of each child.</li> <li>● Preventing unauthorized individuals from having access to or removing children.</li> <li>● Verifying the identity of individuals coming to take custody of children.</li> <li>● Verifying each individual has the legal right to take custody of the child for which they have asked.</li> <li>● 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>

## EMERGENCY ACTION “ALL CLEAR”

“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:

1. 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.**”

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

### PRINCIPAL/SITE ADMINISTRATOR 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.



## EMERGENCY ACTION LOCKDOWN

**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."

### PRINCIPAL/SITE ADMINISTRATOR 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.

## EMERGENCY ACTION SECURE CAMPUS

**SECURE CAMPUS** is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked, and all students and staff remain inside **through the duration of 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

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Assume Incident Command role

- Make a 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
- When able, alert the HUSD office
- 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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- 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:**

- Move to the door and instruct any passing students to return to assigned classroom immediately
- Close and lock the door
- Continue class instruction or activity as normal
- Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions
- Be alert to the possibility that response may elevate to **LOCKDOWN**
- Do **NOT** call office to ask questions; Incident Command will send out periodic updates
- 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):**

- Gather students together and organize into an orderly formation
- Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a predetermined classroom location
- Proceed to on-campus shelter location as quickly as possible

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

- Once inside, take attendance to ensure all present students are accounted for
- 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
- Implement all classroom policies and procedures for **SECURE CAMPUS** status
- Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander

- ❑ Wait for another action or, if “**ALL CLEAR**” announcements are issued, return to normal class routine.

## EMERGENCY ACTION SHELTER IN PLACE

**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."

### PRINCIPAL/SITE ADMINISTRATOR 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 a report in to the 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**

**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 words 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 words as an alternate means of faculty notification.



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

**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 your head between your 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 the quake is over, leave the building. Do not run. Avoid routes with architectural overhangs. Do not re-enter the 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 the back of the neck with arms and hands.
- Remain in place until shaking stops or for at least 20 seconds.

## 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.
4. Use messengers with oral or written words to deliver additional instructions to teachers in hold areas.

### PRINCIPAL/SITE ADMINISTRATOR:

- 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.
- 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.
- 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:**

- Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- 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.
- Remain in the Assembly Area until further instructions are given.
- 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 the 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 individuals 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 a person with the wheelchair as soon as it is safe to do so.

## EMERGENCY ACTION OFF-SITE EVACUATION

**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."

### PRINCIPAL/SITE ADMINISTRATOR 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 the Principal/designee.

Remain in place until further instructions are given.

<b>STRUCTURED REUNIFICATION</b>

Please refer to emergency actions summary on page 13.

## 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:

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

---

## **EMERGENCY RESPONSE**

## **ACCIDENT AT SCHOOL**

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 the accident to the 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 the school office or school nurse for assistance.
- Complete an Accident Report or Behavioral Incident Report to document what occurred.

### **PRINCIPAL/SITE ADMINISTRATOR 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.

---

# EMERGENCY RESPONSE Active Shooter/Armed Assailant

---

## ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

“*Active shooter situations*” are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” *Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

## ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is about to occur.
  - a. **Act immediately** if you or your students:
    - hear a sound that might be gunfire.
    - see something that looks like a weapon being carried or used on or near the campus.
    - sense any other indication of active shooter / armed assailant threat.
  - b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
  - c. **Be decisive.** Communicate your plan to your students and act quickly.
  - d. **Call 911 and the School Office** as soon as it is safe to do so.



## 2. Options: *Run, Hide or Fight*

- a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
- Do not evacuate unless you...
    - know with certainty, the exact location of assailant (do not trust unofficial, secondhand accounts),
    - **and** can visualize a route that will get your students and yourself safely off campus.
  - Do not carry anything with you.
    - Police may mistake an item in your hands as a weapon.
    - Leave everything behind.
  - If you encounter people along the way...
    - Adults: Warn them and take them with you if you can but do not stop if they refuse to come.
    - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*.
  - Place terrain and buildings between you and the assailant to cover your escape.
  - Keep going until you are certain you are out of danger.
  - Call 911 as soon as it is safe to do so.
  - Keep your students with you. Call **911** to report your location and obtain instructions.
- b. **Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
- Lock the doors;
  - Close and lock windows and close blinds or cover windows;
  - Turn off lights;
  - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
  - Silence all electronic devices;
  - Remain silent;
  - Position occupants spread out and out of line of site from room entrance.
  - Prepare to take action if the assailant attempts to get in the room;
  - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
  - Call 911 as soon as it is safe to do so.
  - Remain in place until evacuated by identifiable law enforcement officers.

**c. FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
  - Construct a strong barricade.
  - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
  - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
    - a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

- a. Provide as much information as possible (slow down – be calm):
  - State the emergency: “I hear gunfire.” “I saw...”
    - Give information on people who are wounded.
  - Location of the assailant (if known):
  - Description of the assailant (if known):
  - Your precise location: “room \_\_\_”
  - The number of children with you:
- b. Keep the line open, even if you cannot talk, unless instructed by the dispatcher to end the call.

4. Special Topics

- a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.
  - *Run* – If you encounter injured persons while you are trying to get out of danger...
    - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
  - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.

- o As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
  - *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
    - o If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
    - o If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.
- b. Law Enforcement: If you encounter law enforcement officers...
- Immediately raise your hands in the air and display your open palms.
  - Do not run up to officers or attempt to hug or talk to them.
  - Do not talk unless they ask you a question.
  - Do exactly what they tell you to do.
- c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
  - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.
- d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. Extended Day Programs / After School Activities: (School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs.)

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
  - o Include as much actionable information on the announcement as possible.
    - *Example “LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now.”*
  - o If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.

- *Example: “The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans.”*
- Notify the district office after you call 911.
- If possible, assist emergency personnel.
  - Assist police in entering the school;
  - Provide officers with keys, maps and any other information requested.

## **DISTRICT STAFF ACTIONS**

- **Emergency Operations Center (EOC)**
  - Activate the district’s Emergency Operations Center
  - Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency.
- **Offsite Reunification**
  - The Operations Section should prepare an off-site evacuation site for reunification.
    - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
    - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
    - School staff and students will remain in lockdown until evacuated on a room by room basis.
    - Buses should be placed on standby for evacuation.
    - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.
- **Crisis Intervention**
  - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
  - This team will also provide ongoing support throughout the recovery phase of the emergency response.
  - Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
  - Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

---

---

## EMERGENCY RESPONSE

## AIRCRAFT CRASH

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 Principal
- Move students away from the 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 the 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 school site when emergency response officials have determined it is safe to return to the building.

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Notify the 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.
- Notify the Executive Staff, who will contact the Office of Emergency Services.
- Arrange for first aid treatment and removal of injured occupants from the 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 the building until the authorities provide clearance to do so.

## Aircraft crashes near school

### **STAFF ACTIONS:**

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

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

---

# **EMERGENCY RESPONSE    AIR POLLUTION ALERT**

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

## **PRINCIPAL/SITE ADMINISTRATOR 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 the district office or 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.

---

## **EMERGENCY RESPONSE**

## **ALLERGIC REACTION**

---

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

### **PRINCIPAL/SITE ADMINISTRATOR 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 an ice pack to the affected area, keep the 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 cards 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.
-



---

## **EMERGENCY RESPONSE**

## **ANIMAL DISTURBANCE**

---

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.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Isolate the students from the animal. Close doors and lock tables as a means to isolate 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 Hesperia Animal Control 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.

---

# EMERGENCY RESPONSE BIOLOGICAL AGENT RELEASE

---

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 it usually appears 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 the Principal.
- Move students away from the 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.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Initiate **SHELTER IN PLACE**.
- Shut off HVAC units.
- Move to a 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.
- Notify Executive Staff of the situation.
- Turn on a battery-powered commercial radio and listen for instructions.
- Complete the Biological and Chemical Release Response Checklist
- 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 the Principal or site administrator.
- 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.

### **PRINCIPAL/SITE ADMINISTRATOR 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.
- Notify Executive Staff of the situation.
- Arrange for immediate psychological counseling for students and staff.
- Complete the Biological and Chemical Release Response Checklist
- Wait to return to the building until it has been declared safe by local HazMat or the 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 a safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

---

## EMERGENCY RESPONSE

## BOMB THREAT

---

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 the 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 Executive Staff immediately after completing the call.
- Complete the Bomb Threat Checklist.

#### Telephone Bomb Threats

Remain calm/courteous.  
Read phone's visual display.  
Listen, do not interrupt.  
Keep caller talking. Pretend hearing difficulty.  
Notice details: background noises, voice description.  
Ask: When? Where? What? How?  
Do not 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 the 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 Executive Staff or site administrator.

### PRINCIPAL/SITE ADMINISTRATOR 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.
- Notify the District Superintendent of the situation.
- 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 a suspicious item is found, make no attempt to investigate or examine the 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 Principal/site administrator of any missing students.
- Do not return to the building until emergency response officials determine it is safe.

---

## **EMERGENCY RESPONSE BOMB THREAT CHECKLIST**

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



---

## EMERGENCY RESPONSE

## BUS ACCIDENT

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 the 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 the 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.

### PRINCIPAL/SITE ADMINISTRATOR 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 the school community about the incident and status of injured students and/or staff. Prepare the news release for the media, if appropriate.

### Earthquake during bus trip

### BUS DRIVER ACTIONS:

- Issue **DUCK, COVER** and **HOLD ON** instruction.
- Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- Set the 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,

- Enroute to school, 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 the 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 the 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 a 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.

---

# EMERGENCY RESPONSE CHEMICAL ACCIDENT

## (onsite)

---

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 the immediate area to leave the area.
- Close windows and doors and restrict access to the affected area.
- Notify principal/site administrator.
- DO NOT eat or drink anything or apply cosmetics.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify the 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 Maintenance/Building and Grounds 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.
- Notify Executive Staff of school status and location.
- 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 the 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 the evacuation process. Students are to remain quiet during evacuation.
- Upon arrival at the evacuation site, take attendance. Notify the Principal/Site Administrator of any missing students.
- Upon arrival at the evacuation site, take roll and report attendance to the Principal immediately. Notify emergency response personnel of any missing students.
- Do not return to the building until emergency response personnel have determined it is safe.

---

---

## **EMERGENCY RESPONSE**

## **CIVIL DISTURBANCE**

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 the Principal/Site Administrator.
- 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 the classroom unless instructed otherwise by the principal or law enforcement.
- Stay away from windows and exterior doors.

#### **PRINCIPAL/SITE ADMINISTRATOR 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 the uncontrolled behavior is aggressive, notify police of the 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**

#### **PRINCIPAL/SITE ADMINISTRATOR 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 the 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.

---

## **EMERGENCY RESPONSE**

## **DEATH OF A STUDENT**

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 a tragedy will help the administrator know what to say to the student's family and the school community.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Call 911 and the District Office. 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 the 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 the counseling office or other appropriate place to do so.
- Encourage students to report any other students who might need assistance.



- ❑ Arrange with a facilitator/counselor to individually escort each student to the counseling support site.

---

# EMERGENCY RESPONSE DEATH OF A STAFF MEMBER

---

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

## **PRINCIPAL/SITE ADMINISTRATOR 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 the 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 belongings.  
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.

---

---

## EMERGENCY RESPONSE

## DIRTY BOMB

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.

#### PRINCIPAL/SITE ADMINISTRATOR 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 a 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.
- Notify Executive Staff of the situation.
- 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 the 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 the 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 a safe area, isolated from

those who are unaffected, until emergency response personnel arrive.

## Inside, close to the incident

### **PRINCIPAL/SITE ADMINISTRATOR 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 a 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.
- Notify Executive Staff of the situation.
- 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.

---

## EMERGENCY RESPONSE

## EARTHQUAKE

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

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- Send the 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.
- Notify the District Office of school and personnel status. Determine who will inform public information to the media as appropriate.
- Do NOT re-enter the building until it is determined to be safe by the 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 a table or other sturdy furniture with back to windows.
- Check for injuries and render First Aid.
- After shaking stops, **EVACUATE the 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 the Principal/site administrator.
- 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 the building until it is determined to be safe.

## **Outside Building**

### **STAFF ACTIONS:**

- Move students away from buildings, trees, overhead wires, and poles. Get under the table or other sturdy furniture with back to the 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 your 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 the Principal/site administrator.
- Stay alert for aftershocks.
- Keep a safe distance from any downed power lines.
- Do NOT re-enter the building until it is determined to be safe.
- Follow instructions of the Principal/site administrator.

## **During non-school hours**

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
- Notify the 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 school will be closed for some duration of time.
- Executive staff representative will inform the public and media.

---

---

## EMERGENCY RESPONSE

## EXPLOSION

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.

### PRINCIPAL/SITE ADMINISTRATOR:

- Determine whether site evacuation should be implemented. If so, sound the 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 the 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.
- Advise the District Superintendent of school status.
- Notify emergency response personnel of any missing students.
- Notify the 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 an explosion occurred inside the school building, **EVACUATE** to the 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 the evacuation process.
- Upon arrival at the 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 an explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**.  
Keep students at a safe distance from the site of the explosion.

# EMERGENCY RESPONSE FIRE (onsite)

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

### **PRINCIPAL/SITE ADMINISTRATOR 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 the District Office of situation.
- Notify the 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 an 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 Principal/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

### **PRINCIPAL/SITE ADMINISTRATOR 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 the school routine.

# EMERGENCY RESPONSE

# FLOOD

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.

## PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Issue **STAND BY** instruction. Determine if evacuation is required.
- Notify the 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 and inform the District Office.
- Monitor AM radio weather station KFI AM 640 for flood information.
- Notify District Superintendent of school status and action taken.
- 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 the 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 the principal/site administrator and emergency response personnel.
- Do not return to the 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.

---

---

## **EMERGENCY RESPONSE**

## **GAS ODOR / LEAK**

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

### **STAFF ACTIONS:**

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

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- If a gas leak is internal, evacuate the building immediately.
- Call 911.
- Notify the utility company.
- Determine whether to move to an 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.

---

# EMERGENCY RESPONSE HAZARDOUS MATERIALS

---

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**.

## PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911, if necessary.
- If there is a threat of airborne toxicity, shut-off ventilation systems in affected areas.
- 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.
- Notify District Superintendent.
- 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 the office.
- Do not take unsafe actions such as returning to the building before it has been declared safe.

---

## EMERGENCY RESPONSE

## HOSTAGE SITUATION

---

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.

### PRINCIPAL/SITE ADMINISTRATOR 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 the school liaison wait at the 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 the 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 Principal/site administrator.
- Account for all students.

---

## EMERGENCY RESPONSE

## INTRUDER

---

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.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate **LOCKDOWN**.
- Request intruder to leave campus. Remain calm. Be courteous and confident.  
Keep distance from the intruder. Speak in a soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard a 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 the subject in view until police or law enforcement arrives.
- Take measures to keep the 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 the site clear of visitors.

### STAFF ACTIONS:

- Notify the Principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Keep the 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.

---

## **EMERGENCY RESPONSE    IRRATIONAL BEHAVIOR**

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.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Keep the individual under continuous adult supervision.
- Keep the individual on campus until the parent/guardian has been notified.
- Arrange appropriate support services for necessary care of individuals.
- 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 professionals (psychologist, counselor, social worker, nurse) should recommend next steps to the Principal. The next steps may include:
  - Provide parents/guardians with the names and phone numbers of mental health resources.
  - Recommend that the parents make immediate contact with a therapist.
  - Request that parents/guardians 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 Principal/site administrator.
- Notify school nurse, school psychologist, counselor or social worker.
- Protect individuals from injury.

---

## EMERGENCY RESPONSE

## KIDNAPPING

### PRINCIPAL/SITE ADMINISTRATOR 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 voicemail) 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.

---

---

## EMERGENCY RESPONSE

## MEDICAL EMERGENCY

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 Principal/Site Administrator.

### PRINCIPAL/SITE ADMINISTRATOR 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
  - Do not hang up until advised to do so by dispatcher
- Assign staff members to meet rescue service and show medical responders where the injured person is.
  - Assemble emergency care and contact information of victim
  - Monitor medical status of the victim, even if he or she is transported to the hospital.
  - Assign a staff member to remain with an individual, even if he or she is transported to the hospital.
  - Notify parents/guardians if the victim is a student. Describe type of illness or injury, medical care being administered, and location where a student has been transported.
  - Advise staff of the situation (when appropriate). Follow-up with parents.

#### 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.

### STAFF ACTIONS:

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

---

---

## EMERGENCY RESPONSE

## MISSING STUDENT

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.

### PRINCIPAL/SITE ADMINISTRATOR 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 a case involves abduction, begin gathering witness information for the police. Interview friends, last person to see a 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 voicemail) 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 the child's bus stop location and nearest other bus stops.
- Have the 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/guardians.

- When the child is found, contact all appropriate parties as soon as possible.
- Arrange for counseling of students, as needed.

**STAFF ACTIONS:**

- Confirm that the student attended school that day. Notify the Principal.
- 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.

---

# **EMERGENCY RESPONSE MOTOR VEHICLE CRASH**

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.

## **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Notify the 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 the building.
- Secure area to prevent unauthorized access until 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.
- Notify District Superintendent.

## **STAFF ACTIONS:**

- Notify the Principal.
- Move students away from the 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 the 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 school site when emergency response officials have determined it is safe to return to the building.



---

# **EMERGENCY RESPONSE**

## **POISONING/CONTAMINATION**

---

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.

### **PRINCIPAL/SITE ADMINISTRATOR 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 symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- Provide a list of potentially affected students and staff to responding authorities.
- Provide staff with information on possible poisonous materials in the building.
- Notify the District Superintendent of the situation and number of students and staff affected.
- Confer with the Department of Health and Human Services before the resumption of normal school activities.
- Prepare communication for families advising them of the situation and actions taken.

### **STAFF ACTIONS:**

- Notify Principal/site administrator.
- 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.

---

# **EMERGENCY RESPONSE PUBLIC DEMONSTRATION**

---

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.

## **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

## **STAFF ACTIONS:**

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

---

## EMERGENCY RESPONSE

## SEXUAL ASSAULT

Sexual assault and abuse are 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.

### PRINCIPAL/SITE ADMINISTRATOR 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 the 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 the student and staff population. Plan appropriate school events for the 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.

---

---

## EMERGENCY RESPONSE

## SEVERE WEATHER

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

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

### Windstorm

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

#### **STAFF ACTIONS:**

- Evacuate any classrooms bearing full force of wind. Evacuate to the lower floor of the school building near the inside walls.
- Initiate **TAKE COVER** with students in the shielded areas within the building.  
Stay away from windows.
- Take attendance. Report any missing students to the Principal/site administrator.
- Close all blinds and curtains.
- Avoid auditoriums, gymnasiums and other structures with large roof spans.
- Remain with students near an inside wall or on lower floors of the building. Make

arrangements for special needs, snacks and quiet recreational activities.

---

## EMERGENCY RESPONSE

## STUDENT RIOT

---

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:

- In a violent situation, immediately notify the first available adult.
- Do not retaliate or take unnecessary chances.
- Move away from the area of agitation.
- 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.
- Stay calm and reassure fellow students.
- Assist teachers and staff in accounting for students.
- Share all relevant information with law enforcement, teachers, and school staff.
- Follow directions from school administrators or law enforcement directions about where to go.
- Do not speculate to others or perpetuate rumors.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate **LOCKDOWN**, if warranted. Alert other administrators about the incident.
- Control student ingress and egress from campus.
- Identify why the disruption is occurring. If necessary, notify police to request assistance.
- If disruption is non-violent, notify the school resource officer or school education officer.
- 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.
- Assign staff members to be responsible for media relations and for setting up a staging area for the media.
- If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Responsibilities and Rights Handbook.
- Notify parents about the incident, as appropriate.
- After ensuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.



---

---

## 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.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call an ambulance in event of overdose or injury requiring medical attention.
- Call 911 if an immediate threat exists to the safety of the student or others.
- Calm the student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. 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.
- Cancel all outside activities.
- 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.
- If allegations warrant, refer the student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- Arrange for medical or counseling resources that may provide assistance.

### STAFF ACTIONS:

- Inform the Principal of what was written, drawn, spoken and/or threatened.
- Move other students away from the immediate area but remain with the troubled student until assistance arrives.
- 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.

#### Steps for Suicide Intervention

Stabilize individual  
Assess risk  
Determine services  
needed  
Inform  
Follow-up



- ❑ Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone close by.

---

## **EMERGENCY RESPONSE      SUSPICIOUS PACKAGE**

---

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

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Call 911.
- Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
- Prevent others from coming into the area.
- Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
- If powder spills out, shut the ventilation system, heating system, or air.
- Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
- 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:**

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

### **STAFF ACTIONS if package is leaking:**

- Do not sniff, touch, taste, or look closely at the spilled contents.
- Do not clean up the powder.
- Put the package on a stable surface.

- Leave the room promptly and prevent anyone from entering.
- Wash hands thoroughly with soap and water.
- Notify Principal or Site Administrator.

---

# **EMERGENCY RESPONSE TERRORIST ATTACK / WAR**

Thorough crisis planning will carry the school and district 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**

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Move students to the closest suitable shelter.
- If the above is not advisable, remain in school building and initiate **DUCK, COVER and HOLD.**

### **STAFF ACTIONS:**

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

## **Enemy Attack Without Warning**

### **STAFF ACTIONS:**

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

---

---

## EMERGENCY RESPONSE

## THREAT LEVEL RED

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

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

#### **OFFICE STAFF ACTIONS:**

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

---

## EMERGENCY RESPONSE      THREATS / ASSAULTS

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.

### PRINCIPAL/SITE ADMINISTRATOR 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:
  - Is the individual moving towards violent action?
  - Is there evidence to suggest movement from thought to action?
    - High violence potential qualifies for arrest or hospitalization.
    - 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.

---

---

## EMERGENCY RESPONSE

## UTILITY FAILURE

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.

### PRINCIPAL/SITE ADMINISTRATOR:

- Notify the utility company. Provide the following information:
  - Affected areas of the school site
  - Type of problem or outage
  - Expected duration of the outage, if known
- Determine length of time service will be interrupted.
- Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- Use messengers with oral or written words as an alternate means of faculty notification.
- Notify the District Office of loss of service.
- Implement plans 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:

---



## **B. Suspension & Expulsion Policies**

### **DISCIPLINE**

#### Behavioral Intervention

- When a student violates policies that are described in the school discipline policy as major, severe, or other offense that is described as grounds for suspension or expulsion, a conference will be held between administrative staff, the student, and the parents / guardians.
- The student will be informed of the reason for the disciplinary action and the evidence against the student.
- At this time, the student will be given the opportunity to present their version and evidence in their defense.
- A behavior contract will be developed and signed by all parties present in which the student pledges to complete the specified tasks and/or uphold specified codes.
- If this contract is broken by the student, another conference will be scheduled from which dismissal is a possible outcome.

#### Informal Conference

For an off campus suspension, an informal conference will take place by the administrative staff with the student and the parent / guardian. The student will be informed of the reason for the disciplinary action and the evidence against them. At this time, the student will be given the opportunity to present their version and evidence in their defense. This conference may be omitted from due process if administration determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to lives, safety, or health of students or school personnel. If a student is suspended without conference, the parent / guardian will be notified of the suspension and a conference will be scheduled as soon as possible. An informal conference can be a phone call.

#### Notice to Parent / Guardians

At the time of suspension, an employee of Encore will make a reasonable effort to contact the parent / guardian by telephone or in person, to be followed up with written notice. This notice will state the specific offense committed by the student. In addition, the notice will state the date the student may return to school. If the school officials wish to ask the parent / guardian to call regarding matters of the suspension, the notice will require the parent / guardian to respond to this request within three days following that violation.

#### Length of Suspension / Independent Study

Students cannot exceed five (5) consecutive days of off campus suspension without first scheduling a second conference between administration and guardians to discuss the progress of the suspension. Arrangements will be made to provide the student with supplied independent study agreements and work to be completed at home during the length of the suspension.

## **BULLY TRAFFIC SCHOOL / LUNCHTIME DETENTION**

Encore is exploring the option of implementing a lunchtime detention “bully traffic school” for students that engage in bullying. Like traffic school, students would participate in a one or two lunchtime program that will teach them strategies on how to engage in respectful behavior and conflict resolution. They are required to take notes and write thoughts that are turned in at the end of the session to prove that they were taking part in bully traffic school

Bullying Traffic School addresses social behaviors that promote a culture of respect among students and or toward teachers and staff, and how to access support from teachers and or counselors regarding conflict resolution

## DEMERITS

A demerit is a way for a student to be reprimanded for breaking the rules. Demerits are cumulative. This means that if a student breaks a rule in their science class, during nutrition, and then during lunch – those three demerits will add up toward a detention or Saturday school. Any staff member can give a demerit. A demerit is a two part document. The first part goes to the student so they know they have received a demerit. The second part goes to the discipline office where they are logged. Once a student receives five demerits, they will receive an after school detention. Demerits are cumulative for the school year.

## MINOR BEHAVIOR OFFENSES

A minor behavior offense is something that happens within the classroom that is a nuisance only in the classroom, but not a disruption that interrupts the educational process. Examples of these minor behavior offenses include:

- Breaking classroom rules
- Use of or bringing personal items from home (toys, roller blades, skateboards, laser pointers) Having food, drinks, candy, etc. in the classroom
- Chewing gum
- Minor disrespect
- Throwing objects, littering (objects that do not pose a safety hazard)
- Running in the hallways, classrooms
- Failing to return contracts

For these offenses, teachers will handle the discipline within the classroom. Teachers will give demerits to the student for each offense. When a student acquires five demerits, they will receive an after school detention.

## MINOR OFFICE OFFENSES

Since Encore has a strict discipline policy, some offenses that would be considered minor at other schools will still be referred to the discipline office. The following offenses are “cite and release offenses” that should not require a lot of time at the front office, but need to be documented so behaviors can be determined.

- Dress Code
- No ID Card
- Public Display of Affection (PDA)
- Horseplay

First offense – Demerit to be signed by parent and returned to discipline office

Second offense – Demerit to be signed by parent and returned to discipline office

Third offense – Lunch Detention or equivalent

Fourth offense – After School Detention (PENDING SCHOOL IMPLEMENTATION OF THIS PROGRAM)

Fifth offense – Behavior Contract

## MEDIUM OFFENSES

These offenses will require the student to fill out an incident report in the front office.

- Obscene language, materials, gestures or behavior, racial remarks or comments
- Defiance or disrespectful behavior
- Excessive horseplay
- Disrupting the classroom
- Misbehavior for substitute teacher
- Unauthorized selling inventory (inventory will be confiscated)

First Offense – After School Detention

Second Offense – Saturday School

Third Offense – On campus suspension

Fourth Offense – 1 day off campus suspension / behavior contract

## MAJOR OFFENSES

These offenses will require an investigation, incident report, and interviews will take place before any action is taken. Major offenses include:

- Ditching (on or off campus)
- Bullying (threatening, extorting and language of aggressive nature)
- Throwing hazardous objects (rocks, pencils, etc.) or any other activity that poses an extreme safety hazard
- Deceitful behavior (false accusations, forgery, lying, cheating, plagiarism, etc.)
- Unauthorized distribution, selling, or buying of materials or information without prior administration approval

First Offense – 1 day on campus suspension

Second Offense – 2 days on campus suspension

Third Offense – 3 days on campus suspension / Behavior Contract

## SEVERE BEHAVIOR OFFENSES

These offenses will require an investigation, incident reports, and interviews before any discipline takes place. Students will be placed on independent study until the discipline hearing can take place. Severe offenses include:

- Fighting / battery (employing hostile contact in which at least one party or both individuals have contributed to a situation by verbal action and/or bodily harm or intent of harm)
- Assault (or conspiracy for assault)
- False alarms, unauthorized calls; dialing 911 from any phone
- Vandalism
- Bomb threats; terrorist threats
- Gang related activities

- Possession, use, being under the influence, sale or distribution of a controlled substance (this includes look alike items, tobacco, and any version of e-cigarettes)
- Weapon possession (this includes but is not limited to knife, pocket knife, chain, gun, etc.)
- Stealing
- Arson

This is not an all-inclusive list, however, the offenses listed here will result in five days off campus suspension pending an expulsion hearing.

## **SUSPENSION PROCEDURES**

### *ON CAMPUS ALL DAY SUSPENSION*

Students that have been placed on “on campus all day detention” will be required to serve their disciplinary time in an assigned area. The detention is served at school. Absence from “on campus detention” will result in additional disciplinary action. A student cannot be absent for their “on campus detention” date.

Written notice of on campus all day detention is made and given to the student. The student must have the notice of detention signed by a parent or guardian before they can serve this detention. Students will retrieve work from their teachers and work independently in the office for the entire school day. Campus Aides will release the student to retrieve lunch and bring it back to the assigned area. Students in “on campus all day detention” are not allowed to speak, roam, or leave the area. If they are found breaking the rules, they will be forced to add an additional day to “on campus all day detention.”

No more than five (5) days of an on campus all day detention can be given to a student in a row. If action requires different discipline, off campus suspension and / or expulsion process will ensue. If five (5) days of on campus detention are given to a student during the school year, they will be placed on a behavior contract.

**A PUPIL CAN BE EXPELLED OR SUSPENDED IF:** (this is not an all inclusive list)

- 51.1 Attempted to cause or threatened to cause physical injury to another person
- 51.2 Willfully used force or violence upon another person, except in self defense
- 51.3 Possessed, sold, or otherwise furnished any firearm, knife, explosive or other dangerous object, unless, in the case of possession of any object of this type that the student had obtained written permission to possess the object from the administration
- 51.4 Unlawfully possessed, used, sold or otherwise furnished or been under the influence of any controlled substance, alcoholic beverage, or

intoxicant of any kind

- 51.5 Unlawfully offered, arranged, or negotiated to sell any controlled substance
- 51.6 Committed or attempted to commit robbery or extortion
- 51.7 Attempted to cause damage to school or private property.
- 51.8 Stole or attempted to steal school or private property.
- 51.9 Possessed or used tobacco, or any product containing Nicotine including but not limited to cigarettes, cigars, e-cigarettes, clove cigarettes, smokeless tobacco snuff, chew packets, betel
- 51.10 Committed an obscene act or engaged in habitual profanity or vulgarity
- 51.11 Had unlawful possession of, or willfully offered or arranged for the sale of any drug paraphernalia.
- 51.12 Disrupted school activities or otherwise willfully defied the authority of supervisors, teachers, administrators, school officials, or staff
- 51.13 Knowingly received stolen school or private property.
- 51.14 Possessed an imitation firearm (like a replica) that would lead a reasonable person to believe the replica is a firearm
- 51.15 Committed or attempted to commit sexual assault.
- 51.16 Committed sexual battery.
- 51.17 Harassed, threatened, or intimidated a student who is a complaining witness or witnesses in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both
- 51.18 Unlawfully offered, arranged to sell, negotiated to sell prescription drugs
- 51.19 Engaged in or attempted to engage in hazing
- 51.20 Aids or abets the infliction or attempted infliction of physical injury to another person
- 51.21 Caused, threatened to cause, or participated in an act of hate violence.
- 51.22 Made terrorist threats against school officials or school property, or both.
- 51.23 Sale of any goods for private or fundraising purpose without express written consent from the school administration.
- 51.24 Destruction of school property
- 51.25 Gang related activity
- 51.26 Excessive cyber bullying, threats
- 51.27 Criminal behavior
- 51.28 Cyber hacking

In the event that any of these offenses lead a student to suspension or expulsion, the administration of Encore will notify the parents as soon as possible of the infraction and will arrange a parent / student conference with administration to discuss the infraction and consequences of the act.

If a student receives more than a total of fifteen (15) days of suspension within a single school year, they can be placed for a dismissal hearing from the school. Encore will collect and produce data regarding the suspension and expulsion of special education students as required by the Modified Consent Decree. Encore will adhere to

all provisions of the individuals with disabilities education act (IDEA) and its amendments

The decision to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Encore District Office. The student, guardian or representative, and District Office must determine whether the student has successfully completed the rehabilitation plan and whether there is a threat of harm or disruption posed to others on campus. The student's admission is also contingent on the capacity of Encore at the time the student seeks readmission or admission. All previously expelled students will be required to complete all admissions requirements including but not limited to lottery, new auditions and workshops.

## **EXPULSION PROCEDURES**

Encore High School is zero tolerance, so any behavior that is unsatisfactory or dangerous will lead to immediate consequences. **ALL CRIMINAL BEHAVIOR WILL IMMEDIATELY BE FORWARDED TO THE LOCAL AUTHORITIES AND PROSECUTED IF NECESSARY.**

Students recommended for expulsion are entitled to a hearing to determine whether they should be expelled or not. This hearing must be held within thirty (30) days after the administration determines that an act warranting expulsion has occurred. If all parties agree to the expulsion, the hearing can be waived.

- Written notice of the hearing will be communicated to the student's parent or guardian at least ten (10) calendar days prior to the date of the hearing using one or more of the following means of communication
  - A copy of the notice will be hand delivered to the parent/guardian
  - A copy of the notice will be emailed to the parent/guardian
  - A copy of the notice will be mailed USPS to the parent/guardian
  - A copy of the notice will be mailed certified to the parent/guardian
  - A copy of the notice will be shipped via FedEx to the parent/guardian
  - The notice will include
    - date, time, and place of the hearing
    - statement specifying the fact, charges, offenses upon which the proposed expulsion is based
    - copy of the school's disciplinary rules as it relates to the alleged violation
    - statement that the student and parent / guardian may appear in person at the hearing

In the event of an expulsion, Encore will work with the district of residence, county, and / or private school to assist with academic placement of the expelled student. Incidents of violent and / or serious student misconduct will be communicated to the district / school that the student enrolls in.



When a student is expelled, written notice of the expulsion will be sent by administration to the student's legal guardian. This notice will include:

1. Specific reason for expulsion
2. Notice of the student and / or legal guardian obligation to inform any new school in which the student seeks to enroll about their status with Encore.
3. Encore will notify the school where transcripts are requested of the expulsion

## **RIGHT OF APPEAL FOR EXPULSIONS**

Parents and students will have the right to appeal a decision for suspension or expulsion from the discipline committee. A legal guardian or a student can request an appeal by submitting a formal letter of appeal to the Encore Education Corporation Board. This formal letter must be received by the Board within seven business days of the formal decision.

This formal letter must be mailed to

Encore Education Corporation  
Attn. Appeals  
16955 Lemon Street  
Hesperia, CA 92345

Upon receipt of the appeal, the board will have ten (10) business days to review the case and give their recommendations regarding the specific suspension or expulsion. The school board can choose to meet with the student and their legal guardian during a closed session to determine the final outcome of an expulsion, although not required. The administration of Encore will be required to uphold the final recommendation by the Encore Education Corporation Board.

The suspension and expulsion policy will be reviewed annually and when necessary, modified.

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

### **California State Education Code 49079**

A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts (described in E.C. §48900) that are grounds for suspension and/or expulsion. The district shall provide the information based upon records it maintains, or receives from a law enforcement agency, regarding a pupil. The information provided shall be from the previous three school years and it shall be received in confidence.

### **Suspension by Teacher (Ed. Code 48910)**

A teacher may suspend a pupil from his/her class or class period, for any act specified in Ed. Code 48900, for the day of the suspension and the day following. The suspension must be immediately reported to the principal and the student sent to the principal for further action. The teacher must also request a parent/teacher conference as soon as possible. The pupil shall not be returned to the class from which the pupil was suspended without the concurrence of the teacher and principal.

### **Notification of Law Enforcement (Ed. Code 44014)**

Whenever any school employee is attacked, assaulted, or physically threatened by a pupil, it is the duty of the employee and the supervisor who has knowledge of the incident to promptly report the matter to law enforcement authorities. Failure to make such a report is an infraction punishable by a fine. Any school employee who attempts to impede the making of a required report is guilty of an infraction punishable by a fine. No board member or school district employee may impose any sanctions against a person for making this report.

## **E. Discrimination & Harassment Policy**

Refer to Employee Handbook and Student Handbook

## **F. School-wide Dress Code Prohibiting Gang Attire**

**DRESS CODE** - In order to create a healthy, safe, and educationally motivating environment at Encore, a dress code has been implemented to support the learning environment. Staff, students, and parents are required to follow dress code policies at all school functions on and off campus. A student may not remain at school when clothing:

1. Creates a safety hazard for said student or other students at school
2. Presents a serious and unnecessary distraction to the learning process or campus order

The administration of Encore will maintain the determination of whether or not clothing or apparel constitutes a threat to safety and order or if the apparel is disrupting the educational process.

### **CONSEQUENCES FOR BREAKING DRESS CODE:**

First offense – warning

Second offense – call home

Third offense – Lunch Detention

Fourth offense – After School Detention

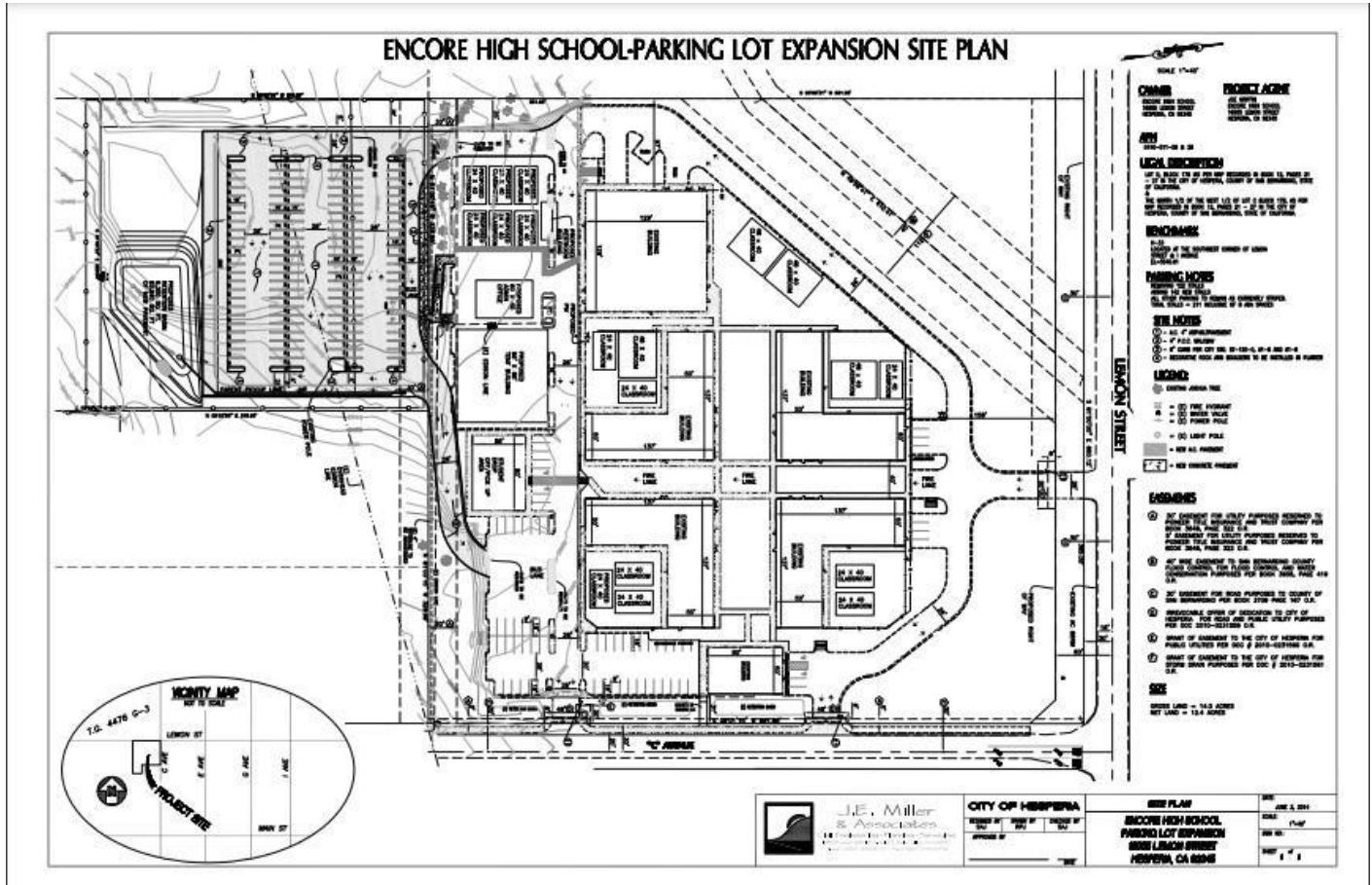
Fifth offense – Saturday School

### **NONE OF THE FOLLOWING ARE PERMITTED AT ANY SCHOOL FUNCTION ON OR OFF CAMPUS:**

1. Sagging pants – pants must be worn at the waist and shall not slide down below the waistline
2. Short Shorts – shorts must meet reach the bottom of the fingertips OR halfway between the hip and knee cap
3. Spaghetti Straps – Any tank style top must have at least two fingers of fabric at the thinnest part of the shoulder strap
4. Clothing or accessories identified by the San Bernardino County Sheriff's Department as being gang or hate group related.
5. Raiders, Kings, Skin, and Player 69 etc. clothing may not be worn
6. Items that promote hate, intolerance, or drug/alcohol use
7. Tube tops and halter tops
8. Unsafe jewelry and accessories including wallet chains and belts hanging from the waist.
9. Visible undergarments
10. Clothing that is too tight, revealing, or sexually provocative
11. Gang style headwear
12. Oversized shorts, pants, or shirts

**SHOES MUST BE WORN AT ALL TIMES IN THE COMMON AREAS AND WHEN OUTSIDE OF PHYSICAL ARTS CLASSES.**

# G. Safe Ingress and Egress



**SCALE:** 1/4" = 1'-0"

**OWNER:** CITY OF HESPERIA  
**PROJECT NAME:** ENCORE HIGH SCHOOL PARKING LOT EXPANSION  
**DATE:** 08/11/2011

**KEY:** 100-071-00-0-01

**LEGAL DESCRIPTION:**  
 LOT 10, BLOCK 128 OF AN UNDIVIDED TRACT OF 160 ACRES, MORE OR LESS, BEING PART OF THE 1/4 SECTION 12, T4S, R11E, S12W, CALIFORNIA PUBLIC LANDS, COUNTY OF SAN DIEGO, CALIFORNIA.

**BENCHMARKS:**  
 B.M. 100-071-00-0-01  
 B.M. 100-071-00-0-02

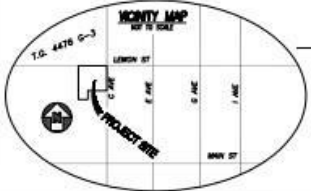
**PARKING NOTES:**  
 1. ALL PARKING SPACES SHALL BE 8'0" X 18'0" MINIMUM.  
 2. ALL PARKING SPACES SHALL BE 10'0" X 18'0" MINIMUM.

**SEE NOTES:**  
 1. SEE ALL NOTES ON SHEET 100-071-00-0-01.  
 2. SEE ALL NOTES ON SHEET 100-071-00-0-02.  
 3. SEE ALL NOTES ON SHEET 100-071-00-0-03.  
 4. SEE ALL NOTES ON SHEET 100-071-00-0-04.  
 5. SEE ALL NOTES ON SHEET 100-071-00-0-05.  
 6. SEE ALL NOTES ON SHEET 100-071-00-0-06.  
 7. SEE ALL NOTES ON SHEET 100-071-00-0-07.  
 8. SEE ALL NOTES ON SHEET 100-071-00-0-08.  
 9. SEE ALL NOTES ON SHEET 100-071-00-0-09.  
 10. SEE ALL NOTES ON SHEET 100-071-00-0-10.

**LEGEND:**  
 1. EXISTING AREA  
 2. PROPOSED AREA  
 3. EXISTING DRIVE  
 4. PROPOSED DRIVE  
 5. EXISTING SIDEWALK  
 6. PROPOSED SIDEWALK  
 7. EXISTING CURB  
 8. PROPOSED CURB  
 9. EXISTING UTILITY  
 10. PROPOSED UTILITY  
 11. EXISTING TREE  
 12. PROPOSED TREE  
 13. EXISTING FENCE  
 14. PROPOSED FENCE  
 15. EXISTING SIGN  
 16. PROPOSED SIGN  
 17. EXISTING LIGHT  
 18. PROPOSED LIGHT  
 19. EXISTING BIKEWAY  
 20. PROPOSED BIKEWAY  
 21. EXISTING TRAIL  
 22. PROPOSED TRAIL  
 23. EXISTING PATH  
 24. PROPOSED PATH  
 25. EXISTING WALKWAY  
 26. PROPOSED WALKWAY  
 27. EXISTING RAMP  
 28. PROPOSED RAMP  
 29. EXISTING STAIR  
 30. PROPOSED STAIR  
 31. EXISTING ELEVATOR  
 32. PROPOSED ELEVATOR  
 33. EXISTING ESCAPE ROUTE  
 34. PROPOSED ESCAPE ROUTE  
 35. EXISTING FIRE ALARM  
 36. PROPOSED FIRE ALARM  
 37. EXISTING SMOKE DETECTOR  
 38. PROPOSED SMOKE DETECTOR  
 39. EXISTING SPRINKLER  
 40. PROPOSED SPRINKLER  
 41. EXISTING EXTINGUISHER  
 42. PROPOSED EXTINGUISHER  
 43. EXISTING FIRE EXTINGUISHER CABINET  
 44. PROPOSED FIRE EXTINGUISHER CABINET  
 45. EXISTING FIRE EXTINGUISHER RECHARGE STATION  
 46. PROPOSED FIRE EXTINGUISHER RECHARGE STATION  
 47. EXISTING FIRE EXTINGUISHER RECHARGE STATION CABINET  
 48. PROPOSED FIRE EXTINGUISHER RECHARGE STATION CABINET  
 49. EXISTING FIRE EXTINGUISHER RECHARGE STATION CABINET  
 50. PROPOSED FIRE EXTINGUISHER RECHARGE STATION CABINET

**EXEMPTIONS:**  
 1. ALL EXEMPTIONS SHALL BE APPROVED BY THE CITY OF HESPERIA.  
 2. ALL EXEMPTIONS SHALL BE APPROVED BY THE CITY OF HESPERIA.  
 3. ALL EXEMPTIONS SHALL BE APPROVED BY THE CITY OF HESPERIA.  
 4. ALL EXEMPTIONS SHALL BE APPROVED BY THE CITY OF HESPERIA.  
 5. ALL EXEMPTIONS SHALL BE APPROVED BY THE CITY OF HESPERIA.  
 6. ALL EXEMPTIONS SHALL BE APPROVED BY THE CITY OF HESPERIA.  
 7. ALL EXEMPTIONS SHALL BE APPROVED BY THE CITY OF HESPERIA.  
 8. ALL EXEMPTIONS SHALL BE APPROVED BY THE CITY OF HESPERIA.  
 9. ALL EXEMPTIONS SHALL BE APPROVED BY THE CITY OF HESPERIA.  
 10. ALL EXEMPTIONS SHALL BE APPROVED BY THE CITY OF HESPERIA.

**SIZE:**  
 TOTAL AREA = 10.0 ACRES  
 NET LAND = 1.4 ACRES



**J.E. Miller & Associates**  
 14444 J.E. MILLER DRIVE  
 SUITE 100  
 HESPERIA, CA 92530  
 (760) 942-1111  
 www.jemiller.com

**CITY OF HESPERIA**  
 FORM NO. 100-071-00-0-01  
 PROJECT NO. 100-071-00-0-01  
 SHEET NO. 100-071-00-0-01

**SITE PLAN**  
**ENCORE HIGH SCHOOL**  
**PARKING LOT EXPANSION**  
**100-071-00-0-01**  
**HESPERIA, CA 92530**

DATE: 08/11/2011  
 SCALE: 1/4" = 1'-0"

## H. Safe and Orderly Environment

## **Encore has used several different forms of data to ensure a safe and orderly environment.**

### **Assessment of the Current Status**

Encore is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, Encore has conducted a thorough review of its emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human caused disasters. The School Safety and Security Policy and Procedures that follows is the official policy of Encore. It is the result of a comprehensive review and update of Encore's policies in the context of its location in Hesperia, California.

Data sources the School Site Council will review may include:

- a) California Healthy Kids Survey (CHKS) and staff climate survey
- b) California School Parent Survey
- c) California School Staff Survey
- d) Crime data <http://www.fbi.gov/stats-services/crimestats>
- e) DataQuest

### **School Mission Statement:**

Our mission is to provide a creative, challenging, and nurturing environment that offers students innovative Preparation for a University Education and Pursuit of the Arts.

### **Policies & Procedures on Positive School Climate**

The Encore Board of Directors will adopt Encore's Comprehensive School Safety Plan at least annually by March 1. It shall be the responsibility of the Principal or their designee to establish and carry out the written policies that will:

- Identify those staff members who will be responsible for the effective administration of the Plan.
- Provide staff time and other necessary resources for the effective administration of the policies and procedures.
- Establish periodic written review of the activities of the staff to ensure compliance with the policies and procedures.
- Provide an on-going mechanism for the effective review of safety and security concerns of the staff, students and parents.
- Provide reports to the Encore Board of Directors regarding the significant aspects of safety and security of the School.

### **Assessment of the Current Status:**

The Encore administration has determined the following two goals are to be addressed: Component 1 & 2 People and Programs, Goal 1 Tobacco use/Vaping, Goal 2 Student Behavior.

<b>Component 1 – People and Programs</b>		
Goal 1: Tobacco use/Vaping		
	Strategies to be Used	Person Responsible
Objective 1:	Distributing information for a smoke-free campus.	Counseling
Objective 2:	Preparing students for peer pressure	Counseling
Objective 3:	Classes on the health danger of smoking/vaping	School Nurse
Objective 4:	Maintaining dialog about students smoking/vaping	Counseling

<b>Component 2 - People and Programs</b>		
Goal 2: Student Behavior		
	Strategies to be Used	Person Responsible
Objective 1:	Use the Social Emotional Learning (SEL) tools.	Discipline
Objective 2:	Add Other Means of Correction (OMC) program vs suspension/expulsion.	Discipline
Objective 3:	Create open dialog with students and parents to help parents support the program.	Counseling & Discipline
Objective 4:	Use Counselor resources to help with student behavior.	Counseling



## I. Rules and Procedures on School Discipline

Since Encore opened in 2008, the discipline department has always taken the approach of helping to support the students and create opportunities for students to learn how to improve their behavior. While Encore's discipline department maintains standards and expectations to keep the campus safe, orderly, and healthy – the implementation of SEL strategies are important for the equity, balance, and growth of all students. Encore will use "**Other Means of Correction**" (OMC) to ensure the student receives appropriate interventions to correct the behaviors.

### **SEL Definition**

The definition of Social Emotional Learning (SEL) according to the California State Board of Education *reflects the critical role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life. SEL skills include the ability to: set and achieve positive goals. feel and show empathy for others.*

Our goal of preparing all students for college, careers, and civic life cannot be met without first creating safe schools where effective teaching and learning can take place. Simply put, no school can be a great school and ultimately prepare all students for success if it is not first a safe school.

Creating and maintaining such schools is both challenging and complex. No student or adult should feel unsafe or unable to focus in school. At Encore, relying on suspensions and expulsions is not the answer to creating a safe and productive school environment. As a proactive measure we provide other means of correction

The widespread overuse of suspensions and expulsions has tremendous costs to students and our school ADA. Students that have been suspended or expelled from Encore may be unsupervised during daytime hours and cannot benefit from great teaching, positive peer interactions, and adult mentorship offered in class and in school. Suspending students has not helped to diminish inappropriate behaviors or help students develop the skills and strategies they need to improve their behavior and avoid future problems.

## **Leaders Formalizing SEL According to State Guidelines**

Our administrative leaders are reexamining school discipline in light of three guiding principles:

First, we must take deliberate steps to create a positive school climate that can help prevent and change inappropriate behaviors. Such steps include training staff, engaging families, and deploying resources to help students develop the social, emotional, and conflict resolution skills needed to avoid and de-escalate problems. Targeting student supports also helps students address the underlying causes of misbehavior, such as trauma, substance abuse, and mental health issues. The Desert Mountain SELPA and Encore has partnered with *Care Solace*, an organization that helps pair student mental health needs with mental health providers.

Second, we must ensure that clear, appropriate, and consistent expectations and consequences are in place to prevent and address misbehavior. By holding students accountable for their actions in developmentally appropriate ways, students learn responsibility, respect, and the bounds of acceptable behavior in our school and society.

This also means relying on suspension and expulsion only as a last resort and for appropriately serious infractions, and equipping staff with alternative strategies to address problem behaviors while keeping all students engaged in instruction to the greatest extent possible.

Finally, Encore must be cognizant of our civil rights obligations and strive to ensure fairness and equity for all students by continuously evaluating the impact of their discipline policies and practices on all students using data and analysis.

## **The Shift in School Discipline**

California Ed Code, **48900.5** indicates the revised discipline laws which enhance local discretion, curtail zero-tolerance requirements, and encourage the development of alternative disciplinary approaches such as restorative justice.

Encore is already a school choice for students to attend in lieu of attending their traditional district school. In some cases, students come to Encore because they were struggling or failing in the structure of their traditional public school. As a result of this, sometimes the students bring behavior that does not meet the expectations of Encore onto the campus.

Encore's administrative team works directly with students on a case by case basis to help instill practices that help develop better behavior rather than just suspending or expelling a student. Sometimes the recommendations include online webinars, off campus community programs, on campus discipline programs, and positive reinforcement behaviors.

This has helped Encore remain a safe place for students while helping to create a positive impact on behaviors for students that struggle with behavior issues.

## **School Discipline**

School discipline is the system of rules, consequences, and behavioral strategies appropriate to the regulation of students and the maintenance of order in schools.

· It is the intent of the Encore Charter School to provide a safe and nurturing learning environment to facilitate student academic success. Should a student exhibit undesirable behaviors, the school will make use of suspensions and expulsions as a matter of last resort.

· Encore will use "Other Means of Correction" to ensure the student receives appropriate interventions to correct the behaviors. These may include, but not limited to:

- A conference between school personnel, the student's parent or guardian, and the student.
- Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support services personnel for case management and counseling.
- Study teams, guidance teams, or other intervention-related teams that assess the behavior and develop and implement individualized plans to address the behavior in partnership with the student and his or her parents.
- Referral for a comprehensive psychoeducational assessment.
- Enrollment in a program for teaching prosocial behavior or anger management.
- Participation in a restorative justice program.
- A positive behavior support approach, with tiered interventions that occur during the school day on campus.
- After-school programs that address specific behavioral issues.
- Community service.

Encore is formalizing discipline practices that have been previously used informally that refrain from the punitive authoritative model towards the restorative authoritative model which still holds students accountable for their behavior and offers direct educational opportunities for students to learn how to break the cycle of undesirable behavior in the educational setting.

<p><b>TO</b></p> <p><b>PUNITIVE</b></p>	<p><b>WITH</b></p> <p><b>RESTORATIVE</b></p>
<p><b>FROM</b></p> <p><b>AUTHORITARIAN</b></p>	<p><b>AUTHORITATIVE</b></p>

## **J.**

### **Procedures adopted under the Safe and Drug-Free Schools Act**

The Safe and Drug-Free Schools and Communities Act (SDFSC) as Title IV, Part A of the No Child Left Behind (NCLB) became effective on July 1, 2002. The purpose of the SDFSC is to support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and drugs; that involve parents and communities; and that are coordinated with related federal, state, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement.

Encore believes that research- validated effective drug and violence prevention programs will both prevent risk behaviors and create safe, disciplined, and drug-free schools conducive to setting high academic standards for all students. Youth development is essential to ensure that all students achieve academically. The programs we have selected are implemented with fidelity and will be evaluated regularly through the California Healthy Kids Survey and our District Climate Survey. Encore Jr/Sr High School for the Performing and Visual Arts believes that a comprehensive drug and violence prevention program, with age- appropriate and developmentally based activities, must be coordinated with other school and community-based services. The programs selected by Encore:

- Address the consequences of violence and the illegal use of drugs, as appropriate.
- Promote a sense of individual responsibility.
- Teach students that most people do not illegally use drugs.
- Teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use.
- Teach students about the dangers of emerging drugs.
- Engage students in the learning process
- Incorporate activities that reinforce prevention activities implemented in elementary schools

## **K. Bullying Prevention Policies & Procedures**

### **BULLYING & HARASSMENT**

All stakeholders of Encore are committed to a safe and civil educational environment for all employees, students, patrons, and volunteers. This means that the campus must be free from harassment, intimidation, and bullying.

#### **What is harassment, bullying or intimidation?**

This is any intentional verbal, physical or written/pictorial act (including social media) that:

- Physically or mentally harms a person or harms their property.
- Substantially interferes with the education process of one.
- Is persistent, severe, or pervasive that it creates an intimidating or threatening environment.
- Disrupts the operation of the school or classroom.

Nothing in this policy requires that the affected person has a characteristic that would be the basis for harassment, bullying, or intimidation. Examples of harassment, bullying, and intimidations are – SLURS, JOKES, INNUENDOS, DEMEANING COMMENTS, CARTOONS, PRANKS, GESTURES, PHYSICAL ATTACKS, THREATS, WRITTEN ACTIONS, PHYSICAL ACTIONS.

“Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

This policy is not a prohibition of expression of religious, philosophical, or political views as long as the expression does not disrupt the education environment. Many behaviors that are not at a level of harassment, intimidation, or bullying may still be prohibited by other program rules.

Counseling, corrective discipline, and / or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact on the victim. This includes appropriate interventions, restoration of a positive intimidation, or bullying also warrants violations of this policy.

# **CYBER BULLYING DEFINITIONS AND POLICY**

**Policy Statement - A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Cyber-bullying by a student at Encore directed toward another student or school staff member is conduct that disrupts both a pupil's ability to learn and a school's ability to educate it's pupils in a safe environment. The administration of Encore prohibits acts of cyberbullying by students.**

## *What is Cyber Bullying?*

Cyber Bullying is the use of electronic information and communication devices, to include but not limited to e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, social media websites, and defamatory websites that:

1. Deliberately threatens, harasses, intimidates an individual or damage to the individual's; or 2. Places an individual in reasonable fear of harm to the individual or group of individuals; or 3. Has the effect of substantially disrupting the orderly operation of the school.

## **Reporting Procedures and Investigation**

- Any student or staff member who believes he/she has or is being subjected to cyber-bullying, as well as any person who has reason to believe a pupil or school staff member has knowledge or reason to believe another pupil or school staff member is being subjected to or has been subjected to cyber-bullying shall immediately make a report to the front office.
- The administrative designee shall investigate all reports of such conduct. If the investigation results indicate cyber-bullying was not committed, the affected parties of the investigation will be informed of the results. In the event the investigation results indicate cyber-bullying was committed by a school student on school grounds and/or using school technologies, the student will be subjected to appropriate discipline.
- In the event the investigation results indicate cyber-bullying was committed by an Encore student using non school technologies away from school grounds, the administration may report the investigation results to local law enforcement.
- In addition, school authorities have the right to impose a consequence on a pupil for conduct away from school grounds, including the school bus or at a school function. This shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds.
- This shall be exercised only when the conduct, which is the subject consequence, materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.

## *Reprisal or Retaliation Prohibited*

Encore prohibits reprisal or retaliation against any person who reports an act of cyber-bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by administration after consideration of the nature and circumstances of the act.