

Oak Ridge High School

Comprehensive School Safety Plan

2025 - 2026

Oak Ridge High School El Dorado Union High School District

1120 Harvard Way
El Dorado Hills, CA 95762
(916)933-6980

The Comprehensive Safe Schools Plan was last updated on: 10/20/2025

Board Members

David J. Del Rio, Board President
Brooke B. Van Komen, Board Clerk
Lori M. Veerkamp
Jessica K. Rodgers
Timothy M. Cary

Superintendent

Mike Kuhlman

NOTE: Tactical information is excluded from the public inspection document.

Portions of this School Site Comprehensive School Safety Plan must be removed from this document if the Plan is shared with the public as they contain confidential information related to the District's tactical responses to criminal incidents and/or vulnerability to terrorist attack or other criminal acts. (CA Educ. Code section 32281(f)(1).)

In addition, portions of this School Site Comprehensive School Safety Plan that have been prepared for the District's Board of Education's consideration in closed session and for law enforcement must also be removed prior to public disclosure. (CA Govt. Code section 6254(aa).)

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 the PUBLIC COPY of this plan. This document is not available for inspection on the internet.

Raising concerns, asking questions about or filing a complaint on this Comprehensive School Safety Plan

Any individual wishing to raise a concern or ask questions about this Comprehensive School Safety Plan can address these to the school principal and/or safety committee. Any individual, including a person's duly authorized representative, public agency, or organization may file a written complaint alleging a matter which, if true, would constitute a

violation by the District of federal or state laws or regulations governing the programs and activities as well as allegations of unlawful discrimination. To file a written complaint, please follow the district's Uniform Complaint Procedures which can be found on the District's Website, Staff Handbook and Student Handbook.

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Development of the Comprehensive School Safety Plan

EDUCATION CODE 32281 BELOW DESCRIBES PARTICIPATION OF SPECIFIC MEMBERS OF THE SCHOOL COMMUNITY IN THE WRITING AND DEVELOPMENT OF THE COMPREHENSIVE SCHOOL SAFETY PLAN.

Education Code 32281

- (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.
- (b) (1) Except as provided in subdivision (d) with regard to a small school district, the schoolsite council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.
- (2) The schoolsite council may delegate this responsibility to a school safety planning committee made up of the following members:
 - (A) The principal or the principal’s designee.
 - (B) One teacher who is a representative of the recognized certificated employee organization.
 - (C) One parent whose child attends the school.
 - (D) One classified employee who is a representative of the recognized classified employee organization.
 - (E) Other members, if desired.
- (3) The schoolsite council shall consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan. The comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.
- (4) In the absence of a schoolsite council, the members specified in paragraph (2) shall serve as the school safety planning committee.

THE FOLLOWING INDIVIDUALS CONTRIBUTED TO THE DEVELOPMENT OF THIS COMPREHENSIVE SCHOOL SAFETY PLAN:

TITLE	NAME
Principal/Designee	Amber Carrion
Certificated Employee	Robert Slinger
Parent	{School Site Council Parent}
Classified Employee	Jennifer Taylor
Law Enforcement Agency (Consult)	El Dorado County Sheriff’s Office – Deputy Patrick Rude
Fire Department (Consult)	{List Fire Department Rep consulted with}
Other First Responder (Consult)	N/A
Student (Optional/Recommended)	Daniel George
District Representative	Chuck Palmer

Communicating the Plan to the Public

The School Community was notified of the review of the Comprehensive School Safety Plan through the following:

School Site Council should communicate the Plan to the Public at a meeting at the School Site. Below is the date and location this meeting was held and a description of how the public was notified of the meeting.

School Site: Oak Ridge High School

Date: November 5, 2025

Child Abuse Reporting Procedures

Oak Ridge High School adheres to El Dorado Union High School District Child Abuse Reporting procedures as follows:

School employees who work with or supervise those who work with children are mandated reporters. All employees receive annual notification regarding mandated reporting responsibilities, and are required to complete annual online training. Immediately, or as soon as practicably possible after learning of, or observing suspected child abuse or neglect, a mandated reporter shall make a report to law enforcement or county child protective services. Submitting a report must be done by the party who observed or learned of the suspected abuse. Mandated reporting forms are available in the counseling and administration offices, or online via El Dorado County Child Protective Services. Mandated reporters should follow district procedures as outlined in El Dorado Union High School District Administrative Regulation AR 5141.4, available at the district website and listed below:

Regulation 5141.4: Child Abuse and Reporting

DEFINITIONS

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

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

Child abuse or neglect does not include:

1. A mutual affray between minors. *(Penal Code 11165.6)*
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment. *(Penal Code 11165.6)*
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate

conditions conducive to learning. *(Education Code 44807)*

4. An injury caused by an employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense or to obtain weapons or other dangerous objects within the control of the student. *(Education Code 49001)*
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student. *(Education Code 49001)*
6. Homelessness or classification as an unaccompanied minor. *(Penal Code 11165.15)*

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance, athletic coaches, administrators and directors; administrators and employees of a licensed day care facility; Head Start program teachers, district police or security officers; licensed nurses or health care providers; and administrators, presenters, or counselors of a child abuse prevention program. *(Penal Code 11165.7)*

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. *(Penal Code 11166)*

REPORTABLE OFFENSES

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. *(Penal Code 11166)*

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at substantial risk of suffering serious emotional damage based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior towards self or others, may make a report to the appropriate agency. *(Penal Code 11166.05, 11167)*

Any District employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. *(Penal Code 152.3, 288)*

RESPONSIBILITY FOR REPORTING

The reporting duties of mandated reporters are individual and cannot be delegated to another person. *(Penal Code 11166)*

When two or more mandated reporters jointly have knowledge of a known or suspected instance of

child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. *(Penal Code 11166)*

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. *(Penal Code 11166)*

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. *(Penal Code 11166)*

REPORTING PROCEDURES

1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. *(Penal Code 11165.9, 11166)*

EL DORADO COUNTY SHERIFF'S DEPARTMENT
300 Fair Lane, Placerville, CA 95667
Business Calls: (530) 621-5655
Emergency Calls: (530) 626-4911 or 911
Non-Emergency Calls: (Central Dispatch) (530) 621-6600

PLACERVILLE POLICE DEPARTMENT (EL DORADO HIGH SCHOOL)
730 Main St., Placerville, CA 95667
Business Calls: (530) 642-5210
Emergency Calls: 911 or 642-5280
Non-Emergency Calls (530) 642-5298 or (642-5280 after 5 p.m.)
Cellular Calls (530) 642-5280

EL DORADO COUNTY DEPARTMENT OF HUMAN SERVICES
CHILDREN'S PROTECTIVE SERVICES
330 Fair Lane, Placerville, CA 95667
Child Abuse Hotline: (844) 756-3699
CPS Non-Emergency: (530) 642-7100

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

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a

written follow-up report, which includes a completed Department of Justice (DOJ) form (BCIA 8572). *(Penal Code 11166, 11168)*

The Department of Justice form may be obtained from the District office or other appropriate agencies, such as the police department, sheriff's department or county probation or welfare department.

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

- a. Name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- b. The child's name and address, present location and, where applicable, school, grade, and class.
- c. The names, addresses, and telephone numbers of the child's parents/guardians.
- d. The name, address, telephone number and other relevant personal information about the person(s) who might have abused or neglected the child.
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

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

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

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. *(Penal Code 11166)*

However, employees reporting child abuse or neglect to the appropriate agency are encouraged, but are not required, to notify the principal as soon as possible after the initial telephone report to an appropriate agency. When notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, school principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. *(Penal Code 11166)*

TRAINING

Within the first six (6) weeks of each school year, or within the first six (6) weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to District employees and persons working on their behalf who are mandated reporters. *(Education Code 44691; Penal Code 11165.7)*

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). *(Education Code 44691)*

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. *(Education Code 44691; Penal Code 11165.7)*

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. *(Education Code 44691)*

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. *(Education Code 44691)*

VICTIM INTERVIEWS BY SOCIAL SERVICES

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. *(Penal Code 11174.3)*

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: *(Penal Code 11174.3)*

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. *(Penal Code 11174.3)*

RELEASE OF CHILD TO PEACE OFFICER

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

PARENT/GUARDIAN COMPLAINTS

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

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

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

NOTIFICATIONS

The Superintendent or designee shall provide all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The District also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. *(Penal Code 11165.7, 11166.5)*

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign the statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. *(Penal Code 11166.5)*

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee shall also notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated report acquired knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person

making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. *(Penal Code 11172)*

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. *(Penal Code 11166)*
3. No employee shall be subject to any sanction by the District for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. *(Penal Code 11166)*

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by **Mandated Child Abuse Reporters**

Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	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. REPORT NOTIFICATION	<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 ()								
C. VICTIM 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"/> NEGLECT <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"/> UNK					
D. INVOLVED PARTIES	VICTIMS									
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY	
	1. _____	_____	_____	_____	_____	3. _____	_____	_____	_____	
	2. _____	_____	_____	_____	_____	4. _____	_____	_____	_____	
	VICTIMS									
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY				
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()		
	PARENTS/GUARDIANS									
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY				
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()		
SUSPECT										
SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY					
ADDRESS			Street	City	Zip	TELEPHONE ()				
OTHER RELEVANT INFORMATION										
E. INCIDENT INFORMATION	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 determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; 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 (CANRA). The provisions of CANRA may be viewed at: <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 of the requested information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities listed 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), the 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 incident 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 incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made 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, daytime telephone number, and today's date. Check yes-no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.
- **SECTION C - VICTIM (One Report per Victim):** 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 to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.
- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- **SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) 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's department, **blue copy** to county welfare or probation department, and **green copy** to district attorney's office.

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 Pacific Islander	26 White	31 White-Romanian

DISASTER PROCEDURES

**Hazard and Threat Specific Procedures
can be found in the Hazard Specific Annexes**

**General Response Procedures
such as Lockdown and Evacuation
can be found in the Functional Annexes**

ORHS CAMPUS OVERVIEW AND MAPS

Confidential

Evacuation and Emergency Area Maps

CONFIDENTIAL

Emergency Operations Overview

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The disaster procedures within this Plan are designed to facilitate life safety using simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) which utilize the Incident Command System (ICS) as the basic response management structure.

Plan Maintenance

The Site Incident Commander is responsible for the maintenance of this Plan, in conjunction with the school site council and/or school site Safety Committee. The Disaster Procedures satisfies the requirement for Education Code 32280. As such, the Disaster Procedures will be reviewed on an annual basis by the office of Senior Director of Student Services and Innovation.

Training & Exercises

Training

Training is a key component to ensure successful emergency operations. The adage “people will do what they have been trained to do” is consistently proven in actual emergencies. All staff need to be trained on how to respond during a disaster. Education code 32280 states “It is also the intent of the Legislature that all school staff be trained on the comprehensive school safety plan.” It is the responsibility of the school administration to provide training on the contents of the CSSP to all staff.

All Staff

All new staff assigned to the site will receive basic emergency orientation within 30 days of assignment. The orientation should include an introduction to the Comprehensive School Safety Plan and specifically the Disaster Procedures, the standardized emergency verbiage, parent reunification, and the location/contents of Disaster Container. Each site is required to conduct this orientation.

Staff Assigned to Incident Command Team

In order to satisfy state and federal training mandates, each staff member with an assignment in this plan (see Incident Command Team Organizational Chart), should receive training which coincides with the position they fill on the team.

Drills and Exercises

Drills and exercises allow individuals to practice what they have been trained to do and improve their skills for an actual emergency.

The Principal/Site Incident Commander will coordinate Emergency Drills for their site, including the following:

The California Education Code requires the following drill schedule:

SECONDARY SCHOOLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Duck/Cover/Hold On (Earthquake) Drill	2 times per year	Once each school semester
Fire Drill (Evacuation)	2 times per year	Once each semester

Please note that ALL occupants at your site must participate in these drills

In addition to the drills mandated by the state listed above, the District recommends the following drills:

REQUIRED DRILLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Shelter-In-Place Drill	2	One in the fall and one in the winter/spring
Lockdown Drill	2	One in the fall and one in the winter/spring
Fire (Evacuation) Drill	2	One in the fall and one in the winter/spring
Earthquake Drill	1	October - Great American Shake Out

Tabletop Exercises

Incident Command Team members should participate in Tabletop Exercises each year. These are discussion-based, guided reviews of policies and procedures. Scenario topics should vary to address the hazards identified in the hazard analysis.

Drill & Exercise Compliance

School sites are asked to submit scheduled dates for all the above drills at the beginning of each year. When a drill is held, the school records the drill, time, duration and notes/comments on the Emergency Drill Report Calendar. This should be submitted before the first day of school each year.

CONCEPT OF OPERATIONS

The El Dorado Union High School District works under the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). As mandated by both SEMS and NIMS, District Office and El Dorado Union High School District utilize the Incident Command System to manage response activities at the field level. ICS provides for common terminology, processes, and position titles, while allowing the delegation of functions (or tasks) to subordinate positions to promote proper span of control and unity of command. ICS is applicable to any size incident and is designed to be expandable as the needs of the incident expand or contract. When utilized, the standardization of ICS principles and nomenclature can integrate large numbers of personnel from disparate organizations.

OPERATIONAL LEVELS

The basic operations of the emergency response for any given situation start at the field level and expand and move up in response levels as the severity and impact of the incident requires. There are five operational levels of emergency response in SEMS (also known as a tiered response):

- **FIELD:** After a given situation, appropriate school personnel at the specific campus(es) will respond and handle the incident. This is called the Field Response.
- **LOCAL:** If the situation response exceeds the capabilities of the normal operations of those responding personnel at the school site the District Emergency Operations Center (EOC), will be activated. This is the Local Jurisdiction response. Certain District personnel are members of the EOC who have training and experience to manage and coordinate the overall emergency response for the District. The functions of the EOC will support the needs of the incident via an Incident Commander/EOC Director.
- **COUNTY:** For more widespread or severe situations, such as a major earthquake or flooding, the District will work with El Dorado County officials for support. The Operational Area manages and coordinates information, resources and priorities among local governments and entities, such as the District and serves as the coordination and communications link between the District and regional level agencies.

- **REGIONAL:** Regional levels of management coordinate information and resources among the Operational Areas and between Operational Areas and State level emergency response activities.
- **STATE:** The State levels of response includes the management of resources among the mutual aid regions, and between the regional and state levels, as well as serving as the coordination and communication link with federal disaster response agencies.

STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)

SEMS is used for managing responses to multi-agency and multi-jurisdictional emergencies in California. The four major elements of SEMS are 1) the use of the Incident Command System (ICS), 2) inter-agency coordination, 3) the utilization of the State’s Mutual Aid Program and 4) the coordination with and use of Operational Areas. Together they create a system for local governments or entities, such as the district, to respond to emergencies cooperatively with other agencies or jurisdictions.

SEMS is intended to be flexible and adaptable to the needs of all emergency responders. As described in the five operational levels above, SEMS allows for entities to request and receive assistance from higher jurisdictions and agencies as the situation expands beyond the field and local levels.

Senate Bill 1841 established the Standardized Emergency Management System (SEMS) effective January 1, 1993 for all state agencies. By law, agencies must use SEMS to unify all elements of California’s emergency management organization into a single integrated system. Additionally, SEMS must be used to be eligible for any reimbursement of response-related costs under the state’s disaster assistance programs.

NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

Like SEMS, the National Incident Management System (NIMS) is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. It is intended to:

- Be applicable across a full spectrum of potential incidents, hazards, and impacts, regardless of size, location or complexity.
- Improve coordination and cooperation between public and private entities in a variety of incident management activities.
- Provide a common standard for overall incident management.

NIMS has two basic compliance requirements that are already incorporated into SEMS.

- The first is the adoption and use of the Incident Command System, which defines the operating characteristics, management components, and structure of incident management organizations throughout the life cycle of an incident.
- The second is the utilization of multiagency coordination systems, which define the operating characteristics, management components, and organizational structure of supporting entities. NIMS compliance also requires documented personnel certification and resource typing and inventory, which SEMS does not.

Homeland Security Presidential Directive (HSPD) - 5 “Management of Domestic Incidents,” directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). State and local governments must be NIMS compliant as a condition for Federal preparedness assistance, such as grants and contracts.

INCIDENT COMMAND SYSTEM (ICS)

SEMS and NIMS both use the Incident Command System as their organizational management system. All levels of government and state agencies use this system. Its strength and usefulness are built upon, but not limited to, the following concepts:

- **Common Terminology** – Plain talk and common language are used so that all persons across multiple jurisdictional areas understand one another. No codes are used nor any acronyms unless they are inherent in the Incident Command System.
- **Manageable Span of Control** – Any given supervisor should have no fewer than 3 individuals and no more than 7 individuals assigned to them. Optimum number of assigned individuals is 5.
- **Unity of Command** - An employee is responsible to only one supervisor, who in turn is responsible to only one supervisor, and so on up the organizational hierarchy. This prevents an individual from being assigned to two or more supervisors which provides conflicting priorities for the employee.
- **Expandable and collapsible** – Responses are increased only as much as required and will be reduced or deactivated as the situation requires. This makes best use of personnel and equipment resources.

Incident Command Systems is structured into five functional areas: Command/Management, Operations, Planning/Intelligence, Logistics and Finance.

- **Command/Management:** This function provides for the overall management and coordination of response and recovery activities.
- **Operations:** This function is responsible for coordinating all jurisdictional operations in support of the response to the emergency through implementation of the action plan.
- **Planning/Intelligence:** This function is responsible for collecting, evaluating, and disseminating intelligence and information; developing the action plan in coordination with the other functions; and maintaining documentation.
- **Logistics:** This function is responsible for providing facilities, services, personnel, equipment, and materials.
- **Finance/Administration:** This function is responsible for financial and administrative aspects not assigned to the other functions.

EXPANSION OF ICS FUNCTIONS

ICS functions expand and contract to fit the need of the incident.

Even in small incidents, ICS is used from the beginning. The first individual responding to the incident is the Incident Commander (IC), but the IC would relinquish that role as soon as the next person with more knowledge and/or authority took command of the situation. If the media were also to respond, a Public Information Officer (PIO) would be required to field questions. A Safety Officer for crowd control and personnel safety, and a Liaison Officer to interact with other campus or outside entities may also be added. These four people are called the Incident Commander and Command Staff.

If the incident expands, persons who could obtain, operate and coordinate equipment would fill roles in Operations, Logistics and Planning Sections. The person who provides the financial support for this incident would be the Finance Section (See Incident Command Position Guides in Functional Annex C)

INCIDENT COMMAND TEAM OVERVIEW

According to the Incident Command System (ICS), the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able

to fill more than one position. As an example: in a small incident the principal often serves as the Site Incident Commander, Public Information Officer, Safety Officer and Liaison Officer.

Only under very unusual conditions will all the positions identified below be activated and fully staffed.

Summary of Incident Command Team Assignments

For quick and rapid response, school staff are pre-assigned to the Incident Command Team (ICT) and have specific duties during emergencies; however, it is important to remember that in Incident Command, all individuals need to be flexible. Depending on the size, complexity and needs of the event, individuals can be assigned to other positions as needed. The designated duties include:

Site Incident Commander – responsible for overseeing onsite emergency operations. Responsible for keeping the Emergency Operations Center (Operations Section) briefed on a regular basis. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties
Safety Officer - ensures all activities are conducted in as safe a manner as possible

Public Information Officer – acts as official spokesperson for the site in an emergency situation, until the District’s Communications Officer is available

Liaison Officer – serves as the point-of-contact for agencies outside of the District’s organization

Operations Chief – manages direct response to the onsite emergency and report status to the Site Incident Commander

Site Facility Check & Security – lead damage assessment, control utilities, restrict access to unsafe areas, and provide traffic control

Search & Rescue Leader and Team – conduct search and rescue operations once accountability process has identified missing persons. It’s important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.

First Aid & Medical Leader and Team – provide first aid and medical response including Critical Incident Stress Management (CISM). It’s important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.

Assembly Area Leader – ensure the care and safety of all students, staff, and visitors during an on- or offsite evacuation (except those who are in the Medical Treatment Area) and relay information regarding attendance and other information pertaining to the well-being of the evacuees.

Student/Parent Reunification

- **Request Area** – process requests by parents or authorized adults for release of students
- **Release Gate** – release student to parent or authorized adult

Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident

Logistics Chief – provide facilities, services, staff, equipment and materials to support response – including food and transportation services

Finance & Administration Chief – responsible for accountability of campus occupants (attendance) during an emergency, tracks purchases, staff hours and costs

This Plan provides position guides for each of the above assignments. The ICT will report to the Site Incident Commander at the Incident Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The District’s Emergency Operations Center (EOC) may be activated to support onsite emergency operations. In the event that the District EOC is activated, the Site Incident Commander will establish communications and coordinate closely with the District EOC (Operations Section).

UNIFIED COMMAND

Unified Command exists when two or more organizations/agencies have command authority for an incident, and they work together under a single Unified Command to manage incident response. Unified Command is an application of ICS and may be established at the field response level when more than one agency has jurisdictional responsibilities. Agencies work together through the designated members of the Unified Command to establish their designated ICs (Incident Command) (Incident Command) at the single Incident Command Post (ICP). Under Unified Command, organizations/agencies develop a common set of objectives and strategies which provides the basis for a single Incident Action Plan (IAP).

ORHS Incident Command Team Organizational Chart

Name	Role	Contact Info	Cell #
Aaron Palm	IC	Confidential	Confidential
Amber Carrion	Back-up IC	Confidential	Confidential
Rob Slinger	Operations	Confidential	Confidential
Rob Slinger	Logistics	Confidential	Confidential
Carrie Foster	Planning & Intelligence	Confidential	Confidential
Aaron Palm	Administration/Finance	Confidential	Confidential
Aaron Palm	Public Information	Confidential	Confidential
Amber Carrion	Safety	Confidential	Confidential
Patrick Rude SRO	Liaison	Confidential	Confidential
Sarah Phillips/Jen Taylor	Incident Log/Scribe	Confidential	Confidential

District Office Incident Command Team Personnel

Position	Personnel
Site Incident Commander	Mike Kuhlman
Safety Officer	Pam Bartlett
Public Information Officer	Julianne Pereira
Liaison Officer	Mike Kuhlman
Planning Section Chief	Tony DeVille
Logistics Section Chief	Leslie Redkey
Finance & Administration Section Chief	Robert Whittenberg

Operations Section Chief	Pam Bartlett
Site Facility Check & Security	Chuck Palmer

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Disaster Service Worker Status

All public employees are required to take an "Oath of Allegiance" (text below) which confirms compliance with California Constitution, Article II, Sec. 3 and California Government Codes Sections 3100-3109. California Government Codes 3100-3109 outline this duty as a Disaster Service Worker. All public employees should be familiar with the Disaster Service Worker mandates and ensure that their home, family and pets are prepared for a disaster.

California Government Code (Sections 3100 & 3101) declares that public employees are Disaster Service Workers (DSW), subject to such disaster service activities as may be assigned to them by their superiors or the law. The term "public employees" includes all persons employed by the state or any county, city, state agency, or public district. This law applies to public school employees in the following cases: 1) when a local emergency has been proclaimed, 2) when a State emergency has been proclaimed, or 3) when a federal disaster declaration has been made.

These laws have two ramifications: 1) public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and 2) in those cases, their Worker's Compensation Coverage becomes the responsibility of the state government (CalOES). The district, however, pays their overtime pay. These circumstances apply only when a local or State emergency has been proclaimed.

During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an **Incident Command Team (ICT)** position, the staff will first ensure the safety of the students and accompany the students to the Evacuation Area, where the students will be reassigned to another teacher/staff member. The teacher will then immediately report to the Site Command Post and carry out their assigned ICT responsibilities.

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.)

Emergency Communications

Communications before, during and after an emergency are critical. The school will use a variety of communication tools to prepare for, respond to and recover from critical incidents. Below are different tools the school will use to communicate with the different stakeholders.

COMMUNICATION TOOLS MATRIX		
MODE	ADVANTAGES	DISADVANTAGES
DISTRICT E-mail	Quick communication to large audience and staff	May not work well if information is time sensitive or there is a power outage
Web Page Post	For parents/community. Easy, quick	Requires user to visit website
EDUHSD Catapult System (Staff Only)	Real Time updates regarding the incident in question	Wifi limitations if staff member does not use on phone
EDUHSD Parent Square Text	For parents/community and possibly staff. Messages can reach the recipient immediately, regardless of location.	Requires users to update contact information. Staff may not check their phones and may not be signed up for MNS.
EDUHSD Parent Square Email	For parents/community.	Requires users to update contact information (including personal email) and to be able to access a device.
Staff Email	Good for communicating directly with staff. Can be useful when working to get information to staff that students should not/do not need to know.	Staff may be unable to check their email during an emergency.
EDUHSD Parent Square Voice Message to all	Reaches all those with phones	Requires the user to listen to phone messages. The delay in reaching audiences may cause confusion as messages may be hours old.
Google Meet	Able to meet virtually; large audience	Must send out link to Meet meeting; individuals must join
Microsoft Teams	Multiple communication systems, including instant phone calls, allows for teams and channels to distribute and gather information, allowing for assignments to be made.	Only those with access to Microsoft teams can benefit from any groups or channels.

Social Media	Facebook, Instagram and Twitter are popular with students, messages can reach recipients regardless of location.	Requires users to be a “fan” or “follower” of District/Campus sites and have access to a wireless device.
Public Announcement System	Wide broadcast; reaches outdoor	May be hard to hear on parts of campus
Fire Alarm System	Wide broadcast; easily heard	Only alarm – no voice feature.
Bell/Clock Monitors	Visual broadcast. Supports individuals with hearing impairments.	Times out after a fixed time and needs to be manually initiated and restarted
Bullhorns	Mobile; allows for targeted messages to different geographic audiences; doesn’t require electricity or connectivity	Reaches a limited audience; time consuming
Digital Marquee	Gets message to local traffic and public before entering campus	May be difficult to post from a variety of devices.
Runners	Mobile; allows for targeted messages to different geographic audiences; doesn’t require electricity or connectivity	Reaches a limited audience; time consuming
Two-Way Radios	No phone connectivity needed. Useful for on campus communication. Quick.	Battery life, especially in power outage. Limited to those who have them.
Cell phones	Provides access to text and voice messages; widely available; can be used in conjunction with other communications such as Microsoft Teams and Zoom.	Battery life, especially in power outage.
Landlines (analog or digital)	Good for one-to-one communication	Limited mobility.

Emergency Notifications to Campus

First priority during any emergency on school campus is to notify the staff and students in order to provide proper response procedures. The following systems will be used on-campus during an emergency to communicate response protocols:

EMERGENCY	PRIMARY METHOD	ALTERNATE METHODS
Evacuation	Fire Alarm/Catapult/P.A. System	email, ParentSquare
Duck, Cover, Hold On	P.A. System /Catapult	In the case of an earthquake, individuals should not wait for any notification to Duck, Cover and Hold On.
Shelter-In-Place	P.A. System/Catapult	email, ParentSquare
Secure Campus	European Siren/Catapult	P.A. System, email, ParentSquare
Lockdown	European Siren/Catapult	P.A. System, email, ParentSquare
All-Clear	P.A. System/Catapult	email, ParentSquare

All site occupants need to know the emergency terminology above and the actions to take for each.

Emergency Notifications to Outside Entities

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"> • When placing a 911 call: give your name, school name, and school address • Give specific location of shooter, intruder, fire, hazardous material or other emergency • Indicate location of incident command post
Mass Notification to Parents	<u>During an emergency:</u> Parent Square - Text and Email - Phone optional
	<u>After an emergency:</u> Parent Square - Text and Email - Phone optional

Emergency Notification Information

- The first action to occur as an emergency incident is unfolding is the need to alert or warn others. In the event of an emergency, and if circumstances allow, the Site Incident Commander will direct the Site Facility and Security Check position to conduct or delegate an initial site assessment to gather information.
- Based on the findings and if time permits, the Site Incident Commander will inform the Superintendent’s Office of the recommended actions to be taken. However, if the emergency requires immediate action, the Site Incident Commander will initiate the appropriate warnings and notifications to 9-1-1 without delay.
- The very next action to occur is the need to alert or warn onsite staff. The primary methods for notifying campus occupants are summarized in the “Emergency Notifications” section. If for some reason those methods do not work or are not appropriate due to circumstances, a variety of alternative notification methods may be available on the site including: landline telephones, cellular telephone, walkie-talkies, runners, bells, or portable megaphones. The method utilized will depend upon the circumstances of the emergency and the resources available at this site.

As services are being dispatched to assist, the Site Incident Commander will begin to gather and direct resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

INTERNAL CONTACTS:

Name	Role	Contact Info	Cell #
Aaron Palm	IC	Confidential	Confidential
Amber Carrion	Back-up IC	Confidential	Confidential
Rob Slinger	Operations	Confidential	Confidential
Rob Slinger	Logistics	Confidential	Confidential
Carrie Foster	Planning & Intelligence	Confidential	Confidential
Aaron Palm	Administration/Finance	Confidential	Confidential
Aaron Palm	Public Information	Confidential	Confidential
Amber Carrion	Safety	Confidential	Confidential

Patrick Rude SRO	Liaison	Confidential	Confidential
Sarah Phillips/Jen Taylor	Incident Log/Scribe	Confidential	Confidential

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
El Dorado County Sheriff's Department	9-1-1	530-621-6600
Diamond Springs Fire Department	9-1-1	530-626-3190
Pacific Gas & Electric	800-743-5000	800-743-5000
AT&T (Telephone)	800-310-2355	
El Dorado County Hazardous Materials	530-621-5300	530-621-5300
El Dorado County Health & Human Services	530-642-7300	530-642-7300
El Dorado County Office of Emergency Services	530-621-5895	530-621-5895
Poison Control	800-222-1222	
El Dorado County Animal Control	530-621-5795	530-621-5795
El Dorado Irrigation (sewer/water)	530-622-4513	530-622-4513

Standardized Emergency Response Actions

El Dorado Unified County Office of Education along with all the County law enforcement partners and school districts developed standardized terminology for the most common types of actions necessary during an emergency. Standardized terminology is critical to promote understanding among all parties involved in managing an incident.

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. See Functional Annex A for more information on Standardized Emergency Response Actions

Type	Definition
STATUS	<p>ALL CLEAR communicates to students and staff that the emergency is over and normal school operations can resume.</p>
	<p>EMERGENCY DAMAGE ASSESSMENT 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>
RESTRICTED MOVEMENT & ACCESS	<p>LOCKDOWN 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"> ● Lock the doors; ● Close and lock windows, and close blinds or cover windows; ● Turn off lights; ● Silence all electronic devices; ● Remain silent; ● Use strategies to silently communicate with first responders if possible, ● 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 ● Remain in place until the release from lockdown by school administration or evacuated by law enforcement.
	<p>SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.</p>
	<p>SHELTER IN PLACE 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</p>

	<p>instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.</p> <p>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, severe windstorms and tornadoes.</p> <ul style="list-style-type: none"> ● Move students and staff into the school’s permanent buildings, on the ground floor. ● Group students/staff together at the furthest point away from windows on the floor. <ul style="list-style-type: none"> ✓ Face the wall with backs to the windows ✓ Crouch down on knees and elbows ✓ Hands covering the back of their head/neck ● If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning. <p>DUCK, COVER AND HOLD ON 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>
EVACUATION	<p>EVACUATION 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>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 campus. In some situations OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.</p> <p>EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.</p>
REUNIFICATION	<p>STRUCTURED REUNIFICATION is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires:</p> <ul style="list-style-type: none"> ● Maintaining accurate information on the location of each child. ● Preventing unauthorized individuals from having access to or removing children. ● Verifying the identity of individuals coming to take custody of children. ● Verifying each individual has the legal right to take custody of the child for which they have asked. ● Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.

SEE FUNCTIONAL ANNEX A for more information on these standardized responses

Emergency Facilities

CONFIDENTIAL

Emergency Supplies/Disaster Containers

Location of Emergency Supplies/Disaster Container

This site's Emergency Supplies/Disaster Container is located: Each classroom has its own lockdown bucket with supplies and water for students and staff.

All Emergency Supplies Kits/Disaster Containers and their contents are the responsibility of the Site Incident Commander. The District recommends the Site Incident Commander conduct annual inspections/inventory by August 1 of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs with the site.

The Emergency Supplies/Disaster Container includes resources needed by the ICT during activation. The following list describes the equipment and supplies that the District recommends be included inside the Emergency Supplies/Disaster Container:

EMERGENCY KIT CONTENTS

FIRST AID & MEDICAL TEAM SUPPLIES

Supplies need to be based on the population. The following are recommended items for the First Aid & Medical Team Supplies and should be located in a red duffle bag or rolling bin.

Safety Bucket Contents:

Emergency Classroom Kit

1 portable toilet in a 5-gallon bucket
Snap on toilet seat lid
1 toilet paper roll
100 wet wipes
10 pair of vinyl gloves
25 waste bags
1 roll of duct tape
1 blue poly tarp—5' x 7'
1 bag cat litter-4 1/2 lbs.
Ball point pens
Notepads
Feminine hygiene products
Scissors
Goggles
Flashlight with extra batteries
CPR mask

Hand sanitizer
Emergency blanket

Trauma Pack (Contents Include Items Below)

QuickClot hemostatic clotting sponge
Nitrile gloves
Trauma pad
Antiseptic towels
4x 4' surgical sponges
40' x 40' x 56' triangular bandage
Roll of gauze

Additional Items in Each Classroom

- 6 1 liter bottles of water (20 year shelf-life)
- Plastic cups
- Candy (for low blood sugar)

Suspension & Expulsion Policies

Oak Ridge High School adheres to El Dorado Union High School District Suspension and Expulsion Policies as follows:

Board Policy Manual
El Dorado Union High School District
Printed: 11/22/2024 10:27 AM

Policy 5144.1: Suspension And Expulsion/Due Process

Status: ADOPTED

Original Adopted Date: 06/02/1992 | **Last Revised Date:** 09/08/2020 | **Last Reviewed Date:** 09/08/2020

The Governing Board desires to provide District students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of District students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any District school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds.
2. While going to or coming from school.
3. During the lunch period, whether on or off the school campus.
4. During, going to, or coming from a school-sponsored activity.

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the District's nondiscrimination policies.

Appropriate Use Of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion" Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-8 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority To Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student

found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
2. Selling or otherwise furnishing a firearm.
3. Brandishing a knife at another person.
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058.
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4.
6. Possessing an explosive as defined in 18 USC 921.

For all other violations listed in the accompanying administrative regulation the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Codes 48911, 48915, 48915.5, 48918)

Maintenance And Monitoring Of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the District is meeting its goals for improving school climate as specified in its

Procedures for Notifying Teachers of Dangerous Pupils

Oak Ridge High School adheres to the El Dorado Union High School District Procedures for Notifying Teachers of Dangerous Pupils as follows:

Per BP 4158: The Superintendent or designee shall inform the teacher(s) of each student who has engaged in, or is reasonably suspected of, any act during the previous 3 school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2(48900.4, 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Discrimination & Harassment Policy

Oak Ridge High School adheres to the El Dorado Union High School District Discrimination and Harassment Policy

ORHS Anti-Discrimination/Hazing/Harassment/Distribution of Inappropriate Text or Images Policy

Discrimination, hazing, harassment, and distribution of inappropriate posts, texts, tweets, or images are abusive and can be illegal behaviors. The El Dorado Union High School District prohibits unlawful discrimination, harassment, intimidation, or bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression at any district school or school activity.

The District also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

Any student who takes part in racist and/or discriminatory language or actions of any kind will receive school consequences. Any student who is a victim of racism, discrimination, or any form of hazing or harassment is asked to immediately report the incident. Students can report the incident to an administrator in the main office, counselor, teacher, or office personnel in person. Students can also email their Assistant Principal or use the StopIt app to report an incident. All reported incidents will be investigated.

Students who are the victim of any form of hazing, harassment, and/or discrimination are entitled to support from the Wellness Center.

Nondiscrimination, Sexual Harassment, and Title IX Policy

Nondiscrimination

The El Dorado Union High School District is primarily responsible for compliance with federal and state laws and regulations regarding nondiscrimination. The Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on age, ancestry, color, physical or mental disability, national origin, race, religion, sex/gender, sexual harassment, sexual orientation, ethnic group identification, or any other unlawful consideration. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

Any student who engages in discrimination of another student or anyone from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student, staff member, or parent who feels that discrimination has occurred should immediately contact the teacher, principal of the school, or district Title IX and Uniform Complaint Procedure Coordinator. If the concern is not resolved, a formal complaint may be initiated at the school or by directly contacting the district Coordinator. Copies of the Uniform Complaint Form may be obtained free of charge from school offices or from the Title IX and Uniform Complaint Procedure Coordinator.

Sexual Harassment

The district has adopted the following strict policy containing rules and procedures for reporting sexual harassment and pursuing remedies.

"The Governing Board prohibits unlawful sexual harassment of or by anyone in or from the district. Sexual harassment is unwelcome sexual advances, request for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite gender in the work or educational setting. Any student who engages in sexual harassment of another student or anyone from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal."

Any student, staff member, or parent who feels that harassment has occurred should immediately contact the teacher, principal of the school, or district Title IX and Uniform Complaint Procedure Coordinator. If the concern is not resolved, a formal complaint may be initiated at the school or by directly contacting the district Coordinator. Copies of the Uniform Complaint Procedure and Form may be obtained free of charge from a school office or from the district Title IX and Uniform Complaint Procedure Coordinator.

Title IX

No person shall, on the basis of gender, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance. The Title IX Uniform Complaint Procedure Coordinator or the school principal should be contacted regarding complaints related to Title IX.

To File a Complaint

- FILING A COMPLAINT:** Obtain a copy of the Uniform Complaint procedures and form (BP/AR/F 1312.3) from the school or district Title IX and Uniform Complaint Procedure Coordinator. Submit the complaint form to the principal or Coordinator.
- FILING TIME LINE:** Unlawful discrimination complaints shall be filed not later than 6 months from the date the alleged discrimination occurred, or 6 months from the date the complainant first obtained knowledge of the facts of the alleged discrimination.
- MEDIATION:** Mediation is optional. It involves a third party to help in resolving the dispute. If mediation is used, time lines are extended an additional 30 days.
- INVESTIGATION:** The district will investigate the complaint and provide a written report of the investigation and decision within 60 days of when the complaint is filed.
- APPEALS:** If the person making the complaint disagrees with the district's decision, he/she has 5 days to appeal the decision to the school district Board of Education; or alternatively, 15 days to appeal the decision to the California Department of Education. The appeal to CDE must include a copy of the locally filed complaint and a copy of the LEA Decision.
- ADDITIONAL ACTION:** The person filing a discrimination complaint may also pursue action in civil court at least 60 days after filing an application with the California Department of Education.

Complaints will be kept confidential.

The district prohibits retaliation against any participant in the complaint process. Each complaint shall be investigated promptly and in a way that respects the privacy of all parties concerned.

El Dorado Union High School District
Title IX & Uniform Complaint
Procedure Coordinator

Asst. Superintendent, Human Resources
4675 Missouri Flat Road • Placerville, CA 95667

(530) 622-5081, ext. 7214

612EDUHSID

Oak Ridge High School Dress Code

Dress Code Philosophy:

Oak Ridge High School's student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. While it is the school's responsibility to ensure that attire does not interfere with the health and safety of students, the primary responsibility for a student's attire resides with the student and parents or guardians.

Basic Principles:

- Clothing must be worn in a way such that genitals, buttocks, and nipples are covered. Garments may not be sheer.
- Clothing should cover, at minimum, all areas that would be covered by undergarments from all angles. Undergarments are not a substitute for clothing.
- Clothes that depict alcohol, tobacco, or other drugs may not be worn at any time.
- Clothing with inappropriate images (including profanity, hate speech and pornography) may not be worn at any time.
- Clothing that poses a safety risk to others may not be worn at any time (spikes, etc.).
- Any item that obscures the face or ears (except as a religious observance or as personal protective equipment (PPE) may not be worn at any time.
- Swimwear may only be worn in physical education classes (swim unit) and as part of an athletic uniform (swim/water polo).
- Footwear is required at all times.
- Dress code is enforced at all dances, athletic events, and all school activities.

Dress Code Purpose:

- Establish a safe learning environment in classes where protective or supportive clothing is needed
- Allow students to wear comfortable clothing of their choice that expresses their self-identified gender
- Allow students to wear religious attire without fear of discipline or discrimination
- Prevent students from wearing clothing or accessories with offensive images or language (including profanity, hate speech, and pornography), that denote, suggest, display or reference alcohol, drugs, or related paraphernalia or other illegal conduct or activities, or that can reasonably be construed as being or including content that is racist, lewd, vulgar or obscene
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Enforcement:

- Students shall be dress coded in private, one-on-one conversations or by use of an online referral form to respect the privacy and dignity of the individual
- Dress code violations and referrals should take as little time away as possible from a student's instructional time
 - (Dress code violations and enforcement should not result in unnecessary barriers to school attendance)

- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. “Shaming” includes, but is not limited to:
 - Kneeling or bending over to check attire fit;
 - Measuring straps or skirt/short length
 - Asking student to account for their attire in the classroom or in hallways in front of others
 - Call out students in spaces about perceived dress code violations in front of others.
 - Accusing students of “distracting” other students with their clothing

BP 5132: Dress and Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or is likely to cause a substantial disruption to the educational program.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the District's dress code may result in disciplinary action.

GANG-RELATED APPAREL

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school(s) activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define (gang-related apparel) and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed annually and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Safe Ingress and Egress

Oak Ridge High School Specific Information

Describe school procedures for creating safe ingress and egress for normal day operations.

Oak Ridge High School students and staff arrive at school each day via a variety of methods including walking, electric vehicles, bikes, student and parent drivers, and district transportation. Parking lots are clearly visible from Silva Valley Parkway and Harvard Way. Crosswalks are available to pedestrians at the intersections of Silva Valley Pkwy. and Harvard Way, and Harvard Way and Clermont Way. Campus monitors are on site from approximately 7:30 am to 4:00 pm to monitor student ingress and egress. At the beginning of each school year, all students receive information from an administrator regarding safe driving/parking on school grounds. Additionally, a mass communication is sent to all parents/students designating student drop-off areas as well as safe procedures for student ingress and egress.

Describe school procedures for creating safe ingress and egress during an emergency situation.

The on-campus evacuation areas are the football field, baseball fields and outdoor basketball courts. Staff and students are alerted to their assigned evacuation locations and practice biannual evacuation drills. For an off campus evacuation, students would be escorted to the front of the campus. Students would be directed to use the crosswalks at Harvard/Silva Valley Pkwy and Harvard/Clermont Way to cross to the EDH Community Services District property on Harvard Way/El Dorado Hills BLVD. In the event of an off-site evacuation, School Administration or Law Enforcement will announce the off-site evacuation via PA and/or other means. Classrooms will be excused one building at a time. Classrooms closest to the threat will be evacuated first. Law enforcement will close Harvard Way while the school exits to the off campus evacuation area.

Ingress: No persons should enter the property during an emergency situation, unless emergency personnel.

Egress:

- Sounding the alarm: If a fire or other emergency is detected, activate Catapult's Emergency Management System.
- Evacuation protocol:
 - Leave immediately and in an orderly fashion via the nearest marked exit and proceed to the designated assembly point.
 - Close, but do not lock, doors as you exit.
- Accounting for personnel:
 - Once outside, proceed to your designated assembly point.
 - Site Safety Teams should take a head count and report any missing individuals to emergency responders.
- Wait for the "all-clear": Do not re-enter the building until authorized by emergency personnel or Site Safety Team.

Rules and Procedures on School Discipline

Oak Ridge High School adheres to the El Dorado Union High School District Policies on School Discipline

BP 5144: Discipline, is listed here:

The Governing Board is committed to providing a safe, supportive, and positive school environment, which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at District schools. The strategies shall focus on providing students with needed support; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of District discipline policies and practices.

In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)

Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with District regulations. (Education Code 49005.2)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs consistent with law, Board policy, and District regulations. The Board, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the District's comprehensive safety plan. (Education Code 32282, 35291.5)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student(s) behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect

of each option on the student's health and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the District(s) nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively and equitably implement the disciplinary strategies adopted for District schools, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the District's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in District schools in the immediately preceding school year and their effect on student learning.

STUDENT BEHAVIOR EXPECTATIONS FOR EXTRA/OR CO-CURRICULAR DANCE/EVENT/GAME

Oak Ridge High School subscribes to the principles of good sportsmanship and behavior based on respect. Our school will not tolerate rude, discourteous, or offensive behavior by students at extracurricular events some of which are outlined in the “Anti-Discrimination, Harassment, Distribution of Inappropriate Text or Images” section of this handbook (on pgs. 8, 9; BP 5145.3). When attending or participating in extracurricular &/or co-curricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. Students who violate district policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or co-curricular activities in accordance with Board policy and administrative regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

When students are denied access to or removed from games or events, parents will be contacted to ensure they are aware of their student’s disciplinary consequence(s) and any defiance of the given consequences will be grounds for suspension.

If you participate in any actions, verbal or physical, deemed objectionable or culturally insensitive, by the supervising administration, at home or away activities such as performances, games, and/or dances you will:

- Be removed from the event without refund
- In addition to school consequences, you will not be allowed to attend another like game or event, at home or away, for the rest of the season, or for the next like-event, as deemed appropriate by Oak Ridge School Administration.

These policy expectations serve as a warning that any violations will dictate the actions as indicated above.

Procedures for Conducting Tactical Responses to Criminal Incidents

Oak Ridge High School adheres to the El Dorado Union High School District Procedures for conducting tactical responses to criminal incidents.

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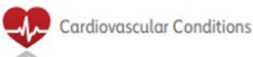


Procedures To Assess and Respond to Dangerous, Violent and Unlawful Activity

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Procedures to Respond to Incidents Involving an Individual Experiencing a Sudden Cardiac Arrest

Oak Ridge High School adheres to the El Dorado Union High School District Procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest.

The El Dorado Union High School District is committed to responding to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds.

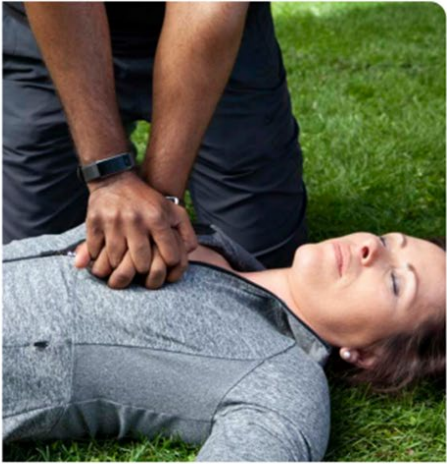


What Is Cardiac Arrest?

Cardiac arrest occurs when the heart malfunctions and stops beating on its own. It's caused by an electrical problem in the heart that causes an abnormal heartbeat (arrhythmia). With its pumping action disrupted, the heart can't pump blood to the brain, lungs and other organs.

Seconds later, a person becomes unresponsive, isn't breathing or is only gasping. Death can occur within minutes if the person doesn't receive treatment right away.

More than 350,000 cardiac arrests occur outside of the hospital in the U.S. each year.



Is a heart attack the same as cardiac arrest?

No. While a heart attack may cause cardiac arrest, the two aren't the same.

A heart attack is caused by a circulation problem. Heart attacks are caused by a blockage that stops blood flow to the heart.

Cardiac arrest is caused by an electrical problem in the heart. The heart stops beating properly, and the heart's pumping function is "arrested," or stopped.

Both heart attack and cardiac arrest are medical emergencies and require prompt medical treatment.

What causes a cardiac arrest?

Most cardiac arrests are caused by abnormal heart rhythms called ventricular tachycardia or ventricular fibrillation.

Other factors that increase risk for or can trigger cardiac arrest include:

- Cardiomyopathy (thickened heart muscle)
- Certain medications

- Congenital heart defects
- Coronary heart disease
- Heart valve disease
- Heavy alcohol use
- Heavy blow to the chest (commotio cordis)
- Illicit drug use
- Severe emotional stress

How do I know if someone is having a cardiac arrest?

The signs of cardiac arrest:

- The person collapses suddenly and passes out.
- The person doesn't respond, even if you tap them hard on the shoulders or ask loudly if they're OK. The person doesn't move, speak, blink or react.
- The person isn't breathing or is only gasping for air.
- The person has no pulse.

(continued)

What should I do if someone is having a cardiac arrest?

Anyone who witnesses a cardiac arrest outside the hospital can perform CPR. For adults and adolescents, Hands-Only CPR is easy to learn. It requires only two steps:

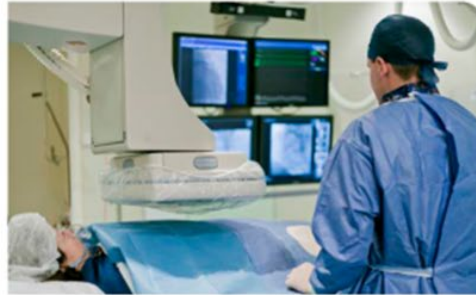
- Call 911
- Use both hands to push hard and fast on the center of the person's chest at a rate of 100-120 beats per minute.

It's important to continue CPR until first responders arrive to take over.

If an AED is available, even untrained people should be able to use it by following the prompts.

What happens next?

Once the person is resuscitated, an ambulance will take them to the hospital. There an emergency room doctor will do a physical exam. They also will order tests to assess the person's condition. The test results can help the health care team decide on a treatment plan to reduce the person's risk of long-term problems and death.



Some tests may include:

- Blood tests
- Cardiac catheterization
- Exercise stress tests
- Electrophysiology (EP) study
- Imaging tests

Genetic testing also may be recommended for the patient and their blood relatives. This is done because some unexplained cases of cardiac arrest have been linked to inherited heart problems.

HOW CAN I LEARN MORE?

- 1 Call 1-800-AHA-USA1 (1-800-242-8721) or visit heart.org to learn more about heart disease and stroke.
- 2 Sign up for our monthly *Heart Insight* e-news for heart patients and their families at HeartInsight.org.
- 3 Connect with others sharing similar journeys with heart disease and stroke by joining our Support Network at heart.org/SupportNetwork.

Do you have questions for your doctor or nurse?

Take a few minutes to write down questions for the next time you see your health care professional.

For example:

Where can I get CPR training in my area?

MY QUESTIONS:

We have many other fact sheets to help you make healthier choices to reduce your risk for heart disease, manage your condition or care for a loved one. Visit heart.org/AnswersByHeart to learn more.

Procedures to Notify Parents and Guardians of Pupils, Teachers, Administrators, and School Personnel When the School Confirms the Presence of Immigration Enforcement on a Schoolsite

The Oak Ridge High School adheres to the El Dorado Union High School District Procedures to Notify of the Presence of Immigration Enforcement on a school site.

The El Dorado Union High School District and its schools will provide notification to parents and guardians, teachers, and administrators and school personnel when the school confirms the presence of immigration enforcement on a school site. School site in this context means an individual school or campus, a school-sponsored activity, or a school bus or other form of district provided transportation.

El Dorado Union High School District will use the following modes of communication for the notification:

Parent Square

The notice will include the date and time the immigration enforcement was confirmed and the location of the enforcement activity.

Realtime notification will be provided when there is a direct threat to safety of the school, school-sponsored activity, or school bus or transportation, or there is substantial disruption at these locations.

Protocol in the Event a Pupil is Suffering or Believed to be Suffering from an Opioid Overdose

Oak Ridge High School adheres to the El Dorado Union High School District Opioid Response Protocol

The El Dorado Union High School District's primary goal in the fight against opioids and fentanyl use is prevention.

The El Dorado Union High School District will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
 - How opioids and fentanyl affect the body's systems
 - Refusal strategies
 - The signs and symptoms of use/abuse
 - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

Opioid Antagonist Medication Specifics

Training

Training is required prior to the administration of Naloxone. Education Code 49413.3 outlines training requirements for K-12 schools, which is required initially and then annually. Topics include:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of Narcan
- Basic emergency follow-up procedures, including but not limited to, a requirement for the school administration or designee to call emergency medical services and to contact the student's parent/guardian. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation
- Written materials covering the information required under this subdivision

Bullying Prevention Policies & Procedures

Oak Ridge High School adheres to the El Dorado Union High School District Policies on Bullying Prevention

Oak Ridge High School follows district and board policy. Board policy is as follows:

BP 5131.2: Bullying

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in District schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

Investigation And Resolution Of Complaints

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the District's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Examples Of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the District include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures.
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm.
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public.
4. Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, website, or fake profiles.

Measures To Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in District schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate.
2. Providing information to students, through student handbooks, District and school websites and social media, and other age-appropriate means, about District and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or

incidents confidentially and anonymously.

4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias.
5. Annually notifying District employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so.

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education(CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the District and its employees to prevent discrimination, harassment, intimidation, and bullying of District students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences.
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims.
3. Identify the signs of bullying or harassing behavior.
4. Take immediate corrective action when bullying is observed.
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Information And Resources

The Superintendent or designee shall post on the District's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The District's policy on student suicide prevention.
2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8.

3. Title IX information included on the District's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6.
4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying.
5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media.
6. A link to statewide resources, including community-based organizations, compiled by the CDE pursuant to Education Code 234.5.
7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment.

Student Instruction

As appropriate, the District shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The District shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting And Filing Of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a District compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of

the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a District compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the District compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with District policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement District intervention protocols which may include, but are not limited to, referral to District or community mental health services, other health professionals, and/or law enforcement.

Outside Agency Use of Facilities

El Dorado Union High School District values the partnerships of outside agencies that provide emergency services on behalf of individuals and families who are victims of disaster. The District has a Memorandum of Understanding (MOU) established with the agency(ies) outlined below, and will follow the guidelines set forth in the memorandum to determine the extent of facility use and support to the agency.

While it is preferred that outside agencies develop a Memorandum of Understanding with the District wishing to use school facilities for disaster services prior to any need, the District will consider requests by non-profit agencies during a disaster, if necessary, even if an MOU has not been established. Outside agencies, wishing to request facility use should contact the El Dorado Union High School District to open discussions.

If a school site is contacted by an outside agency requesting use of the facility, the site administrator should contact the district office immediately for assistance and guidance.

American Red Cross

In July 2013, El Dorado Union High School District and American Red Cross (El Dorado County Chapter) entered into a Shelter Agreement, which is on file in the Office of the Superintendent. The following outlines the agreement.

Use of Facility: Upon request and if feasible, the El Dorado Union High School District will permit the Red Cross to use the requested facility on a temporary basis as an emergency public shelter.

Shelter Management: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. El Dorado Union High School District will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.

Condition of Facility: The El Dorado Union High School District Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will use the first page of the *Facility/Shelter Opening/Closing Form*, (available on file in the Office of the Superintendent) to record any existing damage or conditions. The El Dorado Union High School District Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of El Dorado Union High School District.

Food Services: Upon request by the Red Cross, and if such resources exist and are available, El Dorado Union High School District will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The El Dorado Union High School District Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs: and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.

Custodial Services: Upon request by the Red Cross and if such resources exist and are available, El Dorado Union High School District will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The El

Dorado Union High School District Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.

Security: In coordination with the El Dorado Union High School District Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.

Signage and Publicity: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the El Dorado Union High School District Facility Coordinator and will remove such signs when the shelter is closed. El Dorado Union High School District will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. El Dorado Union High School District will refer all media questions about the shelter to the Shelter Manager.

Closing the Shelter: The Red Cross will notify the El Dorado Union High School District Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and El Dorado Union High School District Facility Coordinator will jointly conduct a post-occupancy survey, using the second page of the *Shelter/Facility Opening/Closing Form* to record any damage or conditions. The Shelter Manager and El Dorado Union High School District Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.

Reimbursement: The Red Cross will reimburse the El Dorado Union High School District for the following:

- a) *Damage to the Facility or other property of Owner*, reasonable wear and tear excepted, resulting from the operations of the Red Cross. Reimbursement for facility damage will be based on replacement at actual cash value. The Red Cross will select from among bids from at least three reputable contractors. The Red Cross is not responsible for storm damage or other damage caused by the disaster.
- b) *Reasonable costs associated with custodial and food service personnel* which would not have been incurred but for the Red Cross's use of the Facility for sheltering. The Red Cross will reimburse at a per-hour, straight-time rate for wages actually incurred but will not reimburse for (i) overtime or (ii) costs of salaried staff.
- c) *Reasonable, actual, out-of-pocket operational costs*, including the costs of the utilities indicated in the Shelter Agreement, to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises {both parties must initial all utilities to be reimbursed by the Red Cross}.

El Dorado Union High School District will submit any request for reimbursement to the Red Cross within 60 days after the shelter closes. Any request for reimbursement for food, supplies or operational costs must be accompanied by supporting invoices. Any request for reimbursement for personnel costs must be accompanied by a list of the personnel with the dates and hours worked at the shelter.

Insurance: The Red Cross shall carry insurance coverage in the amounts of at least \$1,000,000 per occurrence for Commercial General Liability and Automobile Liability. The Red Cross shall also

carry Workers' Compensation coverage with statutory limits for the jurisdiction within which the facility is located and \$1,000,000 in Employers' Liability.

Indemnification: The Red Cross shall defend, hold harmless, and indemnify Owner against any legal liability, including reasonable attorney fees, in respect to bodily injury, death and property damage arising from the negligence of the Red Cross during the use of the Premises.

Term: The term of the Shelter agreement begins on the date of the last signature on the agreement (July 8, 2013) and ends 30 days after written notice by either party.

HAZARD/THREAT SPECIFIC ANNEXES

OVERVIEW

These annexes focus on special planning needs generated by a specific type of threat, hazard, or incident. Courses of action already outlined in a functional annex are not repeated in a threat- or hazard-specific annex.

Refer to functional annexes for specifics on the following general emergency responses:

- Evacuation (On-Site and Off-Site)
- Reunification (See also Functional Annex B – Reunification Plan)
- Shelter-In-Place
- Secure Campus
- Lock Down
- Drop, Cover, and Hold
- All Clear

DISCLAIMER

The material presented in these annexes have been written in accordance with federal and state guidelines and makes every effort to be in compliance with local, state and federal mandates, guidelines, regulations, laws, and current standards. It is not the intent of these annexes to replace or void other mandated plans or operational directives. For example, these annexes are not a tactical manual for law enforcement or an operations manual for fire fighters or hazardous materials specialists responding to events at any district facility or school campus. These annexes cannot anticipate all possible emergency events or situations and emergency responses, but they do provide a reference point and procedures to protect lives and property within the district. Conditions may develop during operations where standard methods will not suffice and nothing in these templates shall be interpreted as an obstacle to the experience, initiative, and ingenuity of the team members in overcoming the complexities that exist under actual emergency conditions. These annexes do not replace, nor are intended to replace any training mandated by local, state and federal mandated, including Incident Command System (ICS), National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS).

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.

BEFORE	
Goal:	<ol style="list-style-type: none"> 1. Deter and detect possible active shooters/armed assailants and prepare to delay and defeat an active shooter or armed assailant 2. Develop the capacity of staff to lead students through appropriate response options 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> a) Identify and correct/improve: <ul style="list-style-type: none"> ● Potential gaps in campus access controls ● Problems with securing classrooms, offices, and buildings ● Internal and external emergency communication protocols b) Achieve consistent implementation district and site procedures to assess and manage student threats of violence using Comprehensive Student Threat Assessment Guidelines c) Ensure all staff, including before- and after-school staff have the skills to recognize and respond appropriately to suspicious activity that could pose a threat to students, staff or others <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> a) Equip all staff, including before- and after-school staff, to evaluate and enact the option (run-hide-fight) that will best protect them and the children they are with b) Equip all staff, including before- and after-school staff, and students to recognize and report potential warning signs that could lead to an escalation toward violence c) Equip local response agencies with the knowledge they need to facilitate their response to the incident

	<p><u>Goal 3 Objectives</u></p> <ul style="list-style-type: none"> a) Equip students with an understanding of the “run, hide, fight” responses, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
<p>Courses of Action:</p>	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</p> <p>Goal 1 Actions</p> <ul style="list-style-type: none"> a) Conduct a Risk Assessment to determine school site’s vulnerability to a shooter/assailant b) Implement/Suggest “doors locked even when open” policy c) Develop comprehensive Visitor Management Procedures, including ways to determine visitors on campus (such as badges) d) Schedule training to ensure all staff understand their role in enforcing Visitor Management Procedures, and on immediately reporting unauthorized access e) Assess current practices on threat assessment and management, identify gaps, and implement measures to assure regular and consistent use of the Comprehensive Student Threat Assessment Guidelines f) Schedule training to assure all staff recognize and know how to report warning signs and understand their role in the threat assessment process. g) Hold a training/exercise with local responding agencies to ensure a cohesive and coordinated response h) Train staff on procedures for deterring and detecting possible shooters/assailants, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don’t have a visitor or staff badge <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> i) Develop, implement, or refine Threat Assessment and Management procedures based on assessment of current level of functioning j) Train staff on procedures for deterring and detecting possible shooters/assailants, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don’t have a visitor badge <p><u>Goal 3 Actions</u></p> <ul style="list-style-type: none"> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the “run, hide, fight” responses, using developmentally appropriate methods b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they

	<p>need to recognize and report potential warning signs that could lead to an escalation toward violence</p>
<p>DURING</p>	
<p>Goal:</p>	<ol style="list-style-type: none"> 1. Prevent an armed intruder from gaining access to potential victims 2. Alert law enforcement as soon as possible 3. Gather and provide accurate and actionable information to law enforcement, the district, and school staff in lockdown
<p>Objective(s):</p>	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> a) Enact a campus-wide Lockdown and initiate Options-Based Response procedures - run, hide and/or fight as appropriate <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> a) Alert law enforcement b) Activate district Incident Command Team <p><u>Goal 3 Objectives</u></p> <ol style="list-style-type: none"> a) Gather information on the shooter and provide to law enforcement <ul style="list-style-type: none"> ● Last known location ● Physical description ● Weapons observed b) Gather information on the location of injured, and their condition, and provide to law enforcement c) Gather information on the location and names of staff, students, and visitors in lockdown d) Provide approved updates to staff in lockdown through silent means (text, email, or other electronic means) e) Direct staff and students who have left campus to the reunification area
<p>Courses of Action:</p>	<p>ACTIONS – ALL SCHOOL STAFF</p> <p><u>Goals 1 Actions</u></p> <ol style="list-style-type: none"> a) Initiate a school-wide LOCKDOWN announcement as soon as you can do so safely. Tell individuals to Run, Hide, Fight. Include as much actionable information on the announcement as possible <ul style="list-style-type: none"> ● <i>Example “LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus near room 304. LOCKDOWN now.”</i> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> b) If you are with individuals, ask one to call 9-1-1 while the Lockdown announcement is being made. If not, initiate the lockdown and then call 9-1-1. <ul style="list-style-type: none"> ● Provide as much information as possible (slow down – be calm): <ul style="list-style-type: none"> ○ 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 ● Keep the line open, even if you can’t talk, unless instructed by the dispatcher to end the call

- c) 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 to about to occur
- d) **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.
 - **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students
 - **Be decisive.** Communicate your plan to your students and act quickly.
 - **Call 911 and the School Office** as soon as it is safe to do so
- e) Options: *Run, Hide or Fight*
 - **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, second hand accounts),
 - **and** can visualize a route that will get your students and yourself safely off campus
 - Don't 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 if you can but don't 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
 - **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 sight from the 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
 - **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. 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

f) Special Topics

- 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
 - And you are alone and the individual can run with help, and it is safe, help them escape
- *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded
 - 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
 - If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan
 - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control
- Law Enforcement: If you encounter law enforcement officers...
 - Immediately raise your hands in the air and display your open palms
 - Don't run up to officers or attempt to hug or talk to them
 - Don't talk unless they ask you a question
 - Do exactly what they tell you to do
- 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
- Ongoing Communication: School and district staff should develop means to safely provide updates to staff to keep them informed during the incident

- 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

Goal 2 Actions

- a) Notify the district office after you call 911
- b) If possible assist emergency personnel
 - Assist police in entering the school
 - Provide officers with keys, maps and any other information requested

Goals 3 Actions

- a) Gather as much information as possible regarding the following:
 - Information on the shooter and provide to law enforcement
 - Last known location
 - Physical description
 - Weapons observed
 - Information on the location of injured, and their condition, and provide to law enforcement
 - Information on the location and names of staff, students, and visitors in lockdown
- b) Provide approved updates to staff in lockdown through silent means (text, email, or other electronic means)
 - Give as much information as possible to help staff make appropriate options-based response actions
 - Tell them to ONLY communicate back 1) if it is safe to do so and 2) if they:
 - Can provide you with information regarding the suspect (location, name, clothing, etc.)
 - (They) Or someone with them needs immediate medical attention
 - After working with Law enforcement to determine the location, direct staff and students who have left campus to the reunification area

DISTRICT STAFF ACTIONS

Goal 2 Actions

a) 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

b) 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

	<ul style="list-style-type: none"> ○ 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 <p>c) Crisis Intervention</p> <ul style="list-style-type: none"> ● 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
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AFTER

Goal:	<ol style="list-style-type: none"> 1. Establish Reunification procedures 2. As quickly as possible, return school to an emotionally, mentally and physically safe place for students to learn 3. Conduct an after-action report
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> a) Identify needs of Reunification with Unified Command b) Reunification areas (notification, release, etc.) c) Area for law enforcement to interview witnesses before release d) Activate the District Reunification Plan (Functional Annex B) as directed by Unified Command <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> a) Assess situation to determine priorities for care (victims, witnesses, those on campus during the incident, but did not witness) b) Determine and acquire facility needs to continue education process (new facility, share another school's facility, partial current facility use) c) Activate District's Crisis Response Team or engage in Mutual aid with other districts to implement Critical Incident Stress Debriefing and counseling services for students, staff and the community d) Work with staff to return to school routines as soon as possible <p><u>Goal 3 Objectives</u></p> <ol style="list-style-type: none"> a) Gather stakeholders to provide input b) Involve necessary stakeholders to ensure an effective recovery and improved future responses
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR AND DISTRICT EOC ACTIONS</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) Work with law enforcement or the "Unified Command" to determine best steps for reunification. b) Activate the District Reunification Plan (Functional Annex B) as directed by Unified Command c) Consider necessary investigation needs, such as an area for interviews of witnesses, etc. <p><u>Goal 2 Actions</u></p>

- a) Work with Unified Command/Law Enforcement to determine priorities for care (victims, witnesses, those on campus during incident but did not witness, etc.)
This may include the following:
 - Family assistance
 - Victim assistance
 - Coroner procedures
 - Funerals (who goes/who stays and works)
 - Memorials
 - Anniversaries
 - Mental Health support
 - Employee & Staff meetings
 - Grief
- b) Work with Unified Command to determine and acquire facility needs to continue the education process. This may include:
 - Biohazard clean-up
 - Utilizing another school/building for short term
 - Restoring/reorganizing current buildings
 - Demolition of building where individuals became victims
 - Rebuilding campus
- c) Ensure activation of the District's Crisis Response Team or call upon any Mutual aid with other districts to implement Critical Incident Stress Debriefing and counseling services for students, staff and the community:
 - Determine a safe, inviting area for counseling/debriefing to occur
 - Provide food, water, sanitation for workers and those provided services
 - Develop a plan for media staging
 - Ensure workers receive adequate break time and are provided a debriefing before leaving for the day
- d) Work with school site staff to return to the educational process as soon as possible
- e) Determine which staff may not be able to return due to trauma
- f) Identify substitute staff for any positions not able to return
- g) If another school site and staff will be used for a short-term solution. develop a workable schedule for both staff and students (am/pm class switches, T/Th and M/W cohorts, remote learning, etc.)
- h) Provide training to any staff working with the affected students on recognizing trauma/grief and provide information on availability of counselors/psychologists
- i) Provide debriefing for staff who may be affected by students or other staff telling stories
- j) Ensure teachers provide a classroom structure and curriculum that will provide normalcy for students

Goal 3 Actions

- a) Conduct an after-action report process and implement necessary actions for improving future responses
- b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
- c) Identify steps to improve future responses
- d) Implement steps to improvement

STAFF ACTIONS:

Follow directives of the administration and responding agencies to assist with recovery efforts

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.

BEFORE	
Goal:	<ol style="list-style-type: none"> 1. Develop the capacity to effectively work with law enforcement during a bomb threat 2. Prepare staff and school site to initiate Bomb Threat Procedures efficiently and effectively
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> a) Meet and train with local law enforcement to ensure an effective response to a bomb threat b) Develop a clear chain of command with staff c) Prepare for analyzing threat details to determine if the threat is transient or substantive <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> a) Determine search, shelter-in-place and evacuation procedures b) Determine specifics on alerting staff and students to implement bomb threat procedures
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) Meet with local law enforcement agency to determine specific procedures to follow should the school receive a bomb threat b) Develop site specific procedures should the school receive a bomb threat c) Ask law enforcement partner to conduct a short training to staff or provide information on bomb threats that can be disseminated to staff d) Conduct a Bomb Threat emergency exercise with law enforcement e) Ensure staff are trained on basics of incident command and how to report a bomb threat. This can be done during the annual Comprehensive School Safety Plan training f) Identify individuals (law enforcement, contractors or district employees) who are able to help analyze the threat details to determine if the threat is most likely transient or if it is substantive <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> a) Ensure staff are trained on how to conduct a search for suspicious items b) Hold evacuation and shelter-in-place drills c) Ensure staff have a copy of the Bomb Threat Checklist and keep it next to phone <p>STAFF ACTIONS</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) Be familiar with the Incident Command System b) Follow the Chain of Command during emergency situations <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> a) Review Bomb Threat procedures quarterly b) Participate and lead students through evacuation and shelter-in-place drills

	c) Keep Bomb Threat Checklist by class or office phone
DURING	
Goals:	<ol style="list-style-type: none"> 1. Document Bomb Threat appropriately 2. Make proper notifications 3. Assess the situation 4. Conduct appropriate response procedure: Shelter-in-Place or Evacuation
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> a) Have proper tools to document at hand b) Effectively gather information when receiving the threat <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> a) Notify law enforcement b) Notify District Office c) Notify other necessary entities <p><u>Goal 3 Objectives</u></p> <ol style="list-style-type: none"> a) Work with law enforcement and other responders trained in analyzing bomb threats to determine the criticality of the response b) Conduct a search for suspicious item c) Implement response procedures based on the analysis <p><u>Goal 4 Objectives</u></p> <ol style="list-style-type: none"> a) Evacuate or shelter-in-place in a timely manner b) Conduct accountability procedures in a timely manner
Courses of Action:	<p>ALL STAFF ACTIONS</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) If a bomb threat is received via phone, and if available, use the Bomb Threat Checklist to indicate any specifications of the threat b) PERSON RECEIVING THREAT BY TELEPHONE: <ul style="list-style-type: none"> • Listen. Do not interrupt caller • Keep the caller on the line with statements such as <i>"I am sorry, I did not understand you. What did you say?"</i> • Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line • Notify site administrator immediately after completing the call c) PERSON RECEIVING THREAT BY MAIL/Written THREAT: <ul style="list-style-type: none"> • Note the way the threat was delivered, where it was found and who found it • Limit handling of items by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement • Caution students against picking up or touching any strange objects or packages • Notify principal or site administrator <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> a) Call 911 providing as much information as possible obtained during the call or that is on the written threat

Goal 3 Actions

- a) Follow the directions of the site administrator or law enforcement
- b) If necessary, evacuate students as quickly as possible, using primary or alternate routes
- c) Upon arrival at the designated safe site, take attendance
- d) Notify the principal/site administrator of any missing students
- e) Do not return to the building until emergency response officials determine it is safe.
- f) If necessary, shelter-in-place, following specific instructions of law enforcement and site administration, per the Chain of Command

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

Follow "All Staff" instructions as appropriate

Goal 1 Actions

- a) 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
- b) Call or assign someone to call 911 providing as much information as possible obtained during the call or that is on the written threat
- c) Notify District Office of situation and request any necessary assistance

Goal 2 Actions

- a) Work with law enforcement or threat experts to analyze the details of the threat
- b) 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
- c) Based on assessment, determine whether to evacuate the threatened building and adjoining buildings or to Shelter-in-place. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor
- d) Direct a search team to look for suspicious packages, boxes or foreign objects

Goal 3 Actions

- a) Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms
- b) If it is necessary to evacuate the entire school, use the fire alarm
- c) Do not return to the school building until it has been inspected and determined safe by proper authorities
- d) Avoid publicizing the threat any more than necessary

SEARCH TEAM ACTIONS

Goal 1 Actions

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

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AFTER

Goal:	<ol style="list-style-type: none"> 1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> a) Conduct After-Action Report process
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement <p>STAFF ACTIONS</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

REFERENCES

<p>COPS Problem-Specific Guide Series: Bomb Threats for Schools https://rems.ed.gov/docs/COPS_Bomb_Threats_in_Schools.pdf</p> <p>CISA What to Do – Bomb Threat https://www.cisa.gov/what-to-do-bomb-threat</p> <p>REMS Bomb Threat Table-Top Exercise https://rems.ed.gov/docs/2017Toolbox/IA_Bomb%20Threat%20Tabletop.pdf</p>
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EARTHQUAKE

BEFORE

Goal:	<ol style="list-style-type: none"> 1. Develop the capacity of staff to lead students through appropriate response action and capacity of students to respond 2. Prevent and mitigate injury, death and damage to property during an earthquake
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> a) Provide training on how to mitigate damage from an earthquake to staff b) Hold Drop, Cover and Hold-On Drills and Evacuation Drills c) Ensure proper maintenance of emergency supplies and command kits d) Implement mitigation strategies to prevent injury from flying and falling objects <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> a) Stock emergency supplies and command kits annually b) Mitigate and prevent injury, death and damage to property during an earthquake by securing objects and locking cabinets
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) Provide earthquake prevention materials to staff and provide a brief training on mitigation strategies at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Hold Drop, Cover and Hold-On and Evacuation drills c) Familiarize staff with emergency supplies and command kits to make use easier should a disaster occur. This can be done through drills using the supplies/kits or conducting training <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> a) Ensure classroom and office staff use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) b) Ensure emergency supplies and command kits are stocked <p>STAFF ACTIONS</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) Participate in Drop, Cover and Hold-On drills <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> a) Secure heavy furniture, store heavy objects low to the ground, lock cabinets or secure items in cabinets

DURING

Goal:	<ol style="list-style-type: none"> 1. Make proper notifications
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	<ol style="list-style-type: none"> 2. Assess the situation 3. Conduct appropriate response procedures
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> a) If possible, make notify to staff and students to Drop, Cover and Hold-On and any other required emergency procedures b) Call 9-1-1 if necessary c) Notify Superintendent’s Office and/or EOC d) Staff provides accountability report and situation status of any hazards <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Work with District office for assistance needed c) Implement other emergency procedures based on the analysis <p><u>Goal 3 Objectives</u></p> <ol style="list-style-type: none"> a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</p> <p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> a) If possible, notify staff and students to Drop, Cover and Hold-On. <ul style="list-style-type: none"> • Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris b) Call 9-1-1 if necessary c) Notify the Superintendent’s Office or EOC of situation of any significant injuries or damage <ul style="list-style-type: none"> • Determine who will inform the public information media as appropriate. d) Determine whether to close school. If school must be closed, notify staff members, students and parents <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> a) Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations, and call for evacuation and activation of Incident Command Team if required b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation and other necessary emergency procedures <p><u>Goal 3 Actions</u></p> <ol style="list-style-type: none"> a) Ensure staff and students implement Drop, Cover and Hold-On, evacuation and other important emergency procedures b) Implement accountability procedures c) If there is evidence of a gas leak, designate someone to turn off gas valves d) Activate the Incident Command Team, if necessary <ul style="list-style-type: none"> • Search and Rescue • First Aid/Medical • Reunification Team e) Upon arrival of First Responders, coordinate the Initial Damage Assessment (See Functional Annex D) and decide upon a course of action to render the

situation safe. Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders

- f) Implement Reunification Plan as necessary (See Functional Annex B)
- g) Post guards a safe distance away from building entrances to assure no one re-enters
- h) Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector

STAFF ACTIONS:

Goal 1 Actions

- a) Provide accountability report to Incident Command/administration.
- b) Provide a report of any hazards or situations that need attention to Incident Command/administration
- c) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting and provide a report of any hazards to Incident Command

Goal 2 Actions

- a) Determine the need for evacuation or other emergency actions by quickly assessing the situation
- b) Notify Incident Command of any assistance needed to perform emergency actions

Goal 3 Actions – Inside Buildings

- a) Give Drop, Cover and Hold-On commands. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows
- b) Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person
- c) Keep students in protected position for at least two minutes (following first quake and aftershocks) before assessing for damage or injuries
- d) Check for injuries and render First Aid
- e) After the first quake, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the PA system. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation
- f) Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack
- g) Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris
- h) If Incident Command Team is activated, fill designated position
- i) Extinguish any flames and turn off power to equipment and electrical appliances, if possible
- j) Classrooms should not be reoccupied until authorized site building inspectors/facilities/custodians can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official

Goal 3 Actions – Outside Buildings

- a) Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury
- b) Once in the open, students and staff should drop to the ground onto their hands and knees before the earthquake knocks them off their feet
- c) After shaking stops, check for injuries, and render first aid
- d) Check attendance. Report any missing students to principal/site administrator
- e) Stay alert for aftershocks
- f) Keep a safe distance from any downed power lines
- g) Do NOT re-enter building until it is determined to be safe
- h) If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then students and staff should drop down to the ground onto their hands and knees, cover their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area
- i) If Incident Command Team is activated, fill designated position

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- a) Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions
- b) Confer with District Superintendent if damage is apparent to determine the advisability of closing the school
- c) Notify fire department and utility company of suspected breaks in utility lines or pipes
- d) If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration
- e) Notify District Office, who will inform public information media as appropriate

AFTER

Goal:	<ol style="list-style-type: none"> 1. Effectively communicate to all stakeholders 2. Engage in physical, academic, business and social/emotional recovery 3. Determine campuses' response strengths, areas from improvement and steps to improvement
Objective(s):	<p><u>Goal 1 Objectives</u> Provide information to staff, parents, and students Provide information to district office Provide information to media</p> <p><u>Goal 2 Objectives</u> Determine needs in physical/structural, academic, business and social/emotional recovery</p>

	<p>Coordinate with district office and/or EOC to implement recovery efforts to restore school operations</p> <p><u>Goal 3 Objectives</u> Conduct After-Action Report process</p>
<p>Courses of Action:</p>	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> a) Conduct assessment of the needs for physical/structural, academic, business and social/emotional recovery b) Coordinate with the District Office and/or EOC to implement any necessary recovery actions. These may include: <ul style="list-style-type: none"> ● Academics recovery <ul style="list-style-type: none"> ○ Share classrooms or use other school buildings—such as the gymnasium—or other facilities for instruction ○ Adjust the class schedule so that, for example, students attend classes either in the morning (starting earlier) or in the afternoon (finishing later) ○ Re-evaluate the curriculum ○ Integrate students into other school districts ○ Use distance or blended learning through both traditional and information technology (IT)–based instruction, student work, and assessment ● Physical and structural recovery <ul style="list-style-type: none"> ○ Assess and repair structural and physical damage ○ Clean the facility(ies) ○ Remove health and safety hazards ○ Coordinate donations and volunteers ○ Restore equipment and processes, such as IT equipment, software, books, and instructional materials ○ Resume other school support, such as full transportation and food services ● Business functions recovery <ul style="list-style-type: none"> ○ Create agreements for prioritized services during and after an emergency ○ Ask for resources via mutual aid agreements to help with immediate needs. Access backup IT and business services ○ Restore business services, such as payroll, accounting systems, and personnel records ○ Register displaced students in other school districts ○ Securely share relevant education records with school districts receiving students displaced by the emergency ○ Request emergency funding to pay for immediate cleanup and repair Access long term recovery funding through loans, community grants or federal support

- Social, emotional, and behavioral recovery
 - Provide Psychological First Aid for Schools (PFA-S)
 - Conduct ongoing assessment/monitoring of students', teachers', and staff's mental/behavioral health
 - Monitor attendance, grades, and counselor's visits
 - Ensure that staff and teachers have access to Employee Assistance Programs
 - Make individual and group crisis counseling available
 - Refer students, teachers, and staff to long-term interventions, if needed
 - Provide trauma- and grief-focused school-based mental/behavioral health programs
 - Provide support to caregivers to help prevent or reduce compassion fatigue

Goal 3 Actions

- a) Conduct an after-action report process and implement necessary actions for improving future responses
- b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
- c) Identify steps to improve future responses
- d) Implement steps to improvement

STAFF ACTIONS:

Goal 2 Actions

- a) Participate in the after-action report process
 - Participate in any determined corrective actions discovered in the after-actions process

FIRE

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”.

BEFORE	
Goals:	<ol style="list-style-type: none"> 1. Prevent fire on campus 2. Reduce or prevent the risk of injury to individuals and damage of property from fire
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> a) Store combustible materials in fireproof containers b) Follow Fire Code and district rules regarding fire prevention. <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> a) Provide fire prevention training to staff b) Hold Fire Drills c) Maintain an adequate supply of fire extinguishers d) Ensure proper maintenance of fire prevention equipment.
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) Review school fire codes annually b) Send list of school fire codes to staff annually, including before/after school program staff c) Ensure teachers and staff are using Fire Marshall approved fire retardant classroom decorations, including before/after school classrooms d) Ensure combustible materials are stored in fireproof containers <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Provide fire prevention materials to before/after school program staff. c) Hold fire extinguisher training for staff d) Ensure adequate supply of fire extinguishers are appropriately maintained on campus e) Hold required number of fire drills and vary the situation to improve staff and student response <p>STAFF ACTIONS:</p>

	<p><u>Goal 1 Actions</u></p> <p>a) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus</p> <p>b) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations</p> <p><u>Goal 2 Actions</u></p> <p>a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher</p> <p>b) Read any fire prevention materials provided by administration</p> <p>c) Participate and lead students in fire drills</p>
DURING	
Goals:	<ol style="list-style-type: none"> 1. Protect life and implement Evacuation 2. Prevent property damage by preventing spread of fire
Objective(s):	<p><u>Goal 1 Objectives</u></p> <p>a) Evacuate individuals from school buildings in a timely manner</p> <p>b) Conduct accountability procedures in a timely manner</p> <p>c) Provide First Aid/Medical</p> <p>d) Alert Fire Department</p> <p><u>Goal 2 Objectives</u></p> <p>a) Implement strategies while evacuating which will prevent the spread of fire</p> <p>b) Notify Fire Department and other entities of hazards and vulnerabilities</p> <p>c) Notify District Office/facilities</p>
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <p>a) Sound the fire alarm to implement evacuation of the building</p> <p>b) Immediately evacuate the school using the primary or alternate fire routes</p> <p>c) Notify the Fire Department (call 911)</p> <p>d) Ensure all staff and students are accounted for</p> <p>e) Activate the Incident Command Team</p> <ul style="list-style-type: none"> • Direct search and rescue team to be sure all students and personnel have left the building • Activate First Aid/Medical/Triage team as necessary <p>f) Ensure that access roads are kept open for emergency vehicles</p> <p>g) If needed, notify bus dispatch for off – site evacuation</p> <p>h) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so</p> <p><u>Goal 2 Actions</u></p>

	<p>a) Remind staff to close doors when exiting classrooms/offices</p> <p>b) Notify the appropriate utility company of suspected breaks in utility lines or pipes.</p> <p>c) Notify the fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)</p> <ul style="list-style-type: none"> ● Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival <p>d) Notify District Office of situation</p> <p>STAFF ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <p>a) Evacuate students from the building using primary or alternate fire routes</p> <p>b) When evacuating, take emergency backpack and student kits</p> <p>c) Maintain control of the students a safe distance from the fire and firefighting equipment</p> <p>d) Take attendance. Report missing students to the Principal/designee and emergency response personnel</p> <p>e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building</p> <p>f) Serve in any position assigned on the Incident Command Team</p> <p><u>Goal 2 Actions</u></p> <p>a) Shut classroom or office door after all individuals have exited</p> <p>b) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)</p>
AFTER	
Goals:	<ol style="list-style-type: none"> 1. Provide necessary attention to people and property to ensure continued safety and security 2. Determine campuses' fire response strengths, areas for improvement and steps to improvement
Objective(s):	<p><u>Goal 1 Objectives</u></p> <p>a) Implement Reunification Plan if necessary</p> <ul style="list-style-type: none"> ● Assess needs of individuals and campus including: ● Mental health care ● Debris removal ● Soot/smoke (odor) removal including HVAC system ● Restoration/fixes <p>b) Based on needs assessment establish and implement plan to provide care for people and restore the property</p> <p><u>Goal 2 Objectives</u></p> <p>a) Conduct After-Action Report</p>

<p>Courses of Action:</p>	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> a) Activate the Reunification Plan if necessary b) Conduct an assessment of needs of campus individuals and buildings c) Determine whether mental health services need to be provided d) Determine the restoration, debris removal and soot/smoke removal needs e) Based on assessment, implement needed services <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future response d) Implement steps to improvement <p>STAFF ACTIONS</p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> a) Implement Reunification Plan if necessary b) Assist in identifying needs for mental health, restoration, debris removal, etc. c) Facilities/maintenance should contact physical recovery company to clean and remove debris d) Assist in identifying any damaged equipment, specifically specialized equipment that may be hard for others to 1) know the function/importance of and 2) know the cost of replacement e) Crisis Response Team/Counselors/Psychologist should initiate mental health services as necessary <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> a) Participate in after-action report process
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FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department to act quickly and decisively to prevent injuries and damage to property.

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of your staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to your school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around your structures, and surrounding topography. It may be best for some schools to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near campus, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a campus closure. Schools should have procedures in place for each of these possibilities.

BEFORE	
Goals:	<ol style="list-style-type: none"> 1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response 2. Develop the capacity of staff to lead students through appropriate response options 3. Prevent the risk of injury to individuals and damage of property from wildfire
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> a) Coordinate with local fire department to ensure an effective response to a Wildfire b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure c) Develop a clear chain of command with staff <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure <p><u>Goal 3 Objectives</u></p> <ol style="list-style-type: none"> a) Store combustible materials in fireproof containers b) Follow Fire Code and district rules regarding fire prevention c) Provide fire prevention training to staff d) Hold Fire Drills e) Maintain an adequate supply of fire extinguishers f) Ensure proper maintenance of fire prevention equipment
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) Meet, plan and train with the local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure b) Develop site specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure <p><u>Goal 2 Actions</u></p>

	<p>a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure</p> <p><u>Goal 3 Actions</u></p> <p>a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan</p> <p>b) Ensure combustible materials are stored in fireproof containers</p> <p>c) Provide fire prevention materials to before/after school program staff</p> <p>d) Hold fire extinguisher training for staff</p> <p>e) Ensure adequate supply of fire extinguishers are appropriately maintained on campus</p> <p>f) Hold required number of fire drills and vary the situation to improve staff and student response</p> <p>STAFF ACTIONS</p> <p><u>Goal 1 Actions</u></p> <p>a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher</p> <p>b) Read any fire prevention and wildfire response materials provided by administration</p> <p><u>Goal 2 Actions</u></p> <p>a) Participate and lead students in fire drills</p> <p>b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus</p> <p>c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations</p>
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DURING

Goals:	1. While coordinating with local fire department/jurisdiction’s incident command, protect life and implement appropriate wildfire response actions
Objective(s):	<p><u>Goal 1 Objectives</u></p> <p>a) Conduct appropriate wildfire response actions in a timely manner</p> <p>b) Conduct accountability procedures in a timely manner</p> <p>c) Activate school site Incident Command Team, as necessary</p>
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <p>a) Work with the district office, local fire department and other responders to determine best course of action</p> <p>b) Use the “Wildfire Evacuation Decision Tree” following this section.</p> <p>c) Use the “Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire Smoke” in Hazard Annexes</p> <p>d) Communicate plan of action to staff and students:</p> <ul style="list-style-type: none"> ● voluntary evacuation ● early dismissal ● mandatory evacuation

- shelter-in-place
 - campus closure
- e) Consider the following while implementing response action
- Supplies (have staff bring emergency supplies, especially first aid kits and communication devices)
 - Food and water
 - Transportation
 - Security and Safety
 - Communications
- f) Contact families to notify of planned course of action
- g) Activate school Incident Command Team, as necessary
- Reunification Team
- h) Ensure all staff and students are accounted for
- i) Ensure that access roads are kept open for emergency vehicles
- j) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity
- k) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so

Goal 2 Actions

- a) Remind staff to close doors when exiting classrooms/offices
- b) Notify the appropriate utility company of suspected breaks in utility lines or pipes.
- c) Notify the fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)
- Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival
- d) Notify District Office of situation

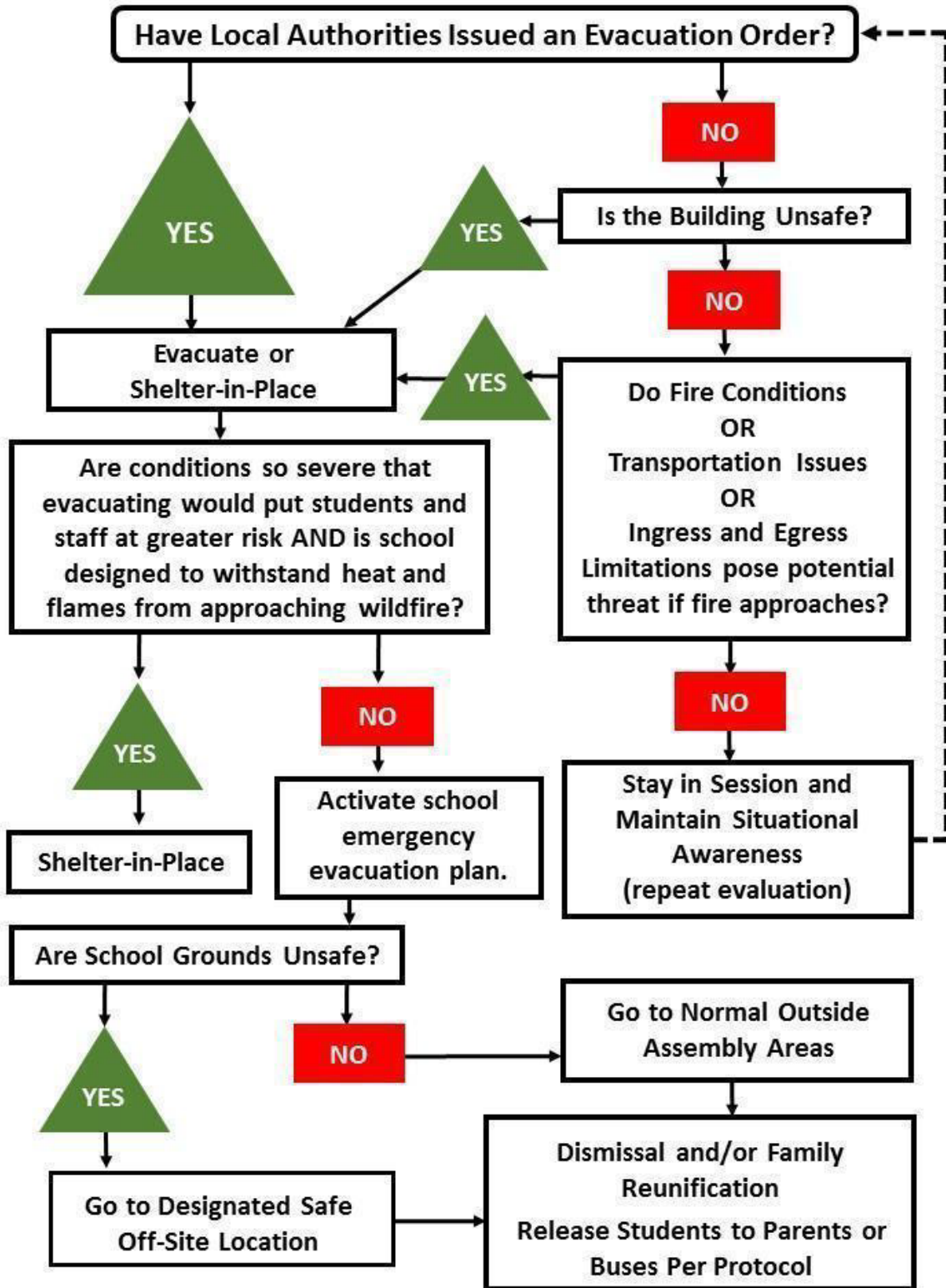
STAFF ACTIONS:

Goal 1 Actions Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure

- a) If evacuating or sheltering-in-place, take emergency backpack and student kits
- b) Maintain control of the students a safe distance from the fire and firefighting equipment
- c) Take attendance. Report missing students to the Principal/designee and emergency response personnel
- d) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family
- e) Serve in any designated position on the Incident Command Team
- c) Shut classroom or office door after all individuals have exited
- d) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER	
Goals:	<ol style="list-style-type: none"> 1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> a) Conduct After-Action Report process
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement <p>STAFF ACTIONS</p> <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE EVACUATION DECISION TREE



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.

BEFORE	
Goal:	<ol style="list-style-type: none"> 1. Develop the capacity to deter and detect possible intruder 2. Develop the capacity of staff to lead students through appropriate response options 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<p>Provide training for staff on procedures for deterring and detecting possible intruders Keep intruder away from staff and students</p> <p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> a) Identify and correct/improve: <ul style="list-style-type: none"> • Potential gaps in campus access controls • Problems with securing classrooms, offices, and buildings • Internal and external emergency communication protocols b) Develop comprehensive Visitor Management Procedures with staff trained in those procedures c) Achieve consistent implementation of district and site procedures to assess and manage student threats of violence using Comprehensive Student Threat Assessment Guidelines d) Ensure all staff, including before- and after-school staff have the skills to recognize and respond appropriately to suspicious activity that could pose a threat to students, staff or others <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> a) Equip all staff, including before- and after-school staff, to evaluate and enact options (de-escalation, lockdown, etc.) that will best protect them and the children they are with b) Equip all staff, including before- and after-school staff, and students to recognize and report potential warning signs that could lead to an escalation toward violence c) Equip local response agencies with the knowledge they need to facilitate their response to the incident <p><u>Goal 3 Objectives</u></p>

	<ul style="list-style-type: none"> a) Equip students with an understanding of how to report suspicious individuals or individuals who make them feel uncomfortable using mentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
<p>Courses of Action:</p>	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> a) Conduct a Security Risk Assessment to determine school site’s vulnerability to an intruder <ul style="list-style-type: none"> • Based on the identified areas of weakness develop strategies to harden the security of the school site b) Implement/Support “doors locked even when open” policy c) Develop comprehensive Visitor Management Procedures, including ways to determine visitors on campus (such as badges) d) Schedule training to ensure all staff understand their role in enforcing Visitor Management Procedures, and on immediately reporting unauthorized access e) Schedule training to assure all staff recognize and know how to report warning signs and understand their role in the threat assessment process. f) Hold a training/exercise with local responding agencies to ensure a cohesive and coordinated response g) Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don’t have a visitor or staff badge <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> a) Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don’t have a visitor badge b) Train staff on ensuring security protocols are followed <p><u>Goal 3 Actions</u></p> <ul style="list-style-type: none"> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the “run” and “hide” responses, using developmentally appropriate methods <ul style="list-style-type: none"> • Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the

	<p>knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence</p> <ul style="list-style-type: none"> • Ensure entrances such as doors and gates are secure and in proper working order • Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious people and out of the ordinary actions, individuals loitering near campus, confronting individuals who are on campus and don't have a visitor badge, etc.
DURING	
Goal:	<ol style="list-style-type: none"> 1. Prevent an intruder from gaining access to staff, students and buildings 2. Alert law enforcement and district as soon as possible
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> a) Enact a campus-wide Lockdown b) De-escalate the situation c) Get intruder to leave with no incidents of violence <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> a) Alert law enforcement
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) Initiate Lockdown. b) Designate someone to call 9-1-1 c) Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as: <ul style="list-style-type: none"> • "What can we do to make this better?" • "I understand the problem, and I am concerned" • "We need to work together on this problem" d) Take measures to keep subject away from students and building e) 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 f) When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> a) As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder b) Keep subject in view until police or law enforcement arrives <p>STAFF ACTIONS:</p>

	<p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> a) Notify the principal/site administrator of the intruder. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon b) If able, initiate a lockdown from your classroom/office c) Keep intruders in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder d) Isolate intruders 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 e) Keep classroom and office doors locked <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> a) Call 9-1-1 or ensure someone else has called 9-1-1
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AFTER

Goal:	<ul style="list-style-type: none"> 1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ul style="list-style-type: none"> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <p><u>Goal 2 Objectives</u></p> <ul style="list-style-type: none"> a) Conduct After-Action Report process
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS: PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Conduct an assessment of vulnerabilities to determine how the intruder gained access to campus and how one might gain access in the future. d) Identify steps to improve future responses e) Implement steps to improvement <p>STAFF ACTIONS:</p> <p><u>Goal 2 Actions</u></p>

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| | <ul style="list-style-type: none">a) Participate in the after-action report processb) Participate in any determined corrective actions discovered in the after-actions process |
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Unplanned Power Outage

This procedure addresses situations involving:

BEFORE	
Goals:	<ol style="list-style-type: none"> 1. Prevent the risk of injury to individuals and damage of property from Power Outage 2. Develop the capacity of staff to lead students through appropriate response options 3. Develop capacity for educational process to continue in power outages
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> a) Conduct a Risk Assessment to determine hazards, vulnerabilities, and consequences in a power outage b) Ensure portable lighting (i.e., flashlights and batteries) is available at school site c) Always keep hallways and pathways clear <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> a) Train staff on response actions during a power outage <p><u>Goal 3 Objectives</u></p> <ol style="list-style-type: none"> a) Develop a continuity of education plan for both short- and long- term power outages b) In Risk Assessment determine facilities which will be conducive to teaching during a power outage
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) Conduct a Risk Assessment to determine what hazards and vulnerabilities the school has in regard to power outages and the subsequent consequences. b) Based on the assessment determine areas for improvement and implement steps to improve c) Ensure portable lighting is available (i.e. flashlights and batteries available at the school). Especially ensure any areas that have no windows or natural sunlight sources have some sort of emergency lighting. d) To prevent injury, ensure staff and students keep hallways and pathways clear <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> a) Provide training to staff on responding during a power outage <p><u>Goal 3 Actions</u></p> <ol style="list-style-type: none"> a) Work with the District Office to develop a continuity of education plan for both short- and long-term power outages b) In Risk Assessment determine which facilities are subject to total blackouts (no windows or sources of natural sunlight), and develop a contingency plan for these room occupants to relocate to a facility where the educational process can continue <p>STAFF ACTIONS</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) Ensure any assigned emergency supplies are maintained, especially batteries and flashlights <p><u>Goal 2 Actions</u></p>

	<p>a) Read any emergency power outage materials provided by administration.</p> <p>b) Participate and lead students in emergency drills</p> <p><u>Goal 3 Actions</u></p> <p>a) Develop plans to provide lessons during a power outage</p>
DURING	
Goals:	<p>1. Assess the situation</p> <p>2. Make necessary notifications</p> <p>3. Implement response actions</p>
Objective(s):	<p><u>Goal 1 Objectives</u></p> <p>a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs</p> <p>b) Consider weather conditions in assessment, including wind, rain, extreme low or extreme high temperatures</p> <p>c) Work with District office for assistance needed</p> <p>d) Implement other emergency procedures based on the analysis</p> <p><u>Goal 2 Objectives</u></p> <p>a) Make notifications to the staff and students.</p> <p>b) Notify Superintendent's Office</p> <p>c) Staff provides accountability report and situation status of any hazards</p> <p><u>Goal 3 Objectives</u></p> <p>a) Implement evacuation and other emergency procedures as needed</p> <p>b) Ensure every student and staff members is accounted for</p> <p>c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)</p>
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</p> <p><u>Goal 1 Actions</u></p> <p>a) Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations</p> <p>b) Contact the district office for any necessary assistance</p> <p>c) Based on the assessment implement any other emergency procedures necessary, including possible evacuation</p> <p><u>Goal 2 Actions</u></p> <p>a) Notify staff and students of emergency procedures to implement</p> <ul style="list-style-type: none"> • Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris <p>b) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage</p> <p>c) Determine whether to close school. If school must be closed and an early dismissal organized, notify staff members, students, and parents</p> <p><u>Goal 3 Actions</u></p>

	<ul style="list-style-type: none"> a) Ensure staff and students implement evacuation or other important emergency procedures b) Recommend staff ensure their flashlights/emergency lighting is out and available c) Move any classrooms/office occupants where a complete blackout exits (no windows or natural light) d) Implement accountability procedures e) Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector <p>STAFF ACTIONS</p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> a) Follow the directions of the Incident Command to carry out necessary response action b) If evacuating or sheltering-in-place in another room, take emergency backpack and student kits c) Take attendance. Report missing students to the principal/designee and emergency response personnel d) Continue teaching/office work if possible e) Serve in any designated position on the Incident Command Team. e) Gather any emergency lighting to have on hand. f) Provide information to principal/site admin regarding any hazards or vulnerabilities
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AFTER

Goals:	<ul style="list-style-type: none"> 1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ul style="list-style-type: none"> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <p><u>Goal 2 Objectives</u></p> <ul style="list-style-type: none"> b) Conduct After-Action Report process
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement

STAFF ACTIONS

Goal 1 Actions

- a) Participate in the after-action report process.
- c) Participate in any determined corrective actions discovered in the after-actions process.

Air Quality & Wildfire Smoke Annex

Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire

This section was created and provided by the following agencies:



Get Smart about Wildfire Smoke

Clear Guidelines for Schools and Wildfire Smoke

Over the last decade, devastating wildfires have ravaged communities and school districts in every corner of this state.

These massive disasters impacted tens of thousands of Californians in the communities they call home and blanketed entire regions of California with thick, unhealthy smoke.

When a wildfire occurs nearby, the decision to close or evacuate a school is straightforward. However, as we have seen over the past several years, wildfire smoke can settle in communities hundreds of miles from the location of the fire and impact the health of students and school district operations.

Without clear state guidelines, districts have been forced to make difficult, last-minute decisions on whether to cancel classes, remain open, or modify school events.

Therefore leaders from the education, air quality, and public health communities established a working group to develop state guidance regarding air quality for California's 1,026 school districts during wildfire smoke days.

The guidelines attached to this message are intended to advance local conversations between school districts, public health officers, air districts, and the community, and provide educational leaders with the data they need to make informed decisions when their communities are inundated with wildfire smoke.

The guidelines are not meant to supersede any protocols or guidelines school districts may have already adopted.

We encourage districts that haven't already addressed this issue to begin the conversation now, prior to the start of the 2024-2025 school year. California's next big wildfire is not a matter of if, but when.

For questions on how to track air quality in your community, please contact your local air district. To find which air district serves your community, visit <https://www.arb.ca.gov/app/dislookup/dislookup.php>.

Thank you for your partnership on this critical issue.

Air Quality Index (Rev 7/2019)

School Air Quality Activity Recommendations

PROTECT STUDENT HEALTH DURING POOR AIR QUALITY

Air quality is an important consideration for schools in terms of student activities. Local air districts are available to assist schools with understanding local air quality concerns and actions they can take to protect student health. To find out more, contact your local air district.

Visit this page to learn which District serves your area:

www.arb.ca.gov/app/dislookup/dislookup.php



The following school activity recommendations are based on consultation with health researchers and several important principles drawn from recent studies. Modify these levels to correspond with the AQI, emissions concentration, or other air district recommended method for your region.

Air Quality

Level

Activity	Level 1	Level 2	Level 3	Level 4	Level 5 <i>School districts may consider school closures based on site-by-site concerns.</i>
Recess (15min)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or avoid vigorous outdoor activities. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
P.E. (1hr)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or limit vigorous outdoor activities to a maximum of 15 minutes. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
Athletic Practice & Training (2 - 4 hours)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Reduce vigorous exercise to 30 minutes per hour of practice time with increased rest breaks and substitutions. Ensure that sensitive individuals are medically managing their	Exercise indoors or reduce vigorous exercise to 30 minutes of practice time with increased rest breaks and substitutions. Sensitive individuals should	No outdoor activity. All activities should be moved

			condition.*	remain indoors.*	indoors.
Scheduled Sporting Events	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	<p>Increase rest breaks and substitutions per CIF guidelines for extreme heat.**</p> <p>Ensure that sensitive individuals are medically managing their condition.*</p>	<p>Increase rest breaks and substitutions per CIF guidelines for extreme heat.**</p> <p>Ensure that sensitive individuals are medically managing their condition.*</p>	Event must be rescheduled or relocated.

* Sensitive Individuals include all those with asthma or other heart/lung conditions

** California Interscholastic Federation

*** To meet the conditions for approval of a waiver due to emergency conditions (Form J-13A) from the State Superintendent of Public Instruction poor air quality must be shown to be caused by an emergency event such as a wildfire.

Air Quality Guidance Template for Schools

About the Guidelines:

- These guidelines are based on the United States Environmental Protection Agency (U.S. EPA) and Centers for Disease Control's [Air Quality and Outdoor Activity Guidance for Schools](#) and [Wildfire Smoke: A Guide for Public Health Officials](#). The guidelines are designed to assist in your decision-making process
- Modify the template and chart as needed after consultation with your local county office of education, local school districts, local air district, and local public health experts to determine which air quality monitoring methodology, such as Air Quality Index, total emissions concentration, or other air district-recommended method best applies in your school district
- This template and chart are not intended to supersede existing guidelines and policies developed by local authorities, including the school districts or air districts
- These guidelines are intended to assist school districts in making decisions when air quality is poor. *School closure and event cancellation is ultimately a school district-by- school district decision based on local conditions*
- The impact of smoke depends on the sensitivity of the person and the length of exposure, as outlined in the sample chart below. Children with respiratory or heart conditions are vulnerable to poor air quality and may require extra precautions. School districts should advise parents to consult with their family health care provider

Using the Guidelines:

- School districts will need to monitor local air quality conditions using air quality tracking tools recommended by their local air district. One example of such a tool is the U.S. EPA's air quality index (AQI) available at [AirNow.gov](#). However, because other air quality tracking methodologies may be used in your jurisdiction, it is highly recommended to contact your local air district for advice on the most appropriate tools to use for your region
- School districts should make decisions about school activities and closures based on air quality measurements and local conditions, such as the availability and quality of school building air filtration and direct observation of onsite indoor/outdoor air quality
- School districts may wish to consult with their local air district regarding outdoor air and their local public health official regarding indoor air before making a final determination
- School districts should report any school closures to their County Office of Education for media notification as well as announce closures to families using normal school closure procedures

Additional Air Quality Information & Resources

About AirNow.gov:

- A network of monitors maintained and operated by trained government agencies
- It is recommended by many air districts, the California Air Resources Board, and U.S. EPA
- AirNow monitors form a network to track regional air quality. Pollutants like smoke tend to be well-mixed in the atmosphere and may be adequately represented by these monitors, even if a monitor is not in the same neighborhood as a school
- Uses highly accurate tools that are regularly monitored for quality control by the U.S. EPA. Tools remain accurate at all levels as opposed to personal sensors like Purple Air, which overestimate (especially at AQI of 150 or higher)
- Although AirNow is relied on by many jurisdictions, please consult with your local air district about resources school districts can use that will best represent local air quality

About Masks:

- When air is unhealthy, the best option is to reduce physical activity and stay indoors with windows/doors closed. If indoor temperature is high, get to a location with clean filtered air such as a public library, shopping mall or other building with heating, ventilation, and air conditioning (HVAC) system filtration
- Masks have limitations. Surgical gauze masks provide no protection from smoke. N95 respirator masks are designed for professional use by trained adults and are not intended for children. Therefore, masks are not recommended for children by air quality districts/public health agencies
- N95 masks require a perfect seal to be effective. If these masks are not fitted correctly, they will provide little if any protection
- Masks can exacerbate breathing difficulty for sensitive breathers or potentially cause deeper breathing, which draws particulates deeper into the lungs if they are not fitted correctly
- Masks must be kept clean and replaced frequently to be effective. If a mask is used, please refer to the mask manufacturer's recommendations on cleaning and replacement intervals

Recommendations for Ensuring Cleaner Air at School:

- Install and maintain HVAC air conditioning systems with medium or high-efficiency filtration. Install high efficiency particulate air (HEPA) filters if possible. See below for

U.S. EPA recommendations for air filtration. https://www3.epa.gov/airnow/smoke_fires/indoor-air-filtration-factsheet-508.pdf

- Install portable HEPA filters in classrooms where possible
- Approved filters: <https://www.arb.ca.gov/research/indoor/aircleaners/certified.htm>
- Be sure that portable filters are sized correctly for the room
- Ensure doors and windows are sealed tightly. Minimize air movement in and out of room

Considerations for School Districts from CDE: Before You Make a Decision to Close a School

Outdoor air quality is one factor local educational agencies (LEAs) need to consider when making a school closure decision. LEAs should consider the factors below, in addition to any other relevant local conditions or concerns, when deciding to close school

Health and Safety:

- **Indoor air quality.** Ventilation and filtration systems at schools may offer a higher level of protection than residential systems
- **Supervision.** The school environment provides appropriate student supervision by trained and caring adults who can ensure students remain indoors
- **Student support services.** School may be the primary place where students receive needed health and counseling services
- **Nutrition services.** Schools serve healthy meals to a significant proportion of students. If school is closed, it is a substantial challenge at best for LEAs to feed students

Using an Equity Lens:

- Socioeconomically disadvantaged families may not have options for alternate child care
- Working parents and guardians are disproportionately affected by school closure and could suffer significant professional or economic consequences as a result
- Students receiving free or reduced-price meals may not have a reliable alternate source of healthy food
- Students with Individualized Education Programs (IEPs) may not have access to needed services during school closure
- Schools provide safe and supportive environments for their students; our most vulnerable students rely on them most

Instructional Time:

- Instructional time is foundational to students' academic achievement. LEAs should consider adding instructional days or minutes to the school calendar when time is lost due to school closure
- LEAs that have a foreseeable loss of instructional time due to a history of school closures should consider adding "built-in emergency" days to the annual school calendar
- Information on requesting credit for lost attendance and instructional time during an emergency is available on the California Department of Education's website at <https://www.cde.ca.gov/fq/aa/pa/j13a.asp>.

National School Lunch Program Meal Reimbursement:

Education Code Section 49505 allows for LEAs to submit an application for meal reimbursement during a disaster

The disaster would require a state or federal declaration for the county affected by the disaster.

The application is available on the California Department of Education's website at <https://www.cde.ca.gov/ls/nu/sn/documents/disastermealapp.doc>.

Guidance for Families When Schools are Closed:

- Stay indoors
- Keep doors and windows closed
- Consult a Physician if you have concerns about your child's health

FUNCTIONAL ANNEXES

MOST PREVALENT GENERAL EMERGENCY RESPONSE PROCEDURES

FUNCTIONAL ANNEX A

Most emergencies will lead to one or more general response actions. Once the type and extent of an emergency has been identified, personnel can determine if an immediate response action is required. For school sites the most common immediate response actions initiated during emergencies are as follows:

- Evacuation (On-Site and Off-Site)
- Reunification (See also Functional Annex B – Reunification Plan)
- Shelter-In-Place
- Secure Campus
- Lock Down
- Drop, Cover, and Hold

The following emergency response actions are designed for the Incident Command Team and other employees.

ON-SITE EVACUATION

Definition

Evacuation 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. 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

BEFORE	
Goal:	<ol style="list-style-type: none"> 1. Coordinate with local fire and law enforcement to develop evacuation routes, assembly areas on-site and accountability procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> a) Meet, train and drill with local fire and law enforcement to ensure an effective evacuation b) Develop at least two viable evacuation routes, a primary and secondary <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to evacuation emergencies
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) Meet with local fire and law enforcement agencies to determine best evacuation routes and assembly areas. Consider the different types of hazards that might require evacuation b) Determine two on-site evacuation routes, one primary and one secondary. Appropriate locations of on-site evacuation areas are open areas away from buildings and structures (e.g., playground, parking lot, etc.). The onsite evacuation areas must be within the boundaries of the facility c) Determine accountability procedures d) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> a) Ensure staff are trained on evacuation procedures b) Hold evacuation drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an evacuation c) Post appropriate maps and directions are posted near each door to ensure occupants are aware of possible exits

	<p>d) Ensure staff are trained to conduct a rapid visual assessment of their assigned areas as they exit and share their findings when arriving in the assembly area</p> <p>e) Ensure staff are familiar with special needs evacuation planning (See Functional Annex E)</p> <p>STAFF ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <p>a) Be familiar with the Incident Command System and designated role on the Incident Command Team</p> <p>b) Follow the Chain of Command during emergency situations</p> <p>c) Be familiar with primary and secondary routes and assembly areas</p> <p>d) Be familiar with the accountability procedures</p> <p><u>Goal 2 Actions</u></p> <p>a) Review evacuation procedures quarterly</p> <p>b) Participate and lead students through evacuation drills</p> <p>c) Understand that situations may occur that will prevent the class/office from evacuating via the prescribed route or meet in the designated assembly areas</p> <p>d) Be resourceful, flexible and proactive in determining different courses of actions that can be taken to keep staff and students safe</p> <p>e) Be familiar with special needs evacuation plans (See Functional Annex E)</p>
DURING	
Goals:	<ol style="list-style-type: none"> 1. Quickly assess the situation 2. Make proper notifications. 3. Conduct appropriate evacuation response procedure
Objective(s):	<p><u>Goal 1 Objectives</u></p> <p>a) Quickly assess the situation and determine the need for evacuation. If available, work with law enforcement and other responders to determine evacuation needs</p> <p>b) Implement evacuation procedures based on the analysis</p> <p><u>Goal 2 Objectives</u></p> <p>a) Notify staff and students to evacuate</p> <p>b) Call 9-1-1 if necessary</p> <p>c) Notify Superintendent's Office</p> <p>d) Staff provide accountability report and situation status of any hazards</p> <p><u>Goal 3 Objectives</u></p> <p>a) Implement evacuation procedures</p> <p>b) Ensure every student and staff members is accounted for</p> <p>c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)</p>
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <p>a) Determine the need for evacuation by assessing the situation, relying on staff reports of the situation or personal observations</p> <p>b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation procedures and location</p>

- c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from the appropriate agency(ies). This might be the case in an active shooter, hazmat, terrorist, or hostage situation

Goal 2 Actions

- a) Make notification to staff and students
- The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when an Evacuation is necessary
 - The signal for Evacuation is the fire alarm (bell or horn signal)
 - If the primary emergency notification system fails to activate, the secondary notification method will be the PA System
 - If a controlled Evacuation is required (e.g., one classroom at a time), and an alternative method of notification is required (e.g. received credible bomb threat), then notification can be made by telephone or runners
 - Provided time is available, make an announcement over the public address system:
 - **Announcement Example:** "Attention please. We need to institute an Off-Site Evacuation Teachers to take their students to the designated offsite assembly area. Students are to remain with their teacher."
 - **To alert visually impaired individuals**
 - Announce the type of emergency
 - Offer your arm for guidance
 - Tell person where you are going, obstacles you encounter
 - When you reach safety, ask if further help is needed
 - **To alert individuals with hearing limitations**
 - Turn lights on/off to gain person's attention -OR-
 - Indicate directions with gestures -OR-
 - Write a note with evacuation directions
- b) Call 9-1-1 if necessary
- c) Notify the Superintendent's Office of situation

Goal 3 Actions

- a) Ensure staff and students evacuate
- b) Implement accountability procedures
- c) Activate the Incident Command Team, if necessary
- Search and Rescue
 - First Aid/Medical
 - Reunification Team
- d) Activate Reunification Plan if necessary

STAFF ACTIONS:

Goal 1 Actions

- a) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting
- b) If situation requires an alteration of evacuation procedures to keep students and staff safe, alter your evacuation routes to get to assembly area

Goal 2 Actions

- a) Provide accountability report to Incident Command/administration
- b) Provide a report of any hazards or situations that need attention to Incident Command/administration

	<p><u>Goal 3 Actions</u></p> <ul style="list-style-type: none"> a) Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area b) Consider persons with special needs <ul style="list-style-type: none"> • <i>To evacuate individuals using crutches, canes or walkers</i> <ul style="list-style-type: none"> ○ Evacuate these individuals as injured persons ○ Assist and accompany to evacuation site, if possible -OR- ○ Use evacuation chair or a sturdy chair (or one with wheels) to move person -OR- ○ Help carry individual to safety • <i>To evacuate individuals using wheelchairs</i> <ul style="list-style-type: none"> ○ Give priority assistance to wheelchair users with electrical respirators ○ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options ○ Reunite person with the wheelchair as soon as it is safe to do so c) Take the emergency backpack and student roster when leaving the building d) Take attendance before leaving campus and again when the class is reassembled at the external evacuation location. Report attendance to the Incident Commander/designee e) Remain in the Assembly Area until further instructions are given. f) Wait for another ACTION or all clear instruction to return to school buildings and normal class routine g) If the Incident Command Team is activated, serve in a designated position. h) Participate in the reunification process, if necessary
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AFTER

Goal:	<ol style="list-style-type: none"> 1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
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Objective(s):	<p><u>Goal 2 Objectives</u></p> <ul style="list-style-type: none"> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <p><u>Goal 2 Objectives</u></p> <ul style="list-style-type: none"> a) Conduct After-Action Report process
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Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
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- c) Identify steps to improve future responses
- d) Implement steps to improvement.

STAFF ACTIONS:

Goal 2 Actions

- a) Participate in the after-action report process.
- b) Participate in any determined corrective actions discovered in the after-actions process.

OFF-SITE EVACUATION

Definition

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

BEFORE	
Goal:	<ol style="list-style-type: none"> 1. Coordinate with local fire and law enforcement to develop off-site evacuation routes, assembly areas, sister site (for further evacuation options) and accountability procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> a) Meet, train and drill with local fire and law enforcement to ensure an effective evacuation b) Develop at least three viable off-site evacuation routes, a primary, secondary and a sister school site <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before- and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to evacuation emergencies
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) Meet with local fire and law enforcement agencies to determine best evacuation routes and assembly areas. Consider the different types of hazards that might require evacuation b) Determine off-site evacuation route(s). Determining an appropriate Off-site Evacuation Area should be coordinated with on-scene First Responders. Location should be in an open area or building at least one block away from dangers associated with the site where students can be contained (e.g., nearby church, nearby school, nearby fenced parking lot, etc.) c) Determine accountability procedures d) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> a) Ensure staff are trained on evacuation procedures b) Hold evacuation drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an evacuation

	<p>c) Post appropriate maps and directions are posted near each door to ensure occupants are aware of possible exits</p> <p>d) Ensure staff are trained to conduct a rapid visual assessment of their assigned areas as they exit and share their findings when arriving in the assembly area</p> <p>e) Ensure staff are familiar with special needs evacuation planning (Functional Annex E)</p> <p>STAFF ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <p>a) Be familiar with the Incident Command System and designated role on the Incident Command Team</p> <p>b) Follow the Chain of Command during emergency situations</p> <p>c) Be familiar with primary and secondary routes and assembly areas</p> <p>d) Be familiar with the accountability procedures</p> <p>e) Be familiar with reunification plan and designated roles in reunification</p> <p><u>Goal 2 Actions</u></p> <p>a) Review evacuation procedures quarterly</p> <p>b) Participate and lead students through evacuation drills</p> <p>c) Understand that situations may occur that will prevent the class/office from evacuating via the prescribed route or meet in the designated assembly areas</p> <p>d) Be resourceful, flexible and proactive in determining different courses of actions that can be taken to keep staff and students safe.</p> <p>e) Be familiar with special needs evacuation plans (Functional Annex E)</p>
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DURING

Goals:	<ol style="list-style-type: none"> 1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate evacuation response procedure
Objective(s):	<p><u>Goal 1 Objectives</u></p> <p>a) Quickly assess the situation and determine the need for evacuation. If available, work with law enforcement and other responders to determine evacuation needs</p> <p>b) Work with District office for assistance needed</p> <p>c) Implement evacuation procedures based on the analysis</p> <p><u>Goal 2 Objectives</u></p> <p>a) Notify staff and students to evacuate</p> <p>b) Call 9-1-1 if necessary</p> <p>e) Notify Superintendent's Office</p> <p>f) Staff provide accountability report and situation status of any hazards</p> <p><u>Goal 3 Objectives</u></p> <p>a) Implement evacuation procedures</p> <p>b) Ensure every student and staff member is accounted for.</p> <p>c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)</p>

<p>Courses of Action:</p>	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) Determine the need for evacuation by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation procedures and location c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from the appropriate agency(ies). This might be the case in an active shooter, hazmat, terrorist, or hostage situation <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> a) Make notification to staff and students <ul style="list-style-type: none"> ● The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when an Evacuation is necessary ● The signal for Evacuation is the fire alarm (bell or horn signal) ● If the primary emergency notification system fails to activate, the secondary notification method will be the PA System ● If a controlled Evacuation is required (e.g., one classroom at a time), and an alternative method of notification is required (e.g. received credible bomb threat), then notification can be made by telephone or runners ● Provided time is available, make an announcement over the public address system: Announcement 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." ● <i>To alert visually impaired individuals</i> <ul style="list-style-type: none"> ○ Announce the type of emergency ○ Offer your arm for guidance ○ Tell person where you are going, obstacles you encounter ○ When you reach safety, ask if further help is needed ● <i>To alert individuals with hearing limitations</i> <ul style="list-style-type: none"> ○ Turn lights on/off to gain person's attention -OR- ○ Indicate directions with gestures -OR- ○ Write a note with evacuation directions b) Call 9-1-1 if necessary c) Notify the Superintendent's Office of situation <p><u>Goal 3 Actions</u></p> <ol style="list-style-type: none"> a) Ensure staff and students evacuate b) Implement accountability procedures c) Activate the Incident Command Team, if necessary <ul style="list-style-type: none"> ● Search and Rescue ● First Aid/Medical ● Reunification Team <p>STAFF ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting b) If situation requires an alteration of evacuation procedures to keep students and staff safe, alter your evacuation routes to get to assembly area <p><u>Goal 2 Actions</u></p>
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	<p>a) Provide accountability report to Incident Command/administration b) Provide a report of any hazards or situations that need attention to Incident Command/administration</p> <p><u>Goal 3 Actions</u></p> <p>a) Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area b) Consider persons with special needs</p> <ul style="list-style-type: none"> • <i>To evacuate individuals using crutches, canes or walkers</i> <ul style="list-style-type: none"> ○ Evacuate these individuals as injured persons ○ Assist and accompany to evacuation site, if possible -OR- ○ Use evacuation chair or a sturdy chair (or one with wheels) to move person -OR- ○ Help carry individual to safety • <i>To evacuate individuals using wheelchairs</i> <ul style="list-style-type: none"> ○ Give priority assistance to wheelchair users with electrical respirators ○ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options ○ Reunite person with the wheelchair as soon as it is safe to do so <p>c) Take the emergency backpack and student roster when leaving the building d) Take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee e) Remain in the Assembly Area until further instructions are given f) Wait for another ACTION or the all clear instruction to return to school buildings and normal class routine g) If Incident Command Team is activated, serve in designated position</p>
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AFTER

<p>Goal:</p>	<p>1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement</p>
<p>Objective(s):</p>	<p><u>Goal 1 Objectives</u></p> <p>a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media</p> <p><u>Goal 2 Objectives</u></p> <p>a) Conduct After-Action Report process</p>
<p>Courses of Action:</p>	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <p>a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests</p> <p><u>Goal 2 Actions</u></p>

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| | <ul style="list-style-type: none">a) Conduct an after-action report process and implement necessary actions for improving future responsesb) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of responsec) Identify steps to improve future responsesd) Implement steps to improvement |
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STAFF ACTIONS:

Goal 1 Actions

- a) Participate in the after-action report process
- b) Participate in any determined corrective actions discovered in the after-actions process

Structured Reunification

Comprehensive Reunification Plan is available in Functional Annex B

Definition

Structured Reunification is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. If it is necessary to go through the reunification process, assurances must be made to protect the students and ensure release to parents and designated guardians as per District policy. Following any emergency action, there may be a need to reunite students with parents or authorized guardians. This is often a difficult and somewhat chaotic event, requiring planning and resources. Structured Reunification requires:

- Maintaining accurate information on the location of each child
- Preventing unauthorized individuals from having access to or removing children
- Verifying the identity of individuals coming to take custody of children
- Verifying each individual has the legal right to take custody the child for which they have asked
- Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up

The following site procedure was developed to ensure a safe reunification of students with their parents or designated guardians.

See Functional Annex B for comprehensive Reunification Plan

Shelter-In-Place

Definition

Shelter-in-place 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.

BEFORE	
Goal:	<ol style="list-style-type: none"> 1. Coordinate with local fire to develop viable Shelter-In-Place procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> a) Meet, train and drill with local fire to ensure an effective Shelter-In-Place procedures, including accountability procedures, effective rooms/areas to use and strategies to implement, specifically in a hazardous material release or wildfire b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> c) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with d) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them e) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Shelter-In-Place
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) Meet with the local fire department to determine rooms/areas to conduct Shelter-In-Place, identify any internal hazards to be aware of, and identify specific procedures to implement, specifically in a hazardous material release or a wildfire. Consider the different types of hazards that might require Shelter-In-Place b) Determine accountability procedures c) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> a) Ensure staff are trained on Shelter-In-Place procedures b) Hold Shelter-In-Place drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an emergency requiring Shelter-In-Place c) Ensure staff are familiar with special needs planning (Functional Annex E)

	<p>STAFF ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with Shelter-In-Place areas and procedures d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> a) Review Shelter-In-Place procedures quarterly b) Participate and lead students through Shelter-In-Place drills c) Be familiar with special needs emergency planning (Functional Annex E)
DURING	
Goals:	<ul style="list-style-type: none"> 1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Shelter-In-Place response procedure
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ul style="list-style-type: none"> a) Quickly assess the situation and determine the need for Shelter-In-Place. If available, work with law enforcement, fire and other responders to determine Shelter-In-Place needs b) Work with District office for assistance needed c) Implement Shelter-In-Place procedures based on the analysis <p><u>Goal 2 Objectives</u></p> <ul style="list-style-type: none"> a) Notify staff and students to Shelter-In-Place b) 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards <p><u>Goal 3 Objectives</u></p> <ul style="list-style-type: none"> a) Implement Shelter-In-Place procedures b) Shut down HVAC system, as necessary c) Ensure every student and staff members is accounted for d) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> a) Determine the need for Shelter-In-Place by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide on Shelter-In-Place procedures and locations c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from the appropriate agency(ies). This might be the case in a hazmat or wildfire situation <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> a) Make notification to staff and students

- The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when a Shelter-In-Place is necessary
 - The signal for Shelter-In-Place is a verbal command (Shelter-In-Place) utilizing the P.A. System
 - If the primary emergency notification system fails to activate, the secondary notification method will be handheld megaphones found in the Disaster Container
 - Make an announcement in person directly or over the public address system:
 - **Announcement 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."*
 - *To alert visually impaired individuals*
 - Announce the type of emergency
 - Offer your arm for guidance
 - Tell person where you are going, obstacles you encounter
 - When you reach safety, ask if further help is needed
 - *To alert individuals with hearing limitations*
 - Turn lights on/off to gain person's attention -OR-
 - Indicate directions with gestures -OR-
 - Write a note with evacuation directions
- b) Call 9-1-1 if necessary
c) Notify the Superintendent's Office of situation

Goal 3 Actions

- a) Ensure staff and students Shelter-In-Place by remotely (phone/email) checking on each class/office. Remain inside away from any hazards
- b) Make arrangements for central HVAC shutdown, as necessary
 - Contact Facilities to inform them that you are sheltering-in-place and direct them to turn off the HVAC systems that are controlled by their computer system
- c) Implement accountability procedures remotely

STAFF ACTIONS:

Goal 1 Actions

- a) Provide accountability report to Incident Command/administration, most likely this will be provided remotely (email or phone), for all individuals to remain in shelter
- b) Provide a report of any hazards or situations that need attention to Incident Command/administration

Goal 2 Actions

- a) Immediately clear students from the halls. Stay away from all doors and windows
- b) Keep all students in the classroom until further instructions are received. Assist those needing special assistance
- c) 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
- d) Wait for another ACTION or all clear instruction to return normal operations and normal class routine
- e) If Incident Command Team is activated, serve in designated position

AFTER	
Goal:	<ol style="list-style-type: none"> 1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> a) Conduct After-Action Report process
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement <p>STAFF ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Secure Campus

Incident/Threat Off Campus – School Takes Precautionary Measures

Definition

Secure Campus is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community, or a bomb threat is made against the school. Secure Campus requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked, and all students and staff remain inside through the duration of that event. The school perimeter should be secured.

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

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

- Potential threat of violence in the surrounding community
- Barricaded suspect/hostage situation in neighborhood home
- Law Enforcement is conducting a search or serving a warrant nearby
- 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.

BEFORE	
Goal:	<ol style="list-style-type: none"> 1. Coordinate with local law enforcement to develop Secure Campus procedures, train and exercise for Secure Campus incidents 2. Develop the capacity of staff to lead students through appropriate response actions 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> a) Meet, train and drill with local law enforcement to <ul style="list-style-type: none"> ● Ensure an effective Secure Campus response ● Determine strategies for accounting for all students and staff ● Determine effective rooms/areas to use in Secure Campus situations ● Determine strategies law enforcement will use to keep the campus safe ● Determine strategies recommended by law enforcement for staff to take b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command <p><u>Goal 2 Objectives</u></p>

	<p>a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with</p> <p>b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them</p> <p>c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Secure Campus</p> <p><u>Goal 3 Objectives</u></p> <p>a) Equip students with an understanding of Secure Campus response, using developmentally appropriate methods</p> <p>b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence</p>
<p>Courses of Action:</p>	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</p> <p><u>Goal 1 Actions</u></p> <p>a) Meet with local law enforcement to</p> <ul style="list-style-type: none"> ● Ensure the agency and responders know the standardized language and when they should call for a Secure Campus rather than a LockDown ● Determine rooms/areas best suited for Secure Campus situations ● Identify specific procedures the law enforcement agency will implement which will be helpful to know and understand ● Identify specific strategies that the law enforcement agency recommends in working with them to conduct a Secure Campus response ● Develop accountability procedures which will work for law enforcement and the campus ● Consider the different types of hazards that might require Secure Campus <p>b) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training</p> <p><u>Goal 2 Actions</u></p> <p>a) Ensure staff are trained on Secure Campus procedures. Especially emphasize the difference between a Lockdown and Secure Campus</p> <p>b) Hold Secure Campus drills. Vary the times, days and possible situation in order to provide realistic scenarios which schools might experience during an emergency requiring Secure Campus</p> <p>c) Ensure staff are familiar with special needs planning (Functional Annex E)</p> <p><u>Goal 3 Actions</u></p> <p>a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Secure Campus responses, using developmentally appropriate methods</p> <p>b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence</p> <p>STAFF ACTIONS:</p> <p><u>Goal 1 Actions</u></p>

	<p>a) Be familiar with the Incident Command System and designated role on the Incident Command Team</p> <p>b) Follow the Chain of Command during emergency situations</p> <p>c) Be familiar with Secure Campus procedures and best locations to conduct Secure Campus procedures. Understand the difference between a Secure Campus and a LockDown</p> <p>d) Be familiar with the accountability procedures</p> <p>e) Be familiar with reunification plan and designated roles in reunification</p> <p><u>Goal 2 Actions</u></p> <p>a) Review Secure Campus procedures quarterly</p> <p>b) Participate and lead students through Secure Campus drills</p> <p>c) Be familiar with special needs emergency planning (Functional Annex E)</p>
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DURING

Goals:	<ol style="list-style-type: none"> 1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Secure Campus response procedures
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Objective(s):	<p><u>Goal 1 Objectives</u></p> <p>a) Quickly assess the situation and determine the need for a Secure Campus. If available, work with law enforcement, and other responders to determine Secure Campus needs.</p> <p>b) Work with the District office for assistance needed.</p> <p>c) Implement Secure Campus procedures based on the analysis</p> <p><u>Goal 2 Objectives</u></p> <p>a) Notify staff and students to Secure Campus</p> <p>b) Notify 9-1-1 if necessary</p> <p>c) Notify Superintendent’s Office</p> <p>d) Staff provide accountability reports and situation status of any hazards. This may be done remotely via email or phone calls, to ensure all individuals, including office staff remain in Secure Campus</p> <p><u>Goal 3 Objectives</u></p> <p>a) Implement Secure Campus procedures</p> <p>b) Ensure every student and staff members is accounted for</p> <p>c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)</p>
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Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <p>a) Determine the need for Secure Campus by assessing the situation, relying on law enforcement, staff reports or personal observations</p> <p>b) If law enforcement is on-site, work collaboratively to decide on Secure Campus procedures and locations</p> <p>c) If it is a critical incident that requires law enforcement to control the situation, take directions for the law enforcement incident command</p> <p><u>Goal 2 Actions</u></p> <p>a) Make notification to staff and students</p> <ul style="list-style-type: none"> ● The Site Incident Commander is responsible for notifying the school when Secure Campus is necessary ● The Site Incident Commander can provide as much information as possible without bringing undue stress to students and staff
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- If there is something that is more sensitive in nature and should not be announced to students, the Incident Commander can send an email to staff, make the announcement for the Secure Campus and then tell staff to check their emails for more details
 - The signal for Secure Campus is a verbal command (Secure Campus) utilizing the P.A. System
 - Include details such as:
 - Calmly walk to or remain in school buildings
 - Lock all exterior doors
 - Close blinds
 - Continue the education process
 - Make an announcement in person directly or over the public address system:
 - ***Announcement Example:*** *“Attention please! Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately. Calmly report to your classroom or remain in the room you are in. Lock all doors, close blinds. You can continue your teaching and learning activities. Do not go outside. Further Instructions will come. Staff please check your email periodically for more information.”*
 - REPEAT-
 - ***To alert visually impaired individuals***
 - Announce the type of emergency
 - Offer your arm for guidance
 - Tell person where you are going, obstacles you encounter
 - When you reach safety, ask if further help is needed
 - ***To alert individuals with hearing limitations***
 - Turn lights on/off to gain person’s attention -OR-
 - Indicate directions with gestures –OR-
 - Write a note with directions
- b) Call 9-1-1 if necessary
- c) Notify the Superintendent’s Office of the situation. Ask for assistance as needed.
- d) 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

Goal 3 Actions

- a) Designate assigned individual to close all entrance and exit points on the campus perimeter
- b) Designate assigned individual to lock all doors leading into administration building and other common areas
- c) Ensure staff and students Secure Campus by remotely (phone/email) checking on each class/office. Remain inside
- d) If law enforcement is on campus, they may be able to provide escort for a in-person check to ensure all classrooms are securely locked
- e) Implement accountability procedures remotely. Notify staff of how to submit accountability reports (phone/email)

- f) Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to lockdown
- g) 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
- h) 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
- i) After the emergency has been neutralized, initiate All Clear

STAFF ACTIONS:

Goal 1 Actions

- j) Provide accountability report to Incident Command/administration, most likely this will be provided remotely (email or phone), in order for all individuals to remain inside
- k) Provide a report of any hazards or situations that need attention to Incident Command/administration

Goal 2 Actions

- a) Move to the door and instruct any passing students to return to assigned classroom immediately
- b) Close and lock the door
- c) Continue class instruction or activity as normal
- d) Enforce the no entrance, no exit protocol. Remain in classroom or secured area and wait for further instructions
- e) Be alert to the possibility that response may elevate to Lockdown
- f) Do NOT call the office to ask questions; Incident Command will send out periodic updates. As Secure Campus is a precautionary measure, there is no reason to communicate with the front office staff except for day-to-day operations or if you see something suspicious or if an unknown individual tries to access your room
- g) 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)

Goal 1 Actions

- a) Gather students together and organize into an orderly formation
- b) Inform students that as part of Secure Campus procedures, the class will move immediately to a predetermined classroom location
- c) Proceed to on-campus shelter location as quickly as possible
- d) Once inside, take attendance to ensure all present students are accounted for
- e) 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
- f) Implement all classroom policies and procedures for Secure Campus status
- g) Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander
- h) Wait for another action or, if All Clear announcement is issued, return to normal class routine

AFTER

Goal:	<ol style="list-style-type: none"> 1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
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Objective(s):	<u>Goal 1 Objectives</u>
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	<ul style="list-style-type: none"> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <p><u>Goal 2 Objectives</u></p> <ul style="list-style-type: none"> a) Conduct After-Action Report process
<p>Courses of Action:</p>	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement <p>STAFF ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Lockdown

Threat of Violence on Campus/Immediately Off-campus

See also Active Shooter and Other Active Assailant Procedures

Definition

Lockdown means imminent danger is on or approaching campus. Lockdown is initiated to isolate students and school staff from danger when movement within the school and within rooms on the campus will 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 always remain in the classrooms or designated locations. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area.

It may also require employees to initiate Options Based Response Actions (Run, Hide Fight; Escape Barricade Defend; etc.). Lockdown is used to prevent intruders from entering occupied areas of the buildings.

Lockdown may not be preceded with an announcement. Lockdown may be initiated over the intercom system or undertaken when the threat of violence or gunfire is identified on the campus.

It is important to note that if law enforcement contacts the campus and places the campus on Lockdown, it provides the school with two clear pieces of information:

- Law Enforcement is aware of the situation
- Law Enforcement is most likely already on campus or on the way to campus to prevent violence from happening

This differs from the situations where the school must place itself on Lockdown due to an imminent threat that is already present on or directly outside campus.

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

- Gunfire
- Extreme violence outside the classroom

BEFORE	
Goal:	<ol style="list-style-type: none">1. Coordinate with local law enforcement to develop Lockdown procedures, train and exercise for Lockdown incidents2. Develop the capacity of staff to lead students through appropriate response actions3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	Goal 1 Objectives

	<p>a) Meet, train and drill with local law enforcement to:</p> <ul style="list-style-type: none"> ● Ensure an effective Lockdown and Active Shooter/Armed Assailant response ● Determine strategies for accounting for all students and staff ● Determine effective rooms/areas to use in Lockdown situations ● Determine strategies law enforcement will use to keep the campus safe ● Determine strategies recommended by law enforcement for staff to take during Lockdown situations <p>b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command</p> <p><u>Goal 2 Objectives</u></p> <p>a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with</p> <p>b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them</p> <p>c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Lockdown</p> <p><u>Goal 3 Objectives</u></p> <p>a) Equip students with an understanding of Lockdown response, using developmentally appropriate methods</p> <p>b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence</p>
<p>Courses of Action:</p>	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</p> <p><u>Goal 1 Actions</u></p> <p>a) Meet with local law enforcement to:</p> <ul style="list-style-type: none"> ● Ensure the agency and responders know the standardized language and when they should call for a “Lockdown” rather than a “Secure Campus” ● Determine rooms/areas best suited for Lockdown situations ● Identify specific procedures the law enforcement agency will implement which will be helpful to know and understand ● Identify specific strategies that the law enforcement agency recommends in working with them to conduct a Lockdown response ● Develop accountability procedures which will work for law enforcement and the campus ● Consider the different types of threats that might require Lockdown ● Procedures for All Clear in Lockdown situations <p>b) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training</p> <p><u>Goal 2 Actions</u></p> <p>a) Ensure staff are trained on Lockdown and Active Shooter/Armed Assailant procedures. Especially emphasize the difference between a Lockdown and Secure Campus and that being on a Lockdown does not necessarily mean that there is an active shooter on campus. Emphasize that should individuals hear shooting, screaming or other major indicators of violence, that the situation most likely requires Options-Based Response procedures (run-hide-fight). Let staff know that the incident command will provide as much information as possible in order for an effective response without causing undue panic</p>

	<p>b) Hold Lockdown drills with just staff or both staff and students. Vary the times, days and possible situation in order to provide realistic scenarios which schools might experience during an emergency requiring Secure Campus</p> <p>c) Ensure staff are familiar with special needs planning for emergencies (Functional Annex E)</p> <p><u>Goal 3 Actions</u></p> <p>a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Lockdown responses, using developmentally appropriate methods</p> <p>b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence</p> <p>STAFF ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <p>a) Be familiar with the Incident Command System and designated role on the Incident Command Team</p> <p>b) Follow the Chain of Command during emergency situations</p> <p>c) Be familiar with Lockdown procedures and best locations to shelter during a Lockdown procedures</p> <p>d) Understand the difference between a Lockdown and a Secure Campus</p> <p>e) Be Familiar with Active Shooter/Armed Assailant procedures</p> <p>f) Be familiar with the accountability procedures</p> <p>g) Be familiar with reunification plan and designated roles in reunification</p> <p><u>Goal 2 Actions</u></p> <p>a) Review Secure Lockdown procedures quarterly</p> <p>b) Participate and lead students through Lockdown drills, using developmentally appropriate methods for students</p> <p>c) Be familiar with special needs emergency planning (Functional Annex E)</p>
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DURING	
Goals:	<ol style="list-style-type: none"> 1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Lockdown response procedures
Objective(s):	<p><u>Goal 1 Objectives</u></p> <p>a) Quickly assess the situation and determine the need for Lockdown</p> <p>b) If available, work with law enforcement, and other responders to determine Lockdown needs</p> <p>c) Work with District office to obtain needed assistance</p> <p>d) Implement Lockdown procedures based on the analysis</p> <p><u>Goal 2 Objectives</u></p> <p>a) Notify staff and students to Lockdown</p> <p>b) Notify 9-1-1</p> <p>c) Notify the Superintendent's Office.</p> <p>d) Staff provide accountability reports and situation status, if safe to do so. This should be done remotely via email or text messages, to ensure all individuals, including office staff remain in Lockdown</p>

	<p><u>Goal 3 Objectives</u></p> <p>a) Implement Lockdown procedures</p> <p>b) If safe to do so, ensure every student and staff members is accounted for</p>
<p>Courses of Action:</p>	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</p> <p><u>Goal 1 Actions</u></p> <p>a) Quickly determine the need for Lockdown by assessing the situation, relying on law enforcement, staff reports or personal observations</p> <p>b) If law enforcement is on-site, work collaboratively to decide on Lockdown procedures and locations</p> <p>c) If it is a critical incident that requires law enforcement to control the situation, take directions for the law enforcement incident command</p> <p><u>Goal 2 Actions</u></p> <p>a) Make notification to staff and students</p> <ul style="list-style-type: none"> ● The signal for Lockdown is a verbal command (Lockdown) utilizing the P.A. System or when the threat of violence or gunfire is identified by individuals on campus ● Make an announcement in person directly or over the public address system: ● <u>Announcement Example:</u> "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" ● If practical, the Site Incident Commander will direct office personnel to use the staff email distribution list to send updates to staff as they are available. Office staff should monitor the email system and update classrooms and the Superintendent's Office, if possible. Circumstances may prevent regular communications with the classrooms ● All staff should put life safety as priority and only engage in communications if they are in a secure area AND <ul style="list-style-type: none"> ○ Know where the threat is and/or can describe to law enforcement how get to the threat ○ Can describe the perpetrator(s) ○ Are in dire need of medical services ○ With someone in dire need of medical services ● <i>To alert visually impaired individuals</i> <ul style="list-style-type: none"> ○ Announce the type of emergency ○ Offer your arm for guidance ○ Tell person where you are going, obstacles you encounter ○ When you reach safety, ask if further help is needed ● <i>To alert individuals with hearing limitations</i> <ul style="list-style-type: none"> ○ Turn lights on/off to gain person's attention -OR- ○ Indicate directions with gestures –OR- ○ Write a note with directions <p>b) Call 9-1-1 if necessary</p> <ul style="list-style-type: none"> ● Provide as much information about the situation/threat: <ul style="list-style-type: none"> ○ Location ○ Description: clothing, age, etc. ○ Weapons <p>c) Notify the Superintendent's Office of the situation. Ask for assistance as needed.</p> <p><u>Goal 3 Actions</u></p>

- a) Designate assigned individual to lock all doors leading into administration building and other common areas, if safe to do so
- b) Ensure staff and students Secure Campus by remotely (phone/email) checking on each class/office
- c) If law enforcement is on campus, they may be able to provide escort for an in-person check to ensure all classrooms are securely locked
- d) Provide a master key to law enforcement if they don't already have one or do not have access to the Knox box.
- e) Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to Active Shooter/Armed Assailant Response
- f) If students are out at break, recess, or lunch and situation is deemed imminent, announce Lockdown status and ask that all students return to assigned classrooms immediately
- g) After the emergency has been neutralized, initiate All Clear per procedures developed

STAFF ACTIONS:

Goal 1 Actions

- a) Provide accountability reports to Incident Command/administration, if safe to do so. This will be provided remotely (email or phone), in order for all individuals to remain inside
- b) All staff should put life safety as priority and only engage in communications if they are in a secure area AND
 - o Know where the threat is and/or can describe to law enforcement how to get to the threat.
 - o Can describe the perpetrator(s).
 - o Are in dire need of medical services.
 - o With someone in dire need of medical services.

Goal 2 Actions - Inside buildings

- a) Move to the door and instruct any passing students to return to assigned classroom immediately
- b) Close and lock the door
- c) Be alert to the possibility that response may elevate to Active Shooter/Armed Assailant response, and Options-Based (run-hide-fight) response actions.
- d) If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom
- e) Immediately lock doors and instruct students to get out of line of sight from windows, if possible
- f) Close any shades and/or blinds if it appears safe to do so
- g) Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement
- h) Turn-off/silent all cellular phones. Leave **one** cell phone on silent and accessible at all times for communication with law enforcement or administration. All other phones should not be used in order to cut down on phone traffic
- i) The only reason individuals in the classroom should use a phone is to provide information on the following:
 - Location of the perpetrator
 - Can describe the perpetrator
 - Someone in the area needs **immediate** medical assistance
- j) If safe to do so, monitor email, texts and/or website for updated information

	<p>k) Do not open the door for anyone. Law Enforcement will have keys or methods of breaching the door</p> <p>l) If in doubt as to whether the person opening is a law enforcement officer, ask for their name/badge number and get on the phone with dispatch to confirm their identity</p> <p>m) Law Enforcement may come in with their guns drawn. Tell all students and staff, if law enforcement enter to have arms raised above head and to not make any sudden movements</p> <p>n) Do NOT call office to ask questions; Incident Command will send out periodic updates, if safe to do so</p> <p>o) Wait for another action or, if All Clear is issued, return to normal class routine</p> <p><u>Goal 3 Actions – If Outside Buildings</u></p> <p>a) Staff will determine the best course of action, based on the location of the threat. Staff may:</p> <ul style="list-style-type: none"> • Move to the first available lockable building (e.g., classroom, auditorium, library, cafeteria). Occupants will remain in the secured area until further instructions are given • Run/Escape off campus with students relocating in a safe location. Staff who decide to engage in this option will call the district office to report their location and the number of children with them
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AFTER

Goal:	<ol style="list-style-type: none"> 1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> a) Conduct After-Action Report process
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) Provide critical information to the district office to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement <p>STAFF ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Drop, Cover, Hold On Procedure

Definition

Earthquakes occur without notice and generally have aftershocks which are just as dangerous as the initial quake. Duck, Cover and Hold On 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.

BEFORE	
Goal:	<ol style="list-style-type: none"> 1. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses 2. Provide developmentally appropriate training to familiarize students with emergency responses 3. Implement mitigation strategies to prevent injury from flying and falling objects
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards requiring Drop, Cover and Hold-On procedures to provide varied experiences in responding to emergencies <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> a) Equip students with an understanding of Drop, Cover and Hold-On response, using developmentally appropriate methods <p><u>Goal 3 Objectives</u></p> <ol style="list-style-type: none"> a) Provide training to staff on strategies to prevent or mitigate flying and falling objects and implement strategies in the school to prevent injury or damage
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> a) Provide prevention materials to staff and provide a brief training on mitigation strategies at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Hold Drop, Cover and Hold-On and Evacuation drills. c) Familiarize staff with emergency supplies and command kits to make use easier should a disaster occur. This can be done through drills using the supplies/kits or conducting training <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Drop, Cover and Hold-On responses, using developmentally appropriate methods <p><u>Goal 3 Actions</u></p> <ol style="list-style-type: none"> a) Ensure classroom and office staff use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) b) Ensure emergency supplies and command kits are stocked

	<p>STAFF ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> Be familiar with the Incident Command System and designated role on the Incident Command Team. Follow the Chain of Command during emergency situations. Be familiar with Drop, Cover and Hold-On procedures Be familiar with the accountability procedures Be familiar with the reunification plan and designated roles in reunification. Participate and lead students through Drop, Cover and Hold-On drills. Be familiar with special needs emergency planning (Functional Annex E) <p><u>Goal 2 Actions</u></p> <ol style="list-style-type: none"> Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Drop, Cover and Hold-On responses, using developmentally appropriate methods <p><u>Goal 3 Actions</u></p> <ol style="list-style-type: none"> Use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) in classrooms and offices
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DURING

Goals:	<ol style="list-style-type: none"> Make proper notifications. Assess the situation Conduct appropriate response procedures
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ol style="list-style-type: none"> Make notify to staff and students to Drop, Cover and Hold-On Call 9-1-1 if necessary Notify Superintendent’s Office Staff provide accountability report and situation status of any hazards <p><u>Goal 2 Objectives</u></p> <ol style="list-style-type: none"> Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs Work with District office for assistance needed Implement other emergency procedures based on the analysis <p><u>Goal 3 Objectives</u></p> <ol style="list-style-type: none"> Implement evacuation and other emergency procedures as needed Ensure every student and staff members is accounted for Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <ol style="list-style-type: none"> Make notification to staff and students <ul style="list-style-type: none"> In a real event, the shaking of the ground is the signal to Drop, Cover, Hold On During an earthquake drill, the signal for Drop, Cover, Hold On is a verbal command (Drop, Cover, Hold On) over the P.A. System The following announcement will be made over the public address system and by teachers in classrooms:

- *Announcement 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"*

- Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris

b) Call 9-1-1 if necessary

c) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage

Goal 2 Actions

a) Determine the need for evacuation by assessing the situation, relying on staff reports or personal observations, and call for evacuation and activation of Incident Command Team if required

b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation and other necessary emergency procedures

Goal 3 Actions

a) Ensure staff and students implement Drop, Cover and Hold-On, evacuation and other important emergency procedures

b) Implement accountability procedures

c) If there is evidence of a gas leak, designate someone to turn off gas valves

d) Activate the Incident Command Team, if necessary

- Search and Rescue

- First Aid/Medical

- Reunification Team

e) Upon arrival of First Responders, the Site Incident Commander will coordinate Initial Damage Assessment (See Functional Annex D) and decide upon a course of action to render the situation safe

f) Implement Reunification Plan as necessary (See Functional Annex B)

STAFF ACTIONS:

Goal 1 Actions

a) Provide accountability report to Incident Command/administration.

b) Provide a report of any hazards or situations that need attention to Incident Command/administration.

c) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting and provide a report of any hazards to Incident Command

Goal 2 Actions

a) Determine the need for evacuation or other emergency actions by quickly assessing the situation

b) Notify Incident Command of any assistance needed to perform emergency actions

Goal 3 Actions – Inside Buildings

a) Direct students to get to safety under tables, desks, or other supporting objects. Hold onto the object to keep it over your body. If it's not possible to get under a supportive object, then make an effort to protect at least head/neck with book or other hard surface

b) Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person

	<ul style="list-style-type: none"> c) Keep students in protected position for at least two minutes (following first quake and aftershocks) before assessing for damage or injuries d) After the first quake, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the PA system. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation e) Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris f) If Incident Command Team is activated, fill designated position g) Extinguish any flames and turn off power to equipment and electrical appliances, if possible. h) Classrooms should not be reoccupied until authorized site building inspectors/facilities/custodians can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official. <p><u>Goal 3 Actions – Outside Buildings</u></p> <ul style="list-style-type: none"> a) Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury b) Once in the open, students and staff should drop to the ground onto their hands and knees before the earthquake knocks them off their feet c) If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then students and staff should drop down to the ground onto their hands and knees, cover their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area d) If Incident Command Team is activated, fill designated position
AFTER	
Goal:	<ul style="list-style-type: none"> 1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	<p><u>Goal 1 Objectives</u></p> <ul style="list-style-type: none"> a) Provide information to staff, parents, and students b) Provide information to district office c) Provide information to media <p><u>Goal 2 Objectives</u></p> <ul style="list-style-type: none"> a) Conduct After-Action Report process
Courses of Action:	<p>PRINCIPAL/SITE ADMINISTRATOR ACTIONS:</p> <p><u>Goal 1 Actions</u></p> <ul style="list-style-type: none"> a) Provide critical information to the district office in order to develop effective key messages b) Work with appropriate district department to write messages to inform parents, staff and the community about what happened c) Work with appropriate district department to draft talking points for phone calls and media requests <p><u>Goal 2 Actions</u></p> <ul style="list-style-type: none"> a) Conduct an after-action report process and implement necessary actions for improving future responses

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| | <ul style="list-style-type: none">b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of responsec) Identify steps to improve future responsesd) Implement steps to improvement |
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STAFF ACTIONS:

Goal 1 Actions

- a) Participate in the after-action report process
- b) Participate in any determined corrective actions discovered in the after-actions process

REUNIFICATION PLAN

FUNCTIONAL ANNEX B

Purpose

The purpose of the Reunification Plan is to provide for the orderly and coordinated reunification of students and families of all or any part of the school population. If an emergency occurs, that warrants evacuating and/or closing the school early.

This plan is to be used in conjunction with the Site Comprehensive School Safety Plan and District's Emergency Operations Plan.

NOTE: For brevity, this plan will refer to "parents," which includes parents, guardians and individuals listed on the emergency card as authorized to pick up children in the absence of parent or legal guardian.

Situation and Assumptions

Situation

There are a wide variety of emergency situations that might require student/parent reunification. Student/parent reunification may be needed if the school is evacuated or closed as a result of a hazardous materials, transportation accident, major fire, natural gas leak, localized flash flooding, school violence, bomb threat, or terrorist attack. Reunifications can occur on campus or at another location.

Assumptions

Some parents/guardians will refuse to cooperate with the student/parent reunification process. Parents/guardians may be emotional when arriving at the school. While some emergency situations are slow to develop, others occur without warning. Hence, there may be time for deliberate student/parent reunification, or a student/parent reunification may have to be conducted with minimal preparation time. In the case of short notice, there may be little time to obtain personnel and equipment from external sources to support reunification operations. Persons other than those on the student's emergency Request & Release Form will try to pick up students during an emergency. Staffing may be limited; some duties may need to be modified based on the amount of staffing available. District office staff may need to assist with the reunification process.

Disclaimer

The Reunification Plan has been written making every effort to be accurate, using best practices used by K-12 institutions for situations that require parent/student reunification. Where requirements exist, this Plan has been written with the intent to be in compliance. It is not the intent of this Plan to replace, supersede or void other mandated plans or operational directives but rather to be part of the site's Comprehensive School Safety Plan. This Plan cannot anticipate all possible emergency events or situations and necessary responses; therefore, it should be reviewed, verified and corrected where appropriate. Sites should test this Plan and its various elements through training and exercises and review annually. Conditions may develop during 'real world' events and resulting operations where standard methods will not suffice and nothing in this Plan shall be interpreted as an obstacle to the experience, initiative, and ingenuity of the team members in overcoming the complexities that exist under actual emergency conditions.

Concept of Operations

General

- Student/parent reunification is the means for safe and orderly reunion of students and families in the event of an emergency evacuation or school closing. In planning for student/parent reunification, the characteristics of the hazard and its magnitude, intensity, speed of onset, and anticipated duration are all significant factors. These will determine the number of people to be reunited, the need for reception facilities, and the extent of traffic control and security required
- Schools and the district must be prepared to conduct both small-scale and large-scale reunification at all times from known hazard areas and from unexpected incident locations
- Incident Command Team (Reunification Team) members may be located in several areas, depending on the type of reunification
 - The Assembly Area, which will be where students can wait for their parents/guardians
 - The Request Gate where parents/guardians fill out reunification documentation and provide identification
 - The Notification area where parents are notified if their child is missing, injured, deceased, arrested or being interviewed as a witness
 - The Reunification Area where parents/guardians, will be escorted to and reunited with their student
 - The Release Gate where parents and students leave the area
- The Request, Release and Reunification areas may be distinctly separate areas or, depending on the type of reunification, can all be the same area
- Volunteer assistance, if available, will be utilized to increase staffing, improve the communications capabilities, improve conditions at both areas, and to make refreshments at both areas, if available. Volunteers may be used as runners or greeters
- If the reunification will take place at an offsite location, make sure that the student bus entrance is separate and away from the parent/guardian area(s)

Basic Operations

- **Assembly Area:** Managed by Assembly Area Leader. Unless classroom teachers are otherwise assigned, they will remain with students in the assembly area keeping students calm and occupied. Staff members will be assigned to assist students with access and functional needs. The Assembly Area will have the list of the students assigned under their supervision, including the exact name of their parents/guardians. The Assembly Area is responsible for student accountability. Anyone who was absent at the start of the school day or who departed prior to the incident will be noted
- **Request Gate:** Managed by Request Gate Leader. When a parent/guardian arrives at the request gate, s/he will fill out the Student Request & Release Form, which asks for the name of the student(s) being picked up. The parent/guardian will then be required to show proof of their identification (driver's license or other government issued photo identification)
- **Release Gate:** When a child arrives at Release Gate, parent/guardian again shows ID and sign for the student(s) on Student Release Log and the Release Gate member will make a notation on the Student Request Form. Student(s) are released to the parent/guardian
- **Reunification Area:** This location is where the parent is reunified with their child(ren). Depending on how the operations are established, parent/student reunification can take place at the release gate, at an internal location on campus, or even at the request gate
- **Notification Area:** This location is where parents are notified if their student is injured, missing, arrested, a witness, dead, etc. It is a private area staffed by individuals who are sensitive to and trained to handle mental health needs. If Crisis Response Team members or other mental health professionals are available, they should staff this area
- **Security:** Managed by Site Facility Check & Security Leader or law enforcement on scene. Security is responsible for providing security at the Request and Release Gate, Assembly Area and Notification Room (if necessary). This group is responsible for traffic control. The number of staff will be determined by the security officer depending on the type of incident requiring reunification
- **Greeters:** If staff or volunteers are available to serve as greeters, they will be outside the request and release gate or at internal locations, handing out forms, providing critical information and answering questions
- **Runners:** If runners are available they can assist in running forms between the request and release gates, picking up students and delivering them to reunification area

On-Scene Parent Notification

If the parent/guardian must be notified that their child has been injured or for some other reason are not available for release to them, the staff member at the release point will not indicate the status of the child but will have the parent/guardian escorted by the Release Team to the Notification Room for further processing.

Notification Room Operations:

Managed by a Mental Health Professional, if available. The notification room will be staffed with available mental health counselors, Assistant Principal/designee, and security officers. They will be responsible for notifying parents that their child is not available for pick-up for any of the following reasons: injured, dead, arrested, witness, etc. The staff member will:

- Provide available information regarding the child in a sensitive way
- Will assure the parent that everything possible is being done to safeguard their child or their child's remains
- Will inform the parent where they are to await further information about how they will be reunited with their child or the remains of their child

- Will assist the parent with their trauma
- Will make available to the parent means for communicating with other family members and supporters
- Will shelter the parent from media representatives
- Assign district employee to serve as liaison to the family, if necessary

End of Operations

- At the end of the Operational Period (designated time frame), teachers will call all those parents who have not yet picked up their child to come to the Reunification Site
- If the parent/guardian cannot come to the school because of transportation issues or the student must use special transportation services because they have special functional needs, the student will be transported to his or her home by school district personnel making sure that the parent will meet the bus at its normal drop off for the student. The parent will show identification and sign off on the student Request & Release Form
- In the event that no one is at the home to receive the student, the school district shall maintain the custody of the student until as such time as a parent can be located or other arrangements can be made

Reunification Considerations General

The Incident Commander shall assess the need for evacuation, plan evacuations, or school closures that may require activating the student/parent reunification process. Student/Parent Reunification planning should resolve the following questions:

- Does the site need help from the District Office?
- How will parents/guardians be advised of what to do?
- What do evacuees need to take with them?
- What travel routes should be used by parents/guardians?
- What transportation support is needed?
- What traffic control is needed?
- How much security will be needed to begin with?
- Will food and drinks be needed?
- Who will maintain accountability of children and staff members sent to other offsite locations such as hospitals or shelters?
- Does the anticipated duration of the evacuation make it necessary to request activation of shelter and mass care facilities?

Reunifications conducted without warning may have to be planned quickly and carried out with only those resources that can be mobilized rapidly.

Traffic Control

- Traffic will be controlled by the local law enforcement if available
- If at all possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles
- When time permits, traffic control devices, such as signs and barricades, will be provided
- Law enforcement will request tow truck services needed to clear disabled vehicles from traffic routes

Warning & Public Information

- The Incident Commander or Public Information Officer will normally arrange for dissemination of information on the reunification process
- For slowly developing emergency situations, advance warning should be given to parents/guardians as soon as it is clear that early school closure may be required. Such advance notice is normally disseminated through the media

Reunification Notification

Reunification notification should be disseminated through all available warning systems.

Emergency Public Information

- Brief and direct warning messages disseminated through warning systems alert the public to a threat and provide basic instructions. The public will often require additional information on what to do during the reunification process
- The Public Information Officer (PIO) will ensure that such information is provided to the media on a timely basis for further dissemination to the public
- Provisions must be made to disseminate information to individuals with special needs, including the visually and hearing impaired
- Additional instructions for reunification may include information on specific traffic routes
- When the incident that generated the need for reunification is resolved, parents/guardians must be advised when schools will reopen

Access Control & Security

During reunification, security is extremely important. Staff and students must be removed from any and all danger. Law enforcement and Site Security should establish access control points to limit entry into Assembly Areas.

Law Enforcement

- Assist in reunification by providing traffic control
- Provide security at the Reunification Area
- Coordinate law enforcement activities with other emergency services
- Inform the incident PIO of additional information in regard to traffic flow and how parents/guardians can get to the Reunification location

The Fire Service

- May lead the evacuation of students if necessary or make recommendations on alternative locations, if reunification cannot occur on school site
- Assist in warning the staff, students, and family
- Assist in evacuating the disabled and other special needs groups to the assembly area

The Public Information Officer (PIO)

- Disseminate emergency information advising the public of reunification actions to be taken
- Coordinate with area news media for news releases

Administration and Support

Reporting

Need for student/parent reunification should be reported to the district office and requests for support made through the Superintendent's Office. School site staff should be notified through identified emergency communication processes (intercom, email, Catapult, Parent Square, etc). Law Enforcement notification should be made through 9-1-1 or through the non-emergency number, depending on the situation.

Activity Logs

The Finance and Administration staff shall ensure the recording of reunification decisions, significant activities, and the commitment of resources to support operations. If the Finance and Administration section does not record the information, the section staff will provide guidance to those who are documenting the activities.

Documentation of Costs

Expenses incurred in carrying out reunification for certain hazards, such as radiological accidents or hazardous materials incidents, may be recoverable from the responsible party and in significant disasters such as floods and earthquakes through FEMA or the State. Hence, all departments and agencies will maintain records of personnel and equipment used and supplies consumed during the reunification process.

After Action Reporting

For small scale reunifications, the Incident Commander shall organize and conduct a review of emergency operations with those involved, using an "Abbreviated After Action Report" Form. If a larger scale reunification takes place, then the District Office will lead the efforts on the After-Action Report. The purpose of this review is to identify needed improvements in plans, procedures, facilities, and equipment.

Exercises

Local drills, tabletop exercises, functional exercises, and full-scale exercises shall periodically include a reunification scenario based on the hazards faced by the school.

Site Based Planning

- The school site planning team is responsible for developing and maintaining their site-specific plans for reunification. This will include predetermined locations that can be used in a reunification, with the understanding that all emergency plans are flexible based on the incident and the needs identified
- School sites should work with partnering agencies to conduct drills and exercises that will test both the procedures outlined in this plan and site-specific procedures



Campus Map with Evacuation Zones



REUNIFICATION SUPPLY CONSIDERATIONS

- Roller Boxes and/or Rubbermaid Containers for all equipment
- Alpha Student/Parent Roster with phone numbers or Student Emergency Contact Cards
- Student Request & Release Forms
- Alpha Signs to Organize Request Lines
- Tables and Chairs
- Bull Horns
- Caution tape
- Boxes to Organize Emergency Cards and Student Request & Release Forms
- Signs for way-finding (Request Gate, Release Gate, This Way, Parking, etc.).
- Vests
- ICS Assignment Badges
- Folders and organizers for rosters, student Request & Release Forms, etc.
- Pens and markers
- Map with Release Area and Parking
- Clipboards or extra tables along line for Parents to use
- Staplers
- Duct Tape
- Painter's Tape
- Zip-lock large bags
- Radios and extra batteries

ABBREVIATED AFTER-ACTION REPORT

(for small scale events and drills)

DATE:		TIME:	
SCHOOL/SITE		BUILDING/AREA:	
TYPE OF INCIDENT:			
INDIVIDUALS CONTRIBUTING TO AAR:			
AAR TYPED BY:			

AREAS OF SUCCESS

AREAS FOR IMPROVEMENT

PROPOSED STEPS TO IMPROVEMENT	PERSON(S) TO COMPLETE	PROJECTED DATE FOR COMPLETION

Add rows to table as necessary

STEP-BY-STEP FOR INDIVIDUAL APPOINTED TO COMPLETE ABBR. AAR

- 1) Don't panic or put undue stress on yourself when working with individuals to complete the Abbr. AAR. This is simply a tool to identify what we are doing well, where we may need to improve and what steps will help us improve.
- 2) Meet with teachers, secretaries, custodians and others who were involved with the incident and brainstorm what we did well, what we need to improve and some suggested steps for improvement.
- 3) Complete this form using the information gained from the Brainstorm session.
- 4) Provide completed copies of this form to those who have been given duties for improvement and anyone who participated in the after- action report process.
- 5) Keep a copy of this completed form for your records.

INCIDENT COMMAND TEAM POSITION GUIDES

FUNCTIONAL ANNEX C

The following Position Guides outline the roles and responsibilities of the site Incident Command Team

Section: Command

Site Incident Commander

Reports to: Superintendent (or designee)
Staffing: Principal or Site Administrator
Characteristics:
Responsibility: The Site Incident Commander is solely responsible for disaster operations and shall remain at the Site Command Post to observe and direct all operations. Ensure the safety of students, staff and others on campus.
Lead by example: your behavior sets the tone for staff and students.

Special Equipment:

- Crisis Response Boxes
- Emergency Supplies/Disaster Container
- Campus map
- Master keys
- Position-Specific forms
- AM/FM radio (battery)
- Site Command Post Tray (pens, etc.)
- Site Emergency Procedures Plan
- Tables & chairs (if Site Command Post is outdoors)
- Megaphones
- Staff rosters (2 sets)
- District Emergency Radio
- Copies of Forms

Start-Up:

- Assess type and scope of emergency
- Determine threat to human life and structures
- **Implement Site Emergency Response Procedures**
- Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives
- Activate functions (assign positions) as needed
- Fill in Position Assignment Log as positions are staffed
- Appoint a backup Site Incident Commander in preparation for long-term operations

During Event:

- Continue to monitor and assess total school situation
- View site map periodically for damage assessment information and status of Search & Rescue operations
- Check with Sections Chiefs for periodic updates
- Reassign personnel as needed
- Use Emergency Radio to relay information to the District Emergency Operations Center on status of staff, campus as needed
- Develop and communicate revised incident action plans as needed
- Authorize release of information
- Plan and take regular breaks, 5 minutes each hour - away from the Site Command Post
- Plan regular breaks for all staff and volunteers. Take care of your caregivers!
- Release staff as appropriate per District guidelines. By law, during a disaster, all staff become "Disaster Service Workers" and can be deployed by the Superintendent
- Remain on and in charge of your site until redirected or released by the Superintendent

After:

- Authorize deactivation of sections or units when they are no longer required
- At the direction of the Superintendent, deactivate the entire emergency response. If Law Enforcement, Fire Department or other outside agency calls an "All Clear," contact the District before taking any further action
- Ensure that any open actions not yet completed will be taken care of after deactivation
- Ensure the return of all equipment and reusable supplies to Logistics
- Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Planning & Intelligence Section Chief
- Proclaim termination of the emergency and proceed with recovery operations if necessary

Section: Command

Safety Officer

Reports to:	Site Incident Commander
Staffing Characteristics:	These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.
Responsibility:	The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.
Special Equipment:	<ul style="list-style-type: none">• Hard hat (if available)
Start-Up:	<ul style="list-style-type: none">• Assess type and scope of emergency• Determine threat to human life and structures.• Implement Site Emergency Procedures Plan• Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives• Activate functions (assign positions) as needed• Fill in Position Assignment Log as positions are staffed• Appoint a backup Site Incident Commander in preparation for long-term operations
During Event:	<ul style="list-style-type: none">• Monitor drills, exercises, and emergency response activities for safety• Identify and mitigate safety hazards and situation• Stop or modify all unsafe operations• Ensure that responders use appropriate safety equipment• Think ahead and anticipate situations and problems before they occur• Anticipate situation changes, such as severe aftershocks, in all planning• Keep the Site Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions

Section: Command

Public Information Officer

Reports to:	Site Incident Commander
Staffing	These duties are typically carried out by the Site Incident Commander or the District's Communications Officer. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.
Characteristics:	Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the school site as soon as it is available.
Responsibility:	The Public Information Officer acts as the official spokesperson for the school site in an emergency situation. If the District's Communications Officer is available, he/she will be the official spokesperson. A school site-based Public Information Officer should only be used if the media is at the campus and the District's Communications Officer is not available or forthcoming.
Special Equipment:	<ul style="list-style-type: none">• Battery operated AM/FM radio• Marking pens• Scotch tape/masking tape• Forms:<ul style="list-style-type: none">• Public Information Release Worksheet• School Accountability Report• Scissors• School site map(s) and area map(s):<ul style="list-style-type: none">• 8-1/2 x 11 handouts• Laminated display• Digital recorder/voice recorder
Start-Up Activities:	<ul style="list-style-type: none">• Determine a possible "news center" site as a media reception area (located away from the Site Command Post and students). Get approval from the Site Incident Commander• Consult with District's Communications Officer to coordinate information release• Assess the situation and obtain a statement from the Site Incident Commander. Tape-record, if possible• Advise arriving media that the site is preparing a press release and approximate time of its issue• Open and maintain a Team Member Log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- Keep up-to-date on the situation
- Statements must be approved by the Site Incident Commander and should reflect:
 - Reassurance - "Everything's going to be OK."
 - Incident or disaster cause and time of origin
 - Size and scope of the incident
 - Current situation - condition of school site, Evacuation progress, care being given, injuries, student release location, etc. Do not release any names
 - Resources in use
 - Best routes to school if known and appropriate
 - Any information school wishes to be released to the public
 - **Read** statements if possible
- When answering questions, be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase "no comment."
- **Remind school site staff and volunteers to refer all questions from media or waiting parents to the Public Information Officer**
- Update information periodically with Site Incident Commander
- Ensure announcements and other information is translated into other languages as needed
- Monitor news broadcasts about the incident. Correct any misinformation heard

Section: Command

Liaison Officer

Reports to:	Site Incident Commander
Staffing	These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.
Characteristics:	
Responsibility:	The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the District and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.
During Event:	<ul style="list-style-type: none">• Brief Agency Representatives on current situation, priorities, and incident action plan• Ensure coordination of efforts by keeping Site Incident Commander informed of agencies' action plans• Provide periodic update briefings to Agency Representatives, as necessary

Section: Operations

Operations Section Chief

Reports to:

Site Incident Commander

Staffing

The Operations Chief should be a staff member familiar with the site and be trained in response skills.

Characteristics:

Responsibility:

The Operations Chief manages the direct response to the disaster, which may include Site Facility Check & Security, Search & Rescue, and First Aid & Medical, as well as functional support units.

Special Equipment:

- Maps: See Crisis Response Box

During Event:

- Assume the duties of all operations positions until staff is available and assigned
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed
- Communicate with the Finance & Administration Section Chief as to whether or not there are any "missing". If it has been determined that there are "missing" occupants, appoint a Search & Rescue Team Leader to direct search and rescue operations. Do not initiate search and rescue operations until it has been determined that there are in fact "missing" individuals.
- As information is received from the Operations staff, update the Site Incident Commander
- Inform the Site Incident Commander regarding tasks and priorities
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities
- Schedule breaks and reassign Operations staff as needed

Section: Operations

Site Facility Check & Security

Reports to:	Operations Chief
Staffing	Custodian or others familiar with the site's facilities.
Characteristics:	
Responsibility:	Primary responsibility is to conduct initial damage assessment. Also controls utilities, and restricts access to unsafe areas. Assists with traffic control for First Responder vehicles, parent pick-up and the media.
Special Equipment:	<ul style="list-style-type: none">• Hard hat• Work gloves• Whistle• Master keys• Bucket or duffel bag with goggles• Flashlight• Dust masks• Yellow caution tape• Utility shutoff tools — for gas & water (crescent wrench)
Start Up Activities:	<ul style="list-style-type: none">• Check condition and take along appropriate tools
During Event:	<ul style="list-style-type: none">• Observe the campus and report any damage by radio to the Site Command Post• Lock or open gates and major external doors appropriate for the situation• Locate/control/extinguish small fires as necessary• Check gas meter and, if gas is leaking, shut down gas supply• Shut down electricity only if building has clear structural damage or advised to do so by Site Incident Commander• Post yellow caution tape around damaged or hazardous areas• Verify that campus gates are secured and report same to Site Incident Commander• Advise Site Incident Commander of all actions taken for information and proper logging• No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety• Direct traffic of vehicles of parents, First Responders, and media on and off campus as appropriate

Section: Operations

Search & Rescue Team Leader

Reports to:

Operations Chief

Staffing

Trained in Search & Rescue

Characteristics:

Responsibility:

Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situations to the Operations Chief. Search & Rescue operations are focused on finding and rescuing “missing” occupants. **Operations should not begin until it is clear who, if any, is missing. Otherwise, Search & Rescue Teams could be vulnerable to unnecessary risk and injuries.**

Special Equipment:

- Search & Rescue Team Member Backpacks for Buddy Teams
- Disaster Container

Start Up Activities:

- **Anyone entering damaged buildings and surround areas must be wearing sturdy shoes and long sleeves**
- Put batteries in flashlight
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, missing, or other situations requiring response
- **Each Buddy Team will consist of 3 persons.**

During Event:

- **Buddy system: 3 persons per Buddy Team.**
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first
 - **Follow all operational and safety procedures**
- Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking gas or extinguish fires, if possible
- Before entering a building, inspect the complete exterior of the building. Report structural damage to Team Leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged building**
- If the building is safe to enter, search the assigned area (following map) using an orderly pattern. Check all rooms. Use chalk to mark the slash “/” on the door when entering the room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark the slash “\” on the door to create an “X”. This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: “Room A-123 is clear”)*
- When an injured victim is located, Buddy Team transmits location, number, and condition of the injured to the Operations Chief who will inform the First Aid & Medical Team Leader. Do not use names of students or staff
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information
- Keep radio communication brief and simple. No codes

Section: Operations

Search & Rescue Team

Reports to:	Search & Rescue Team Leader
Staffing	Trained in Search & Rescue
Characteristics:	
Responsibility:	Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situations to the Operations Chief.
Special Equipment:	<ul style="list-style-type: none">• Search & Rescue Team Member Backpack• Disaster Container• Walkie-Talkies for Buddy Teams to communicate with the Team Leader
Start Up Activities:	<ul style="list-style-type: none">• You must be wearing sturdy shoes and long sleeves.• Put batteries in flashlight• First to arrive temporarily assumes role of Search & Rescue Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response• Each Buddy Team will consist of 3 persons
During Event:	<ul style="list-style-type: none">• Buddy system: 3 persons per Buddy Team<ul style="list-style-type: none">• Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first• Follow all operational and safety procedures• Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking gas or extinguish fires, if possible• Before entering a building, inspect the complete exterior of the building. Report structural damage to Team Leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings• If the building is safe to enter, search the assigned area (following map) using an orderly pattern. Check all rooms. Use chalk to mark the slash "/" on the door when entering the room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark the slash "\" on the door to create an "X". This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: "Room A-123 is clear")*• When an injured victim is located, Buddy Team transmits location, number, and condition of the injured to the Operations Chief who will inform the First Aid & Medical Team Leader. Do not use names of students or staff• Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information• Keep radio communication brief and simple. No codes

Section: Operations

First Aid & Medical Team Leader

Reports to:

Operations Chief

Staffing

Trained as a leader in providing emergency medical and psychological aid (i.e., School Nurse).

Characteristics:

Responsibility:

Leads First Aid & Medical Teams in providing emergency medical response, first aid, and psychological or Critical Incident Stress Management (CISM) counseling.

Special Equipment:

- Marking pens
- First aid supplies: stretchers, blankets, vests (if available), quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms: Notice of First Aid Care Provided
- Medical Treatment Log

Start Up Activities:

- The following standards are recommended for establishing First Aid & Medical Teams: Sites with less than 500 students = 2 Buddy Teams; Sites with greater than 500 students = 3 Buddy Teams
- Establish scope of disaster with the Site Incident Commander and determine probability of outside emergency medical support and transport needs
- Request assistance from the District Crisis Response Team for psychological staff and student needs
- Activate Buddy Team, as necessary
- Set-up a first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container
- Assess available inventory of supplies and equipment
- Review safety procedures and assignments with personnel
- Establish point of entry (“triage”) into treatment area
- Establish “immediate” and “delayed” treatment areas
- Set up a separate Psychological First Aid area with staff trained in CISM from the District Crisis Response Team

During Event:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
 - Non-latex gloves for protection from body fluids; replace with new gloves for each new patient
- Make sure that accurate records are kept
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance
- If needed, request additional personnel from Logistics
- Brief newly assigned personnel
- Report deaths immediately to Operations Section Chief.
After pronouncement or determination of death:
 - **Do not** move the body until directed by Site Incident Commander
 - **Do not** remove any personal effects from the body. Personal effects must remain with the body **at all times**

- As soon as possible, **notify Operations Section Chief**, who will notify the Site Incident Commander, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner
- Keep accurate records and make available to law enforcement and/or the Coroner when requested
- Write the following information on two tags:
 - o Date and time found
 - o Exact location where found
 - o Name of decedent, if known
 - o If identified—how, when, by whom
 - o Name of person filling out tag
 - o Attach one tag to body
- If the Coroner's Office will not be able to pick up the body soon, place the body in a plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Place any additional personal belongings found in a separate container and label as above. Do not attach to the body - store separately near the body
- Keep Operations Section Chief informed of overall status
- Stay alert for communicable diseases and isolate appropriately

After:

- Conduct a Critical Incident Stress Debriefing for staff

Section: Operations

First Aid & Medical Team

- Reports to:** First Aid & Medical Team Leader
- Staffing** Trained in First Aid and Critical Incident Stress Management (CISM)
- Characteristics:**
- Responsibility:** Works with a buddy to administer first-aid and arrange for transport of victims as necessary.
- Special Equipment:**
- First Aid & Medical Team supplies
 - Marking pens
 - Stretchers, blankets, vests (if available)
 - Quick reference medical guides
 - Tables, chairs, ground cover/tarps, medication from health office
 - Forms:
 - Medical Treatment Log
 - Notice of First Aid-Care Provided
- Start Up Activities:**
- Obtain and wear personal safety equipment including latex gloves
 - Use approved safety equipment and techniques
 - Check with First Aid & Medical Team Leader for assignment
- During Event:**
- Administer appropriate first aid
 - **Keep accurate records of care given**
 - Continue to assess victims at regular intervals
 - Report deaths immediately to First Aid & Medical Team Leader
 - If and when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim**
 - Student's Emergency Card must accompany a student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available
- Buddy Teams:**
- Deploy Buddy Teams when a victim has been identified. Provide care as appropriate and transport to the Medical Treatment Area
- Triage Entry Area:**
- Staffed by the First Aid & Medical Team Leader and Buddy Team members not on deployments
 - Confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged
 - Logs victims' names on form and sends forms to the Operations Section Chief as completed. Do not transmit victim names over the radio or walkie-talkie
- Treatment Areas ("Immediate" & "Delayed")**
- Completes secondary head-to-toe assessment
 - Records information on triage tag and onsite treatment records
 - Follow categories: Immediate, Delayed, Dead
 - When using 2-way radio, do not use names of injured or dead
- After:**
- Clean-up first aid area. Dispose of hazardous waste safely
 - Assist in the Critical Incident Stress Debriefing for the staff

Section: Planning & Intelligence

Planning & Intelligence Section Chief

Reports to: Site Incident Commander

Staffing: Resource Teacher

Characteristics:

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- File box(es)
- Dry-erase pens and eraser
- Large site map of campus, laminated or covered with Plexiglas
- Forms:
- Team Member Activity Log

During:

- **Gather information about the incident and post it for use by rest of the ERT**
- Assist the Site Incident Commander in writing Incident Action Plan

Records:

- Maintain time log of the Incident, noting all actions and reports
- Record content of all radio communication with District Emergency Operations Center (EOC)
- Record verbal communication for basic content
- Log in all written reports
 - **Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents**
- File all reports for reference

Student and Staff Accounting:

- Report first aid and medical needs to First Aid & Medical Team Leader
- File forms for reference
- Track regular and overtime of all staff

Situation Status Map:

- Collect, organize and analyze situation information
- Mark site map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus
- Preserve map as legal document until photographed
- Use area-wide maps to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- Provide current situation assessments based on analysis of information received
- Develop situation reports for the Site Command Post to support the action planning process
- Think ahead and anticipate situations and problems before they occur

Section: Logistics

Logistics Section Chief

Reports to:	Site Incident Commander
Staffing	Administrative skills
Characteristics:	
Responsibility:	The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.
Equipment:	<ul style="list-style-type: none">• Cargo container or other storage facility with all emergency supplies stored on site• Forms• Site Status Report• Volunteer Assignment List
Start Up Activities:	<ul style="list-style-type: none">• Ensure that the Site Command Post and other facilities are setup as needed
Special Equipment:	<ul style="list-style-type: none">• Cargo container or other storage facility and all emergency supplies stored on site
Start-Up Activities	<ul style="list-style-type: none">• Set up the Site Command Post (including Crisis Response Boxes and Disaster Container)• Begin distribution of supplies and equipment as needed• Review staff roster and begin call-back, as required
During Event:	<ul style="list-style-type: none">• Maintain security of cargo container, supplies and equipment• Distribute supplies and equipment as needed• Assist team members in locating appropriate supplies and equipment• Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed• Coordinate with the Site Incident Commander on establishing the need for future work shifts and related staffing needs• Coordinate supplies, equipment, and personnel needs with the Site Incident Commander• Maintain security of cargo container, supplies and equipment
After:	<ul style="list-style-type: none">• Secure all equipment and supplies

Section: Finance & Administration

Finance & Administration Section Chief

Reports to:

Site Incident Commander

Staffing

Familiar with common financial record keeping standards. Office staff.

Characteristics:

Responsibility:

Most immediate duty is to account for all occupants. This is accomplished by gathering attendance information immediately following the emergency in order to determine who, if any, are missing. Purchasing all necessary materials, tracking financial records, maintaining timekeeping records, and recovering school records following an emergency.

Special Equipment::

- None

During:

- Receive, record, and analyze Student Accounting Forms
- Check-off staff roster. Compute the number of students, staff, and others on campus for Situation Analysis. Update periodically
- **Report missing persons and site damage to Planning & Intelligence Section Chief**
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials
- Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the District level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly
- Manage and analyze timekeeping records for emergency responders
- Determine process for tracking regular and overtime of staff
- Ensure that accurate records are kept of all staff members, indicating hours worked
- If District personnel not normally assigned to the site are working, be sure that records of their hours are kept
- Determine process for tracking purchases
- Support Logistics in making any purchases which have been approved by the Site Incident Commander

After:

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Planning & Intelligence Section Chief to gather all pertinent documents and records

INITIAL DAMAGE ASSESSMENT

FUNCTIONAL ANNEX D

CONDUCTING AN INITIAL DAMAGE ASSESSMENT

Initial damage assessment – The effort by local authorities to collect data related to the extent of damage within a jurisdiction.

In a large-scale disaster, schools may have to conduct their own Initial Damage Assessment to send to the district office for compilation. District office will then forward a damage assessment to the local jurisdiction (city/county). Damage assessments are critical as they help to determine whether the jurisdiction will receive state and federal reimbursement.

- The primary focus is on condition of physical assets of the campus
- When documenting damage, it is critical to be as specific as possible
- If necessary, when there is extensive damage in multiple buildings, schools can use one sheet per building

BUILDING INITIAL DAMAGE ASSESSMENT

If description of damage, include Building and/or Room references. Be specific of location of all damage

School: District Office	DATE:
Buildings Damaged	
Space is (check all that apply)	
<input type="checkbox"/> Not usable	<input type="checkbox"/> Usable
<input type="checkbox"/> Wet/Damp	<input type="checkbox"/> Dry
<input type="checkbox"/> Unknown	
Utilities are operational (check all that apply)	
<input type="checkbox"/> Phone	<input type="checkbox"/> Internet
<input type="checkbox"/> Electrical Power	<input type="checkbox"/> Water
<input type="checkbox"/> Sewer	
Ceiling (e.g wet, sagging, collapse)	
Walls (e.g. cracks, watermarks, soot)	
Floor/Carpet (e.g. wet, burnt, torn, mildew)	
Water Leaks (e.g. from roof, through walls, windows)	
Doors/Windows (e.g. broken locks, hinges, awnings)	
Fixtures (e.g. electrical outlets, lighting)	
Equipment/Furniture (e.g. lab equipment, PE Equipment, office equipment)	
Other	

Evacuation Planning for Special Needs

FUNCTIONAL ANNEX E

For People with Disabilities and Special Needs

El Dorado Union High School District uses this document, which is based on and modified from the National Fire Protection Association Emergency Evacuation Guide in planning for special needs individuals during an emergency.

Disaster procedures include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and require the annual evaluation of the comprehensive school safety plan to also include appropriate adaptations for pupils with disabilities. School employees, parents, guardians, and students are able to bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal. The principal, if they determine there is merit to a concern, is to direct the school site council or school safety planning committee as applicable, to appropriately modify the comprehensive school safety plan or school safety plan, as applicable, and specified.

This Annex is designed to help the school in planning for both students and staff with specific functional or access needs.

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General Categories of Special Need and Disability

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Mobility Impairment

Visual Impairment

Hard of Hearing or Deaf

Speech Impairment

Cognitive Impairment

Classroom/Personal Evacuation Planning Checklist for Functional & Access Needs

General Categories of Functional and Special Needs

- Mobility Impairments
- Visual Impairments
- Hearing Impairments
- Speech Impairments
- Cognitive Impairments
- Other Impairments, Emotionality, or Multiple Impairments

Elements of Needed Evacuation Information

- Notification/Communication (What is the emergency?)
- Orientation (Where is the way out?)
- Accessible and Safe Routes (Can I get out by myself, or do I need help?)
 - Self
 - Self with device
 - Self with assistance
- Personal Assistance (What kind of assistance might I need?)
 - Who
 - What
 - Where
 - When
 - How

Service Animals

Service animals assist people with disabilities in their day-to-day activities. While most people are familiar with guide dogs trained to assist people with visual impairments, service animals can be trained for a variety of tasks, including alerting a person to sounds in the home and workplace, pulling a wheelchair, picking up items, or assisting with balance.

The ADA defines a service animal “as any guide dog, signal dog, or other animal individually trained to provide assistance to a person with a disability.” Service animals do not have to be licensed or certified by state or local government. Under the ADA, they are permitted in private facilities that serve the public, including shelters, hospitals, and emergency vehicles; in state and local government facilities; and in the workplace.

Only under the following rare and unusual circumstances can a service animal be excluded from a facility:

- The animal’s behavior poses a direct threat to the health or safety of others.
- The animal’s presence would result in a fundamental alteration to the nature of a business or a state or local government’s program or activity.
- The animal would pose an “undue hardship” for an employer. Such instances would include a service animal that displays vicious behavior toward visitors or co-workers or a service animal that is out of control. Even in those situations, the public facility, state or local government, or employer must give the person with a disability the opportunity to enjoy its goods, services, programs, activities, and/or equal employment opportunities without the service animal (but perhaps with some other accommodation).

A person with a service animal should relay to emergency management personnel his or her specific preferences regarding the evacuation and handling of the animal. Those preferences then need to be put in the person’s evacuation plan and shared with the appropriate building and management personnel.

People with service animals should also discuss how they can best be assisted if the service animal becomes hesitant or disoriented during the emergency situation. The procedure should be practiced so that everyone, including the service animal, is comfortable with it.

First responders should be notified of the presence of a service animal and be provided with specific information in the evacuation plan. Extra food and supplies should be kept on hand for the service animal.

Standard Building Evacuation Systems

A standard building evacuation system has three components:

- The circulation path
- The occupant notification system(s)
- Directions to and through the circulation paths

Circulation Path

A circulation path is a continuous and unobstructed way of travel from any point in a building or structure to a public way.

The components of a circulation path include but are not limited to rooms, corridors, doors, stairs, smoke-proof enclosures, horizontal exits, ramps, exit passageways, escalators, moving walkways, fire escape stairs, fire escape ladders, slide escapes, alternating tread devices, areas of refuge, and elevators.

A circulation path is considered a usable circulation path if it meets one of the following criteria:

- A person with disabilities is able to travel unassisted through the circulation path to a public way.
- A person with disabilities is able to travel unassisted through that portion of the circulation path necessary to reach an area of refuge. (See 7.2.12 of NFPA 101, Life Safety Code for more information.)

An area of refuge serves as a temporary haven from the effects of a fire or other emergency. The person with disabilities must have the ability to travel from the area of refuge to the public way, although such travel might depend on the assistance of others. If elevation differences are involved, an elevator or other evacuation device might be used, or the person might be moved by other people using a cradle carry, a swing (seat) carry, or an in-chair carry or by a stair descent device. (See 7.2.12 of NFPA 101, Life Safety Code, for more information.)

A usable circulation path would also be one that complies with the applicable requirements of ICC/ANSI A117.1, American National Standard for Accessible and Usable Buildings and Facilities, for the particular disabilities involved.

Occupant Notification System

The occupant notification systems include but are not limited to alarms and public address systems. NFPA 72, National Fire Alarm Code, defines a notification appliance as “a fire alarm system component such as a bell, horn, speaker, light, or text display that provides audible, tactile, or visible outputs, or any combination thereof.”

Directions to and through the Usable Circulation Path

Directions to and through the usable circulation path include signage, oral instructions passed from person to person, and instructions, which may be live or automated, broadcast over a public address system.

Personal notification devices, which have recently come onto the market, can be activated in a number of ways, including but not limited to having a building’s alarm system relay information to the device. The information can be displayed in a number of forms and outputs. Because this technology is new to the market, such devices and systems are not discussed here; however, emergency evacuation personnel and people with disabilities may want to investigate them further.

Mobility Impairment

OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with mobility impairments can hear standard alarms and voice announcements and can see activated visual notification appliances (strobe lights) that warn of danger and the need to evacuate. No additional planning or special accommodations for this function are required, unless the individual has multiple impairments.

ORIENTATION/WAYFINDING

Is There a Usable Circulation Path?

Can People with Mobility Impairments Use the Usable Circulation Path by Themselves?

People with mobility impairments need to know if there is a usable circulation path from the building they are in. If there is not a usable circulation path, then their plans will require alternative routes and methods of evacuation to be put in place.

Not all people using wheelchairs or other assistive devices are capable of navigating a usable circulation path by themselves. It is important to verify that each person using any assistive device can travel unassisted through the usable circulation path to a public way. Those who cannot must have the provision of appropriate assistance detailed in their emergency evacuation plans. Additionally, the plans should provide for evacuation of the device or the availability of an appropriate alternative once the person is outside the building. Otherwise, the person with the mobility impairment will no longer have independent mobility once he or she is out of the emergency situation.

Which Circulation Paths Are Usable Circulation Paths?

Exits, other than main exterior exit doors that obviously and clearly are identifiable as exits, should be marked by approved signs that are readily visible from any direction of approach in the exit access.

Where not all circulation paths are usable by people with disabilities, the usable circulation path(s) should be clearly identified by the international symbol of accessibility.

Locations of exit signs and directional exit signs are specified by model codes. Usually the signs are placed above exit doors and near the ceiling.

Supplemental directional exit signs may be necessary to clearly delineate the route to the exit. Exit signs and directional exit signs should be located so they are readily visible and should contrast against their surroundings.

People with mobility impairments should be provided with written directions, a brochure, or a map showing all directional signs to all usable circulation paths. For new employees and other regular users of the facility it may be practical to physically show them the usable circulation paths as well as provide them with written information. In addition, simple floor plans of the building that show the locations of and routes to usable circulation paths should be available to visitors with mobility impairments when they enter the building. Site staff should be trained in all the building evacuation systems for people with disabilities and be able to direct anyone to the nearest usable circulation path.

Can the Person with a Mobility Impairment Use Stairs?

Not all people with mobility impairments use wheelchairs. Some mobility impairments prevent a person from using building features that require the use of one's arms, hands, fingers, legs, or feet. People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms. The evacuation plans for these people should address alternative routes, alternative devices, or specific provisions for assistance.

Are There Devices to Help People with Mobility Impairments Evacuate?

Can the Elevators Be Used?

Although elevators can be a component of a usable circulation path, restrictions are imposed on the use of elevators during some types of building emergencies. Elevators typically return to the ground floor when a fire alarm is activated and can be operated after that only by use of a “firefighters” keyed switch. This may not be true in the event of non-fire emergencies requiring an evacuation. Consider what types of emergency elevators can still be used.

Are Lifts Available?

If available, lifts generally have a short vertical travel distance, usually less than 10 feet, and therefore can be an important part of an evacuation. Lifts should be checked to make sure they have emergency power, can operate if the power goes out, and if so, for how long or how many uses. It is important to know whether the building’s emergency power comes on automatically or a switch or control needs to be activated.

What Other Devices Are Available?

Some evacuation devices and methods, including stair-descent devices and the wheelchair carry, require the assistance of others. Determine whether the locations with elevators have Evacuation Chairs for use if elevators are not working.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders?

People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms can be assisted by anyone. A viable plan to address this situation may be for the person with the disability to be aware that he or she will need to ask someone for assistance with a particular door or a particular device. It is important to remember that not everyone in a building is familiar with all the various circulations paths everywhere in the building and they may have to use an unfamiliar one in the event of an emergency.

How Many People Are Necessary to Provide Assistance?

One Person

When only one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, an off-site meeting, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a more reliable plan

Multiple People

When more than one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least twice the number of people required who are willing and able to provide assistance. Common sense tells us that one or more specific people may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of a pool of people who are likely to have different working and traveling schedules provides a more reliable plan.

What Assistance Will the Person(s) Provide?

Guidance

- Explaining how and where the person needs to go to get to the usable circulation path
- Escorting the person to and/or through the usable circulation path
- For students with Autism, are they hypersensitive to noise, light, crowds, touch, etc. that may affect their evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any augmentative communication device the student will need to carry with him/her during the evacuation to meet his/her communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual and verbal warnings of upcoming fire drills, recording of the alarm sound in short burst, and later longer intervals on a recording, social stories about loud noises and fire drills and why it is important not to hide, etc.)
- Does the student IEP and/or BSP Include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Minor Physical Effort

- Offering an arm to assist the person to/through usable circulation path
- Opening the door(s) in the usable circulation path

Major Physical Effort

- Operating a stair-descent device
- Participating in carrying a wheelchair down the stairs
- Carrying a person down the stairs

Waiting for First Responders

Waiting with the person with the impairment for first responders would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way of predicting how long any given area will remain a safe haven under emergency conditions.

This topic should be discussed in the planning stage. Agreement should be reached regarding how long the person giving assistance is expected to wait for the first responders to arrive. Such discussion is important because waiting too long can endanger more lives. If someone is willing to delay his or her own evacuation to assist a person with an impairment in an emergency, planning how long that wait might be is wise and reasonable.

Where Will the Person(s) Start Providing Assistance?

Supervising adult will provide assistance

When Will the Person(s) Provide Assistance? As needed

How Will the Person(s) Providing Assistance Be Contacted? Face to face

Visual Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with visual impairments can hear standard building fire alarms and voice announcements over public address systems that warn of a danger or the need to evacuate or that provide instructions, unless the individual has multiple impairments. Please consult the sections that address each area of need. Refer to the IEP and Special Education team for specialized planning.

ORIENTATION/WAYFINDING

Is There a Usable Circulation Path?

Can People with Visual Impairments Use the Circulation Path by Themselves?

In addition to identifying usable circulation paths, sites should also:

- Locate or identify these paths.
- Put signs up in alternative formats
- Identify all students and staff with visual impairments
- Develop evacuation plans for different abilities

A person with a visual impairment needs to know if there is a usable circulation path from the building. If there is not a usable circulation path, then the personal emergency evacuation plan for that person will require that alternative routes and methods of evacuation be put in place.

Which Circulation Paths Are Usable, Available, and Closest?

Exits should be marked by tactile signs that are properly located.

Where not all circulation paths are usable by people with disabilities, the usable paths of circulation should be identified by the tactile international symbol of accessibility:

The location of exit signage and directional signage for those with visual impairments is clearly and strictly specified by codes.

It may be practical to physically take new students (yearly) and employees with visual impairments to and through the usable circulation paths and to all locations of directional signage to usable circulation paths. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path. Rope should be available to assist the visually impaired.

Will a Person with a Visual Impairment Require Assistance to Use the Circulation Path?

Not all people with visual impairments are capable of navigating a usable circulation path. It is important to verify that a person with a visual impairment can travel unassisted through the exit access, the exit, and the exit discharge to a public way. If he or she cannot, then the emergency evacuation plan will include a method for providing appropriate assistance.

Generally, only one person is necessary to assist a person with a visual impairment. A practical plan is to identify at least two, ideally more, people who are willing and able to provide assistance. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders

People with visual impairments who are able to go up and down stairs easily but simply have trouble finding the way or operating door locks, latches, and other devices can be assisted by anyone. A viable plan may simply be for the person with a visual impairment to be aware that he or she will need to ask someone for assistance.

What Assistance Will the Person(s) Provide?

Guidance

- Explaining how to get to the usable circulation path
- Escorting the person with the visual impairment to and/or through the circulation path
- For students with behavior disabilities, or Autism, does their IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation.
- Please note that any assistant for those with visual impairment should be CPI trained.

Minor Physical Effort

- Offering the person an arm or allowing the person to place a hand on your shoulder and assisting the person to/through the circulation path
- Opening doors in the circulation path

Waiting for First Responders

Generally speaking, a person with a visual impairment will not need to wait for first responders. Doing so would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way to predict how long any given area will remain a safe haven under emergency conditions.

Where Will the Person(s) Start Providing Assistance?

Supervising adult will provide assistance

When Will the Person(s) Provide Assistance? As needed

How Will the Person(s) Providing Assistance Be Contacted? Face to face

Hard of Hearing or Deaf

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

Visual Devices for the Fire Alarm System

People with hearing impairments cannot hear alarms and voice announcements. Many codes require new buildings to have flashing strobe lights (visual devices) as part of the standard building alarm system, but because the requirements are not retroactive many buildings don't have them. In addition, strobes are required only on fire alarm systems and simply warn that there may be a fire. Additional information that is provided over voice systems for a specific type of emergency such as a threatening weather event, or that directs people to use a specific exit, are unavailable to people with hearing impairments.

It is extremely important for people with hearing impairments to know what, if any, visual notification systems are in place. They also need to be aware of which emergencies will activate the visual notification system and which emergencies will not. Alternative methods of notification need to be put into the emergency evacuation plans for people with hearing impairments so they can get all the information they need to evacuate in a timely manner.

Devices or Methods for Notification of Other Emergencies

The following is a partial list of emergencies that should be considered in the development of alternative warning systems:

- Natural Events
 - o Storms (hurricanes, tornadoes, floods, snow, lightning, hail, etc.)
 - o Earthquakes (Although a system would provide only a few seconds' notice, it may lessen anxiety and prevent panic.)
- Human-Caused Events (robbery, hostile acts, random violence, etc.)

Scrolling reader boards are becoming more common and are being applied in creative ways. In emergency situations, they can flash to attract attention and provide information about the type of emergency or situation. The Office will have control over the boards in the classrooms and around campus. Some major entertainment venues use this technology to provide those with hearing impairments with "closed captioning" at every seat, for very little cost. A reversed scrolling reader board is mounted in the back of the room. Guests with hearing impairments are provided with small teleprompter-type screens mounted on small stands. The guests place the stands directly in front of themselves and adjust the screens so they can see the reader board reflected off the screens. The screens are transparent, so they don't block the view of guests behind the screen users.

If a person with a hearing impairment is likely to be in one location for a significant period of time, such as at a desk in an office, installation of a reader board in the work area might be considered to provide appropriate warning in an emergency.

Personal notification devices are also coming on the market. Such devices can be activated in a number of ways, including having a building's alarm system relay information to the device. Information can be displayed in a variety of forms and outputs.

E-mail and TTY phone communications are other alternative methods of notification for people with hearing impairments.

Another option is the use of televisions in public and working areas with the closed caption feature turned on.

ORIENTATION/WAYFINDING

Is Prior Knowledge of the Circulation Path Location(s) Necessary?

No Special Requirements. Once properly notified by appropriate visual notification devices of an alarm or special instructions, people with hearing impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with hearing impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building.

Elevators are required to have both a telephone and an emergency signaling device. People with hearing or speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, many people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance in areas of low or no light where their balance could be affected without visual references. In this event, the functional team should be taught signs or have pictures/pen and paper to communicate with the hearing impaired.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What, if any, augmentative communication device does the student need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- What behavioral supports and rewards are needed to encourage cooperation and compliance?
- What personnel will assist in transition and monitoring students throughout the situation?

Speech Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with speech impairments can hear standard alarms and voice announcements and can see visual indicators that warn of danger and the need to evacuate. Therefore, no additional planning or special accommodations for this function are required, unless the individual has multiple impairments. Please consult the sections that address each area of need.

ORIENTATION/WAYFINDING

Is Prior Knowledge of the Location of the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Signs in alternative formats should be posted at the building entrances stating the availability of the floor plans and where to pick them up. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

The only standard building egress system that may require the ability to speak in order to evacuate a building is an emergency phone in an elevator. Elevators are required to have both a telephone and an emergency signaling device. People with speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance with voice communication devices in an elevator.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).

Cognitive Impairment

Cognitive impairments prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use the features. Cognitive impairments are caused by a wide range of conditions, but all result in some decreased level of ability to process or understand information or situations. An individual may have multiple disabilities. Please consult the sections that address each area of need.

All standard building egress systems require the ability to process and understand information in order to safely evacuate.

Possible accommodations for people with cognitive impairments might include the following:

- Providing a picture book of drill procedures
- Color coding fire doors and exit ways
- Implementing a buddy system
- Using a job coach for training

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with cognitive impairments can hear standard alarms and voice announcements and see visual indicators that warn of danger and the need to evacuate. However, the ability of a person with a cognitive impairment to recognize and understand a fire alarm or other emergency notification systems and what they mean should be verified. If the person does not recognize and understand alarms, then plans for assistance need to be developed.

ORIENTATION/WAYFINDING

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use them without assistance, then plans for assistance need to be developed.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Building security personnel, including those staffing the entrances, should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders? Do the people identified have to have special training or skills? Should the helper be known to the person with cognitive impairments?

Generally, only one person is necessary to assist a person with a cognitive impairment. A practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

What Assistance Will the Person(s) Provide?

- Ensuring that the person with the cognitive impairment is aware of the emergency and understands the need to evacuate the building
- Guidance to and/or through the means of egress

Where Will the Person(s) Start Providing Assistance?

Supervising adult will provide assistance

When Will the Person(s) Provide Assistance? As needed

How Will the Person(s) Providing Assistance Be Contacted? Face to face

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- Does the student IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Classroom Evacuation Planning Checklist for Functional & Access Needs

Teacher Name:		Room #:	
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Building (home, office, etc.):		Primary Phone:	
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Are Service Animals Present:	Yes	No
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COMMUNICATION/OCCUPANT NOTIFICATION

Type of Emergency	Method or Device for Notification
Fire:	
Earthquake:	
Flood:	
Storm:	
Attack:	
Other (specify):	

	YE S	N O	N/ A	Comment s
Are there emergency notification devices (alarms, etc.) appropriate for students/occupants?				
Does the teacher/aides know the location of each emergency notification device/system and do students understand its meaning/function?				
Does the teacher/aides know how to sound the alert for emergencies (manual pull box alarms, public address systems, radio, telephones)?				
If telephones are used to report emergencies, are emergency numbers posted near telephones, on next to classroom phone or in other conspicuous locations?				
Is there a way for a person with a hearing or speech impairment to report an emergency?				
If the communication system also serves as an alarm system, do all emergency messages have priority over all non-emergency messages?				
Is there a unique signal (sound, light, header) to indicate an emergency message?				

ACCESSIBLE AND SAFE ROUTE/USE OF THE WAY

	YE S	N O	N/ A	Comment s
Are evacuation paths always free of obstructions, including furniture and equipment, so everyone can safely exit the building during an emergency?				
Do all interior doors, other than fire doors, readily open from the inside without keys, tools, or special knowledge and require less than 5 pounds of force to unlatch and set the door in motion?				
Are exit signs <i>not</i> obstructed or concealed in any way, particularly for people with vision impairments who need to find and feel the sign?				
Are exit doors kept free of items that obscure the visibility of exit signs or that may hide visual, tactile, or Braille signage?				
Is the emergency escape path clear of obstacles caused by construction or repair ?				
Are usable evacuation paths at least 32 inches wide for any segment less than 24 inches in length and 36 inches for all segments 24 inches or longer?				
Is each usable evacuation path a permanent part of the facility?				

If the circulation path is not substantially level, are occupants provided with appropriate stairs or a ramp?				
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ORIENTATION/WAYFINDING

	Y S	N O	N/ A	Comments
How do staff communicate the evacuation path to individuals with functional and special needs?				
Is the usable evacuation path clearly marked to show the route to leave the building or to relocate to some other space within the building in an emergency?				
Do doors to an evacuation path have proper maneuvering clearances?				
Can the doors be easily unlatched?				
Is each exit marked with a clearly visible sign reading "EXIT" in any necessary forms (visual, tactile, Braille)?				
Is every doorway or passage that might be mistaken for an exit marked "NOT AN EXIT" or with an indication of its actual use in any necessary forms (visual, tactile, Braille)?				
Are signs posted and arranged along evacuation paths to adequately show how to get to the nearest exit?				
Do the signs clearly indicate the direction of travel in any necessary forms (visual, tactile, Braille)?				
Do brightly lit signs, displays, or objects in or near the line of vision <i>not</i> obstruct or distract attention from exit signs, particularly for people with low vision?				

TYPE OF ASSISTANCE NEEDED

	Y S	N O	N/ A	Comments
Can the students evacuate themselves with a device or aid?				
What are the specific devices or aids?				
Where are the devices or aids located?				
Do the students need assistance to evacuate?				
What do the assistant(s) need to do?				
Do the assistant(s) need any training? (i.e. CPI)				
Has the training been completed?				
Have the assistants been made aware of the students' sensory needs (if applicable) to develop an awareness of any particular accommodations that the student(s) may need during the evacuation.				
Where will the assistant(s) meet the student(s) requiring assistance?				
When will the student(s) requiring assistance contact the assistant(s)?				

Number of Assistants Needed

How many assistants are needed?	
How will the assistant(s) be contacted in an emergency?	

	Name	Phone	Cell Phone	E-mail
Assistant 1				
Assistant 2				
Assistant 3				

Assistant 4				
Assistant 5				
Assistant 6				

SERVICE ANIMAL

	YE S	N O	Comment s
Have the families discussed with the classroom staff their preferences with regard to evacuation and handling of the service animal(s)?			
Have the classroom staff thought about under what circumstances a decision may have to be made about leaving the service animal behind?			
What is the best way to assist the service animal if it becomes hesitant or disoriented?			
Do first responders have a copy of the detailed information for the service animal?			
Where are extra food and supplies kept for the service animal?			

Sudden Cardiac Arrest

FUNCTIONAL ANNEX F

The following was developed and taken from The American Heart Association - What is Cardiac Arrest?



ANSWERS
by heart



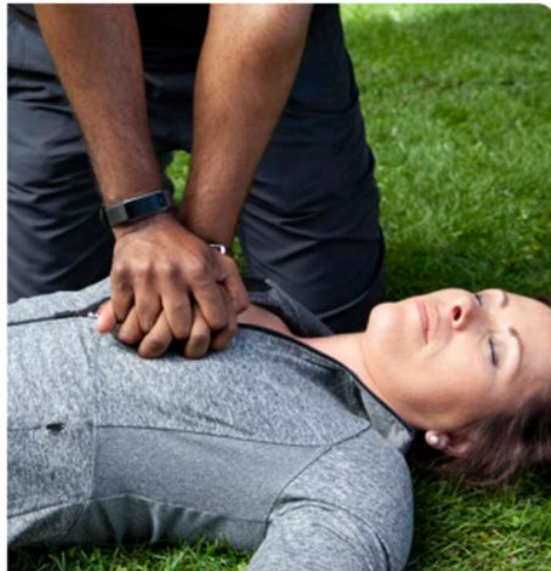
Cardiovascular Conditions

What Is Cardiac Arrest?

Cardiac arrest occurs when the heart malfunctions and stops beating on its own. It's caused by an electrical problem in the heart that causes an abnormal heartbeat (arrhythmia). With its pumping action disrupted, the heart can't pump blood to the brain, lungs and other organs.

Seconds later, a person becomes unresponsive, isn't breathing or is only gasping. Death can occur within minutes if the person doesn't receive treatment right away.

More than 350,000 cardiac arrests occur outside of the hospital in the U.S. each year.



Is a heart attack the same as cardiac arrest?

No. While a heart attack may cause cardiac arrest, the two aren't the same.

A heart attack is caused by a circulation problem. Heart attacks are caused by a blockage that stops blood flow to the heart.

Cardiac arrest is caused by an electrical problem in the heart. The heart stops beating properly, and the heart's pumping function is "arrested," or stopped.

Both heart attack and cardiac arrest are medical emergencies and require prompt medical treatment.

What causes a cardiac arrest?

Most cardiac arrests are caused by abnormal heart rhythms called ventricular tachycardia or ventricular fibrillation.

Other factors that increase risk for or can trigger cardiac arrest include:

- Cardiomyopathy (thickened heart muscle)
- Certain medications

- Congenital heart defects
- Coronary heart disease
- Heart valve disease
- Heavy alcohol use
- Heavy blow to the chest (commotio cordis)
- Illicit drug use
- Severe emotional stress

How do I know if someone is having a cardiac arrest?

The signs of cardiac arrest:

- The person collapses suddenly and passes out.
- The person doesn't respond, even if you tap them hard on the shoulders or ask loudly if they're OK. The person doesn't move, speak, blink or react.
- The person isn't breathing or is only gasping for air.
- The person has no pulse.

(continued)

What should I do if someone is having a cardiac arrest?

Anyone who witnesses a cardiac arrest outside the hospital can perform CPR. For adults and adolescents, Hands-Only CPR is easy to learn. It requires only two steps:

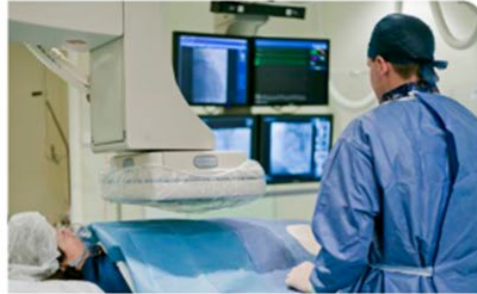
- Call 911
- Use both hands to push hard and fast on the center of the person's chest at a rate of 100-120 beats per minute.

It's important to continue CPR until first responders arrive to take over.

If an AED is available, even untrained people should be able to use it by following the prompts.

What happens next?

Once the person is resuscitated, an ambulance will take them to the hospital. There an emergency room doctor will do a physical exam. They also will order tests to assess the person's condition. The test results can help the health care team decide on a treatment plan to reduce the person's risk of long-term problems and death.



Some tests may include:

- Blood tests
- Exercise stress tests
- Imaging tests
- Cardiac catheterization
- Electrophysiology (EP) study

Genetic testing also may be recommended for the patient and their blood relatives. This is done because some unexplained cases of cardiac arrest have been linked to inherited heart problems.

HOW CAN I LEARN MORE?

- 1 Call 1-800-AHA-USA1 (1-800-242-8721) or visit heart.org to learn more about heart disease and stroke.
- 2 Sign up for our monthly *Heart Insight* e-news for heart patients and their families at HeartInsight.org.
- 3 Connect with others sharing similar journeys with heart disease and stroke by joining our Support Network at heart.org/SupportNetwork.

Do you have questions for your doctor or nurse?

Take a few minutes to write down questions for the next time you see your health care professional.

For example:

Where can I get CPR training in my area?

MY QUESTIONS:

We have many other fact sheets to help you make healthier choices to reduce your risk for heart disease, manage your condition or care for a loved one. Visit heart.org/AnswersByHeart to learn more.

Opioid & Fentanyl Overdose Prevention

FUNCTIONAL ANNEX F

EL DORADO UNION HIGH SCHOOL DISTRICT PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

Oak Ridge High School's primary goal in the fight against opioids and fentanyl use is prevention.

Oak Ridge High School will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
 - How opioids and fentanyl affect the body's systems.
 - Refusal strategies
 - The signs and symptoms of use/abuse
 - The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

Oak Ridge High School recognizes the opioid issue in our community and is committed to taking steps to implement a multi-faceted prevention plan that aims to prevent use of opioids at our school. The plan includes educating students and the community of the prevalence of opioids and the dangers and risks associated with opioid use.

- Students will receive education around opioid use as part of their health curriculum.
- Students will attend assemblies related to opioid use and the prevalence of the drug in our community
- Community members are invited to attend opioid related presentations at different school sites in the district.
- The School Resource Officer is available to counsel students throughout the year as needed.

FIVE ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document [SAMHSA Opioid Overdose Prevention Toolkit](#).

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially

fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.)

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

Oak Ridge High School uses intranasal spray. A 2-dose package of naloxone is available with each AED located at five different places on campus.

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampoules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose. Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.) Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.
- NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

OPIOID ANTAGONIST MEDICATION SPECIFICS

TRAINING

Training is required prior to the administration of Naloxone. Education Code 49413.3 outlines training requirements for K-12 schools, which is required initially and then annually. Topics include:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of Narcan
- Basic emergency follow up procedures, including but not limited to, a requirement for the school administration or designee to call emergency medical services and to contact the student's parent/guardian. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation
- Written materials covering the information required under this subdivision

STORAGE

Naloxone will be stored in accordance with manufacturer's instructions to avoid extreme cold, heat, and direct sunlight. Naloxone has a shelf life of 18 months to two years and should be stored between 59 and 86 degrees Fahrenheit and should be kept away from direct sunlight. It should be stored in a secured but unlocked location, where all trained personnel shall have access to the medication. Inspection of the naloxone shall be conducted at regular intervals.

Naloxone is stored in the following locations at the school:
Health Office
Administration Office
Cafeteria
Large Gym
Ticket Booth by Stadium
Maintenance Building

SAMPLE NALOXONE NASAL SPRAY ADMINISTRATION FLOWCHART

RECOGNIZE

1

Observe for signs of overdose

- Pale, clammy skin
- Speech infrequent
- Not breathing or very shallow breathing
- Deep snorting or gurgling
- Unresponsive to stimuli (calling name, shaking, sternal rub)
- Slowed heart beat/pulse
- Blue lips or fingertips
- Pinpoint pupils



RESPOND

2

Immediately call for help:

- Call for help – Dial 911
 - Request Advanced Life Support
- Place the person on their back
- Tilt head
- Lift chin
- Check breathing for no more than 10 seconds
- Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch
 - If present, remove it with gloves
- If using mask, place and hold mask over mouth and nose
- If not using mask, pinch their nose with one hand and place your mouth over their mouth
- Give 2 even, regular sized breaths
- Blow enough air into their lungs to make their chest rise
 - If you are using a mask and don't see their chest rise, tilt the head back more and make sure the seal around the mouth and nose is secure
 - If you are not using a mask and don't see their chest rise, make sure you are pinching their nose
 - Breathe again
 - Give one breath every 5 seconds



REVERSE

3

Administer Intra-Nasal Narcan

- Tilt head back and give spray (4mg) in one nostril
- If additional doses are needed, give in the other nostril

REMOVE NARCAN Nasal Spray from the box.
Peel back the tab with the circle to open the NARCAN Nasal Spray.



Hold the NARCAN Nasal Spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.



Gently insert the tip of the nozzle into either nostril.

• Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into **one nostril**, until your fingers on either side of the nozzle are against the bottom of the person's nose.



Press the plunger firmly to give the dose of NARCAN Nasal Spray.
• Remove the NARCAN Nasal Spray from the nostril after giving the dose.



- Place person in recovery position (lying on their side)
- Stay with person until help arrives
- Maintain airway, monitor circulation, start CPR as necessary
- Seize all illegal and/or non-prescribed narcotics found on victim (using gloves) and follow process in accordance with school district protocols



REFER

4

- Have the individual transported to nearest medical facility, even if symptoms seem to get better
- Contact parent/guardians per school protocol
- Complete Naloxone Administration Report form
- Follow up with treatment referral recommendations

Special thank you to Palm Springs Unified School District for providing this Narcan Administration Flow Chart

OPIOID ANTAGONIST NALOXONE PROCEDURE TRAINING DOCUMENTATION

Naloxone Trained Individuals		
NAME	POSITION	LOCATION (Classroom/Office)
Aaron Palm	Principal	Administration Office
Amber Carrion	Assistant Principal	Administration Office
Carrie Foster	Assistant Principal	Administration Office
Rob Slinger	Assistant Principal	Administration Office
Darsy Arburn	Counselor	Counseling Office
Clara Hawkins	Counselor	Counseling Office
Kim Cerutti	Counselor	Counseling Office
LeeAnn Galbraith	Counselor	Counseling Office
Jill Howard	Counselor	Counseling Office
Jon Pratt	Counselor	Counseling Office
Amber Uber	RN	Health Office
Deanna Yates	Health Tech	Health Office

El Dorado Union High School District Health Procedure Training – Opioid Antagonist Naloxone Documentation at District Office

I, _____ have read, been trained and understand the following
(Print Full Name)
procedures for individual with identified opioid overdose:

- Understanding and identifying of signs of overdose
- Administration of Intranasal Naloxone
- Emergency Notification procedures
- Naloxone Administration Report Form

_____ I understand I need to maintain my skills and will be observed on an ongoing basis by the
Credentialed School Nurse

_____ I have had the opportunity to ask questions and have received satisfactory answers to my
questions.

_____ I possess a current CPR card, expiration date is: _____