EMERGENCY RESPONSE PLAN

Beach, Havens, Wildwood Elementary Schools

2022-23

BOARD APPROVED:

Created with assistance of Crisis Management Solutions LLC

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Basis of the Plan

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

The basis of the plan:

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

Requirements

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

Objectives

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

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools

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for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References

State of California

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

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

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

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

When a local emergency is proclaimed.
When a state of emergency is proclaimed.
When a federal disaster declaration is made. The law has two ramifications for School District employees:

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

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

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

California Civil Code, Chapter 9, Section 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages

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resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

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

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

California Emergency Plan

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

What the Law Requires

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

California Education Code, Section 32281 – 32284

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

California Education Code, Section 32288

In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval. Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan. The school

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

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

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

SB 187 – Safe Schools Plan

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

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter (Amended Ed. Code 35294.6)

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

The guideline/checklist has been organized into two parts:

A. An assessment of the school climate in relation to the current status of crimes committed on campus and at school related functions will be completed. The assessment will be performed by the School Safety Planning Committee of the School Site Council and the School Site Council or equivalent. Safety goals for the upcoming school year will be formulated based on the findings of this assessment.

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B. The annual review and evaluation of the School Comprehensive Safety Plan is certified by the members of the School Safety Planning Committee, the School Site Council President, and the School Principal. It will then be presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

1. Child Abuse reporting procedures
2. Policies pursuant to Education Code 48915 and other school-designated serious acts, which would lead to suspension, expulsion, or mandatory expulsion recommendations
3. Procedures to notify teachers and counselors of dangerous students
4. Sexual Harassment Policy
5. Safe ingress and egress to and from school
6. Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
7. Dress Code
8. Routine and emergency disaster procedures including natural disasters, human created disasters or power outages

General Staff Responsibilities

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

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

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

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

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

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

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Safe Schools Planning Committee

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

The School Site Safety Committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired.
(Ed Code 35294.1)

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

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

- Representative from the local law enforcement agency
- School Resource Officers
- Guidance counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

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

1. Implement a Safe Schools Plan if designated School Site Council
2. Walk the campus regular basis and look at changes or breaches in security
3. Review your Safe Schools Plan annually, at a minimum.
4. Provide training / educate staff on emergency procedures (minimum –annually)
5. Provide tabletop exercises with staff and administration
6. Consider different types of lockdown and shelter in place drills. Perform drills just before school, immediately after the release bell rings, during passing periods, and during lunch
7. Review school signage, check-in procedures, and test employees on counter surveillance
8. Share information and experiences
9. Identify new “risks” of the School District and individual sites.
10. To develop customized responses appropriate to sites.

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11. To develop a consistent response to emergencies that is coordinated with the District Disaster Plan.
12. Meet with law enforcement to review Safe Schools Plan
13. Invite law enforcement to drills and trainings
14. Responsible for creating and updating an emergency responder kit, which will include at a minimum: master keys, blueprints, emergency contact numbers, and utility shut off tools

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Child Abuse Reporting

Definition of Child Abuse

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

A child is anyone under 18 years of age.

Child Abuse
- Injury inflicted by another person.
- Sexual Abuse.
- Neglect of child's physical, health, and emotional needs.
- Unusual and willful cruelty; unjustifiable punishment.
- Unlawful corporal punishment.

Not Considered Child Abuse
- Mutual affray between minors
- Injury caused by reasonable and necessary force used by a peace officer:
  - To quell a disturbance threatening physical injury to a person or damage property
  - To prevent physical injury to another person or damage to property
  - For the purposes of self defense
  - To obtain possession of weapons or other dangerous objects within the control of a child
  - To apprehend an escapee

Mandated Child Abuse Reporting

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

Sexual Activity

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

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

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

Failure to Report Known or Suspected Child Abuse

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

Child Abuse Reporting Information

Child Abuse Hotline
(510) 259 – 1800

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

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Dress Code Policy

Piedmont Unified School District's elementary schools do not have a formal dress code policy. Teachers and Site principals may set guidelines around wearing items that are distracting to others in the classroom and the wearing of hats/ headwear that limits views of students' faces. Students are actively encouraged to choose clothing that promotes inclusion.

Procedures for Safe Ingress and Egress

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

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

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

B. **Planning**

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

- Beach Elementary
  a. Playground
  b. Grassy Field
- Havens Elementary
  a. Playground
  b. Grassy Field
- Wildwood Elementary
  a. Lower Playground
  b. Witter Field

C. **Evacuation Routes**

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

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School Discipline

Statement of Rules and Procedures on School Discipline

Education Code 44807:

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

Notification to Students and Parents

Education Code 35291:

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

Site Discipline

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

Staff Training

All school personnel review the emergency procedures annually at the beginning of the new school year.

Environmental safety and air quality

PUSD Board Policy excerpt

Environmental Safety (BP 3514)

The Board of Education believes that students and employees have the right to learn and work in a safe, clean and healthy environment. The district has an obligation to locate and

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reduce or eliminate potential risks to health and the environment, to use environmental resources in a responsible way, and to educate students and staff about environmental issues.

The Superintendent or designee shall establish regulations to guard against environmental hazards. Students and staff are encouraged to report any unsafe conditions they may observe.

Air Quality

The Board recognizes that clean air contributes to a favorable learning environment for students, productivity for staff, and the health of all school occupants. Adequate ventilation, appropriate housekeeping and maintenance procedures, and the removal of pollution sources are all necessary to achieve good indoor air quality. The Superintendent or designee shall ensure that staff implement measures that will maintain good air quality in classrooms and offices.

Air Quality Index

Utilizing the Bay Area Air Quality Index Management District (BAAQMD) as a resource, when Piedmont's Air Quality Index (as measured by BAAQMD) ranges from 101-150 (orange zone), all PE classes are to be held indoors and all strenuous PE activities and athletic programs are canceled.

When the AQI reaches 150, all PUSD employees will be offered and encouraged to use respirator masks when working outdoors.

Under a Distance Learning Model of Instruction, when the AQI surpasses 200, no PUSD employees shall work outdoors and all employees shall then have the option of working remotely from home. If work cannot be done remotely (e.g. landscaping, custodial), employees can notify their direct supervisor and log an absence as "Industrial" in the District's employee absence system.

Under an In-Person/Hybrid model of Instruction, when the AQI surpasses 200 (very unhealthy), the Superintendent shall confer with the Board of Education and the Superintendent for the Alameda County Office of Education to determine if a school closure is warranted.

During the COVID-19 pandemic, if the Air Quality Index levels reach 101 or above, and the ventilation is shut off, In-Person/Hybrid school will be canceled for the day.

Air quality shall be considered in the siting and architectural design of new or remodeled facilities and in the selection of building materials and furnishings.

Additional information from Facilities: *When the outdoor AQI reaches 101 or higher we will close the outside air dampers in all three elementary schools (and where possible throughout the District). We would then rely on our MERV 13 filters and our Austin Air*

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purifiers to keep the inside air quality at acceptable levels and to limit the potential spread ov Covid-19 as much as possible. We would then ask staff to increase the air filtration of the purifiers from the 1st-lowest setting to the 2nd-medium or 3rd-highest setting.

Once the outside air louvers are closed we will closely monitor each classroom's CO2 level -1100 ppm or less will be our goal, we can also spot monitor PM2 (particulate levels) in each classroom with portable devices - the goal will be to keep inside air AQI at 100 or less.

We went to great lengths this summer to make sure via our Pelican wireless thermostats, have the ability to immediately-automatically close all of the outside air dampers in every elementary classroom and office space in the District.

Considering this, we should not have to close the elementary schools even if the outside AQI is 200 and above and the inside air quality remains below 101. (Obviously the duration of the high outside AQI will have a huge impact on the decision to close)

Per our board policy and stated in the email that Carol forwarded, the closing of any school will be per the following guidelines:

- *Superintendent shall confer with the Board of Education and the Superintendent for the Alameda County Office of Education to determine if a school closure is warranted.*

Pest Management

Sanitary measures shall be enforced and buildings regularly cleaned and repaired in order to prevent infestations, minimize the use of pesticides, and eliminate routine spraying.

Lead Exposure Reduction

The Board recognizes that exposure to lead is especially damaging to young children and that hazardous levels of lead may sometimes be present in paint, soil or drinking water. In order to minimize any harmful exposure, the district shall follow guidelines recommended by the Department of Health Services.

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Drills – Routine and Emergency

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

Earthquake Drills

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

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

Drop Procedure

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

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

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

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

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

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

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

Standards for a Successful Earthquake Drill:

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

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

DROP down on the floor.

Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.

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

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

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

Fire Drills

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

Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.

Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.

Evacuation areas will be established away from fire lanes.

Students are to remain with their teacher in the evacuation area. Teachers shall take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

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

Standards for a Successful Fire Drill:

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

Orderly evacuation begins immediately and is completed within **5** minutes of the initial alarm, with minimal congestion at exit gates.

Teachers and students are staged in an orderly fashion away from fire lanes.

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

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

Lockdown / Reverse Evacuation / Shelter in Place Drills

(Active Shooter / Threat)

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

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

Conduct a staff meeting. Plan on a 20-minute timeframe to review expectations and standards for Lock Down under Response Actions.

Send a follow-up reminder email to your staff.

Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.

Conduct the assessment.

Complete follow-up tasks.

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

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

The Lockdown / Shelter in Place announcement can be heard by all staff and students.

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Orderly Lockdown, Reverse Evacuation (for those outside), Shelter in Place begins immediately.

- For those inside, classrooms and offices, the room / building should be secured within 60 seconds.

- For those outside, the Reverse Evacuation (Reverse Lockdown) procedure is followed and the total exposure outside is minimal.

Your assessment team has ensured the entire campus is secured and that all Lockdown / Reverse Evacuation / Shelter in Place procedures were followed.

Teachers have taken roll once the drill has concluded. Any missing students are immediately reported to the Principal/designee.

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

After Action Report

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

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

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

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

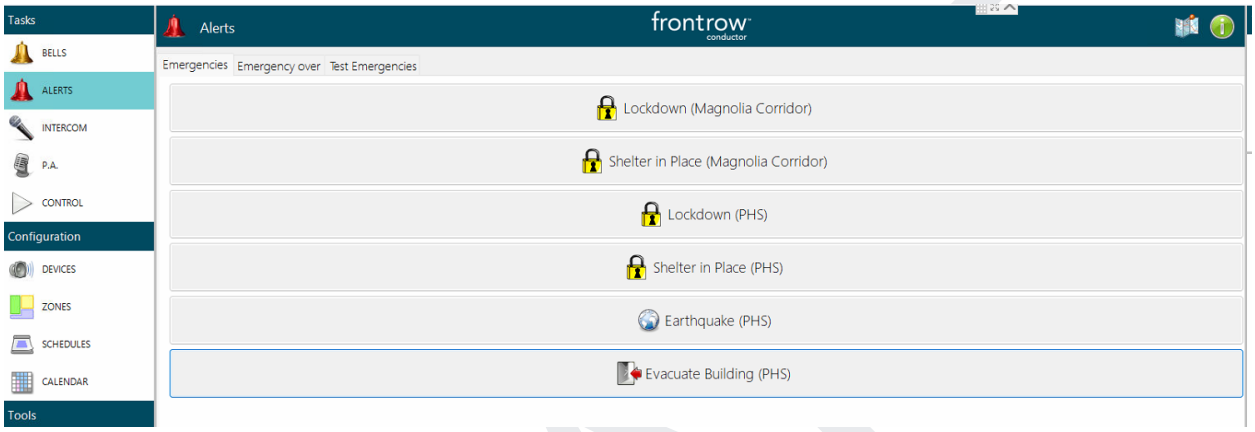
It is important to retain copies of all After Action Reports for at least 10 years. After Action Reports can be subpoenaed if a problem arises and can assist in mitigation.

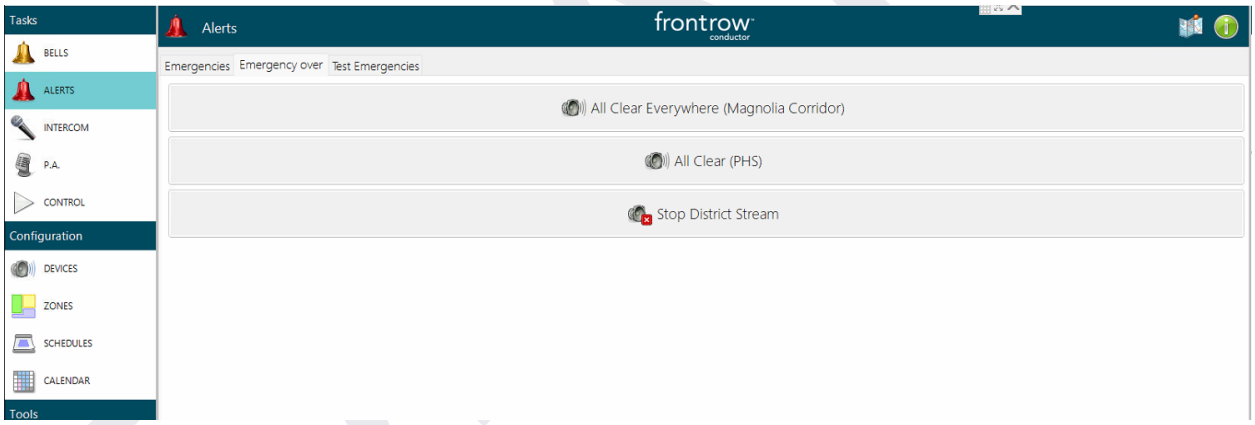
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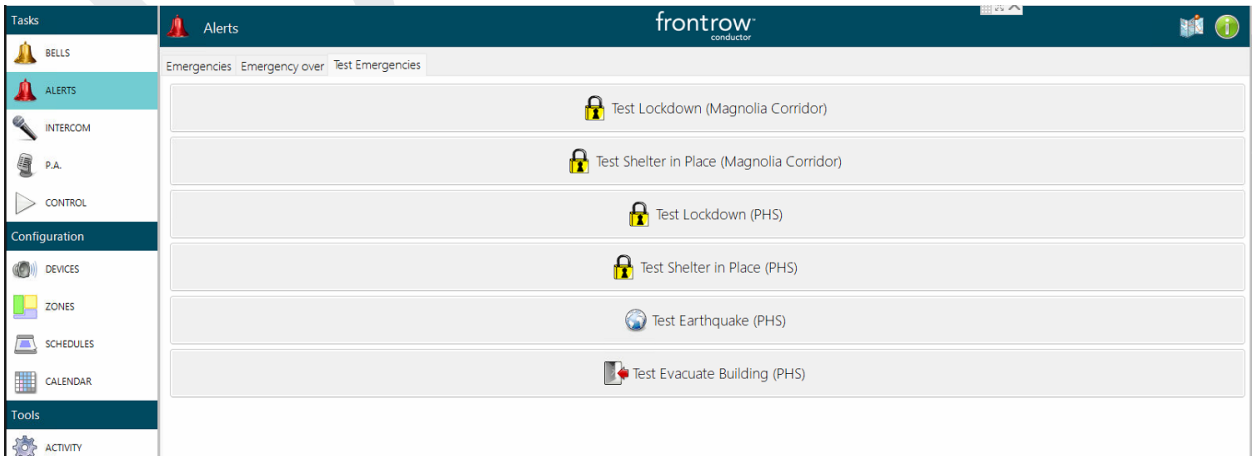
Response Actions

CALYPSO SYSTEM

(add instructions about Calypso System)







Stand by Alert

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

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

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

Description of Action

If inside, teachers will hold students in classrooms until further instructions.

If outside, teachers will assemble students into a single location.

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

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Drop, Cover, and Hold

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

Announcement

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

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

Description of Action

If you are inside a building:

Stay where you are until the shaking stops. Do not run outside. Do not get in a doorway as this does not provide protection from falling or flying objects, and you may not be able to remain standing.

Drop down onto your hands and knees so the earthquake doesn't knock you down. Drop to the ground (before the earthquake drops you!)

Cover your head and neck with your arms to protect yourself from falling debris.

- If you are in danger from falling objects, and you can move safely, crawl for additional cover under a sturdy desk or table.
- If there is low furniture or an interior wall or corner nearby, and the path is clear, these may also provide some additional cover.
- Stay away from glass, windows, outside doors and walls, and anything that could fall, such as light fixtures or furniture.

Hold on to any sturdy covering so you can move with it until the shaking stops. Stay where you are until the shaking stops.

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

Identify an inside corner of the room away from windows and objects that could fall on you. The Earthquake Country Alliance advises getting as low as possible to the floor. People who use wheelchairs or other mobility devices should lock their wheels

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and remain seated until the shaking stops. Protect your head and neck with your arms, a pillow, a book, or whatever is available.

If you are outside when you feel the shaking:

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

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

If you are in a moving vehicle, stop as quickly and safely as possible and stay in the vehicle.

Avoid stopping near or under buildings, trees, overpasses, and utility wires.

Wait until the ground movement stops and check for injuries.

Be aware of aftershocks, downed wires, or roads blocked by debris.

Proceed cautiously once the earthquake has stopped.

Avoid roads, bridges, or ramps that the earthquake may have damaged.

The Bus Driver is legally responsible for the welfare of student riders.

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Room Clear

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

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

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

“ATTENTION PLEASE. ROOM CLEAR.”

Description of Action

The Incident Commander will direct the best means to exit the affected area and proceed to a pre-designated safe location. This may include another classroom, office, cafeteria, gymnasium, or other space.

Secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.

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Evacuation of Building

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

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

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

Description of Action

Evacuate the building(s) using designated routes to the assigned Assembly Area. Once assembled, stay in place until further instructions.

If the designated evacuation route is unsafe, use an alternate route to get to the Assembly Area.

Teacher will secure the student roster when leaving the building and take attendance once the class is assembled in their designated area.

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Off-Site Evacuation

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

Announcement

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

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

Description of Action

The Incident Commander will direct the best means to evacuate the campus and proceed to a pre-designated safe location. This may include school buses, cars, or walking.

Secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.

Teachers will direct students to the designated off-site evacuation location.

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Reverse Evacuation (Reverse Lockdown)

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

People are located outside, such as on the playgrounds, on the sports field, on the blacktop, or at an outdoor event.

The danger necessitates a school lockdown or shelter in place, such as an active shooter, armed intruder, a threat in the surrounding community, or hazmat situation.

The threat or danger is a safe distance away that allows you access into a building or structure for safety. If it is safe to do so, you should attempt to get students into a classroom or building (multi-purpose room, cafeteria, library, or office) and follow lockdown procedures.

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

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

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

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

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Shelter in Place

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

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

When Law Enforcement or Police activity is occurring near, adjacent to, or in the vicinity of the school and such activity may compromise the safety of students and staff

During a Hazmat situation, such as a gas leak, chemical release / spill / exposure

Dangerous animal on or near school grounds

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

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

Description of Action

If inside:

Keep students in classrooms pending further instructions.

If outside, direct students into the nearest classroom or school building. Consider the proximity of the identified hazard. If necessary, proceed to an alternative indoor location. A room of a building located upwind of the identified hazard is preferred and ideal.

Secure and lock all doors

Close all windows and window coverings

Account for all students

Do not allow anyone to leave the secure room until ALL CLEAR message is received.

Students should take their seats and lessons can continue until the SHELTER IN

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PLACE response is lifted.

Passing periods and lunch should be disregarded until SHELTER IN PLACE

If outside:

Reverse Evacuate - Attempt to get into nearest building and secure in that building (Refer to Reverse Evacuation)

- If entire classroom is in unassigned classroom, notify school administration of your location
- If student gets separated from class, get in into nearest classroom and have staff member notify student's teacher of student's location.

If unable to get into a classroom or building, proceed to the office

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School Lockdown *and Reverse Lockdown*

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

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

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

Description of Action

Lockdown

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

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

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

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

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

5.The Site Principal or Admin, to notify PPD of lockdown by calling 911 or PPD at 510-420-3000

(ability to swipe card key and enter 911 into the electronic locking system is limited to

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Superintendent, Principals, all directors except athletic director, all site principals and their admins-one per site, all head custodians and all maintenance personnel.)

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

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

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

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

IF INSIDE, staff members are to:

Lock doors and sit/lie on the floor away from doors and windows; consider spreading out in the room, using cover and concealment. Also consider hiding behind desks, cabinets, and in closets.

Close any shades and/or blinds if it appears safe to do so.

Turn off the lights.

Barricade the door with heavy furniture / objects.

Once room is secured, do not answer or open door.

Do not allow anyone to leave secure room until ALL CLEAR message is received.

Remain concealed until police or a recognized staff member assures it is safe to unlock the doors.

Do not use cell phones or computers until directed to do so, unless notifying police or relaying vital information.

Be as quiet as possible.

Consider arming yourself with objects in the room to protect yourself against the

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shooter (i.e., stapler, tape dispenser, cell phone, any blunt heavy object)

If able, without giving away your position, call the police or call or text a friend to let them know where you are located.

IF OUTSIDE, staff members are to:

Get low & look for cover and a place to conceal yourself.

- Low crawl if necessary.

Look for an open room and lock yourself inside; such as:

- Classroom
- Bathroom
- Closet
- Office

Remain calm and stay quiet

If able, w/o giving away your position, call the police or call or text a friend to let them know where you are located.

If possible and unable to get into a concealed location, refer to the RUN / HIDE / FIGHT portion of this procedure.

Reverse Evacuation (Reverse Lockdown)
If your class is outside during a lockdown, or if a lockdown is initiated before / after school, during lunch, during passing periods, or recess:

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

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

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

Provide nature of emergency / threat

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Number of suspects

Location of suspect(s)

Direction suspect(s) was last seen

Weapons used / seen

Provide any updates or dynamic intelligence (something you see or hear) if safe to do so.

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

Location of suspect(s) or threat(s)

Number of suspects

Description of suspects

Weapons used / seen

Direction suspect(s) was last seen

Options for Consideration

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

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

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

Layers of safety (such as: adjoining room, interior closet, bathroom)

Location that has less windows or entry points into a room

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Location that provides better escape

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

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

Have an escape route and plan in mind

Evacuate regardless of whether others agree to follow

Leave your belongings behind

Help others escape, if possible

Prevent individuals from entering an area where the active shooter may be present

Keep your hands visible

Follow the instructions of any police officers

Do not attempt to move wounded people

Call 911 when you are safe

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

Run in a direction that quickly removes you from the view from the threat(s)

Consider trying to get off campus to a safe location

Have an escape route and plan in mind

Evacuate regardless of whether others agree to follow

Leave your belongings behind

Help others escape, if possible

Prevent individuals from entering an area where the active shooter may be present

Keep your hands visible

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Follow the instructions of any police officers

Do not attempt to move wounded people

Call 911 when you are safe

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

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

Your hiding place should:

- Be out of the active shooter's view
- Get low and look for a location to conceal yourself
- Provide protection if shots are fired in your direction (i.e., an office, bathroom, or closet with a closed and locked door)
- Not trap you or restrict your options for movement
- Consider moving to a new location

If you are unable to get to a concealed or secure location, run to a remote area and/or flee from danger

If able to do so and without giving away your position, call/text the police or someone you know to let them know where you are located

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

Create barriers

Place furniture in abstract locations that may confuse a suspect(s)

Consider alternative means to distract or incapacitate the suspect(s)

Fight
As a last resort, and when your life is in imminent danger, attempt to disrupt and/or incapacitate the suspect by acting aggressively and committing to your actions. Consider

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throwing hard objects (improvised weapons); such as a paperweight, stapler, three hole punch, or any hard object. Another last resort option is to attack the suspect(s) with improvised weapons. Remember that force in numbers will have a greater chance to overcome and incapacitate the suspect(s).

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All Clear

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

Announcement

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

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

Description of Action

This action signifies the emergency is over.

If appropriate, teachers should immediately begin discussions and activities to address students’ fear, anxiety, etc.

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Intruder Alert All Clear

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

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

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

Description of Action

This action signifies the emergency is over.

If appropriate, teachers should immediately begin discussions and activities to address students’ fear, anxiety, etc.

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Parent Alert

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

Administrative Assistant will activate emergency voice messages.

The School District's technology-based parent notification and school-to-home communication system will be activated. This system will allow the Incident Command Team the ability to send communications to identified parents and faculty.

The School District's notification system will be utilized to provide communications to parents during emergency response situations on site. Under the Incident Commander's direction, the Site Public Information Officer will be responsible for developing outgoing messages (email or phone message, whichever is appropriate for the given situation) and transmitting them to the parent community.

In the event that the School District's notification system is not functional, the site Public Information Officer and site staff, designated by the Incident Commander to assist, will contact parents via phone and or email with information provided in the Student Emergency Form.

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Student Release/ Parent Process of Pick-up

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

Guardians will present Student Attendance/ Release Team member with a picture ID.

Student Attendance/ Release Team member will verify ID with the Student Emergency Cards on file.

Upon positive verification of identification with the Student Emergency Card, notify the Student Supervision Team to release or escort student to the pick-up area.

Upon reunification of student with guardian, instruct guardian to sign Emergency Student Release Log sheet entry of student indicating release of student.

If students are released to a medical facility, the student's name, school, address and phone number, if known, must be written in permanent ink on the student's body.

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Reunification

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

The Incident Commander will designate an off-campus reunification location.

Security and supervision will be in place prior to any students being transported to the off site location.

Transportation services will be contacted and arranged by the Incident Commander.

If necessary, counselors should be contacted and respond to the reunification site.

The following protocols should be followed: Protocols for notification, information release, orderly check-in, check-out, record keeping, and release of minors to adults.

The Student Attendance / Release Team should be in place prior to student arriving.

Guardians will present Student Attendance/ Release Team member with a picture ID.

Student Attendance/ Release Team member will verify ID with the Student Emergency Cards on file.

Upon positive verification of identification with the Student Emergency Card, notify the Student Supervision Team to release or escort student to the pick-up area.

Upon reunification of student with guardian, instruct guardian to sign Emergency Student Release Log sheet entry of student indicating release of student.

If students are released to a medical facility, the student's name, school, address and phone number, if known, must be written in permanent ink on the student's body.

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

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School Closure

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

<u>During school hours with staff and students on site:</u>

Site Incident Commander will activate the Off-Site Evacuation Response.

Site Incident Commander or will Activate Parent Notification System to alert parents of new location of student assembly.

Update District EOC or District Public Information Officer of new student assembly area.

<u>After school hours with staff and students off site:</u>

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

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Information Provided to Police Dispatcher or 911 Operator

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

Address and location of incident

Nature of emergency, threat (i.e. armed intruder, active threat/shooter, suspicious package, bomb threat)

Precise location of the threat, intruder, active threat/shooter, suspicious package, bomb threat

Number of suspects, if more than one

Physical description of suspects(s) (describe race, gender, height, weight, build, hair color / style / length, facial hair, clothing head to toe, and anything that stands out; such as, tattoos, hat, glasses, disguise.

Number and type of weapons held by the active threat/shooter

Number of potential victims at the location

Possible lookouts

Suspicious vehicle(s) that may belong to the suspect(s)

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SECTION 4 - Emergency Procedures

Earthquake

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

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

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

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

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

Upon the first indication of an earthquake, teachers should direct students to Drop, Cover, and Hold and follow the DROP, COVER, and HOLD Response Action. Follow the additional

procedures listed below for all earthquake events:

Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards. When the shaking stops, the Incident Commander will issue the All Clear Response. Use designated routes and proceed directly to the assembly area. Teachers shall notify the Student Attendance/Release Team of missing students.

The Incident Commander to direct the Security Team to post guards a safe distance away from building entrances to prevent access.

Warn all school personnel to avoid touching fallen electrical wires.

First Aid Team will check for injuries and provide appropriate first aid.

The Incident Commander will direct the Facility Team to turn off water, gas, and electrical and to alert appropriate utility company of damages, if appropriate.

If the area appears safe, the Search and Rescue team will be cleared by the Incident Commander to make an initial inspection of the school buildings, if needed.

The Incident Commander will contact the Office of the District Superintendent to determine if additional actions are deemed necessary.

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

The Incident Commander and Identified Maintenance/ Facilities Personnel will assess damages to determine needed corrective actions. For apparent damages, contact the District Superintendent to determine if the school should be closed.

If the school must be closed, notify staff members and students as identified in School Closure Response Procedure.

Evacuation:

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

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

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

Practice evacuation using alternate routes to the assembly areas.

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

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Fire on School Grounds

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

Upon discovery of a fire, direct all occupants out of the building and report the fire to the Incident Commander.

The Incident Commander will immediately issue the EVACUATION OF BUILDING action. Students and staff will evacuate buildings using the evacuation routes or other safe routes and proceed directly to the Assembly Area. Teachers will take student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.

The Incident Commander will call “911” to provide the exact location (e.g., building, room, area) of the fire.

The Security Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.

Search and Rescue Leader will direct the fire department to the fire and brief fire department official on the situation.

The Facilities Team will notify the appropriate utility company of damages.

The Incident Commander will notify the District Superintendent’s Office and Maintenance and Operations of the fire.

If appropriate the Incident Commander will implement the PARENT ALERT SYSTEM.

For any fires on campus, the Incident Commander and District Superintendent will determine whether the school will resume operations and/ or open the following day.

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Fire in Surrounding Area

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

The Incident Commander will initiate the appropriate immediate response actions, which may include: STAND BY ALERT, SHELTER-IN-PLACE, SECURE BUILDING, EVACUATION OF BUILDING or OFF-SITE EVACUATION.

The Incident Commander will call “911” to provide the exact location (e.g., building, room, area) of the fire.

The Incident Commander will activate the Security Team to secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.

The Incident Commander will work with the fire department to determine if school grounds are threatened by the fire, smoke, hazardous atmospheres, or other conditions. The Incident Commander or designee will maintain open communication with the fire department.

If the Incident Commander issues the EVACUATION OF BUILDING action. Students and staff will evacuate buildings using the evacuation routes or other safe routes and proceed directly to the Assembly Area. Teachers will take student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.

The Incident Commander will keep a battery-powered radio tuned to a local radio station for emergency information.

In the event of a loss of water or other utilities, the Incident Commander will refer to the Power Outage/ Loss of Utilities Procedure.

If appropriate, the Incident Commander will implement the PARENT ALERT SYSTEM

The Incident Commander will notify the Superintendent, and Maintenance and Operations of the emergency situation.

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Explosion / Bomb Threat

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

Explosion on school property
Explosion or credible bomb threat in surrounding area.
Bomb threat on school property

Explosion on School Property

Upon explosion and depending on the proximity of the explosion and affected area(s) all persons should: DROP, COVER, AND HOLD, or EVACUATE BUILDING.

The Incident Commander will consider the possibility of another imminent explosion and take appropriate action.

After the blast, the Incident Commander will initiate another Response Action, which may include: SHELTER-IN-PLACE, SECURE BUILDING, EVACUATE BUILDING, or OFF-SITE EVACUATION.

If the explosion occurred within the school buildings, Incident Commander will issue EVACUATE BUILDING action to the affected building or entire school. Students and staff will evacuate using prescribed routes and proceed to the assembly area. Teachers shall bring the student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.

During an EVACUATE BUILDING, teachers and staff should be aware of the possibility of secondary Improvised Explosive Device (IED)

If a suspicious packaged or suspected IED is located, teachers should change their evacuation route and immediately notify the Incident Commander.

The Incident Commander will call “911” to provide the exact location (e.g., building, room, area) and nature of emergency.

If appropriate the Incident Commander will implement the PARENT ALERT SYSTEM.

If necessary and deemed safe to do so, the Incident Commander will direct the Search and Rescue Team to suppress fires and rescue personnel. (Incident Commander should wait for verification or all clear of additional threats of explosion from first responders)

The Facilities Team will notify the appropriate utility company of damages.

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The Incident Commander will notify the District Superintendent and Maintenance and Operations of the situation.

The Security Team Leader will post guards safe distance away from the building entrance to prevent persons entering the school building.

The Incident Commander will issue other instructions as needed.

Explosion or Threat of Explosion in Surrounding Area

The Incident Commander will order SHELTER IN PLACE.

The Incident Commander will call “911” to provide the exact location (e.g., building, room, area) and nature of emergency.

Incident Commander will instruct all staff to stop use of all cell phones and 2-way radios. Teachers will instruct all students to turn off their cell phones until further notice.

The Incident Commander will issue other instructions as needed.

All students and staff will remain in SHELTER IN PLACE until further instructions are provided.

Bomb Threat on School Property

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

The Incident Commander will initiate appropriate Response Actions, which may include DROP, COVER, AND HOLD, SHELTER IN PLACE, SECURE BUILDING, EVACUATE BUILDING, or OFF-SITE EVACUATION.

If the Incident Commander issues the EVACUATION OF BUILDING action, the front office secretary (if possible) will forward the site’s main phone line to the pre-recorded emergency outgoing message. Students and staff will evacuate buildings using the evacuation routes or other safe routes and proceed directly to the assembly area. Teachers will take student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.

If the bomb threat is specific to an area, that information will be relayed to students and staff so that evacuation routes may be altered and secondary routes will be used. It is imperative, while evacuating, to look for suspicious packages or secondary Improvised Explosive Devices (IED’s)

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The Incident Commander will call “911” to provide the exact location (e.g., building, room, area) and nature of emergency.

Incident Commander will instruct (if possible) all staff to stop use of all cell phones and 2-way radios. Teachers will instruct all students to turn off their cell phones until further notice.

If necessary, the Incident Commander will direct the Search and Rescue Team to suppress fires and rescue personnel (if possible and equipped to do so).

The Facilities Team will notify the appropriate utility company of damages.

The Incident Commander will notify the District Superintendent and Maintenance and Operations of the situation.

The Incident Commander will issue other instructions as needed.

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Received Telephone Bomb Threats

Treat each and every bomb threat seriously.

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

Bomb threats received by phone:

Remain calm

Keep the caller on the line for as long as possible

DO NOT HANG UP, even if the caller does

If possible attempt to record the conversation on a recording device, such as a digital recorder or cellular phone

Listen carefully

Be polite and show interest

Try to keep the caller talking to learn more information

If possible, write a note to a colleague to call the authorities

If your phone has a display, copy the number and/or letters on the window display

Complete the Bomb Threat Checklist immediately

Write down as much detail as you can remember

Try to get exact words

Immediately upon termination of the call, do not hang up, but from a different phone, contact Law Enforcement immediately with information and await instructions.

Ask the following key questions:

How many bombs are there?

Where is the bomb(s) located? (Building, Floor, Room, etc.)

When will it go off?

What does it look like?

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What kind of bomb is it?

What will make it explode?

Did you place the bomb(s)? (Yes / No)

Why?

What is your name?

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BOMB THREAT CALL PROCEDURES

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

If a bomb threat is received by phone:

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

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

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

DO NOT:

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

WHO TO CONTACT (select one)

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

BOMB THREAT CHECKLIST

Date: _____ **Time:** _____

Time Caller Hung Up: _____ **Phone Number Where Call Received:** _____

Ask Caller:

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

Exact Words of Threat:

Information About Caller:

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

Caller's Voice

- ❑ Accent
- ❑ Angry
- ❑ Calm
- ❑ Clearing throat
- ❑ Coughing
- ❑ Cracking voice
- ❑ Crying
- ❑ Deep
- ❑ Deep breathing
- ❑ Disguised
- ❑ Distinct
- ❑ Excited
- ❑ Female
- ❑ Laughter
- ❑ Lisp
- ❑ Loud
- ❑ Male
- ❑ Nasal
- ❑ Normal
- ❑ Ragged
- ❑ Rapid
- ❑ Raspy
- ❑ Slow
- ❑ Slurred
- ❑ Soft
- ❑ Stutter

Background Sounds:

- ❑ Animal Noises
- ❑ House Noises
- ❑ Kitchen Noises
- ❑ Street Noises
- ❑ Booth
- ❑ PA system
- ❑ Conversation
- ❑ Music
- ❑ Motor
- ❑ Clear
- ❑ Static
- ❑ Office machinery
- ❑ Factory machinery
- ❑ Local
- ❑ Long distance

Threat Language:

- ❑ Incoherent
- ❑ Message read
- ❑ Taped
- ❑ Irrational
- ❑ Profane
- ❑ Well-spoken

Other Information:

_____

_____

Homeland Security

Suspicious Object / Package / Device

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

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

Isolate – Do not move suspicious object. Keep staff and students a safe distance from object. Evacuate all classes within affected area away from suspicious object.

Contain – If possible, set up a perimeter around the suspicious object a safe distance away. Attempt to keep students and staff from entering the affected area.

Evacuate – Evacuate all students, staff, and occupied classrooms and offices a safe distance from the affected area.

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

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

DO NOT

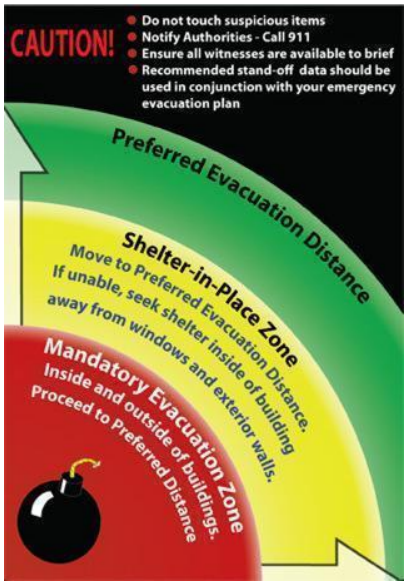
Use 2-way radios or cellular phones – radio signals have the potential to detonate a bomb

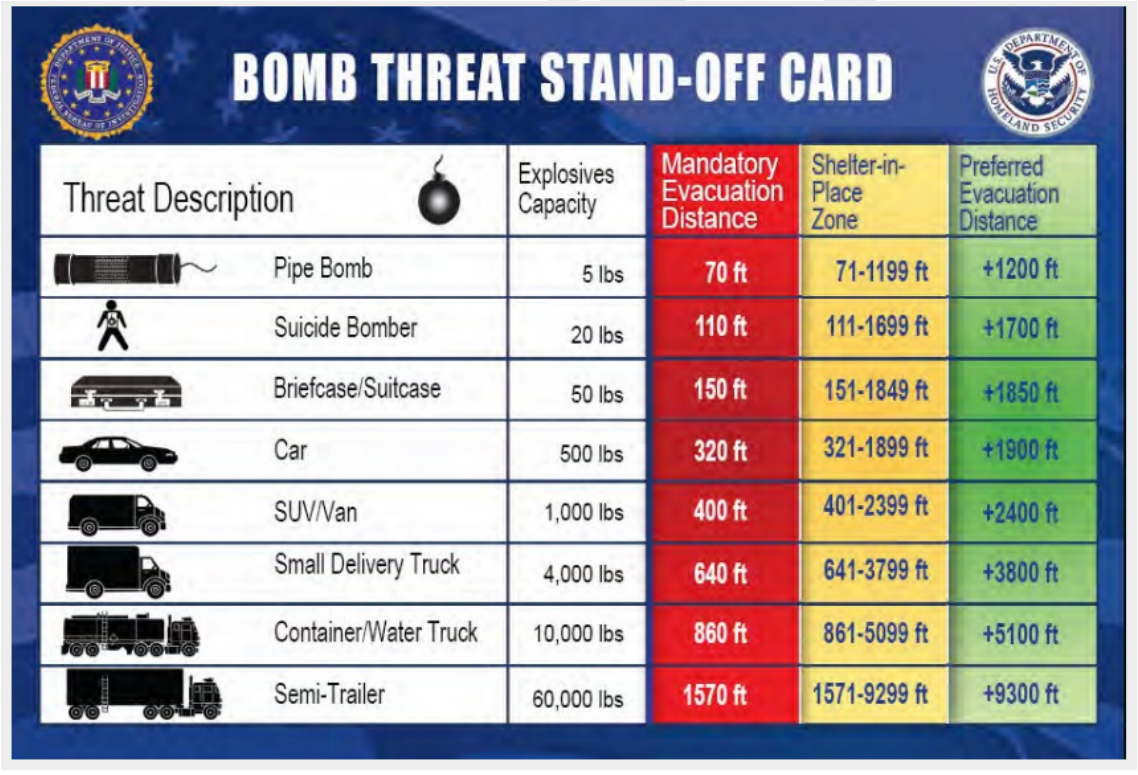
Touch or move suspicious packages

Activate the fire alarm

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





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

Intruder on School Grounds

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

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

Take another staff member with you prior to contacting the intruder

Advise someone in the office that you are going to contact the intruder

Have a form of communications, such as a 2-way radio so you can provide updates

Have the intruder kept under constant covert surveillance

Approach and greet the intruder in a polite and non-threatening manner.

Identify yourself as a school official.

Ask the intruder for identification.

Ask the intruder for their purpose for being on the school campus

If they have justification for being on campus direct them to the office for assistance

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

If the intruder is not armed or threatening, advise the intruder of the trespass laws.

Immediately ask the intruder to leave and instruct them to the nearest exit point.

Escort the intruder off school grounds

Notify the office / School Administration so that they can assess and monitor the situation.

If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

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If the intruder gives no indication of voluntarily leaving the premises, notify Police and School Administration.

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

Retreat to a position of safety

Immediately notify the office / School Administration

Initiate a School Lockdown

Call 9-1-1 or have another person call for you

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Threat of Violence / Weapons on Premises

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

Implement the following procedures to control and contain the situation.

The Incident Commander will initiate the appropriate Immediate Response Actions, which may include LOCKDOWN, REVERSE EVACUATION (REVERSE LOCKDOWN), EVACUATE BUILDING, or OFF-SITE EVACUATION.

Staff should attempt to isolate perpetrator from students, if it is safe to do so.

The Incident Commander will call “911” or contact the SRO, and provide the exact location on campus and the nature of the emergency.

If an immediate threat is not clearly evident, attempt to diffuse the situation. Remain calm, talk in a soft, non-threatening manner. Request perpetrator to leave the area or campus, as appropriate. Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff.

If the perpetrator is a student, DO NOT notify the perpetrators family. Collect the family contact information and give it to the police upon their arrival on the scene. Family members may provide useful information on handling the situation.

The Incident Commander will notify the District Superintendent of the situation.

Refer media inquiries to the designated Public Information Officer.

The Police Department will control all points of entry.

The Student Attendance/ Release Team will conduct a headcount and notify the Incident Commander of missing persons.

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Active Shooter / Active Threat

Refer to the LOCKDOWN procedure and Options for Consideration.

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

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

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

The Incident Commander or Designee will initiate a LOCKDOWN.

If you are outside when a LOCKDOWN is initiated, you should Reverse Evacuate (Reverse Lockdown). Refer to the REVERSE EVACUATION (Reverse Lockdown) procedure under Response Actions. Also refer to the Options for Considerations under the LOCKDOWN procedure for additional information.

If the threat or perpetrator is in your immediate area / vicinity and you are not able to LOCKDOWN (get into a secure classroom or building) you should attempt immediately attempt to flee to a safe location / get out of danger.

Staff should attempt to isolate perpetrator from students, if it is safe to do so.

The Incident Commander or Designee will call “911” or contact SRO, and provide the exact location on campus and details of the active shooter / active threat.

The Incident Commander should provide Law Enforcement with updates when they are available.

The Incident Commander should, if it is safe to do so, provide Law Enforcement with a first responder kit, which at minimally includes the following:

- 3-5 sets of master keys / proximity keys on lanyards
- Floor plans and/or blueprints
- Utility shut-off tools
- School 2-way radio

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Staff and students should follow the direction of any on scene Law Enforcement personnel.

Staff will check injuries and provide appropriate first aid.

Staff should take attendance and account for any students missing and additional students that may be in the classroom.

When safe to do so, Staff should report attendance to the Incident Commander or Designee.

Any affected areas will not be reopened until Law Enforcement provides clearance and the Incident Commander issues authorization to do so.

The Incident Commander will notify the District Superintendent of the situation as soon as practical.

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

The Incident Commander will initiate a SHELTER IN PLACE until a plan has been made to resume school activities or the situation necessitates an OFF-SITE EVACUATION.

- If the school has been declared safe and school actives are to resume, the Incident Commander we initiate an INTRUDER ALL CLEAR. Refer to the corresponding Response Action.

- If circumstances dictate an off-site evacuation, the Incident Commander, in collaboration with Law Enforcement, will consider an appropriate Reunification site.

- After the logistics for supervision and transportation are in place, The Incident Commander will initiate an OFF-SITE EVACUATION. Refer to the corresponding Response Action.

The Incident Commander will ensure that all staff and students are a safe distance away from any affected areas.

The Search and Rescue Team will search for unaccounted students and staff. If they find anyone needing medical assistance they will initiate first aid and notify the First Aid Team.

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The First Aid Team will check injuries to provide appropriate first aid and triage if needed, and direct medical personnel to anyone needing assistance.

The Student Supervision Team will prepare to escort and receive the students at the Reunification site. The Student Supervision Team will continue to supervise the students until they are release to an authorized parent or guardian.

The Student Attendance / Release Team will conduct a headcount and notify the Incident Commander of missing persons. Members will maintain a record of students accounted for throughout the duration of the reunification process. Members will also coordinate the release of students to authorized parents or guardians and maintain documentation of student whereabouts and releases.

The Security and Facilities Teams will secure the campus to prevent unauthorized access.

The Crisis Response Team will convene onsite or off-site and begin the process of counseling and recovery as appropriate.

Refer media inquiries to the designated Public Information Officer.

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Hostage Situation

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

If you are able to safely do so, notify 9-1-1 or the school administration to report the emergency. Consider keeping the phone line open so the person on the other end can have first-hand knowledge of what is going on, however, be cautious not to do this at the risk of agitating the hostage taker(s)

Maintain a low-key, non-threatening posture. Control compulsive behaviors, remain calm, follow instructions, and make minimal eye contact.

Say as little as possible if questioned by the hostage taker and avoid make suggestions. Do not engage in a conversation or try to persuade the hostage taker to leave your classroom or school. Remember, you are in an illogical situation so any logical argument may go unheard. The hostage taker is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The hostage taker may perceive himself/ herself as being sane.

Follow the rules given by the hostage taker(s). It is best to comply with demands unless you have a clear reason for not doing so, such as a personal dignity or for security reasons.

Win your hostage taker(s) respect. Be stoic as possible and maintain an outward face of acceptance.

Avoid outward signs of fear.

Keep your mind active, be aware of what is said, and be aware of your surroundings.

Maintain hope and try to stay positive.

Do not try to take matters into your own hands.

Students should be told not to whisper to one-another, laugh, or to make fun of the hostage taker(s). Remember, the hostage taker is disturbed and possibly mentally ill, and more than likely paranoid. Whispering or laughter may be perceived by the hostage taker(s) as being directed at him or her.

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

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Unrest (Riot)

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

Implement the following procedures to control and contain the situation.

Onsite

The Incident Commander will initiate the appropriate Immediate Response Actions, which may include STAND BY, DROP, COVER, AND HOLD, SHELTER-IN-PLACE, SECURE BUILDING, EVACUATE BUILDING OR OFF-SITE EVACUATION

Staff should attempt to isolate perpetrator from students, if it is safe to do so.

The Incident Commander will call “911” and City Police or contact SRO, and provide the exact location on campus and the nature of the emergency.

If an immediate threat is not clearly evident, attempt to diffuse the situation. Remain calm, talk in a soft, non-threatening manner. Request perpetrator to leave the area or campus, as appropriate. Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff.

If the perpetrator is a student, DO NOT notify the perpetrators family. Collect the family contact information and give it to the police upon their arrival on the scene. Family members may provide useful information on handling the situation.

The Incident Commander will notify the District Superintendent of the situation.

Refer media inquiries to the designated Public Information Officer.

The Security Team will control all points of entry.

The Student Attendance/ Release Team will conduct a headcount and notify the Incident Commander of missing persons.

Off-Site

The Incident Commander will initiate the appropriate Immediate Response Actions, which may include STAND BY, DROP, COVER, AND HOLD, SHELTER-IN-PLACE, SECURE BUILDING

The Incident Commander (or his/her designee) will call “911” and City Police or contact SRO, and provide the exact location on campus and the nature of the

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emergency.

If approached by perpetrator (s) and immediate threat is not clearly evident, attempt to diffuse the situation. Remain calm, talk in a soft, non-threatening manner. Request perpetrator to leave the area or campus, as appropriate.

Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff.

The Incident Commander will notify the District Superintendent of the situation.

Refer media inquiries to the designated Public Information Officer.

The Security Team will control all points of entry.

The Student Attendance/ Release Team will conduct a headcount and notify the Incident Commander of missing persons.

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Power Outage / Black Out

In the event of loss of utilities at the school site, the following procedures should be implemented:

Upon notice of loss of utilities the Incident Commander will initiate appropriate immediate response actions, which may include STAND BY, SHELTER IN PLACE or EVACUATE BUILDING.

The Facilities Team will work with the utility company to determine the potential length of time services will be interrupted.

If the Incident Commander issues the EVACUATE BUILDING command evacuate using prescribed routes or other safe routes and proceed directly to the assembly area. Teachers shall bring the student roster and take attendance to account for students. Teachers shall notify Student Attendance/ Release Team of missing students.

The Incident Commander will notify District Superintendent of the loss of utility service.

The Facilities Team will implement the following plans in the event normal utilities are disrupted.

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Lost, Missing, Child Abduction, or Suspected Child Abduction

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

Call Police Department / 9-1-1

Consider placing school on shelter in place.

Notify School District Office (Superintendent's office).

Confirm with ALL parents / guardians that no one had permission to pick-up child.

Do a PA all-call for student

Coordinate a search for child:

- Have staff physically search site (who might still be on school grounds)
- Organize a search for the student and check all classrooms, buildings, bathrooms, surrounding areas and parks, etc.
- Assign someone to mark all classrooms, building, bathrooms, etc., that have been searched and cleared.

Have clerical check sign out sheet in front office to see if student was signed out early.

Call classroom teacher. Confirm student's whereabouts or where student was last seen.

- If student left at the conclusion of the school day, ascertain who the student may have left with or who they were last seen with.
- Confirm what student was wearing and how student goes home each day (takes bus, walks alone, walks with friend(s), or gets picked up – and by who, if known).
- Ask classroom teacher for list of closest friends.

Call all emergency contacts listed on emergency card to ensure the student was not picked-up.

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Call friends to see if student went home with someone without parental permission.

Check with bussing company to see if student may have boarded bus. Provide description of student to bussing company

Consider calling all students in the class.

Check after school daycare program

Have a picture available to email/fax whenever possible.

If your school has surveillance cameras, review the surveillance video and have it available for law enforcement.

Contact administrators, counselors, teachers, support staff to see if they have any information that may assist in the investigation

Remain at school site until student is located or relieved by Law Enforcement.

Have person(s) reporting incident and witnesses remain at school until police speak them.

Notify Police Department/SRO, District Office, etc. once student is located.

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

Suspect(s) description:

- Race, sex, height, weight, hair color and style, eye color, facial hair, build, any scars, tattoos, or piercings, unusual characteristics, and clothing.

Suspect vehicle description:

Color, year, make, model, license plate, unusual characteristics.

Location or direction last seen

Possible destination

Anything suspect said or was overheard

Anyone else that may have witnesses suspected abduction

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Keep witnesses separated and at the scene until interview by Law Enforcement

Provide Police Department/School Resource Officer with the following:

List of reporting party(s) and all witnesses

Current information on child, such as, name, date of birth, address, phone number(s), parents/legal guardians, and emergency contacts

Description of child/clothing

Time child was last seen, where and who with

Possible destination(s) (if known)

Mode of transportation student travels home (pick-up by parent, guardian, friend, daycare provider, bus, or walks home), and/or path of travel

Copy of emergency card (w/contact information)

List of students that associate with the missing person; include their addresses and phone numbers

Provide any history of custody disputes, mental health history, reports of abuse, previous runaway reports

Provide any information and details that have been reported to you thus far

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Suicidal / Danger to Self

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

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

- The mental health professional will inform a site administrator about the emergency.
- The mental health professional will identify additional staff to assist with crisis intervention efforts. If a mental health professional is not available, a school nurse or administrator will be asked to assist.
- The intervention team will work together to identify the least traumatic procedure for guaranteeing the child is evaluated at an adolescent psychiatric inpatient facility or by a psychiatric professional at a hospital emergency department.

    - The first choice for transport will be the student's parent or guardian. The administrator or mental health professional will contact parents and direct them to transport their child immediately to an adolescent psychiatric inpatient facility. In advance, the administrator or mental health professional will call the hospital to ensure they have space available, should the child require a psychiatric hold.

    - When a parent cannot be reached or the mental health professional's judgment indicates that transport by the parents is not possible or is not in the best interest of the child, the local police or fire department will be contacted to request a transport to an adolescent psychiatric inpatient facility that already has been identified as having space available. Police and fire professionals will conduct their own suicide risk assessment before transporting the student. If the student will be transported by ambulance and appears to need continuous emotional support, the mental health professional may ride with the student to the psychiatric inpatient facility. Parents will be contacted and instructed to meet their child at the psychiatric inpatient facility.

    - Throughout this intervention, one member of the intervention team will continuously supervise the student to ensure his/her safety and provide emotional support.

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

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DOs

LISTEN to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.

OBSERVE the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.

GET HELP by reporting suicidal threats or statements to the principal or to a trained District counselor/psychologist, or call 9-1-1. Clearly describe what is taking place and the location of the suicidal subject. *Never attempt to handle a potential suicidal subject by yourself.*

STAY with the person. The person has placed trust in you, so you must help transfer that trust to the other person.

DON'Ts

DON'T leave the person alone for even a minute.

DON'T act shocked or be sworn to secrecy.

DON'T underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.

DON'T let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.

DON'T take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

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

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

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Medical Emergencies

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

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

Rescue Breathing

Gently tilt the head back and lift the chin to open the airway.

Pinch the nose closed.

Give two slow breaths into the mouth.

Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.

If the procedure is done correctly, you should see the chest rise and fall.

To Stop Bleeding

Apply direct pressure to the wound. Wear protective gloves to prevent exposure.

Maintain the pressure until the bleeding stops.

If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.

If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment of Shock

Do whatever is necessary to keep the person's body temperature as close to normal as possible.

Attempt to rule out a broken neck or back.

If no back or neck injury is present, slightly elevate the person's legs.

Choking

Stand behind the person.

Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
Grasp your fist with your other hand, and give an abdominal thrust.

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Repeat until the object comes out.

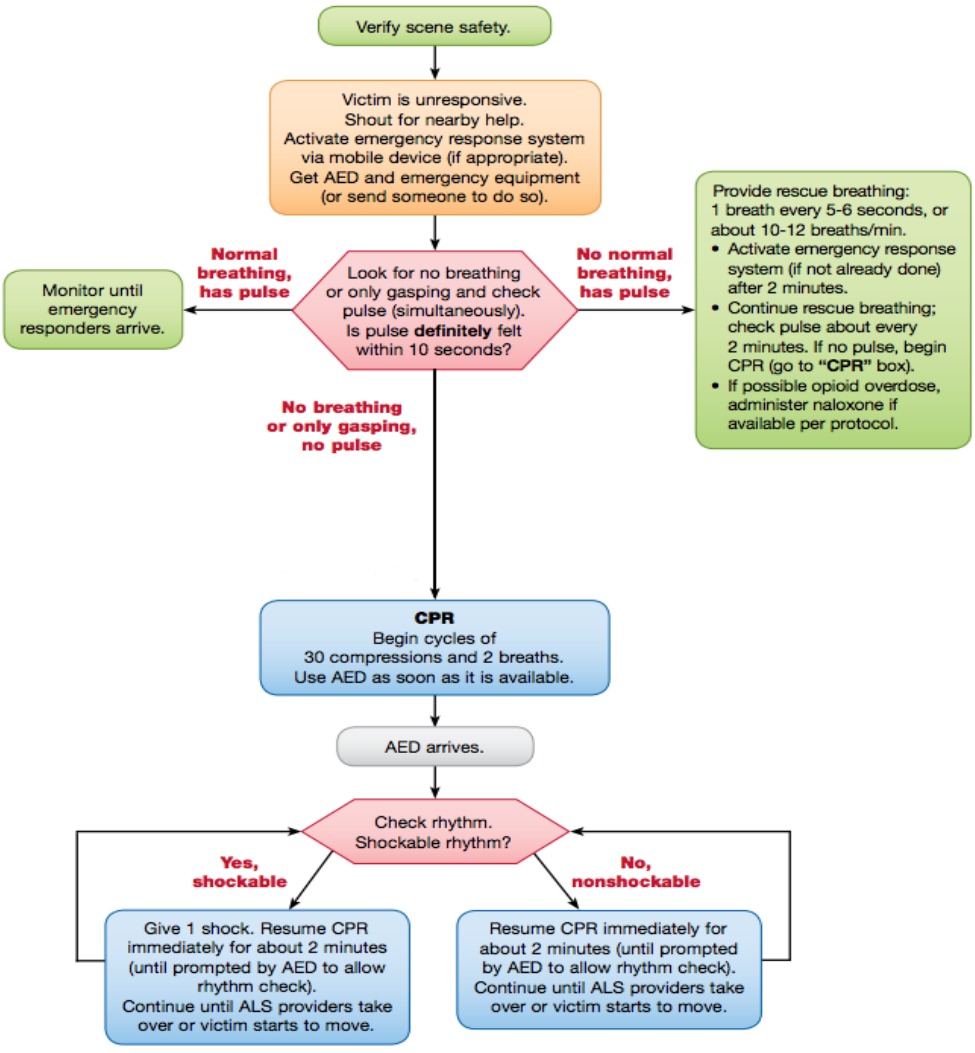
If required, begin rescue breathing.

Cardiopulmonary Resuscitation (CPR)

Perform the following steps as recommended by the American Heart Association, in combination with an AED (Automated External Defibrillator).

Always wear the necessary PPE (Personal Protective Equipment)

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



Detailed CPR instructions on following page

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

ALL STAFF MUST BE ADVISED ANNUALLY OF SITE LOCATION OF DEFIBRILLATOR

DEFIBRILLATOR EQUIPMENT LOCATIONS – Updated 8/1/22

DISTRICT OFFICE – 760 Magnolia Avenue

1. District Office: On wall by safe

PIEDMONT HIGH SCHOOL – 800 Magnolia Avenue

1. Binks Gym: Corner of Southwest Interior Wall by entrance to Girls' Locker Room
2. Witter Field: Next to Elevator by Door to Elevator Equipment Room (bottom of stairs)
3. STEAM Building: Nurses Office/Station 121
4. Theater: North Lobby Entry Door – Right of Annunciator

MILLENNIUM HIGH SCHOOL – 760 Magnolia Avenue

1. Inside front doorway to the right outside Room 47B
2. Adult Ed/Shipping and Receiving, Room 49

PIEDMONT MIDDLE SCHOOL – 740 Magnolia Avenue

1. Patio Gym: Southeast Corner Above Drinking Fountain
2. Morrison Gym: Southeast staircase across from City of Piedmont Recreation Dept. storage room
3. Multipurpose Room: Room 402, in northeast corner next to outside Entrance
4. 500 Building: Room 512 – Southwest corner on wall next to right of exit into hallway

BEACH ELEMENTARY SCHOOL – 100 Lake Avenue

1. Main Hallway: As you enter the main doors on Lake and go down the main hallway toward the Library, it is located on the left wall near beginning of hallway

HAVENS ELEMENTARY SCHOOL – 323 Highland Avenue

1. Ellen Driscoll Playhouse: On right side of wall by the doors, as you face the Stage
2. Multipurpose Room: Room 230 on the right side of the Bonita double doors

WILDWOOD ELEMENTARY SCHOOL –

1. Main Building: Mounted on wall next to the auditorium doors as you enter the main building

Animal Disturbance

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

Depending on the proximity and location of the animal disturbance all persons should: SHELTER IN PLACE, LOCKDOWN, REVERSE EVACUATE, or EVACUATE BUILDING.

Depending on the circumstances, the Incident Commander will consider the appropriate action.

The Incident Commander of Designee will notify the law enforcement agency and animal control.

- Provide the nature of the emergency, the type of animal or description of the animal, and the animal's current or last location.

If the animal disturbance is within a school building(s), Incident Commander will issue EVACUATE BUILDING action to the affected building or entire school. Students and staff will evacuate using prescribed routes and proceed to a designated building or area.

Upon discovery of the animal, staff members will attempt to isolate the animal from students if it is safe to do so.

If the animal is inside a building, students will remain outside until directed to proceed to another designated building.

- It is suggested closing and locking doors and gates as a means to isolate the animal.

If a staff member or student is injured, the Incident Commander or Designee should call 9-1-1 and notify the school nurse.

- Provide the number of people injured, the nature of the injuries, and the location of the injured.

Teachers shall bring the student roster and take attendance to account for students. Teachers will notify Student Attendance/Release Team of missing students.

If need be, the Incident Commander will issue an OFF-SITE EVACUATION.

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Biological or Chemical Release

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

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

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

SUBSTANCE RELEASED INSIDE A ROOM OR BUILDING

The Incident Commander will initiate the BUILDING EVACUATION emergency action. Staff will use designated routes or other alternative safe routes to an assembly area, located upwind of the affected room or building. Students and staff from the affected "contaminated" room need to be isolated from the rest of the school population.

The Incident Commander will direct a staff member to call 9-1-1 and District Office.

The Incident Commander will instruct the Security Team to isolate and restrict access to potentially contaminated areas.

The Facility Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's HVAC system.

Persons who have come into direct contact with hazardous substances shall have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.

The Search and Rescue Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Search and Rescue Team will provide the list to the IC and the emergency response personnel.

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The Crisis Rapid Response Team will convene onsite and begin the process of counseling and recovery

Any affected areas will not be reopened until the first responders or appropriate agency provides clearance and the Incident Commander gives authorization to do so

SUBSTANCE RELEASED OUTDOORS AND LOCALIZED

The Incident Commander will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Incident Commander will, if necessary, initiate the SHELTER IN PLACE or BUILDING EVACUATION response action.

The Security Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.

The Incident Commander will direct a staff member to call 911 and District Office.

The Facility Team will turn off local fans in the area of the release, close the windows and doors and shut down the HVAC system.

Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.

The Search and Rescue Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Search and Rescue Team will provide the list to the Incident Commander and the emergency response personnel.

Any affected areas will not be reopened until the Fire Department or appropriate agency provides clearance and the Incident Commander gives authorization to do so.

SUBSTANCE RELEASED IN SURROUNDING COMMUNITY

If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the Incident Commander will initiate SHELTER IN PLACE.

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Upon receiving the SHELTER IN PLACE notification, the Facility Team will turn off local fans in the area; close and lock doors and windows; shut down HVAC systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the Incident Commander, using the PA system or other means without leaving the building.

The Incident Commander will notify the District Office of the situation.

The Incident Commander will monitor local media outlets concerning the incident via the Internet, local radio station, or local television station.

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

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Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingested a poisonous substance:

Call 9-1-1

Poison Control Center Link Line 1-800-222-1222.

Take appropriate first aid measures.

Call parents

Notify the Health Services Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

Evacuate the immediate area of staff and students

Call 911 and report the incident

Determine whether to initiate SHELTER IN PLACE Protocol

Secure the area (block points of entry)

Identify the chemical and follow the procedures for that particular chemical.

Notify the Superintendent's Office and Maintenance

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

Call 9-1-1

Report the emergency and then notify the Superintendent's Office and Maintenance with the following information:

- Date, time, and exact location of the release or threatened release
- Name and telephone number of person reporting

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- Type of chemical involved and the estimated quantity
- Description of potential hazards presented by the spill
- Document time and date notification made
- Other emergency responders (Highway Patrol, CALTRANS, etc.)
- Locate a fire extinguisher and have present, should the need arise
- Place reflective triangles or traffic cones if in street or highway.

DO NOT LIGHT FLARES!

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

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

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

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

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

Always call for assistance and:

Extinguish all ignition sources

Shut off main emergency switch to fuel pump, if appropriate

Move appropriate fire extinguishing equipment to area

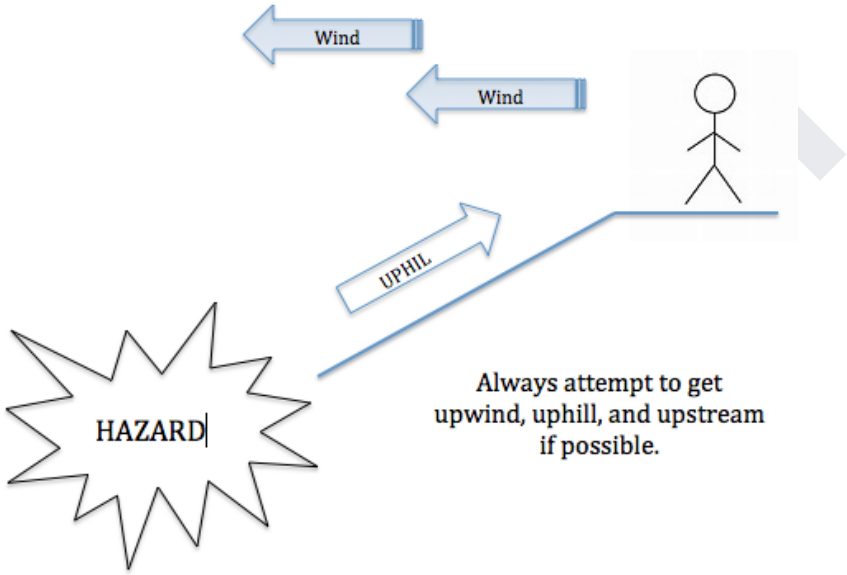
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If possible, contain the spill to prevent further contamination

Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the maintenance supervisor and/or the fire department

Chemical Spills and Hazardous Materials Precautions



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

Motor Vehicle Accident

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

Procedure

The Incident Commander will initiate appropriate Immediate Response Actions, which may include DROP COVER HOLD, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.

If the Incident Commander issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the assembly or evacuation site.

In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the assembly or evacuation site to account for students.

The Incident Commander or Designee will call 9-1-1 and provide the exact location (e.g., building, area) and nature of emergency.

The School Administrator will notify the Superintendent of the situation.

The Security and Facilities Teams will secure the crash area to prevent unauthorized access.

If the crash results in a fuel or chemical spill on school property, refer to Poisoning, Chemical Spill, Hazardous Material section on the Emergency Procedures. If the crash results in a utility interruption, refer to Power Outage / Blackout section of the Emergency Procedures.

The Incident Commander will ensure that all staff and students are a safe distance away from affected area.

The First Aid Team will check injuries to provide appropriate first aid.

Any affected areas will not be reopened until Law Enforcement or the Fire Department provides clearance and the Incident Commander issues authorization to do so.

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The Crisis Response Team will convene on site and begin the process of counseling and recovery as appropriate.

If it is unsafe to remain on campus, the Incident Commander will initiate an OFF-SITE EVACUATION, as described in Emergency Procedures section.

Aircraft Accident

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

The Incident Commander will initiate appropriate Immediate Response Actions, which may include DROP COVER HOLD, SHELTER IN PLACE, EVACUATE BUILDING, or OFF SITE EVACUATION as described in the Response Actions.

If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the assembly or evacuation site area.

In the event of an evacuation, teachers will bring their student roster and take attendance at the assembly or evacuation site to account for students. Teachers will notify the Student Attendance / Release Team of missing students.

The Incident Commander or Designee will call 9-1-1 and provide the exact location (e.g., building or area) and nature of emergency.

If on school property, the Security and Facilities Teams will secure the crash area to prevent unauthorized access.

If the crash results in a fuel or chemical spill on school property, refer to Poisoning, Chemical Spill, Hazardous Material section on the Emergency Procedures. If the crash results in a utility interruption, refer to Power Outage / Blackout section of the Emergency Procedures.

The Incident Commander will ensure that all staff and students are a safe distance away from affected area.

The First Aid Team will check injuries to provide appropriate first aid.

The School Administrator will call the office of the District Superintendent.

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Any affected areas will not be reopened until the Federal Aviation Administration, Law Enforcement or the Fire Department provides clearance and the Incident Commander issues authorization to do so.

The Crisis Response Team will convene onsite and begin the process of counseling and recovery as appropriate.

If it is unsafe to remain on campus, the Incident Commander will initiate an OFF-SITE EVACUATION, as described in the Emergency Procedures section.

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