Emergency Response Plan

As of January 2016
New Jefferson School Site

Jefferson School

B 187 Comprehensive School Safety Plan
Assurance Page

School Year: 2015 - 2016

Jefferson School

This certifies that the School Site Council/School Safety Planning Committee has developed/revised and approved the Comprehensive School Site Emergency Operations Plan.

Member	Signature
Principal or Principal's Designee: Alyssa Wooten	
Certificated Teacher: Andrea Jennings, SSC Member	
Parent of Child Attending the School: Mari Saldivar, VP of SSC	
Classified Employee: Lauren Beith	
Law Enforcement Agency Rep:	
Other: Chris Potts, President of SSC	
Other: Bertha Ramon, Classified Employee, SSC Member	
Other: Angela Hewey, Parent, SSC Member	
Other: Shawntai Robertson, SSC Member, Parent	
Other: Dennis Fritts, Teacher, SSC Member	
Other: Lori Scott, Teacher, SSC Member	

Date Annual Revisions Completed: Updated Revisions due to new site location on 2/12/2016

ANNUAL EMERGENCY PLAN CHECKLIST

Activity	Responsible Person	Date Completed
School Facilities/Grounds Hazard Assessment	Alyssa Wooten/Mario Aguirre/Sam Haglar	7/27/2015 New site January 2016
Evacuation Routes Hazard	Alyssa Wooten	10/23/2015 New Site January 2016
Update School Plot Plans (Maps)	Lauren Beith	6/23/2015 New Site January 2016
Emergency Phone Numbers	Lauren Beith	8/11/2015
Survey of Special Staff Skills	Alyssa Wooten	10/12/2015
Survey of Neighborhood Resources	Alyssa Wooten	10/23/2015 New Site January 2016
Message to Parents – safety letter	Alyssa Wooten	10/22/2015
Assign Disaster Functions	Alyssa Wooten	10/23/2015 New Site February 2016
Update Bus Routes to Identify Potential Hazards	Sam Haglar	8/3/2015 New Site February 2016
Staff Orientation to Plan – initial review	Alyssa Wooten	9/14/2015
Review Plan	Alyssa Wooten	10/28/2015 New Site February 2016
Examine /Update Site Crisis Response Box (Office Emergency Backpack)	Michele Vinyard	10/26/2015 New Site January 2016

Prepared by: Alyssa Wooten
Date Prepared: 10/22/2015, Updated due to new site location on 2/24/2016
School Year: 2015/2016

Emergency Drill Schedule

Drill Type	Month Scheduled	Date Held
Fire Drill	August 2014	8/27/2015
Fire & Lockdown Drill	September 2014	9/23/2015
Fire & Earthquake Drill	October 2014	10/16/2015
Fire Drill	November 2014	11/12/2015
Fire & Lockdown Drill	December 2014	12/7/2015
Fire & Earthquake Drill	January 2014	1/12/2016
Lockdown Drill	February 2014	2/18/2016
Fire & Earthquake Drill	March 2014	*3/18/2016*
Fire & Lockdown Drill	April 2014	*4/20/2016*
Fire Drill	May 2014	*5/12/2016*

Survey of Special Staff Skills

CERT Certified Staff: None

CPR Certified Staff: Jennifer Gates
Charles Spikes
Michele Vinyard
Lauren Beith

List all other potential skills/staff that could be of help in time of emergency:

Search and Rescue: Charles Spikes
Ryan Freitas

Electrical Experience: Renae Potts
Mario Aguirre
Paul Fern

Survival Training: Diane McRae
Dennis Fritts

Plumbing: Mario Aguirre
Renae Potts
Paul Fern

Counseling: Joyce Fenton
Jennifer Starks
Carol Clayton

Law Enforcement: None

Survey of Neighborhood Resources

(Example: fire station, grocery store, church, etc.)

Tracy Municipal Airport- Located approximately 2.4 miles from Jefferson School at 5749 South Tracy Boulevard

ACE Train Station- Located approximately 1 mile from Jefferson School at 4800 Tracy Blvd.

Jefferson Business Park – Located approximately 100 yards from Jefferson School at 7505 W. Linne Road

Reich's Grocery – Located approximately 100 yards from Jefferson School at 7505 W. Linne Road.

Parent Notification

February 24, 2016

Dear Parents/Guardians,

In order to provide a safe, secure and healthy environment for your child, Jefferson School updates its School Safety Plan each year. In addition to updating our written plan (which includes procedures for fire drills, earthquake drills, lockdown drills, etc.), Jefferson School's staff makes sure that each classroom is equipped with a first aid kit and a copy of emergency procedures.

The Jefferson School Crisis Response team will operate the evacuation site to ensure a safe and orderly pick-up/release of students. **When picking up a student, parents/guardians (or person on emergency card) must bring a photo I.D.** Without verification, staff will not release any student.

Jefferson School's onsite evacuation/reunification area: Cafeteria

Jefferson School's off site evacuation/reunification site: Jefferson Business Park
Address: 7505 W. Linne Road, Tracy, CA 95304

Jefferson's secondary off site evacuation/reunification site: Triple E Produce
Address: 8690 W. Linne road, Tracy, CA 95304

If the school is involved in a lock-down situation, the secondary evacuation site is the designated meeting area where parents/guardians should wait for information and the release of their student into their care. School and District personnel will be on site at the evacuation center to provide parents with information about the status and safety of their student(s). DO NOT go directly to the school in the event of a lock-down or evacuation. Parents/guardians can also listen to local media (KVON AM 1440; KVYN FM 99.3; KBBF FM 89.1) for the updates on the emergency situation, but your best source of up-to-date information will be at the evacuation site.

If you have further questions about Jefferson School's safety plan, please call the office at 209-835-3053.

Sincerely,
Alyssa Wooten, Principal

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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 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 time line 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.

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
        i. 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 work place 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.

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 table top 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.
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, blue prints, emergency contact numbers, utility shutoff tools

Child Abuse Reporting

A. 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.

1. Child Abuse
    a. Injury inflicted by another person.
    b. Sexual Abuse.
    c. Neglect of child's physical, health, and emotional needs.
    d. Unusual and willful cruelty; unjustifiable punishment.
    e. Unlawful corporal punishment.
2. Not Considered Child Abuse
    a. Mutual affray between minors
    b. 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

B. Mandated Child Abuse Reporting

1. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
2. 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.

C. Sexual Activity

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.

1. Involuntary sexual activity is always reportable.
2. Incest, even if voluntary, is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews and adopted children. (Family Code § 2200).
3. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

1. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
2. Partner is 14 years or older, lewd & lascivious acts committed by a partner of any age or if the partner is the alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

1. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years.

2. There are lewd and lascivious acts committed by a partner more than 10 years older than the child.
3. The partner is the alleged spouse and over 21 years of age.

Reportable Sexual Activity if the Child is 16 or 17 years and:
1. The partner is less than 14 years of age.
2. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship.
3. The partner is the alleged spouse and there is evidence of an exploitative relationship.

Reportable Sexual Activity if the Child is under 18 years:
1. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

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.

D. **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.

E. **Child Abuse Reporting Number: (209) 468-1333**

Suspension and Expulsion Policies

CA Codes (edc:48900-48926) EDUCATION CODE
SECTION 48900-48926

48900. A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (r), inclusive:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance.
e) Committed or attempted to commit robbery or extortion.
f) Caused or attempted to cause damage to school property or private property.
g) Stolen or attempted to steal school or private property.
h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her prescription medications.
i) Committed an obscene act or engaged in habitual profanity or vulgarity.
j) Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
k) Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
l) Knowingly received stolen school property or private property.
m) Possessed an imitation firearm. As used in this section, “imitation firearm” means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
n) Committed or attempted to commit sexual assault.
o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:

1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
    a. Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
    b. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
    c. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
    d. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
1. Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, or image
    ii. A post on a social network Internet Web site including, but not limited to:
        1. Posting to or creating a burn page. "Burn page" means An Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).
        2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph
        3. Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    iii. Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

1. Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
2. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

a) While on school grounds.
b) While going to or coming from school.
c) During the lunch period, whether on or off the campus.
d) During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:
The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

a) Causing serious physical injury to another person, except in self-defense.
b) Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
c) Unlawful possession of any controlled substance, as defined under Ed. Code.
d) Robbery or extortion.
e) Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

Mandatory Recommendation for Expulsion
The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

a) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee,

which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.

b) Brandishing a knife at another person
c) Unlawfully selling a controlled substance as defined by Education Code
d) Committing or attempting to commit a sexual assault as defined in the Education Code

48900.2.
In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

48900.3.
In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4.
In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

48900.7.
a. In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.
b. For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime

which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Staff Notification of Dangerous Students

Staff Notice of Dangerous Students

EC 49079 requires teacher notification of students committing or reasonably suspected of committing a “dangerous act” within the last 3 years (EC 48900 except tobacco and nicotine). A student who has, or is reasonably suspected of having violated Section 48900 [except (h)], 48900.2, 48900.3, and 48900.4 falls into this category. The information has to be shared in a confidential manner with teachers as appropriate.

Sexual Harassment Policy

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable

Complaint Process

Any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

Confidentiality and Record-Keeping

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 - Student Records)

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the schools.

Dress Code Policy

DRESS AND GROOMING In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with district policy and regulations. These school dress codes shall be regularly reviewed.
The following guidelines shall apply to all regular school activities:

DRESS CODE GUIDELINES

Jefferson District is noted for the outstanding appearance of its students. Wearing extreme fashions is not conducive to a quality educational atmosphere and has no place in Jefferson School District. In keeping with this philosophy of good style and taste, the following rules apply to all regular school activities:

1. Clothing should be in good repair and reflect modest taste.

2. Students are to come to school dressed for learning and for playing.

a. Shirts are not permitted to be low-cut, strapless, off the shoulder, halter top or backless. Shirts without sleeves must have a strap that is equal to or greater than four of the student's fingers. All shirts must be long enough (without having to be pulled into place) so that they could be tucked in (and would realistically remain tucked in) if necessary. This rule applies regardless of changing weather throughout the warmer months.

b. All pants, shorts, skirts and dresses need to be an appropriate length and size so as not to expose a student's posterior or undergarments. Pants, shorts, skirts and dresses shall not be tight fitting or shorter than a student's extended fingertips. Pajama pants are not allowed except on designated spirit days. Leggings and yoga pants are allowed with an over garment that is fingertip length. Pants must fit at the waist and should not be more than one size too large, sagging is not permitted. Pants, shorts and skirts shall be free of holes above the extended fingertips.

c. Students need to wear shoes that will allow them to run and play. All footwear must have straps or enclosed backs. Flip flops and slippers are not allowed.

d. Students are not permitted to wear baseball caps, hats, knit caps, visors, and hoods in class, assemblies, or in any indoor school function. Outdoors, hats must be worn forward facing.

3. All clothing, jewelry, backpacks, and other personal items shall be free of writing, pictures and/or other insignia which are crude, vulgar, profane, sexually suggestive, gang related, or depict nudity or weapons. In addition, clothing or personal items shall not exhibit drug, alcohol or tobacco references, or advocate racial, ethnic or religious prejudice.

4. Any clothing or accessory that may be deemed dangerous, i.e. wallets with chains, steel-toed boots, items with spikes or studs, and belts worn long are unacceptable.

5. Any clothing which may be disruptive to the school environment or deemed offensive by school personnel is prohibited.

Students who are considered to be in violation of the Jefferson School District Dress Code shall be referred to the principal or the designee.
a. First offense: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes.
b. Second offense: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes. The student shall be assigned detention as determined appropriate by the principal or the designee.

c. Third offense: The student's parent/guardian shall be contacted and may be asked to meet with school staff. The student will be required to wear loaner clothes or call home for a change of clothes. The principal or the designee shall assign the student ten hours of community service to be performed within thirty calendar days.

d. Fourth and subsequent offenses: The student shall be suspended for a period of 1-5 days as determined by the principal or the designee.

In order to discourage the influence of gangs and gang related apparel, Unauthorized Group Apparel is prohibited and the following rules shall apply:

1. Jewelry, accessory, notebook or manner of grooming (including haircuts) which by virtue of its color, arrangement, trademark or any other attribute denotes membership in an unauthorized group or group is prohibited.

2. Clothing or articles of clothing (including but not limited to gloves, bandanas, shoestrings, wristbands, hats, lanyards, belts, jewelry) related to unauthorized groups that may provoke others to acts of violence are prohibited.

3. Belt buckles with initials or red, blue, or brown web belts, belts hanging out of pants are prohibited.

4. Gloves, towels, suspenders or other items hanging from rear pants pockets or from belt are prohibited. Students may not wear one pant leg rolled up.

5. Excessive clothing items (2 or more) of predominately one color that symbolize unauthorized group apparel are prohibited.

Because symbols are constantly changing, definitions of unauthorized group apparel may be reviewed and updated whenever related information is received by administrators and/or school safety committee. If a student is determined to have violated the dress code by wearing unauthorized group colors, he/she will be banned from wearing specific colors or any unauthorized group related apparel. The following consequences will be implemented for a violation of any one of the above:

a. First Offense: Parent/guardian contact. Student sent home to change clothes or provided with alternative clothing, Confiscation of unauthorized group-related jewelry accessory, notebook etc. Possible 1-5 day suspension.

b. Second Offense: Parent/guardian conference and 1-5 day suspension.

c. Third Offense: Parent/guardian contact. Minimum of five (5) day suspension Report to law enforcement agency.

d. Fourth and subsequent offenses: Parent/guardian contact. Minimum of five (5) day suspension and recommendation for expulsion. Report to law enforcement agency.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

The principal, staff, students, and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

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.

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 insure those students receive proper evacuation.

School Discipline

A. **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."

B. **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.

C. **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.

D. **Staff Training.** All school personnel review the emergency procedures annually at the beginning of the new school year.

Response Actions

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 (or his/her designee) 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
1. If inside, teachers will hold students in classrooms until further instructions.
2. 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.

Duck, Cover, and Hold

This action is used to protect students and staff from flying or falling debris.

Announcement
The Incident Commander (or his/her designee) 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. DUCK, COVER AND HOLD. DUCK, COVER, AND HOLD. ADDITIONAL INFORMATION TO FOLLOW."

Description of Action
If inside —

1. Drop to knees
2. Get under desk and remain facing away from windows
3. Clasp one hand behind neck and use other hand to hold onto desk/table
4. Bury face in arms
5. Make body as small as possible
6. Close eyes and cover ears with forearms.

If outside—

1. Drop to knees
2. Clasp both hands behind neck
3. Bury face in arms
4. Make body as small as possible
5. Close eyes and cover ears with forearms.
6. Avoid glass and falling objects

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 (or his/her designee) 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

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

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

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 (or his/her designee) 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

1. 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.
2. Secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
3. Teachers will direct students to Rite Aid for the offsite evacuation.

Reverse Evacuation

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:

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

2. 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.

3. The threat or danger is a safe distance away that allows you access into a building or structure for safety.

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)

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.

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.

Announcement
The Incident Commander (or his/her designee) 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:

1. Keep students in classrooms pending further instructions.
2. 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.
2. Secure and lock all doors
3. Close all windows and window coverings
4. Account for all students
5. Do not allow anyone to leave the secure room until ALL CREAR message is received.
6. Students should take their seats and lessons can continue until the SHELTER IN PLACE response is lifted.
7. Passing periods and lunch should be disregarded until SHELTER IN PLACE

If outside:

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

School 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 occupied areas that CAN BE secured.

Announcement
The Incident Commander (or his/her designee) 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, calling trees, etc.).

"ATTENTION PLEASE. INITIATE LOCK DOWN. REPEAT, INITIATE LOCK DOWN."

Description of Action

IF INSIDE, staff members are to:

1. 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.
2. Close any shades and/or blinds if it appears safe to do so.
3. Turn off the lights.
4. Blockade the door with heavy furniture / objects.
5. Once room is secured, do not answer or open door.
6. Do not allow anyone to leave secure room until ALL CLEAR message is received.
7. Remain concealed until police or a recognized staff member assures it is safe to unlock the doors.
8. Do not use cell phones or computers until directed to do so, unless notifying police or relaying vital information.
9. Be as quiet as possible.
10. Consider arming yourself with objects in the room to protect yourself against the shooter (i.e., stapler, tape dispenser, cell phone, any blunt heavy object)

IF OUTSIDE

1. Get low & look for cover and a place to conceal yourself.
    - Low crawl if necessary.
2. Look for an open room and lock yourself inside
    - Bathroom
    - Closet
3. If possible and unable to get into a concealed location, refer to the RUN / HIDE / FIGHT portion of this procedure.
4. Remain calm and stay quiet
5. If able, w/o giving away your position, call the police and let them know where you are located.

If your class is outside during a lockdown, or if a lockdown is initiated before / after school, during lunch, or during passing periods.

During a lockdown, ***as a class***, if you can safely ***reverse evacuate***, you should do so.

If you are unable to ***reverse evacuate (as a class)*** during a lockdown or you are unable to get into a building/room prior to it being secured, refer to the RUN / HIDE / FIGHT portion of this procedure.

RUN – If you are NOT in a secured location or your location is compromised, you should:

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

1. Have an escape route and plan in mind
2. Evacuate regardless of whether others agree to follow
3. Leave your belongings behind
4. Help others escape, if possible
5. Prevent individuals from entering an area where the active shooter maybe present
6. Keep your hands visible
7. Follow the instructions of any police officers
8. Do not attempt to move wounded people
9. Call 911 when you are safe

HIDE – 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.

1. Your hiding place should:

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

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

3. 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

FIGHT - As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

1. Act as aggressively as possible against the threat
2. Throwing items and improvising weapons (i.e., stapler, tape dispenser, cell phone, any blunt heavy object)
3. Yelling
4. Committing to your actions

All Clear Alert

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

Announcement

The Incident Commander (or his/her designee) 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

1. This action signifies the emergency is over.
2. If appropriate, teachers should immediately begin discussions and activities to address students' fear, anxiety, etc.

Intruder All Clear Alert

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

Announcement

The Incident Commander (or his/her designee) 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

1. This action signifies the emergency is over.
2. If appropriate, teachers should immediately begin discussions and activities to address students' fear, anxiety, etc.

Parent Alert

1. Secretary will activate emergency voice message.
2. The School Districts' 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 Districts' 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 on the Student Emergency Form.

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:

- Guardian/designee 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.
- In order for a student to be reunified with their guardian, the guardian/designee must sign the Emergency Student Release Card upon reunification of student with guardian.
- 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.

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:

- A designated off-campus location will be made by the Incident Commander (or his or her designee).
- Security and supervision will be in place prior to any students being transported to the off site location.
- Transportation services will be contact and arranged by the Incident Commander (or his or her designee).
- 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 that the incident may 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.

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 designee 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.

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.

1. Address and location of incident.
2. Nature of emergency, threat (i.e. armed intruder, active threat/shooter, suspicious package, bomb threat).
3. Precise location of the threat, intruder, active threat/shooter, suspicious package, bomb threat.
4. Number of suspects, if more than one.
5. 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.
6. Number and type of weapons held by the active threat/shooter.
7. Number of potential victims at the location.
8. Possible lookouts.
9. Suspicious vehicle(s) that may belong to the suspect(s).

Emergency Procedures

Earthquake

Upon the first indication of an earthquake, teachers should direct students to Duck, Cover, and Hold. Follow the procedures listed below for all earthquake events:

1. Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards. When the shaking stops, the Incident Commander (or his/her designee) 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.
2. The Incident Commander (or his/her designee) to direct the Security Team to post guards a safe distance away from building entrances to prevent access.
3. Warn all school personnel to avoid touching electrical wires.
4. First Aid Team will check for injuries and provide appropriate first aid.
5. The Incident Commander (or his/her designee) will direct the Facility Team to turn off water, gas, and electrical and to alert appropriate utility company of damages.
6. If the area appears safe, the Search and Rescue team will be cleared by the Incident Commander (or his/her designee) to make an initial inspection of the school buildings.
7. The Incident Commander (or his/her designee) 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:

1. 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.
2. If the school must be closed, notify staff members and students as identified in School Closure Response Procedure.

Fire on School Grounds

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

1. Upon discovery of a fire, direct all occupants out of the building and report the fire to the Incident Commander.
2. The Incident Commander (or his/her designee) 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.
3. The Incident Commander (or his/her designee) will call “911” to provide the exact location (e.g., building, room, area) of the fire.
4. The Security Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
5. Search and Rescue Leader will direct the fire department to the fire and brief fire department official on the situation.
6. The Facilities Team will notify the appropriate utility company of damages.
7. The Incident Commander (or his/her designee) will notify the District Superintendent’s Office and Maintenance and Operations of the fire.
8. If appropriate the Incident Commander (or his/her designee) will implement the PARENT ALERT SYSTEM.
9. 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.

Fire in Surrounding Area

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

1. The Incident Commander (or his/her designee) 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.
2. The Incident Commander (or his/her designee) will call “911” to provide the exact location (e.g., building, room, area) of the fire.
3. The Incident Commander (or his/her designee) will activate the Security Team to secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
4. The Incident Commander (or his/her designee) 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.
5. If the Incident Commander or designee 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.
6. The Incident Commander (or his/her designee) will access local radio station for emergency information.
7. In the event of a loss of water or other utilities, the Incident Commander will refer to the Power Outage/ Loss of Utilities Procedure.
8. If appropriate, the Incident Commander or designee will implement the PARENT ALERT SYSTEM.
9. The Incident Commander or designee will notify the District Superintendent, Maintenance and Operations of the emergency situation.

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.

Scenario 1: Explosion on school property
Scenario 2: Explosion or credible bomb threat in surrounding area.
Scenario 3: Bomb threat on school property

Scenario 1: Explosion on School Property

1. Upon explosion and depending on the proximity of the explosion and affected area(s) all persons should: DUCK, COVER, AND HOLD, or EVACUATE BUILDING.
2. The Incident Commander will consider the possibility of another imminent explosion and take appropriate action.
3. 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.
4. 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.
5. During an EVACUATE BUILDING, teachers and staff should be aware of the possibility of secondary Improvised Explosive Device (IED)
6. If a suspicious packaged or suspected IED is located, teachers should change their evacuation route and immediately notify the Incident Commander.
7. The Incident Commander (or his/her designee) will call “911” to provide the exact location (e.g., building, room, area) and nature of emergency.
8. If appropriate the Incident Commander (or his/her designee) will

implement the PARENT ALERT SYSTEM.

9. If necessary and deemed safe to do so, the Incident Commander (or his/her designee) 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).
10. The Facilities Team will notify the appropriate utility company of damages.
11. The Incident Commander (or his/her designee) will notify the District Superintendent and Maintenance and Operations of the situation.
12. The Security Team Leader will post guards safe distance away from the building entrance to prevent persons entering the school building.

The Incident Commander (or his/her designee) will issue other instructions as needed.

Scenario 2: Explosion or Threat of Explosion in Surrounding Area

1. The Incident Commander (or his/her designee) will order SHELTER IN PLACE.
2. The Incident Commander (or his/her designee) will call “911” to provide the exact location (e.g., building, room, area) and nature of emergency.
3. Incident Commander (or his/her designee) 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.
4. The Incident Commander (or his/her designee) will issue other instructions as needed.
5. All students and staff will remain in SHELTER IN PLACE until further instructions are provided.

Scenario 3: 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, walls, or structures.

1. The Incident Commander (or his/her designee) will initiate appropriate Response Actions, which may include DUCK, COVER, AND HOLD, SHELTER IN PLACE, SECURE BUILDING, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. 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.
3. 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)
4. The Incident Commander (or his/her designee) will call "911" to provide the exact location (e.g., building, room, area) and nature of emergency.
5. Incident Commander (or his/her designee) 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.
6. If necessary, the Incident Commander (or his/her designee) will direct the Search and Rescue Team to suppress fires and rescue personnel (if possible and equipped to do so).
7. The Facilities Team will notify the appropriate utility company of damages.
8. The Incident Commander (or his/her designee) will notify the District Superintendent and Maintenance and Operations of the situation.
9. The Incident Commander (or his/her designee) will issue other instructions as needed.

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. DO NOT USE WALKIE TALKIES or CELLULAR PHONES!

Bomb threats received by phone:

1. Remain calm
2. Keep the caller on the line for as long as possible
3. DO NOT HANG UP, even if the caller does
4. Listen carefully
5. Be polite and show interest
6. Try to keep the caller talking to learn more information
7. If possible, write a note to a colleague to call the authorities
8. If your phone has a display, copy the number and/or letters on the window display
9. Complete the Bomb Threat Checklist immediately
10. Write down as much detail as you can remember
11. Try to get exact words
12. 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:

1. How many bombs are there?
2. Where is the bomb(s) located? (Building, Floor, Room, etc.)
3. When will it go off?
4. What does it look like?
5. What kind of bomb is it?
6. What will make it explode?
7. Did you place the bomb(s)? (Yes / No)
8. Why?
9. What is your name?

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 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 principals should be immediately applied:

1. Isolate – Do not move suspicious object. Keep staff and students a safe distance from object. Evacuate all classes within effected area away from suspicious object.
2. 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.
3. Evacuate – Evacuate all students, staff, and occupied classrooms and offices a safe distance from the affected area.

DO NOT

1. Use 2-way radios or cellular phones – radio signals have the potential to detonate a bomb
2. Touch or move suspicious packages
3. Activate the fire alarm

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 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:

1. Take another staff member with you prior to contacting the intruder.
2. Advise someone in the office that you are going to contact the intruder.
3. Have a form of communications, such as a 2-way radio so you can provide updates.
4. Have the intruder kept under constant covert surveillance.
5. Approach and greet the intruder in a polite and non-threatening manner.
6. Identify yourself as a school official.
7. Ask the intruder for identification.
8. Ask the intruder for their purpose for being on the school campus.
9. 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:

1. If the intruder is not armed or threatening, advise the intruder of the trespass laws.
2. Immediately ask the intruder to leave and instruct them to the nearest exit point.
3. Escort the intruder off school grounds.
4. Notify the office / School Administration so that they can assess and monitor the situation.
5. If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
6. 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:

1. Retreat to a position of safety.
2. Immediately notify the office / School Administration.
3. Initiate a School Lockdown.
4. Call 9-1-1 or have another person call for you.

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.

1. The Incident Commander (or his/her designee) will initiate the appropriate Immediate Response Actions, which may include LOCKDOWN, REVERSE LOCKDOWN, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. Staff should attempt to isolate perpetrator from students, if it is safe to do so.
3. The Incident Commander (or his/her designee) will call “911” and the Police Department or contact SRO, and provide the exact location on campus and the nature of the emergency.
4. 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.
5. If the perpetrator is a student, DO NOT notify the 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.
6. The Incident Commander (or his/her designee) will notify the District Superintendent of the situation.
7. Refer media inquiries to the designated Public Information Officer.
8. The Police Department will control all points of entry.
9. The Student Attendance/ Release Team will conduct a headcount and notify the Incident Commander of missing persons.

Hostage Situation

Staff and students should sit quietly if they are in this situation. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin fleeing from danger.

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

If the intruder speaks to you or to your students, answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed, possibly mentally ill, and more than likely paranoid. Whispering or laughter may be perceived by the intruder as being directed at him or her.

Students should be taught to respond by themselves when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, flee from danger and STAY CALM.

If and when possible, call 9-1-1 and then School Administration.

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

1. The Incident Commander (or his/her designee) will initiate the appropriate Immediate Response Actions, which may include STAND BY, DUCK, COVER, AND HOLD, SHELTER-IN-PLACE, SECURE BUILDING, EVACUATE BUILDING OR OFF-SITE EVACUATION
2. Staff should attempt to isolate perpetrator from students, if it is safe to do so.
3. 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 emergency.
4. 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.
5. If the perpetrator is a student, DO NOT notify the 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.
6. The Incident Commander (or his/her designee) will notify the District Superintendent of the situation.
7. Refer media inquiries to the designated Public Information Officer.
8. The Security Team will control all points of entry.
9. The Student Attendance/ Release Team will conduct a headcount and notify the Incident Commander of missing persons.

Off-Site

10. The Incident Commander (or his/her designee) will initiate the appropriate Immediate Response Actions, which may include STAND BY, DUCK, COVER, AND HOLD, SHELTER-IN-PLACE, SECURE BUILDING
11. 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 emergency.
12. 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.
13. Avoid all hostile actions or interactions, except to maintain the safety and welfare of students or staff.
14. The Incident Commander (or his/her designee) will notify the District Superintendent of the situation.
15. Refer media inquiries to the designated Public Information Officer.
16. The Security Team will control all points of entry.
17. The Student Attendance/ Release Team will conduct a headcount and notify the Incident Commander of missing persons.

Power Outage / Black Out

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

1. 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.
2. The Facilities Team will work with the utility company to determine the potential length of time services will be interrupted.
3. If the Incident Commander (or his/her designee) 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.
4. The Incident Commander (or his/her designee) will notify District Superintendent of the loss of utility service.
5. The Facilities Team will implement the following plans in the event normal utilities are disrupted.

Child Abduction / Suspected Child Abduction

1. Do a PA all-call for student, have staff physically search site (who might still be on school grounds). Have clerical check sign out sheet in front office.
2. Call classroom teacher. Confirm what student was wearing and how student goes home each day. Ask for list of closest friends.
3. Confirm with ALL parents / guardians that no one had permission to pick-up child.
4. Call emergency contacts listed on emergency form. Call friends to see if student went home with someone without parental permission.
5. Contact Police Department/SRO. Give description of child/clothing. Have a picture available to email/fax whenever possible. Notify District Office (Superintendent's office).
6. If your school has surveillance cameras, review the surveillance video and have it available for law enforcement.
7. Remain at school site until student is located. Notify Police Department/SRO, District Office, etc. once student is located.

Note:

A. If student has been abducted, immediately call 911 and report the incident.

B. Contact Superintendent's office to report the incident.

C. Keep witnesses at site to be interviewed by Police Department/SRO.

D. If you have multiple witnesses, separate them and do not allow them to talk about the abduction.

Site Disaster Response Team Members and Team Responsibilities

Position	Name	Title
Incident Commander	Alyssa Wooten	Principal
Deputy Incident Commander	Lauren Beith	Secretary
Public Information Officer	Jim Bridges	Superintendent
Safety Officer	Alyssa Wooten	Principal
Liaison Officer	Lauren Beith	Secretary

Team Assembly Location/ Incident Command Center

Primary: Alyssa Wooten

Secondary: Lauren Beith

Responsibilities

Incident Commander
- Direct activities/provide objectives for all emergency teams
- Direct Incident Command Team Activities
- Determine the need for, and request outside assistance
- Communicate with Superintendent

Deputy Incident Commander
- Oversee operational activities and procurement of equipment
- Documents all equipment or services procured and provides approval for expenditures, if needed.
- Problem solving and follow-up on progress of teams
- Collects information from teams and provides updates to the Incident Commander
- Backup for Incident Commander

Public Information Officer
- Documents the course of the incident and records the response and timekeeping
- Generates public statements and update to community
- Oversees student attendance and release

Safety Officer
- Reports to Deputy Incident Commander
- Oversees the search and rescue, facilities and first aid

Liaison Officers
- Oversees/Receives reports from all Student Supervision Team, Student Attendance/Release Team, Facilities Team, and Crisis Response Team and provides updates from these areas to the Incident Commander and Public Information Officer.
- Provides updates from the incident command center to the various teams.

First Aid Team

The First Aid Team provides the immediate first aid treatments for injured students and staff while awaiting assistance from medical first responders (i.e. paramedics, EMT, etc.).

The following staff members are to be First Aid Team Leads for the following areas:

Name	**Location**
Jennifer Gates/Chris Anklam	Outside /Room207
Diane McRae	Room 102
Lori Scott	Room 106
Renae Potts	Room 113
Tina Engel	Library
Sherry Gleason	Room 202

Team Assembly Location/First Aid

Primary: Jennifer Gates/Chris Anklam

Secondary: Lori Scott

Responsibilities

- Places identifying tag on every injured individual that receives first aid or is brought in for first aid.
- Provides first aid treatment only until medical first responders arrive on site.
- Communicates status and needs to the site Safety Officer and Liaison Officers.
- Communicates status of injured individuals to medical first responders when they first arrive on site.
- Continues to provide first aid treatment in conjunction with medial first responders as needed.
- Annually maintains and restocks first aid kits when necessary, with assistance from school clerk.

Search and Rescue Team

The Search and Rescue Team provides fire suppression when appropriate and provides systematic searches for unaccounted students and/or staff. Staff members in the following room numbers are assigned to Search and Rescue:

The following staff members are assigned to the Search and Rescue Team and will initially meet in the areas indicated.

Team Leads

Name	Location
Ryan Freitas	Room 115
Gary Pease	Room 108
Carol Clayton	Room 105
Paul Fern	Room 204

Team Assembly Location/Search and Rescue

Primary: Ryan Freitas

Secondary: Gary Pease

Responsibilities

- In teams of two, systematically sweeps through all site facilities and rooms in search of missing, hiding, injured, or trapped individuals.
- Communicates with Student Attendance/Release Team any individuals found in the course of the search.
- If safe to do so and the individual can be moved, aids in directing individual to the assembly area.
- Reports to Command Center and first responder unit, if appropriate, the results of the search and rescue activities.

Student Supervision Team

The Student Supervision Team oversees and supervises students while awaiting release to authorized guardians or release back to normal school and classroom operations.

Team Leads

Name	Location
Delma DaVeiga	Outside/Room 207
Stephanie Huiras	Room 112
Tamara Lopopolo	Room 401
Linda McNeel	Room 203

Responsibilities

- Oversees student activity in the evacuation zone.
- Keeps a calm environment in the evacuation zone.
- Maintains security of the assembly area to keep non District staff members out of assembly area and to keep students within the assembly area until released by the Student Release Team.
- Assists with maintaining attendance logs throughout incident.
- Documents any incidents within the student assembly area (student sneaking out, stranger entering the area, etc.)
- Communicates with Student Attendance/ Release Team to release students to leave assembly area for release to guardians.
- Checks identity of anyone seeking entry into the assembly area.
- Communicates with Liaison Officer to provide updates and to request supplies or assistance.

Student Attendance/Release Team

The Student Attendance/ Release Team, in conjunction with teachers, maintains a record of students accounted for throughout the duration of the emergency. The team also coordinates the release of students to authorized guardians and maintains documentation of student whereabouts and releases.

Team Members

Name	Title
Michele Vinyard	Clerk
Andrea Jennings	Teacher
Joyce Fenton	Teacher
Bertha Ramon	EL Coordinator

Responsibilities

- Interacts with Incident Command Team.
- Obtains reports of missing students from teachers. Gather Injury and Missing Persons report from each teacher and reports to Incident Command Team.
- Checks student emergency card for name of person(s) authorized to pick up student.
- Releases student only to an authorized person and verify with identification.
- Completes Student Release Logs

Facilities Team

The Facilities Team is responsible for shut off of all utilities (i.e. water, gas, electrical, etc.) as required by the nature of the emergency. The team is also responsible for facility assessment for safe occupation and damage assessments during the recovery phase of an emergency.

Name	Title
Mario Aguirre	Custodian
Brian Vest	Custodian
Carol Clayton	Teacher
Amanda Gieseke	Teacher

Responsibilities

- Under the direction of the Safety Officer check utilities in the event of a natural disaster and turn off all utilities as directed by the Incident Command Team.
- Check for and document any building damage following an emergency that may have caused damage to a building.

Security Team

The Security Team ensures the security of the facility (access into/out of) and is responsible for the school premise including the immediate surrounding streets to ensure access ways for first responders.

Name	Title
Charles Spikes	Teacher
Kim Roberts	Aide
Enna Black	Aide
Sherry Hurd	SDC Aide
Chris Ybarra	SDC Aide

Team Assembly Location

Primary: Charles Spikes

Responsibilities

- Under the direction of the Deputy Incident Commander, maintains access into and out of site campus for first responders.
- Controls access into campus site and campus buildings when directed to do so.
- Continuously assesses situation inside and outside of campus to provide updates to Command Center via the Safety Officer.

Crisis Response Team

The Crisis Response Team will assist students in coping with emergency situations (e.g. earthquake, fire, death, suicide, or local, regional, or world events) until mental health service referrals can be arranged, if needed.

Name	Title
Jennifer Starks	Counselor
Jennifer Belcher	Psychologist

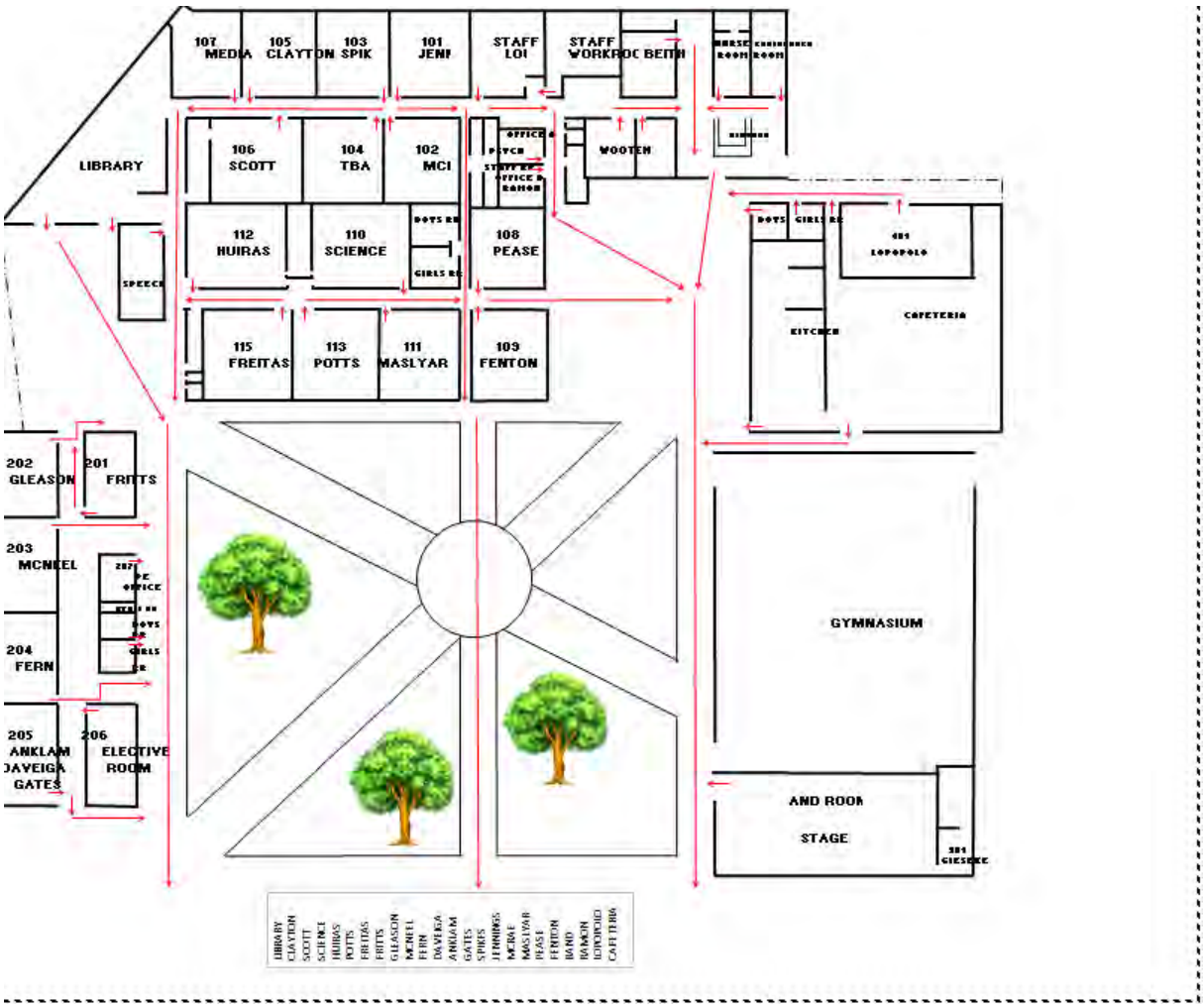
Team Assembly Location

Primary: Jennifer Starks

Alternate: Shaundra Minaudo
Jennifer Belcher

Responsibilities

- Provides support to parents and students during and directly following an emergency situation to aid in maintaining calm.
- Provides immediate support and counseling and refer students and/or parents to appropriate mental health services when available
- Directs students and/or parents to mental health services when services are made available.


107 MEDIA
105 CLAYTON
103 SPIK
101 JENN
STAFF LOI
STAFF WORKROOM
BEITH
NURSE ROOM
ROOM
LIBRARY
106 SCOTT
104 TBA
102 MCI
OFFICE
PSYCH
STAFF RR
OFFICE RANGER
WOOTEN
112 HUIRAS
110 SCIENCE
BOYS RR
GIRLS RR
108 PEASE
SPEECH
BOYS
GIRLS RR
401 LOPOPOLO
CAFETERIA
KITCHEN
115 FREITAS
113 POTTS
111 MASLYAR
109 FENTON
202 GLEASON
201 FRITTS
203 MCNEEL
207 OFFICE
BOYS RR
GIRLS RR
204 FERN
205 ANKLAM DAVEIGA GATES
206 ELECTIVE ROOM
GYMNASIUM
AND ROOM
STAGE
301 GIESEKE
LIBRARY
CLAYTON
SCOTT
SCIENCE
HUIRAS
POTTS
FREITAS
FRITTS
GLEASON
MCNEEL
FERN
DAVEIGA
ANKLAM
GATES
SPIKES
JENNINGS
MCRAE
MASLYAR
PEASE
FENTON
BAND
BOMON
LOPOPOLO
CAFETERIA

Staff Emergency Contact Numbers		
Name	Home Phone	Cellular Phone
Abraham, Sabu	209-836-9915	510-461-8529
Aguirre, Mario		209-922-3995
Anklam, Chris		209-740-9435
Beith, Lauren		209-814-4164
Belcher, Jenn		916-470-7194
Black, Josefina		408-506-9790
Carranza, Sylvia		209-601-0532
Clayton, Carol		209-914-9206
Corell, Detra	209-832-8134	209-612-0715
DaVeiga, Delma		209-505-4867
Eisenga, Lisa	209-599-4296	209-740-1546
Engel, Tina		209-321-5692
Fenton, Joyce		209-814-9292
Fern, Paul	209-834-0881	209-914-7696
Freitas, Ryan	209-650-6164	916-300-2912
Fritts, Dennis		925-548-5156
Gates, Jennifer	209-839-9690	209-814-1450
Gieseke, Amanda		775-815-2135
Gleason, Sherry	209-835-5954	209-740-8766
Hirata, Susanne		209-914-4706
Huiras, Stephanie		209-323-9886
Hurd, Sherry	209-833-1974	209-609-3769
Jennings, Andrea	209-578-5451	209-968-7638
Lopopolo, Tamara	209-836-3741	209-640-9756
Magana, Monica	209-835-1889	510-552-6626
Martinez, Cecilia	209-835-5143	510-384-5507
Maslyar, Stacey	209-833-7737	209-914-0361
Matthews, Chelsey		716-986-5747
McAbee, Michele		209-321-5253
McDonnell, Tracey	209-239-3730	209-642-0855
McNeel, Linda	209-832-8711	209-470-4408
McRae, Diane		209-681-6738
Minaudo, Shaundra		209-815-5546
Pease, Gary		209-914-6922
Potts, Renae	209-836-3099	209-814-6991
Ramon, Bertha	209-830-7449	209-481-1308
Roberts, Kimberly	209-835-7651	209-607-9250
Robertson, Shawntai		916-719-5955
Scott, Lori		209-640-3720
Spikes, Charles		209-221-9940
Vest, Brian	209-825-9492	
Vinyard, Michele		209-815-0202
Wooten, Alyssa	209-321-0675	209-914-3397
Ybarra-Martinez, Chris		209-814-8232

Incident Command System (ICS)

The Incident Command System is responsible for site specific emergency response activities. School administrators and staff members need to have knowledge of ICS in the event ICS is activated.

ICS is a standardized on-scene incident management concept designed specifically to allow responders to adopt an integrated organizational structure equal to the complexity and demands of any single incident or multiple incidents without being hindered by jurisdictional boundaries.

General Staff

To maintain span of control, the Incident Commander may establish the following four Sections: Operations, Planning, Logistics, and Finance/Administration.

The General Staff report directly to the Incident Commander.

Remember . . . The Incident Commander only creates those sections that are needed. If a Section is not staffed, the Incident Commander will personally manage those functions.

Incident Commander's Overall Role

The Incident Commander must have the authority to manage the incident and be briefed fully. In some instances, a written delegation of authority should be established.

Personnel assigned by the Incident Commander have the authority of their assigned positions, regardless of the rank they hold within the school administration.

Incident Commander Responsibilities

In addition to having overall responsibility for managing the entire incident, the Incident Commander is specifically responsible for:

- Ensuring incident safety.
- Providing information services to internal and external stakeholders, such as parents.
- Establishing and maintaining liaison with other agencies participating in the incident.

The Incident Commander may appoint one or more Deputies. **Deputy Incident Commanders must be as qualified as the Incident Commander.**

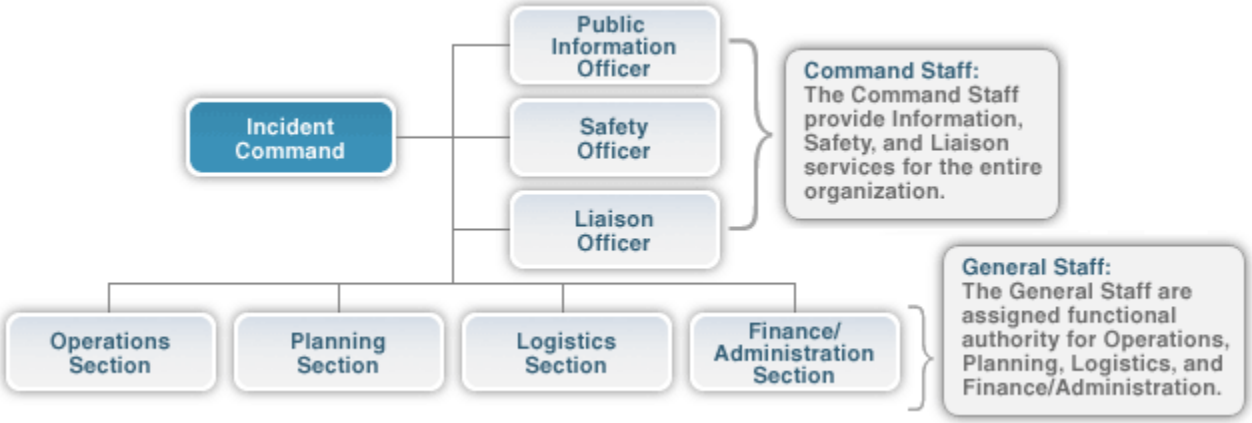
General Staff Overview

The General Staff overall responsibilities are summarized below:

In an expanding incident, the Incident Commander first establishes the Operations Section. The remaining Sections are established as needed to support the operation.

Expanding the Organization

As incidents grow, the Incident Commander may delegate authority for performance of certain activities to the Command Staff and the General Staff. The Incident Commander will add positions only as needed.



Command Staff

Depending upon the size and type of incident or event, the Incident Commander may designate personnel to provide information, safety, and liaison services. In ICS, the following personnel comprise the Command Staff:

- **Public Information Officer**, who serves as the conduit for information to internal and external stakeholders, including the media or parents.
- **Safety Officer**, who monitors safety conditions and develops measures for assuring the safety of all response personnel.
- **Liaison Officer**, who serves as the primary contact for supporting agencies assisting at an incident.

The Command Staff reports directly to the Incident Commander.

Operations Section Chief

Typically, the Operations Section Chief is the person with the greatest technical and tactical expertise in dealing with the problem at hand. The Operations Section Chief:

- Develops and implements strategy and tactics to carry out the incident objectives.
- Organizes, assigns, and supervises the response resources.

Operations Section Chief's Role

I take direction from the Incident Commander. I'm responsible for developing and implementing strategy and tactics to accomplish the incident objectives. This means that I organize, assign, and supervise all the tactical or response resources assigned to the incident. I would also manage the Staging Area, if one were established.

Operations Section: Single Resources

Single Resources are individuals, a piece of equipment and its personnel complement, or a crew or team of individuals with an identified supervisor. On a smaller incident, the Operations Section may be comprised of an Operations Section Chief and single resources.

Operations Section: Teams

Single resources may be organized into teams. Using standard ICS terminology, the two types of team configurations are:

- **Task Forces** are a combination of **mixed resources** with common communications operating under the direct supervision of a Leader.
- **Strike Teams** include all **similar resources** with common communications operating under the direct supervision of a Leader.

Most school-based incidents typically use the terms, “Teams and Team Leaders.” The terms Task Forces and Strike Teams comply with ICS common terminology and would be more easily understood by community-based responders.

School Incident “Strike Teams”

The Operations Section organization chart shows possible team assignments in a school incident. Each team would have a Team Leader reporting to the Operations Section Chief.

Note that these are examples of possible teams. Teams should be established based on the type of incident and unique requirements of the school.

Potential Operations Section Strike Teams

Note that these are examples of possible teams. Teams should be established based on the type of incident and unique requirements of the school.

Strike Team	Potential Responsibilities
Search & Rescue Team	Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search & Rescue Teams are also responsible for: • Identifying and marking unsafe areas. • Conducting initial damage assessment. • Obtaining injury and missing student reports from teachers.
First Aid Team	First Aid Teams provide triage and treatment for students and other disaster victims. First Aid Teams are responsible for: • Setting up first aid area for students. • Assessing and treating injuries. • Completing master injury report. Note: The Logistics Section Medical Unit provides care to responders. The Operations Section First Aid Team is dedicated to students or other disaster victims.
Evacuation/ Shelter/Care Team	Evacuation, shelter, and student care in an emergency is one of the most important tasks faced by schools. It includes student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for: • **Accounting for the whereabouts of all students, staff, and volunteers.** • Setting up secure assembly area. • Managing sheltering and sanitation operations. • Managing student feeding and hydration. • Coordinating with the Student Release Team. • Coordinating with the Logistics Section to secure the

	needed space and supplies.
Facilities & Security Response Team	The Facilities & Security Response Team is responsible for: • Locating all utilities and turning them off, if necessary. • Securing and isolating fire/HazMat. • Assessing and notifying officials of fire/HazMat. • Conducting perimeter control.
Crisis Intervention Team	The Crisis Intervention Team is responsible for assisting students and school personnel who are unable to cope with the fears and psychological trauma associated with emergencies and disasters. This includes: • Assessing need for onsite mental health support. • Determining need for outside agency assistance. • Providing onsite intervention/counseling. • Monitoring well-being of school emergency team, staff, and students, and reporting all findings to the Operations Section Chief.
Student Release Team	Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: • Setting up secure reunion area. • Checking student emergency cards for authorized releases. • Completing release logs. • Coordinating with the Public Information Office on external messages.

Planning Section

The Incident Commander will determine if there is a need for a Planning Section and if so, will designate a Planning Section Chief. If no Planning Section is established, the Incident Commander will perform all planning functions. It is up to the Planning Section Chief to activate any needed additional staffing.

Planning Section Chief's Role

The Incident Commander will determine if there is a need for a Planning Section, and if so, will designate a Planning Section Chief. In a school incident, the Planning Section helps ensure responders have accurate information, such as the number of students remaining in the building. We can also provide resources such as maps and floor plans. In addition to developing plans, we can provide an invaluable service by recording a chronology of incident events for legal, analytical, fiscal, and historical purposes.

Planning Section: Major Activities

The major activities of the Planning Section may include:

- Collecting, evaluating, and displaying incident intelligence and information.
- Preparing and documenting Incident Action Plans.
- Tracking resources assigned to the incident.
- Maintaining incident documentation.
- Developing plans for demobilization.

Planning Section: Units

The Planning Section can be further staffed with four Units. In addition, Technical Specialists who provide special expertise useful in incident management and response may also be assigned to work in the Planning Section. Depending on the needs, Technical Specialists may also be assigned to other Sections in the organization.

- **Resources Unit:** Conducts all check-in activities and maintains the status of all incident resources. The Resources Unit plays a significant role in preparing the written Incident Action Plan.
- **Situation Unit:** Collects and analyzes information on the current situation, prepares situation displays and situation summaries, and develops maps and projections.
- **Documentation Unit:** Provides duplication services, including the written Incident Action Plan. Maintains and archives all incident-related documentation.
- **Demobilization Unit:** Assists in ensuring that resources are released from the incident in an orderly, safe, and cost-effective manner.

Logistics Section

The Incident Commander will determine if there is a need for a Logistics Section at the incident, and if so, will designate an individual to fill the position of the Logistics Section Chief.

The Logistic Section Chief helps make sure that there are adequate resources (personnel, supplies, and equipment) for meeting the incident objectives.

Logistics Section Chief's Role

Logistics can make or break an incident response. I assist the Incident Commander and Operations Section Chief by providing the resources and services required to support incident activities. During a school incident, Logistics is responsible for ensuring that there are sufficient food, water, and sanitation supplies. We are also responsible for arranging buses for evacuations and communication equipment.

Logistics and Finance have to work closely to contract for and purchase goods and services needed at the incident.

Logistics Section: Major Activities

The Logistics Section is responsible for all of the services and support needs, including:

- Ordering, obtaining, maintaining, and accounting for essential personnel, equipment, and supplies.
- Providing communication planning and resources.
- Setting up food services.
- Setting up and maintaining incident facilities.
- Providing support transportation.
- Providing medical services to **incident personnel** (**not injured students)**.

Logistics Section: Branches and Units

The Logistics Section can be further staffed by two Branches and six Units.

The titles of the Units are descriptive of their responsibilities.

Service Branch

The Logistics Service Branch can be staffed to include a:

- **Communication Unit:** Prepares and implements the Incident Communication Plan (ICS-205), distributes and maintains communications equipment, supervises the Incident Communications Center, and establishes adequate communications over the incident.
- **Medical Unit:** Develops the Medical Plan (ICS-206), provides first aid and light medical treatment for personnel assigned to the incident, and prepares procedures for a major medical emergency.
- **Food Unit:** Supplies the food and potable water for all incident facilities and personnel, and obtains the necessary equipment and supplies to operate food service facilities at Bases and Camps.

Support Branch

The Logistics Support Branch can be staffed to include a:

- **Supply Unit:** Determines the type and amount of supplies needed to support the incident. The Unit orders, receives, stores, and distributes supplies, services, and nonexpendable equipment. All resource orders are placed through the Supply Unit. The Unit maintains inventory and accountability of supplies and equipment.
- **Facilities Unit:** Sets up and maintains required facilities to support the incident. Provides managers for the Incident Base and Camps. Also responsible for facility security and facility maintenance services such as sanitation, lighting, and cleanup.
- **Ground Support Unit:** Prepares the Transportation Plan. Arranges for, activates, and documents the fueling, maintenance, and repair of ground resources. Arranges for the transportation of personnel, supplies, food, and equipment.

Finance/Administration Section

The Incident Commander will determine if there is a need for a Finance/Administration Section at the incident, and if so, will designate an individual to fill the position of the Finance/Administration Section Chief.

Finance/Administration Section Chief's Role

I'm the one who worries about paying for the response efforts. I'm responsible for all of the financial and cost analysis aspects of an incident. These include contract negotiation, tracking personnel and equipment time, documenting and processing claims for accidents and injuries occurring at the incident, and keeping a running tally of the costs associated with the incident. I work most closely with Logistics to be sure that we are able to contract for and procure the resources necessary to manage an incident.

Finance/Administration Section: Major Activities

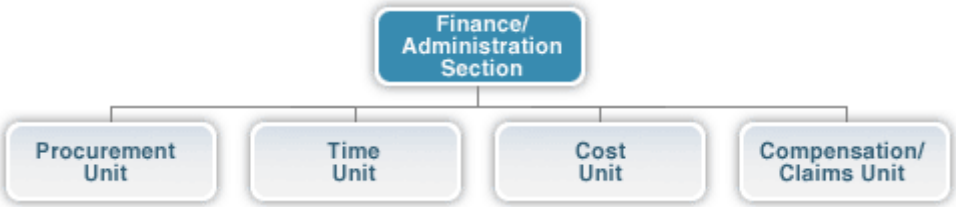
The Finance/Administration Section is set up for any incident that requires incident-specific financial management. The Finance/Administration Section is responsible for:

- Contract negotiation and monitoring.
- Timekeeping.
- Cost analysis.
- Compensation for injury or damage to property.

Note: On some incidents, the Finance/Administration function is not done at the incident scene but rather is handled by the school district.

Finance/Administration Section: Units

The Finance/Administration Section may staff four Units.



- **Procurement Unit:** Responsible for administering all financial matters pertaining to vendor contracts, leases, and fiscal agreements.
- **Time Unit:** Responsible for incident personnel time recording.
- **Cost Unit:** Collects all cost data, performs cost effectiveness analyses, provides cost estimates, and makes cost savings recommendations.
- **Compensation/Claims Unit:** Responsible for the overall management and direction of all administrative matters pertaining to compensation for injury-related and claims-related activities kept for the incident.

Training and Qualifying General Staff

Operations Section Chief	• Past experience as incident responder
	• Completion of ICS training
	• Ability to:
	  ○ Size up the situation and make rapid decisions
	  ○ Communicate clear directions
	  ○ Balance response initiatives with safety concerns
	  ○ Lead and motivate responders
	  ○ Assess the effectiveness of tactics/strategies
	  ○ Be flexible and modify plans as necessary

Planning Section Chief	• Completion of ICS training
	• Ability to:
	  ○ Organize and analyze information
	  ○ Write clear, accurate documents
	  ○ Interpret diagrams and maps
	  ○ Develop and present briefings
	  ○ Use computer-based applications including databases and spreadsheets

	○ Direct others in a crisis
Logistics Section Chief	• Completion of ICS training • Knowledge of school logistics (food services, sheltering, transportation, emergency caches, etc.) • Ability to: ○ Organize and prioritize resource requests ○ Anticipate and plan for resource needs ○ Maintain records and documentation ○ Track resource requests ○ Solve resource problems creatively ○ Communicate effectively orally and in writing ○ Direct others in a crisis
Finance/Administration Section Chief	• Completion of ICS training • Knowledge of workers' compensation, insurance claims, and contracting requirements • Ability to: ○ Keep accurate accounting records ○ Purchase/contract for needed resources ○ Process insurance and workers' compensation claims ○ Communicate effectively orally and in writing ○ Direct others in a crisis

Unified Command

The Unified Command organization consists of the Incident Commanders from the various jurisdictions or agencies operating together to form a single command structure.

Unified Command Benefits

In a Unified Command, schools and responding agencies blend into an integrated, unified team. A unified approach results in:

- A shared understanding of priorities and restrictions.
- A single set of incident objectives.
- Collaborative strategies.
- Improved internal and external information flow.
- Less duplication of efforts.
- Better resource utilization.

Incident Commanders Work Together

When implemented properly, Unified Command enables agencies with different legal, geographic, and functional responsibilities to coordinate, plan, and interact effectively.

The Incident Commanders within the Unified Command make joint decisions and speak as one voice. Any differences are worked out within the Unified Command.

Unity of command is maintained within the Operations Section. Each responder reports to a single supervisor within his or her area of expertise. Within a Unified Command the police officer would not tell the firefighters how to do their job nor would the police tell school personnel how to manage parent-student reunification.

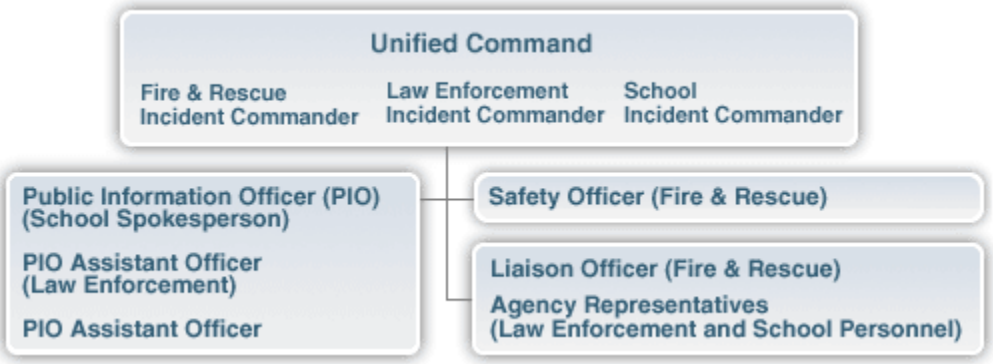
Unified Command and NIMS

NIMS encourages the use of Unified Command.

"As a team effort, Unified Command overcomes much of the inefficiency and duplication of effort that can occur when agencies from different functional and geographic jurisdictions, or agencies at different levels of government, operate without a common system or organizational framework."

Single Integrated Incident Organization: Command Staff

Unified Command results in a single integrated incident organization. Below is a sample Command Staff organizational chart for the school bus incident. Notice that personnel from the different agencies often are assigned as Assistant Officers.



Single Integrated Incident Organization: Operations Section

In a Unified Command there is only one Operations Section Chief. The Operations Section Chief should be the most qualified and experienced person available. Below is a sample Operations Section organization chart for the school bus incident.