

# **Jamestown School District**

## **2023-2024 Comprehensive District Safety Plan**

**This Comprehensive District Safety Plan reviewed for possible adoption by the  
Governing Board on February 14, 2024**

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**For Public Posting**

Some items within this document may be marked as confidential due to the sensitivity of  
the information and may be intentionally left blank

# Jamestown School District Safety Plan

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## **Comprehensive Safety Plan Purpose & Compliance**

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the results of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans must include the following elements:

- Assessment of school crime committed on school campuses and at school-related functions
- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed, updated, and posted by March of each year. In November of every year, the District will report on the status of its school safety plan including a description of its key elements in the annual accountability report card.

Small School districts (with an enrollment of 2,500 students or less) may develop a comprehensive district safety plan to encompass all schools within the district, which would fulfill each individual school's comprehensive safety plan requirement. It is not required that small school districts have their safety plans developed or approved by site councils or designated safety committees; the plans must only be approved by the district board of trustees. However, a district plan should be developed in cooperation with local

law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and others who may be interested in the prevention of campus crime and violence.

As defined in Board Policy 0450, the Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

The Board shall review the comprehensive district wide and/or school safety plan(s) in order to ensure compliance with state law, Board policy and administrative regulation. Approval of the plan shall occur at a regularly scheduled meeting.

A copy of the comprehensive district safety plan shall be available for review at the Jamestown School District office, and is available on our District website.

***Declaration regarding board policy and administrative regulation references:***

*Except when specifically quoted, the Board Policies and Administrative Regulations included in this safety plan are for reference only and may include only a summarized version of the official policy language. To review these policies and regulations in their entirety, please see the district office during regular business hours.*

## **Safety Plan Vision**

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To support the vision, mission and core values of the Jamestown School District, we strive for a safe, respectful and nurturing learning environment where students are empowered to achieve through strong connectedness to their school and community.

Working together with our community partners, we will provide a safe campus environment by effectively identifying and addressing issues that deteriorate our schools' social and physical climate.

## **Components of the Comprehensive School Safety Plan**

### **Assessment of School Safety**

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*Education Code, Section 32282 (a)*

The 2022-2023 California Healthy Kids Survey, conducted among district 5<sup>th</sup> and 7<sup>th</sup> graders showed 62% of the students reported feeling safe or very safe at school which is a 10% increase from last year. The same survey also showed that 63% of the students reported high levels of caring relationships with a teacher or other adult at their school which is an 8% increase from the previous year. 35% of students surveyed have experienced or experiencing sadness/hopelessness which is a 11% increase. Each of these are key indicators of school safety.

A review of student discipline and school safety for the past school year is as follows: School suspension and expulsion data for the end of the 2022-2023 year showed that we had an 7.3% suspension rate which is a 2.6% decrease from the previous year, and continued a 0% expulsion rate for the school year. The District continues to identify and implement specific protocols and procedures to increase the level of safety and security on both campuses. Jamestown School continues the employment of a canine detection company that conducts random visitations in which the dogs alert to any detection of drugs, alcohol, and/or gunpowder and has been very successful in deterring illegal substance possession. In addition, the use of an updated security system at Jamestown Elementary with clearer imaging and greater coverage as well as the installation of vape detectors in the upper grade restrooms have been very beneficial in both deterring and identifying safety concerns. Overall disciplinary referrals increased with over 30 % of the student population identified as high-risk needing Tier III mental health services support. Continued support in regulation and positive behavior support was a priority along with increasing wrap around service support for students and families. The District continues to employ a Behavior and Attendance Support Assistant as well as two on-site school counselors and a part time contracted mental health clinician, to assist with building positive relationships, fostering connectedness, facilitating peer mediation, the teaching of social skills curriculum, supporting the implementation of MTSS and Trauma Informed practices along with reducing chronic absenteeism rates. Bullying prevention education and presentations are given to all grade levels on a regular six-week rotation. Outside agencies are contracted to provide age-appropriate sexual harassment and suicide prevention education and training to students. A site assessment of both campuses found facilities to be in good repair for the 2022-2023 school year, with a FIT score of 91.67% ( GOOD rating) at JES and 84.82% ( FAIR) at Chinese Camp. Chinese Camp's reduced rating was due to the need for a fire alarm upgrade which has since been completed by the start of the 23-24 school year. Administration will continue to regularly review and hold practice safety drills including lockdown procedures on both campuses within the guidelines of health and safety protocols, and will provide all employees with the necessary mandatory safety trainings including threat assessment protocols. Identified staff have been trained in the use of Epi-pen and Narcan protocols. In response to COVID-19, and other possible health and safety areas, the District continues to provide sufficient Personal Protective Equipment, monitor and maintain ventilation with the use of MERV-13 filters and classroom air purifiers. The District has developed a COVID Prevention Program Plan and a COVID Safety Plan that is in compliance with the American Rescue Plan that are located on our district website and follows all requirements as directed by CDPH and CalOSHA.

## **Campus Safety Strategies and Programs**

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*Education Code 32282 (a) 2 (A)-(J)*

As written in Board Policy 5142, The Governing Board recognizes the importance of providing a safe school environment that is conducive to learning and helps ensure student safety and the prevention of student injury. The Superintendent or designee shall implement appropriate practices to minimize the risk of harm to students, including, but not limited to, practices relative to school facilities and equipment, the outdoor environment, educational programs, and school-sponsored activities.

### **(A) Child Abuse Reporting Procedures**

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*Additional code references: Education Code 35294.2 (a) (2); Penal Code 11166*

According to Board Policy 5141.4, the Governing Board recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly. Annual mandated reporter training is required of all employees.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. The curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse.

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse.

School staff members are to inform school administration immediately when the knowledge or substantiated suspicion of child abuse was attained. The following notification procedures shall be carried out in coordination with the district counselor to allow for additional assessment and counseling of the students.

The first person receiving the contact about the abuse or witnessing the abuse, shall notify the principal or if unavailable, the Superintendent. If none of these administrators are available, staff should call the Tuolumne County Child Welfare Services at (209) 533-5717 during regular business hours or Tuolumne County Sheriff's Office on the weekends, (209) 533-5815

### **(B) Emergency Preparedness and Crisis Response Plan**

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*Additional Code references: Educational Code 35295-35297; Government Code 8607 and 3100*

In Board Policy 3516, the governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). School employees are considered disaster service workers and are subject to disaster service activities assigned to them.



The Jamestown Elementary School District Crisis Response Plan, is included in the appendices, and accomplishes the following:

- **Appendix B:** District Crisis Response Plan incorporates strategies of the Incident Command System (ICS), SEMS, and NIMS
  - *Appendix B.1:* Provides emergency contact information for District Staff - Highly Confidential/ FOUO (For Official Use Only)
  - *Appendix B.2:* describes procedures used to communicate emergency information to parents via SWIFT K12, the automated call system- Confidential/FOUO (For Official Use Only)
  - *Appendix B.3:* Situational Communication Plan-Confidential/ FOUO
  - *Appendix B.4* Contingency Plan Communication and Electrical-Confidential/FOUO
  - *Appendix B.5* Building Information- Confidential/FOUO
  - *Appendix B.6* Crisis Response/Community Emergency Contacts (lists telephone numbers that may be useful to district staff in an emergency situation.)
  - *Appendix B.7:* JSD Incident Command System, describes the ICS structure for district and school site crisis response teams.
  - *Appendix B.8:* District Campus Evaluation Plans defines specific evacuation procedures for the district office and school sites - Confidential/FOUO
  - *Appendix B.9:* Emergency Procedures for Special Needs Students- Confidential/FOUO
- **Appendix C:** General Emergency Actions which provides guidance for Lockdown, Secure Campus, Shelter in Place, Take Cover, Duck/Cover/Hold, and Structured Reunification after an evacuation.
- **Appendix D:** Types of Emergencies and General Procedures provides site administration and staff specific instructions for Lockdown, Secure Campus, Shelter in Place, Take Cover, Duck/Cover/Hold, and Structured Reunification after an evacuation. -Confidential/FOUO
- **Appendix E:** Emergency Responses which establish procedures to be followed to respond to the effects of 44 emergencies. It is intended as a ready reference for all staff in the case of an emergency situation.

**(i) Earthquake and Multi-Hazard Emergency Response Procedure System**

The district has defined emergency response procedures for earthquake and other hazards in the Crisis Response Plans described in the appendices of this plan. This district follows the recommended “drop, cover and hold on” procedures for earthquake response. The plans also align with standards established by NIMS and SEMS and call for response actions to be coordinated using ICS. Additional details on the implementation of these plans, including roles and responsibilities for school personnel and references, are not included as part of this public document.

**(ii) Use of School Buildings for Emergency Shelters**

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

### **(C) Procedures to Assess and Respond to Dangerous, Violent, and Unlawful Activity**

*Additional code reference: Education Code 32282 (a) (2) (K)*

Jamestown School District is committed to assessing and responding appropriately to dangerous, violent and unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school or on a school bus serving the school.

The Assessment of the Current Status of School Crime and Safety along with the Risk Assessment portions of the plan help the school identify the types of violent and unlawful activity and the potential for such activities. These assessments are used to identify and the needs for training, resources, equipment and strategies to mitigate, prevent, prepare for, respond to and recover from violent and unlawful activity. Using these assessments, goals and objectives are written to improve response to such activity.

School administration, site safety committee members, and other needed resources along with law enforcement may conduct an investigation into violent, dangerous and unlawful activities. Depending on the investigation outcomes, site administration will follow Jamestown School District procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

### **(D) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

*Additional code reference: Education Code 48900, 48915 (d) and (c)*

As stated in Board Policy 5144, the Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and the acceptance of personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. This policy also states that staff shall use preventative measure and positive conflict resolution techniques whenever possible.

Through Board Policy 5144.1, the Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.

The policy also describes the guidelines for suspension and expulsion in accordance with state and federal law, Student Due Process, Supervised Suspension, Required Parental Attendance, Authority to Expel, Mandatory and Recommended Expulsion, Stipulated Expulsion, and the Decision to Not Enforce Expulsion Order available to the School Board.

*For specific guidelines for suspension and expulsion of students, including behavior that may result in suspension or expulsion on the first offense, please refer to student parent handbook*

*distributed at the start of each school year. Current versions will be available for review alongside this comprehensive safety plan in the district office.*

### **(E) Procedure to Notify Teachers of Dangerous Pupils**

*Additional code reference: Education Code 49079*

As described in Board Policy 4158: the Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

When any individual directs violence against an employee and the employee so notifies the Superintendent or designee, the Superintendent or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the Superintendent or designee of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The Superintendent or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution.

### **(F) Discrimination and Harassment Policies**

*Additional code reference: Education Code 200-262.4*

A comprehensive prohibition of discrimination and harassment across all district programs and activities is identified in Board Policy 0410, which states that the Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, gender identity or expression, genetic information, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs that discriminatory practices are eliminated in all district activities.

Among the policies included in this comprehensive set of anti-discrimination and harassment policies are two that clearly define the expectations and procedures regarding occurrences of discrimination and sexual harassment:

Board Policy 5145.3 states that district programs and activities shall be free from discrimination, including harassment, intimidation, and bullying, with respect to a student's actual or perceived sex, gender, gender identify or expression, ethnic group identification, race, national origin, religion, color, physical or mental disability, age, ancestry, sexual orientation, marital or parental status, or association with a person or group in the above categories.

The Governing Board shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs,

testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision.

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

As written, Board Policy 5145.7, the Governing Board is committed to maintaining an educational environment that is free of harassment. The Board prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the compliant process established pursuant to this policy and the administrative regulation.

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

Any student in grades 4 through 12 who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity shall be subject to disciplinary action which may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

### **(G) School-wide Dress Code**

*Additional code reference: Education code 35183*

As described in Board Policy 5132, the Governing Board expects that students will present themselves in an orderly manner conducive to the advancement of education. Their appearance should be neat and acceptable to the general society and appropriate to activities at school. The Board considers this to be a judgment area for the principal of each school and specific rules will be an administrative decision.

*For specific detailed dress code requirements, please refer to the student and parent handbook that are distributed to all students at the start of each school year. Current versions will be available for review alongside the comprehensive safety plan in the district office.*

### **(H) Procedure for Safe Ingress and Egress to and from School**

Through a collection of Board Policies, Jamestown School District has established procedures to ensure the Safe Ingress and Egress of students, parents, and school employees to and from school.

The list below shows applicable board policies and administrative regulations and how they contribute to this safety component:

- **BP 5142:** “To assist students in safely crossing streets adjacent to or near school sites, the Board may employ crossing guards and/or establish a safety patrol at any district school. The Superintendent or designee shall periodically examine traffic patterns within school attendance areas in order to identify locations where crossing assistance may be needed.”
- **AR 3543:** Provides a framework for school bus transportation safety plans and procedures including student and parent education, bus evacuation exercises, limitations on school bus operation in limited visibility conditions and expectations to school bus capacity limits in emergency situations where students must be moved immediately to ensure safety.
- **BP 5131:** Holds students accountable for conduct not only on campus but also on their way to and from school.
- **BP 5131.7:** Weapons; prohibition of any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms or dangerous instruments of any kind in school buildings, on school grounds or buses, or at school-related or school-sponsored activities away from school, or while going to or coming from school.

The school site will also identify emergency evacuation routes identifying locations where students may assemble in response to fire, earthquake, bomb threat or other similar hazards. A map showing emergency evacuation procedures for each campus is included in Appendix B.5: District /Campus Emergency Evacuation Plans

In addition to the safety measures defined above, student safety will also be ensured through the control of the ingress and egress of campus visitors as defined in Board Policy 1250:

To ensure the safety of students and staff and avoid potential disruptions, all visitors shall register immediately upon entering any school building or grounds when school is in session.

For purposes of school safety and security, the principal or designee will develop and ensure use of a visible means of identification for visitors while on school premises.

*Additional code references: Education Code 32210-32211, Penal Code 627*

### **(I)Disaster Response Procedures**

*Additional code references: Education code 32282 (a) (2) (B) (i)*

The Disaster Response Procedures included in the Safety Plan Appendices of the CSSP, were developed based on the assessment of Jamestown School District including crime and hazard/threat analysis. Protocols ensure compliance with federal, state, and local laws.

Disaster routines include appropriate adaptations for pupils with disabilities as required in *EC* Section 32282(a)(2)(B)(i) in accordance with the federal Americans with Disabilities Act of

1990, the federal Individuals with Disabilities Education Act, and section 504 of the federal Rehabilitation Act of 1973.

Jamestown School District understands and values the rights of individuals to provide input into the CSSP and have the ability to bring concerns regarding the plan to administration. *EC* Section 32282(a)(2)(B)(iii)(I) allows a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themselves to bring concerns about an individual pupil's abilities to access disaster safety procedures described in the CSSP.

### **(J) A Safe and Orderly School Environment Conducive to Learning**

As intended by Educational Code 32282 (b) the action plans shown in the tables on the following pages were developed using strategies presented in the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action".

Each goal is supported by objectives, which will be accomplished through the defined action steps, using designated resources available, and coordinated or reported on by the designated lead person. Outcome measures are also listed and may be used to assess the progress in achieving the objectives.

## SAFETY GOALS AND OBJECTIVES FOR THE 2023-2024 SCHOOL YEAR

<b>Safe Physical Climate Goals:</b>				
<b>Objective</b>	<b>Action Steps</b>	<b>Resources</b>	<b>Project Lead</b>	<b>Completed</b>
1) Identify and address security vulnerabilities and hazards	Additional back-up battery packs for power outage to support phones, Upgrade Bogen system	E-Rate MAA Funding	MOT and Superintendent Support from TCSOS IT	June 2024
	Staff will keep outside doors locked at all times		Policy is enforced by the site administration	Ongoing
	Conduct monthly safety walk-throughs to assess and monitor		MOT, Principal and Superintendent	Monthly
	Maintain a safety checklist and a timeline for completion for facility safety repairs and improvements		MOT and Superintendent	June 2024
2) Ensure additional campus security and deter vandalism and criminal activity	Install additional cameras and lighting to increase visibility in the bus yard	Safety Money	MOT Supervisor	June 2024
<b>Objectives</b>	<b>Actions</b>	<b>Resources</b>	<b>Project Lead</b>	<b>Completion</b>
3) Practice emergency drills—fire, earthquake, lockdown, secure campus, shelter in place on a regular basis.	Work with both on site staff and local emergency response partners to conduct and monitor drills and advise on access issues		Site Administrators MOT Local Response Partners	Regular monthly drills
5) Be sure all staff has completed all mandated trainings in	Provide training and opportunity for all staff to complete the online modules	Public School WORKS	Site Administration Site Supervisors	Annually-beginning of school year due

the appropriate timeframe				by end of September
6) Continue implementation of District-wide MTSS initiative and Trauma Informed practices.	Trauma Informed Practices staff training  All new staff will be trained	ESSER III Funding	Site Administration	Ongoing as staff are hired
7) Continue anti-bullying and social emotional education.	Presentations in all classrooms  Use of Character Strong (SEL Curriculum)	ESSER III Educator Effectiveness  LCAP PBIS Incentives	Site administrator Counselors BASA	Ongoing
8) Utilize PBIS and regulation strategies with students	Monitor and address bullying/harassment behavior; Record all infractions and assign interventions to reduce the number of student referrals; staff will address, intervene on ALL known bullying behavior; clear process for reporting, documenting, responding  Use of HERO as PBIS program  The implementation of a school- wide behavior management system, <i>I Understand</i>  Continue to implement the Student Study Teams (SST) and apply tiered interventions and supports matrix  Implement Universal Screening Tool	LCSSP Grant  LCAP  Learning Recovery	Site Administration Teachers, BASA, yard and café supervision, classroom paraprofessionals, counselors and MTSS Teams  Site Administration Certificated and Classified Personnel  All Staff  Site Administration SST Coordinator Teachers Counselor  Principal SST Coordinator Teachers Counselor	Review and analyze data each trimester  Ongoing  Ongoing  Ongoing  Three times a year



## **(I) School Discipline Rules and Consequences**

*Additional code references: Education code 35291 and 35291.5*

Board Policy 5131 identifies district-wide standards for students' conduct:

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with school programs while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, other students, and volunteers.

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with district policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes but is not limited to:

1. Conduct that endangers students, staff or others
2. Conduct that disrupts the orderly environment of the classroom
3. Harassment of students or staff, such as bullying, including cyber bullying, intimidation, hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering
  - a. "Cyber bullying" includes the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful text or images on the Internet, social networking sites, or other digital technologies, as well as breaking into another person's account and assuming that person's identity in order to damage that person's reputation or friendships.
4. Damage to or theft of property belonging to students, staff or the district
5. Possession or use of laser pointers on school premises, unless used for a valid instructional or other school-related purpose, including employment
  - a. Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for valid instructional or other school-related purpose.
6. Use of profane, vulgar, or abusive language
7. Plagiarism or dishonesty in school work or on tests
8. Inappropriate attire
9. Tardiness or unexcused absence from school
10. Failure to remain on school premises in accordance with school rules
11. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs or drug paraphernalia is in violation of school rules

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, counselor referral, convening a student study team, enrollment in a program for anger management or social skills training, drug or alcohol prevention program, restorative justice, detention, recess restriction, community service, participate in a program to manage emotions, referral for psycho-educational testing,

positive behavior and intervention strategies, transfer to alternative programs in accordance with Board Policy and Administrative Regulation, and contact with local law enforcement as appropriate.

Students also may be subject to discipline for any off-campus conduct during non-school hours that poses a threat or danger to the safety of students, staff, or district property or disrupts the orderly delivery of the educational program.

Districts may regulate the possession or use of any cell phone, pager or electronic signaling device while pupils are on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees. Jamestown School District has determined that cell phones may not be seen, heard or used during the school day, the after-school program, or any school activity. Cell phones must be in backpacks and turned off. Students who break the cell phone rule may be subject to in-school suspension. The telephone will be confiscated and kept in the school office until a parent or guardian picks it up.

The school is not responsible for any lost, stolen, or damaged articles. Valuable items should remain at home. Students are responsible for their own belongings. (EC48901.5)

*For campus-specific rules and comprehensive description of conduct and student behavior expectations, please refer to student and parent handbook distributed to all students at the start of each school year. Current versions of the handbook in both English and Spanish will be available for review alongside the comprehensive safety plan in the district office.*

Board Policy 5144 describes standards for discipline and provides administrative guidance for the consequences of misconduct:

The Governing Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy and administrative regulation. At all times, the safety of the students and staff and maintenance of an orderly school environment shall be the priority in determining appropriate discipline.

**Additional Board Policies** are listed below, which describe overarching discipline standards for specific areas of concern. Violation of these items will result in student referral to campus administration at the minimum and may lead to suspension or expulsion. These include:

- Weapons; prohibition of any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms or dangerous instruments of any kind in school buildings, on school grounds or buses, or at school-related or school-sponsored activities away from school, or while going to or coming from school. Board Policy 5131.7
- Pepper spray; prohibition of students from carrying tear gas or tear gas weapons such as pepper spray on campus and at school activities. Board Policy 5131.7

- Dangerous Objects; students are encouraged to promptly report the presence of weapons, injurious objects, or other suspicious activity. Board Policy 5131.7

## **(J) Hate Crime Reporting Procedures and Policies**

*Additional code references: Penal Code 628*

As stated in Board Policy 5145.9, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior. The Board will promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, or religious beliefs or practices.

Any student who feels that s/he is a victim of hate-motivated behavior shall immediately contact the principal or designee. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal or designee, and/or law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with law, Board policy and administrative regulation.

In addition, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

## **Safety Plan Review, Evaluation and Amendment Procedures**

The Jamestown School District comprehensive safety plan will begin to be reviewed, evaluated and amended (if necessary) in September of each school year and brought to Board no later than November.

Pursuant to Education Code Section 35294.6 (a), the Board adopted this annual comprehensive school safety plan at the regular meeting of the Governing Board as noted on the cover page. An opportunity for public comment was provided during this meeting, prior to the plan's adoption. Documentation of this meeting, which may include the meeting agenda, minutes and copies of materials provided for the plan presentation, will be filed alongside the plan and recorded in Appendix A: Safety Planning Process.

An updated file containing all appropriate or required safety related plans and materials are available for public inspection in the Jamestown School District Office.

## **Safety Plan Appendices**

### **Protected Information**

The preceding Comprehensive School Safety Plan is a public document to be available for review in the district office at any time during regular business hours, as mandated by Education Code 32282 (e). However, some appendices within this section may include proprietary information that shall not be released to the general public including personal contact information for staff members, detailed security procedures for campus crisis response and campus vulnerability assessment information.

As protected under the California Public Records Act (Government Code 6254 parts *c* and *aa*) and prescribed by Administrative Regulation 1340, the following items will be identified as “Confidential”, reviewed only in a closed session of the Governing Board and withheld from public release of the Comprehensive District Safety Plan:

- Any appendices containing personnel information that the disclosure of which would constitute an unwarranted invasion of personal privacy.  
*(Further detail on protected information is also defined in GC 6254.3.)*
- Any appendices prepared to assess district and/or school site vulnerabilities to terrorist or other criminal acts intended to disrupt student instruction or safety.

According to the procedures developed by the Homeland Security and defined in DHS Management Directive 11042.1, the following items will be designated “for Official Use Only (FOUO)”, will be reviewed only in a closed session of the Governing Board and released only for official safety assurance or crisis response use:

- Any appendices containing detailed crisis response information that, if disclosed, would undermine plans or procedures designed to protect students from harm by revealing safety strategies such as but not limited to critical communication systems, crisis response facilities (i.e. command post, staging areas, etc.), and supplies storage.

## **Appendix A: Safety Planning Process**

<b>Activity Description</b>	<b>Date and Time</b>	<b>Documentation</b>
Review of Emergency Procedures with Certificated Staff	9/2023	Staff Meeting Agenda
Mandated Trainings and Annual Notification Acknowledgement	Due by 9/30/23	Notification checklist and Training program reporting
Meeting with Incident Command Team	9/29/2023	Management Agenda
Safety/FIT Inspection at both campuses	10/9/23, 11/1/23	List of Repairs on FIT FIT Tool
Review California Healthy Kids Data	11/8/23	CHKS Survey Results Year End Data
Consultation with Sheriff Department Consultation	1/16/24 1/18/24	Input /Suggestions sent by email Input sent by text
Review of safety plan goals and objectives	1/18/24	Management Agenda
School Site Council Review	2/6/24	Agenda
Board Presentation and Plan Approval	2/14/2024	Minutes of February Meeting
Upload to Comprehensive Plan to website	No later than 3/1/2024	Visible on website under required postings

## **Appendix B: District Crisis Response Plan**

The following sections provide key information for crisis response for Jamestown School District. While this information represents the basic tools needed for an effective crisis response, Jamestown School District will continue to assess, revise and expand on the plan for continuous improvement in student safety. Additional documentation, including a stand-alone emergency operations plan will be referenced in this Comprehensive District Safety Plan as it developed and implemented.

**Appendix B.1: District Staff Emergency Contacts – Confidential**

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**Appendix B.2: SwiftK12 Automated Messages Procedure- Confidential**

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### **Appendix B.3 SITUATIONAL COMMUNICATION PLANS**

**In the event of any emergency situation during school hours please follow the plan below. Mass notifications scripts will be inserted confidentially in time of need.**

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

## **Appendix B.4 CONTINGENCY PLANS:**

### **COMMUNICATION AND ELECTRICAL**

Information left blank intentionally- Confidential

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

**If no telephone service:**

**If no Internet service:**

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

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

**List capability of backup power:**

## Appendix B.5 BUILDING INFORMATION

SCHOOL SITE: JAMESTOWN ELEMENATRY

*Information left blank intentionally*

### EMERGENCY UTILITY SHUT-OFF

*Refer to campus map for additional information*

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

### ALARM COMPANY INFORMATION

Company Name		
Office Phone		
Emergency Phone		
Responsible Parties	MOT District Office	
Locations of Control Panels		

### EMERGENCY SUPPLIES

TYPE	LOCATION
Emergency Supply Kit	Each classroom has an emergency backpack Two large emergency bins located in the staff lounge and in the first district storage room

## **Appendix B.6: Crisis Response/Community Emergency Contacts**

### **For all Emergencies Call 911**

<b>AGENCY</b>	<b>NUMBER</b>	<b>PURPOSE/SUBJECT</b>
<b>County Sheriff</b>	<b>911.....</b> <b>209-533-5815.....</b>	<b>EMERGENCY</b> <b>NON-EMERGENCY</b>
<b>Sonora PD</b>	<b>209-532-8143</b>	<b>NON-EMERGENCY</b>
<b>Tuolumne County Sheriff</b>	<b>209-533-5815</b>	<b>NON-EMERGENCY</b>
<b>CHP</b>	<b>209-984-3944</b>	<b>EMERGENCY</b> <b>NON-EMERGENCY</b>
<b>Animal Control</b>	<b>209-694-2730</b>	
<b>Child Welfare Services</b>	<b>209-533-5717</b>	<b>REGULAR HOURS</b>
<b>Office of Emergency Services Admin Office</b>	<b>209-533-5511</b>	<b>COUTYWIDE ALERT</b>
<b>Public Health Department</b>	<b>209-533-7401</b>	
<b>Superintendent of Schools</b>	<b>209-536-2000</b>	
<b>Behavioral Health</b>	<b>209-533-6245</b>	
<b>American Red Cross</b>	<b>209-533-1513</b>	<b>MASS CARE AND SHELTER</b>
<b>Poison Control Center</b>	<b>1-800-222-1222</b>	
<b>ATT Repair</b>	<b>611</b>	

### **Communications – Media**

<b>AGENCY</b>	<b>NUMBER</b>	<b>PURPOSE/SUBJECT</b>
<i>Radio Stations</i>		
<b>KVML – Star 92 – KKBN</b>	<b>209-532-6397</b>	<b>Sonora</b>
<i>Newspapers</i>		
<b>Union Democrat</b>	<b>209-532-7151</b>	
<b>Modesto Bee</b>	<b>209-984-5150</b>	<b>Jamestown Office</b>
<b>Stockton Record</b>	<b>1-800-606-9742</b>	

### **Transportation and Utilities**

<b>AGENCY</b>	<b>NUMBERS</b>	<b>PURPOSE/SUBJECT</b>
<b>Cal Trans</b>	<b>209-984-4437</b>	
<b>County Transit</b>	<b>209-532-0404</b>	<b>Public Transportation</b>
<b>PG&amp;E</b>	<b>1-800-743-5000</b>	<b>24-Hour Contact</b>
<b>Shoretel TCSOS-Troy</b>	<b>1-209-536-2000</b>	

## **Appendix B.7: JSD Incident Command System**

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### **Standardized Emergency Management System/Incident Command System Overview**

The California Standardized Emergency Management System (SEMS) uses the Incident Command System (ICS) to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency.

ICS consists of five functions:

### **Management: Principal-Incident Commander-Sarah Gillum; Superintendent-Public Information Officer-Contessa Pelfrey**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response.

### **Planning & Intelligence: District Administrative Assistant-Ericka Gregston**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

### **Operations: Chief Ops-Dir. of MOT-Jim Kasper; First Aid-Café Mgr.-Debbie Kay; Release of Students-Attendance Clerk-Lisa Kasper; Site Security, Damage, Evacuation-Andy Arechiga and Joe Keefe**

All response actions are implemented by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

In the organizational structure described on the Appendix B.1, the Operations Chief supervises five teams: First Aid and Student Health, Student Evacuation Transportation, Critical Incident Stress Response, Parent Coordination and Reunification and Student Accountability.

### **Logistics: Logistics-School Secretary-Michelle Keefe**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

### **Finance & Administration: Operations-Director of Business Services-Kim Rown**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

**Appendix B.8: Evacuation Map for Jamestown School -Confidential**

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**Appendix B.8: Evacuation Map for Chinese Camp School-Confidential**

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## **Appendix B.9**

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

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

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

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

Individual Student Emergency Procedures Plan		
Student:	Room #:	Teacher:
Designated Specialized Assistants: (identify two staff in this area)		

Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner (*complete below*)

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Individual Student Emergency Procedures Plan		
Student:	Room #:	Teacher:
Designated Specialized Assistants: (identify two staff in this area)		

Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner (*complete below*)

---

## APPENDIX C: GENERAL EMERGENCY ACTIONS

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

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

Type	Definition
STATUS	<b>ALL CLEAR</b> communicates to students and staff that the emergency is over and normal school operations can resume.
	<b>EMERGENCY DAMAGE ASSESSMENT</b> is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.
RESTRICTED MOVEMENT & ACCESS	<p><b>LOCKDOWN</b> is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.</p> <ul style="list-style-type: none"> <li>• Lock the doors;</li> <li>• Close and lock windows, and close blinds or cover windows;</li> <li>• Turn off lights;</li> <li>• Silence all electronic devices;</li> <li>• Remain silent;</li> <li>• Use strategies to silently communicate with first responders, if possible,</li> <li>• Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and</li> <li>• Remain in place until the release from lockdown by school administration or evacuated by law enforcement.</li> </ul>
	<b>SECURE AND HOLD CAMPUS</b> is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE AND HOLD CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.
	<b>SHELTER IN PLACE</b> is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

	<p><b>TAKE COVER</b> is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornados.</p> <ul style="list-style-type: none"> <li>○ Move students and staff into the school's permanent buildings, on the ground floor.</li> <li>○ Group students/staff together at the furthest point away from windows on the floor. <ul style="list-style-type: none"> <li>✓ Face the wall with backs to the windows</li> <li>✓ Crouch down on knees and elbows</li> <li>✓ Hands covering the back of their head/neck</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.</li> </ul>
	<p><b>DUCK, COVER AND HOLD ON</b> is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.</p>
EVACUATION	<p><b>EVACUATION</b> is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.</p>
	<p><b>OFF-SITE EVACUATION</b> is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations, OFF-SITE EVACUATION may require the use of bussing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.</p>
	<p><b>EARLY RELEASE</b> Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.</p>
REUNIFICATION	<p><b>STRUCTURED REUNIFICATION</b> is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires:</p> <ul style="list-style-type: none"> <li>• Maintaining accurate information on the location of each child.</li> <li>• Preventing unauthorized individuals from having access to or removing children.</li> <li>• Verifying the identity of individuals coming to take custody of children.</li> <li>• Verifying each individual has the legal right to take custody the child for which they have asked.</li> <li>• Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.</li> </ul>

## Appendix D:

### TYPES OF EMERGENCIES AND GENERAL PROCEDURES

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## EMERGENCY

## LOCKDOWN

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**LOCKDOWN** is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy.

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

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

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

### ANNOUNCEMENT:

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

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

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

### STAFF ACTIONS:

- ☐ If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- ☐ Immediately lock doors and instruct students to lie down on the floor.
- ☐ Close any shades and/or blinds if it appears safe to do so.
- ☐ Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

### STUDENT ACTIONS:

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

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

AND

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

**Example:**

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

**-REPEAT-**

- ☐ Instruct Office Manager/Secretary to call law enforcement non-emergency number, inform them of Secure Campus status, and gather more specific information regarding the potential threat. If information is difficult to obtain, put site administrator on the call and ask to speak with Dispatch/Communications Supervisor
- ☐ Designate assigned individual to lock all doors leading into administration building
- ☐ Designate assigned individual to close (**NOT LOCK**) all entrance and exit points on the campus perimeter
- ☐ Contact school resource officer or other security personnel and provide available information
- ☐ When able, alert Superintendent's office
- ☐ Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to **LOCKDOWN**
- ☐ If students are out at break, recess, or lunch and situation is deemed imminent, announce **SECURE AND HOLD CAMPUS** status and ask that all students return to assigned classrooms immediately
- ☐ If students are out at break, recess, or lunch and situation is **NOT** deemed imminent, initiate **SECURE AND HOLD CAMPUS** immediately upon conclusion of break
- ☐ If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation.

- ☐ Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside as long as the threat persists.
- ☐ After the emergency has been neutralized, initiate **ALL CLEAR**
- ☐ Through whatever means is most effective, provide parents/ guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath

#### STAFF ACTIONS:

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

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

- ☐ Gather students together and organize into an orderly formation
- ☐ Inform students that as part of **SECURE AND HOLD CAMPUS** procedures, the class will move immediately to a pre-determined classroom location

Proceed to on-campus shelter location as quickly as possible



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## EMERGENCY ACTION

## SHELTER IN PLACE

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

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

### ANNOUNCEMENT:

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

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

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

### TEACHER and STAFF ACTIONS:

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

### STUDENT ACTIONS:

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

---

## **EMERGENCY ACTION**

## **TAKE COVER**

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

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

### **Enemy Attack**

#### **ANNOUNCEMENT:**

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

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

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

### **Natural Disasters**

#### **ANNOUNCEMENT:**

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

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

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

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## EMERGENCY ACTION

## DUCK, COVER AND HOLD ON

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

- Earthquake
- Explosion

### ANNOUNCEMENT:

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

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

### STAFF AND STUDENT ACTIONS:

#### Inside

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

#### Outside

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

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## EMERGENCY ACTION

## EVACUATION

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**EVACUATION** is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

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

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

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

### ANNOUNCEMENT:

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

Example:

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

3. Implement Special Needs Evacuation Plan.
4. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

### PRINCIPAL/SITE ADMINISTRATOR:

- The Assembly Area ( See evacuation map) should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

## **STAFF ACTIONS:**

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

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

- The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately
- **To alert visually-impaired individuals**
  - Announce the type of emergency.
  - Offer your arm for guidance.
  - Tell person where you are going, obstacles you encounter.
  - When you reach safety, ask if further help is needed.
- **To alert individuals with hearing limitations**
  - Turn lights on/off to gain person's attention -OR-
  - Indicate directions with gestures -OR-
  - Write a note with evacuation directions.
- **To evacuate individuals using crutches, canes or walkers**
  - Evacuate these individuals as injured persons.
  - Assist and accompany to evacuation site, if possible -OR-
  - Use a sturdy chair (or one with wheels) to move person -OR-
  - Help carry individual to safety.
- **To evacuate individuals using wheelchairs**
  - Give priority assistance to wheelchair users with electrical respirators
  - Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
  - Reunite person with the wheelchair as soon as it is safe to do so.

## **EMERGENCY ACTION**

## **OFF-SITE EVACUATION**

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

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

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

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

### **ANNOUNCEMENT:**

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

Example:

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

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

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

### **STAFF ACTIONS:**

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

## APPENDIX E: EMERGENCY RESPONSES

This section establishes procedures to be followed that will minimize or nullify the effects of the 41 emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

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

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

**STAFF ACTIONS:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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



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## EMERGENCY RESPONSE    Active Shooter/Armed Assailant

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### ACTIVE SHOOTER/ ARMED ASSAILANT SITUATIONS

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

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

### ACTIONS-ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter/ armed assailant situation is occurring or is to about to occur.

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

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

- a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
  - Do not evacuate unless you...
    - o know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
    - o and can visualize a route that will get your students and yourself safely off campus.
  - Don't carry anything with you.

- o Police may mistake an item in your hands as a weapon.
    - o Leave everything behind.
  - If you encounter people along the way...
    - o Adults: Warn them and take them with if you can but don't stop if they refuse to come.
    - o Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you, *if you can do so without endangering yourself or the other students in your care.*
  - Place terrain and buildings between you and the assailant to cover your escape.
  - Keep going until you are certain you are out of danger.
  - Call 911 as soon as it is safe to do so.
  - Keep your students with you. Call (209)984-4058 to report your location and obtain instructions.
- b. **Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
- Lock the doors
  - Close and lock windows and close blinds or cover windows;
  - Turn off lights;
  - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
  - Silence all electronic devices;
  - Remain silent;
  - Position occupants spread out and out of line of site from room entrance.
  - Prepare to take action if the assailant attempts to get in the room;
  - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
  - Call 911 as soon as it is safe to do so.
  - Remain in place until evacuated by identifiable law enforcement officers.
- c. **FIGHT: Never seek out confrontation with an active shooter/ armed assailant.** If you are confronted by an active shooter/ armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**
- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
    - o Construct a strong barricade.
    - o If you have another way out (a window or back door) use it while the assailant is attempting to get in.
    - o If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
      - a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
  - Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.
3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

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

#### 4. Special Topics

- a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.
  - *Run* - If you encounter injured persons while you are trying to get out of danger...
    - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
  - *Hide* - If someone is injured where you are hiding, secure the room before tending to the wounded.
    - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
  - *Fight* - This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
    - If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
    - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.
- b. Law Enforcement: If you encounter law enforcement officers...
  - Immediately raise your hands in the air and display your open palms.
  - Don't run up to officers or attempt to hug or talk to them.
  - Don't talk unless they ask you a question.
  - Do exactly what they tell you to do.
- c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
  - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
  - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.
- d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)

- e. Extended Day Programs/ After School Activities: (School sites must also plan for and train all district/ site staff involved with student activities and extracurricular programs.)

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

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
  - Include as much actionable information on the announcement as possible.
 

*Example "LOCKDOWN. RUN, HIDE, FIGHT. Man with a gun on campus. USE ALICE training now."*
  - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.
 

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

#### **DISTRICT STAFF ACTIONS**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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

**Aircraft crashes into the school**

**STAFF ACTIONS:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

## **Aircraft crashes near school**

### **STAFF ACTIONS:**

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

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

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

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

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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



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

**STAFF ACTIONS:**

- ☐ If imminent risk, call 911.
- ☐ Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- ☐ Notify principal.
- ☐ Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- ☐ If an insect sting, remove stinger immediately.
- ☐ Assess situation and help student/staff member to be comfortable.
- ☐ Move student or adult only for safety reasons.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF/TEACHER ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_

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## **EMERGENCY RESPONSE BIOLOGICAL AGENT RELEASE**

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

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

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination.

Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

### **Outside the building**

#### **STAFF ACTIONS:**

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

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

- ☐ Initiate **SHELTER IN PLACE**.
- ☐ Shut off HVAC units.
- ☐ Move to central location where windows and doors can be sealed with duct tape.
- ☐ Call 911. Provide location and nature of the emergency and school actions taken.
- ☐ Notify District Superintendent of the situation.
- ☐ Turn on a battery-powered commercial radio and listen for instructions.
- ☐ Complete the Biological and Chemical Release Response Checklist
- ☐ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- ☐ Arrange for psychological counseling for students and staff.

### **Inside the building**

#### **STAFF ACTIONS:**

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

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

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

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

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

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

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

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

**PERSON RECEIVING THREAT BY TELEPHONE:**

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

Telephone Bomb Threats	
•	Remain calm/courteous.
•	Read phone's visual display.
•	Listen, don't interrupt.
•	Keep caller talking. Pretend hearing difficulty.
•	Notice details: background noises, voice description.
•	Ask: When? Where? What? How?
•	Don't touch any suspicious objects.
Call 911	

**PERSON RECEIVING THREAT BY MAIL:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

- ☐ Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- ☐ Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- ☐ If it is necessary to evacuate the entire school, use the fire alarm.
- ☐ Notify the District Superintendent of the situation.
- ☐ Direct a search team to look for suspicious packages, boxes or foreign objects.
- ☐ Do not return to the school building until it has been inspected and determined safe by proper authorities.
- ☐ Avoid publicizing the threat any more than necessary.

#### **SEARCH TEAM ACTIONS:**

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

#### **STAFF ACTIONS:**

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

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

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

**BUS DRIVER:**

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

**STAFF ACTIONS AT THE SCENE:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

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

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

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

### **Flood during bus trip**

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

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

#### **ADDITIONAL STEPS:**

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## **EMERGENCY RESPONSE      CHEMICAL ACCIDENT (offsite)**

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

### **PERSON DISCOVERING SPILL:**

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

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

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

### **STAFF ACTIONS:**

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

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

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## **EMERGENCY RESPONSE      CHEMICAL ACCIDENT (onsite)**

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

### **PERSON DISCOVERING SPILL:**

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

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

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

### **STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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

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

### **Inside School**

#### **STAFF ACTIONS:**

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

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

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

### **Outside of School**

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

- ☐ Call 911.
- ☐ Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- ☐ Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.

- ☐ Cancel all outside activities.
- ☐ Maintain an accurate record of events, conversations and actions. Assign staff members to assist nurse as necessary.

**STAFF ACTIONS:**

- ☐ Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- ☐ Instruct students to **DUCK AND COVER**, lie on the floor and keep students calm.
- ☐ Care for the injured, if any.
- ☐ Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Call 911 and the District Office. Verify the death and obtain as much information about it as possible.
- ☐ Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- ☐ Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- ☐ If the death occurred in the evening or weekend, implement the SwiftK12 Auto-dialer so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- ☐ Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- ☐ Determine whether additional resources are needed and make appropriate requests.
- ☐ Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- ☐ Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public-address system.
- ☐ Go to each of the student's classes and notify his/her classmates in person.
- ☐ Prepare a parent/guardian information letter and distribute it to students at the end of the day or send a K12 Swift Auto-dialer.
- ☐ Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- ☐ Make arrangements with the family to remove the student's personal belongings from the school.
- ☐ Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

**STAFF ACTIONS:**

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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

**Outside, close to the incident.**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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



- Do not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive

**Inside, close to the incident**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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

**Inside Building**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

- ☐ Stay alert for aftershocks
- ☐ Do NOT re-enter building until it is determined to be safe.

### **Outside Building**

#### **STAFF ACTIONS:**

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

### **During non-school hours**

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

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

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

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

**PRINCIPAL/SITE ADMINISTRATOR:**

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

**STAFF ACTIONS:**

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

### **Within School Building**

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

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

#### **STAFF ACTIONS:**

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

### **Near the School**

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

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

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise.

Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**BUS DRIVER ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

**STAFF ACTIONS:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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



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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Call 911, if necessary.
- ☐ If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- ☐ Initiate **EVACUATION**. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- ☐ Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- ☐ If time is available, initiate **Off Site Evacuation**, which may include the use of busses. Move students and staff away from the path of the hazardous materials.
- ☐ Notify District Superintendent.
- ☐ Wait for instructions from emergency responders-- Health or Fire Department.
- ☐ Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- ☐ Upon return to school, ensure that all classrooms are adequately aired.

**TEACHER ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS**

- ☐ Call 911. Provide all known essential details of the situation:
  - ☐ Number of hostage takers and description
  - ☐ Type of weapons being used
  - ☐ Number and names of hostages
  - ☐ Any demands or instructions the hostage taker has given
  - ☐ Description of the area
- ☐ Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- ☐ Protect building occupants before help arrives by initiating a **LOCKDOWN**
- ☐ or **EVACUATION** (or combination of both) for all or parts of the building.
- ☐ Secure exterior doors from outside access.
- ☐ When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- ☐ Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- ☐ Identify media staging area, if appropriate. Implement a hotline for parents.
- ☐ Account for students as they are evacuated.
- ☐ Provide recovery counseling for students and staff.

**STAFF ACTIONS:**

- ☐ If possible, assist in evacuating students to a safe area away from the danger.
- ☐ Protect students by implementing a **LOCKDOWN**.
- ☐ Alert the principal/site administrator.
- ☐ Account for all students.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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## EMERGENCY RESPONSE

## INTRUDER

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All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots.

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

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Initiate **LOCKDOWN**.
- ☐ Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
  - *"What can we do to make this better?"*
  - *"I understand the problem, and I am concerned."*
  - *"We need to work together on this problem."*
- ☐ As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- ☐ Keep subject in view until police or law enforcement arrives.
- ☐ Take measures to keep subject away from students and building.
- ☐ Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- ☐ When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- ☐ Be available to deal with the media and bystanders and keep site clear of visitors.

### STAFF ACTIONS:

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

### ADDITIONAL STEPS FOR THE SCHOOL:

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

## EMERGENCY RESPONSE

## IRRATIONAL BEHAVIOR

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

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ☐ Keep the individual under continuous adult supervision.
- ☐ Keep the individual on campus until parent/guardian has been notified.
- ☐ Arrange appropriate support services for necessary care of individual.
- ☐ If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- ☐ School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:
  - ☐ Provide parents/guardian with the names and phone numbers of mental health resources
  - ☐ Recommend that the parents make an immediate contact with a therapist.
  - ☐ Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- ☐ Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- ☐ Provide follow-up collaborative support for the student and parents (as indicated) within the school
- ☐ Develop a safety plan prior to the student's return to school.
- ☐ Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

### STAFF ACTIONS:

- ☐ Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- ☐ Notify principal/site administrator.
- ☐ Notify school office, school psychologist, counselor or social worker.
- ☐ Protect individual from injury.

### ADDITIONAL STEPS FOR THE SCHOOL:

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

- ☐ Notify principal, providing essential details:
  - ☐ Name and description of the student
  - ☐ Description of the suspect
  - ☐ Vehicle information
- ☐ Move students away from the area of abduction.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Assess the victim (ABC -Airway, Breathing, Circulation. Call 911, if appropriate. Provide:
  - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
  - Exact location within the building
  - Nature of the emergency and how it occurred
  - Approximate age of injured person
  - Caller's name and phone number
- ☐ Do not hang up until advised to do so by dispatcher.
- ☐ Assign staff member to meet rescue service and show medical responder where the injured person is.
- ☐ Assemble emergency care and contact information of victim
- ☐ Monitor medical status of victim, even if he or she is transported to the hospital.
- ☐ Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- ☐ Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- ☐ Advise staff of situation (when appropriate). Follow-up with parents.

**Universal Precautions when Treating a Medical Emergency**

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

**STAFF ACTIONS:**

- ☐ Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- ☐ Notify Principal/Site Administrator.
- ☐ Stay calm. Keep individual warm with a coat or blanket.
- ☐ Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- ☐ Do not give the individual anything to eat or drink.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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

**PRINCIPAL/SITE ADINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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



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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

- ☐ Notify Principal.
- ☐ Move students away from immediate vicinity of the crash.
- ☐ **EVACUATE** students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- ☐ Check school site to assure that all students have evacuated.
- ☐ Take attendance at the assembly area.
- ☐ Report missing students to the principal /designee and emergency response personnel.
- ☐ Maintain control of the students a safe distance from the crash site. Care for the injured, if any.
- ☐ Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

# **Opioid & Fentanyl Overdose Protocol**

## **PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE**

Jamestown School District's primary goal in the fight against opioids and fentanyl use is prevention.

Jamestown School District will use the following prevention strategies:

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

## **FIVE ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO A POSSIBLE OVERDOSE**

*The district is developing procedures to respond to student opioid overdose. The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.*

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

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

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

### **STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE**

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

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

If an opioid overdose is suspected, stimulate the person:

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

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

### **STEP 2: CALL 911 FOR HELP**

#### **AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.**

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After

calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

### **STEP 3: ADMINISTER NALOXONE**

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

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

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

### **Jamestown School District uses intranasal spray.**

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

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

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

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

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

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

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

**FENTANYL-INVOLVED OVERDOSES.** Suspected opioid overdoses, including suspected fentanyl-involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

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

#### STEP 4: SUPPORT THE PERSON'S BREATHING

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

Rescue breathing for adults involves the following steps:

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

Chest compressions for adults involve the following steps:

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

#### STEP 5: MONITOR THE PERSON'S RESPONSE

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

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)

Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

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

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

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

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

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

## OPIOID ANTAGONIST MEDICATION SPECIFICS

### TRAINING

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

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

### STORAGE

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

Narcan Naloxone HCl Nasal Spray 4mg Is stored in the following locations at the school:	
Jamestown Elementary School Office	

## OPIOID ANTAGONIST NALOXONE PROCEDURE TRAINING DOCUMENTATION

Narcan Naloxone HCl Nasal Spray 4mg Trained Individuals		
NAME	POSITION	LOCATION (Classroom/Office)
Michelle Keefe	School Secretary	School Office
Lisa Kasper	Attendance Clerk	School Office
Justine Jordet	Behavior and Attendance Assistant	School Office

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ☐ Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- ☐ Insure that students and staff members who are ill stay home.
- ☐ Send sick students and staff home from school immediately.
- ☐ Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- ☐ Monitor bulletins and alerts from the Department of Health and Human Services.
- ☐ Keep staff informed of developing issues.
- ☐ Assist the Department of Health and Human Services in monitoring outbreaks.
- ☐ Respond to media inquiries regarding school attendance status.
- ☐ Implement online education, if necessary, so that students can stay home.
- ☐ Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

**STAFF and STUDENT ACTIONS:**

- ☐ Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- ☐ Practice "respiratory hygiene etiquette".
- ☐ Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- ☐ Implement online homework assignments so that students can stay home.

**Respiratory Hygiene Etiquette**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_

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## **EMERGENCY RESPONSE      POISONING/CONTAMINATION**

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

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

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

### **STAFF ACTIONS:**

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

### **PREVENTATIVE MEASURES:**

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

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

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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



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

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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

**Severe Storm**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**Windstorm**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_

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

**STUDENT ACTIONS:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**Steps for Suicide Intervention**

1. Stabilize individual
2. Assess risk
3. Determine services needed
4. Inform
5. Follow-up

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_

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**RESPONSE****SUSPICIOUS PACKAGE**

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

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

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

**STAFF ACTIONS if package is leaking:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_

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

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

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

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

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

#### **STAFF ACTIONS:**

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

### **Enemy Attack Without Warning**

#### **STAFF ACTIONS:**

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

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

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

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

**During school hours**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**OFFICE STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_



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

**PRINCIPAL/SITE ADMINISTRATOR:**

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

**A. Plan for Loss of Water**

- Toilets:
- Drinking Water:
- Food Service:
- Fire Suppression:
- Other:

**B. Plan for Loss of Electricity**

- Ventilation:
- Emergency Light:
- Computers:
- Other:

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

- Heat:
- Food Service:
- Other:

