COMPREHENSIVE SCHOOL SAFETY PLAN ADOPTION
2015-2016

San Vicente Elementary School
Soledad Unified School District

27 75440 6026686
CDS

Date of 15-16 Safety Plan ADOPTION: 1/21/16

The comprehensive School Safety Plan has been approved at a regular meeting of Main Street Middle School Council on January 21, 2016.

Contact Person: Kristine Vasquez
Position: Principal

Telephone Number: (831) 678-6420

Address: 1300 Metz Road Soledad, CA 93960

E-mail Address: kvasquez@soledad.k12.ca.us

School Site Council President: Priscilla Thomas 1/21/16

San Vicente Elementary School Principal: ____________________________ 1/21/16

Soledad Unified SD Board President: ____________________________
Please initial next to each requirement to confirm that your Safety Plan includes the listed required element.

<table>
<thead>
<tr>
<th>Required Component</th>
<th>Requirement Met (please initial)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 32280</strong></td>
<td></td>
</tr>
<tr>
<td>(b) (1) Plan is written and developed by a school site council (SSC) or a safety planning committee.</td>
<td>X</td>
</tr>
<tr>
<td>(2) The school safety planning committee is made up of a principal/designee, teacher, parent of child who attends the school, classified employee, others.</td>
<td>X</td>
</tr>
<tr>
<td>(b) (3) SSC/planning committee consulted with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.</td>
<td>X</td>
</tr>
<tr>
<td><strong>Section 32282</strong></td>
<td></td>
</tr>
<tr>
<td>(a) The comprehensive school safety plan includes, but is not limited to all of the following:</td>
<td>X</td>
</tr>
<tr>
<td>(1) An assessment of the current status of school crime at the school and at school-related functions. You may accomplish this by reviewing the following types of information:</td>
<td>X</td>
</tr>
<tr>
<td>- Reviewed UMIRS data</td>
<td>X</td>
</tr>
<tr>
<td>- Office Referrals</td>
<td></td>
</tr>
<tr>
<td>- Attendance rates/SARB data</td>
<td></td>
</tr>
<tr>
<td>- Suspension/Expulsion data</td>
<td></td>
</tr>
<tr>
<td>- Local law enforcement juvenile crime data</td>
<td></td>
</tr>
<tr>
<td>- CA Healthy Kids Survey data</td>
<td></td>
</tr>
<tr>
<td>- School Improvement Plan</td>
<td></td>
</tr>
<tr>
<td>- Property Damage data</td>
<td></td>
</tr>
<tr>
<td>- Other:</td>
<td></td>
</tr>
<tr>
<td>- Other:</td>
<td></td>
</tr>
<tr>
<td>(2) Identify appropriate strategies and programs that provide and maintain a high level of school safety and address the school’s procedures for complying with existing laws related to school safety, including but not limited to the following:</td>
<td>X</td>
</tr>
<tr>
<td>(A) Child Abuse Reporting procedures (reference board policy)</td>
<td>X</td>
</tr>
<tr>
<td>(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities and the following: (i.e. crisis plan)</td>
<td>X</td>
</tr>
<tr>
<td>(i) Earthquake emergency procedures that include:</td>
<td>X</td>
</tr>
<tr>
<td>(I) a school building disaster plan (evacuation map)</td>
<td></td>
</tr>
<tr>
<td>(II) a drop procedure (student &amp; staff take cover) dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary</td>
<td></td>
</tr>
<tr>
<td>(III) protective measures to be taken before, during, and after an earthquake</td>
<td></td>
</tr>
<tr>
<td>(IV) a program to ensure that pupils and staff are aware of and trained in the earthquake emergency procedure system</td>
<td></td>
</tr>
<tr>
<td>Required Component</td>
<td>Requirement Met (please initial)</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>(ii) Establish procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency <em>(reference board policy)</em></td>
<td>✔️ ✅</td>
</tr>
<tr>
<td>(C) Suspension/Expulsion procedures <em>(reference policy and/or student handbook)</em></td>
<td>✅</td>
</tr>
<tr>
<td>(D) Teacher notification of dangerous students <em>(reference board policy)</em></td>
<td>✅</td>
</tr>
<tr>
<td>(E) Discrimination and Harassment policy <em>(reference cyber-bullying policies in this section)</em></td>
<td>✅</td>
</tr>
<tr>
<td>(F) Dress code, including prohibition of gang-related apparel <em>(reference board policy and/or student handbook)</em></td>
<td>✅</td>
</tr>
<tr>
<td>(G) Procedures for safe ingress and egress of pupils, parents, and employees to and from school site</td>
<td>✅</td>
</tr>
<tr>
<td>(H) A safe and orderly environment conducive to learning at the school, including two Safe School Components defined in Safe Schools: A Planning Guide for Action</td>
<td>✅</td>
</tr>
<tr>
<td>(I) School rules and procedures for discipline <em>(reference student handbook and/or board policy)</em></td>
<td>✅</td>
</tr>
<tr>
<td>(J) Hate crime reporting procedures and policies <em>(reference board policy)</em></td>
<td>✅</td>
</tr>
<tr>
<td>(d) When practical, consult, cooperate and coordinate with other school site councils or school safety planning committees</td>
<td>✅</td>
</tr>
<tr>
<td>(e) Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented. Also keep an updated file of all safety-related plans and materials readily available for inspection by the public.</td>
<td>✅</td>
</tr>
</tbody>
</table>

**Section 32288**

(a) Submit the plan to school district office of approval                                                                                                              | ✅                              |

(b) (a) SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site                                                                                           | ✅                              |
COMPOSITION AND ROLE OF THE CRISIS INTERVENTION TEAM

The School Site Crisis Intervention Team is comprised of designated staff members and district support personnel who are able to assist with the identification, assessment and intervention of students and staff affected by a traumatic event such as a natural disaster, sudden death, suicide (1), bus accident, drive-by shooting, etc.

School Site Emergency Team Members

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Work Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Kristine Vasquez</td>
<td>678-6422</td>
</tr>
<tr>
<td>Key Teacher</td>
<td>Jaime Ceja</td>
<td>678-6420</td>
</tr>
<tr>
<td>FSSL</td>
<td>Aurora Ortega</td>
<td>678-6420</td>
</tr>
<tr>
<td>Health Aide</td>
<td>Estella Serrano</td>
<td>678-6420</td>
</tr>
<tr>
<td>Librarian</td>
<td>Olga Mares</td>
<td>678-6420</td>
</tr>
<tr>
<td>Secretary III</td>
<td>Angie Amador</td>
<td>678-6422</td>
</tr>
<tr>
<td>Secretary I</td>
<td>Susana Plascencia</td>
<td>678-6420</td>
</tr>
</tbody>
</table>
VII SITE FACILITY AND EQUIPMENT/ SUPPLY INFORMATION

Equipment/Supplies Checklist
Indicate the exact locations of the items listed below. Be specific, so that in your absence anyone can locate critical supplies and materials.

<table>
<thead>
<tr>
<th>Classroom Emergency Folders*</th>
<th>Office/Room</th>
<th>Specific Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disaster Plan</td>
<td>Classrooms</td>
<td>Emergency Folder</td>
</tr>
<tr>
<td>School Map/Floor Plan</td>
<td>Classrooms</td>
<td>Emergency Folder</td>
</tr>
<tr>
<td>Student Rosters</td>
<td>Classrooms</td>
<td>On Wall Near Exit</td>
</tr>
<tr>
<td>Staff Roster/Room Assignments</td>
<td>Classrooms</td>
<td>Teachers’ Desk</td>
</tr>
<tr>
<td>First Aid Supplies</td>
<td>Office</td>
<td>Secretary II</td>
</tr>
<tr>
<td>Blankets</td>
<td>Health Office</td>
<td>Emergency Kit</td>
</tr>
<tr>
<td>Battery-Operated Radio</td>
<td>Health Office</td>
<td>Under Bed</td>
</tr>
<tr>
<td>Batteries</td>
<td>Health Office</td>
<td>Emergency Box</td>
</tr>
<tr>
<td>Two-Way Radios</td>
<td>Front Office</td>
<td>Emergency Box</td>
</tr>
<tr>
<td>Flashlights</td>
<td>Front Office</td>
<td>Emergency Box</td>
</tr>
<tr>
<td>Tools (crowbars, wrenches, etc.)</td>
<td>Front Office</td>
<td>Emergency Box</td>
</tr>
<tr>
<td>Soap/Restroom supplies</td>
<td>Custodian Room</td>
<td>Emergency Box</td>
</tr>
<tr>
<td>Food</td>
<td>Cafeteria</td>
<td>Shelf</td>
</tr>
<tr>
<td>Water supplies</td>
<td>Custodian Room</td>
<td>Multi-purpose Room</td>
</tr>
<tr>
<td>Extra Keys</td>
<td>Classrooms</td>
<td>Room 1</td>
</tr>
<tr>
<td></td>
<td>Office</td>
<td>Cabinet in Office</td>
</tr>
</tbody>
</table>

* Please see next page
San Vicente is one of five and the oldest elementary school in the Soledad Unified School District. San Vicente provides self-contained classes for Transition Kinder to 6th grade students.

San Vicente’s mission statement is as follows:

We at San Vicente School envision a learning environment where the school and community work together to develop literate, life-long learners in a technological age. Our students will be responsible decision-makers who appreciate their heritage, celebrate diversity and respect the diversity of others. Our mission at San Vicente School will be to provide a safe, nurturing, creative and inspiring learning environment where we communicate effectively with parents, students and each other. Together we will support a character education program that includes respect, responsibility, honesty, compassion and perseverance in order to help students learn from their past, excel in their present and look forward to their future. We will prepare our students for the information age in which we now live and empower our students to be mathematical solvers and critical thinkers while at the same time providing age appropriate challenging common core curriculum.

• School Site Council is a group composed of parents, teachers, instructional aides, administration, and students who meet on a monthly basis to support and advise the school. The school Site Council writes and oversees the School Plan.

• ELAC (English Learner Advisory Committee) is another parent involvement opportunity. This committee meets monthly to discuss issues surrounding our English Language Learners and is open to all parents.

Parents are encouraged to visit and/or volunteer at San Vicente. We also have Parent’s Night, Parent-Teacher Conferences, Award Assemblies, Honor Roll Assemblies, and Open House which parents are invited and encouraged to attend.

San Vicente is proud to provide programs that support student safety, learning, and success.

People:

• Kristine Vasquez - Principal
• Aurora Ortega – Family and Student Support Liaison
• Angie Amador - Secretary III
• Susana Plascencia - Secretary I
• Maya Holland – Family and Student Support Coordinator
Soledad USD
Board Policy
Comprehensive Safety Plan

BP 0450
Philosophy, Goals, Objectives and Comprehensive Plans

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 to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others.

(cf. 5131 - Conduct)

The Superintendent or designee shall oversee the development of a comprehensive districtwide safety plan that identifies major safety concerns as well as the district's goals and priorities for safe schools. The plan shall include violence prevention strategies and actions to be taken in the event of a crisis.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)

The school safety plan shall be reviewed and updated annually by March 1 of each year. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 35294.6)

(cf. 0510 - School Accountability Report Card)

Each school shall forward the safety plan to the Board for approval. The Board shall approve the plan at a regularly scheduled meeting of the Board and the adoption of the plan shall not be a consent item. At a minimum, the Board shall discuss both of the following: (Education Code 35294.8, 35294.21, 35294.22)

1. How the safety plan addresses the needs of the school and students within that school

2. How the school site council or safety planning committee considered the "three essential components" when writing the plan, including assuring each student a safe physical environment; assuring each student a safe, respectful, accepting and emotionally nurturing environment; and providing each student resiliency skills

The Board shall review the comprehensive districtwide and/or school safety plan(s) in order to ensure compliance with state law, Board policy and administrative regulation.
By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 35294.1. (Education Code 35294.8)

The principal or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 35294.2)

(cf. 1340 - Access to District Records)

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of sex discrimination
32260-32262 Interagency School Safety Demonstration Act of 1985
32270 School safety cadre
32280-32289 School safety plans
32290 Safety devices
35147 School site councils and advisory committees
35183 School dress code; uniforms
35291 Rules
35291.5 School-adopted discipline rules
35294.10-35294.15 School Safety and Violence Prevention Act
41510-41514 School Safety Consolidated Competitive Grant Program
48900-48927 Suspension and expulsion
48950 Speech and other communication
49079 Notification to teacher; student who has committed acts constituting grounds for suspension or expulsion
67381 Violent crime
PENAL CODE
11164-11174.3 Child Abuse and Neglect Reporting Act
CALIFORNIA CONSTITUTION
Article I, Section 28(c) Right to Safe Schools
CODE OF REGULATIONS, TITLE 5
11992-11993 Definition, persistently dangerous schools
11987-11987.7 School Community Violence Prevention Program requirements
UNITED STATES CODE, TITLE 20
7101-7165 Safe and Drug Free Schools and Communities, especially:
7114 Application for local educational agencies
7912 Transfers from persistently dangerous schools
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act

Management Resources:
CSBA PUBLICATIONS
911! A Manual for Schools and the Media During a Campus Crisis, 2001
Policy SOLEDAD UNIFIED SCHOOL DISTRICT
adopted: April 12, 2003 Soledad, California
Soledad Unified School-District

Site-Level Emergency Operations Plan

This plan shall be activated under any of the following conditions:

➢ On the order of the Manager of Emergency Operations or designated representative when the existence, the threatened existence, or the perceived existence of an emergency or disaster is present in the District.

➢ When local governmental authorities proclaim a Local Emergency and the District is affected.

➢ When the Governor has proclaimed a State of Emergency that impacts the District.

➢ By Presidential declaration of a National Emergency that impacts the District.

Edited by Julia De La Torre, January 24, 2015

Note: This document is part of a multi-level District Emergency Operations Plan (Board Approved). The complete Plan is available for review at the District Office.
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## San Vicente School
### 2015 - 2016 Emergency Phone Tree

**Kristine Vasquez, Principal**  
(831) 210-9868 Cell

<table>
<thead>
<tr>
<th>Department</th>
<th>Name</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>Angie Amador</td>
<td>(831) 512-3779 C</td>
</tr>
<tr>
<td></td>
<td>Secretary III</td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>Susana Plascencia (Sub)</td>
<td>(408) 693-9873 C</td>
</tr>
<tr>
<td></td>
<td>Secretary I</td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>Esthela Serrano</td>
<td>(831) 214-5288 C</td>
</tr>
<tr>
<td></td>
<td>Health Aide</td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>Ava Castillo</td>
<td>(831) 262-1675 C</td>
</tr>
<tr>
<td></td>
<td>Cafeteria Clerk</td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>Aurora Ortega</td>
<td>(817) 320-3833 C</td>
</tr>
<tr>
<td></td>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td>Maya Holliday</td>
<td>(831) 682-0942 C</td>
</tr>
<tr>
<td></td>
<td>Coordinator</td>
<td></td>
</tr>
</tbody>
</table>

- Maria Barrera       
  (831) 585-7489 C
- Ernesto Felix       
  (831) 595-9359 C
- Jaime Ceja          
  (831) 214-8249 C
- Felicia Lopez       
  (831) 320-3833 C
- Veronica Salazar    
  (831) 320-7906 C
- Yesenia Lopez       
  (831) 901-8344 C
- John Gomez          
  (831) 596-8013 C
- Alicia Domínguez    
  (831) 229-8580 C
- Jenevia Basildua    
  (831) 512-4745 C
- Yercenta Marroquin  
  (831) 512-4745 C
- Alicia Arriaga      
  (831) 262-4127 C
- Olga Marez          
  (831) 678-8144 H
- Tina Miller         
  (831) 262-7594 C
- Celia Solorio       
  (831) 905-0305 C
- Paul Hutton         
  (831) 905-5494 C
- Capuchin            
  (817) 320-3833 C
- Esmeralda Aguilera  
  (831) 998-6200 C
- Erandi Ramirez      
  (831) 287-0452 C
- Janelle Read-Cap    
  (760) 580-5130 C
- Desiree Ceja        
  (831) 678-4248 H
- Priscella Thomas    
  (805) 710-7781 C
- Jeanette Alvarez    
  (831) 917-2383 C
- Diana Gonzales      
  (831) 512-4689 C
- Beatriz Mosqueda    
  (831) 261-2803 C
- Cristina Hutton     
  (831) 776-6707 C
- Carla Gallegos      
  (831) 915-7365 C
- Phyllis Varela      
  (831) 612-3745 C
- Veronica Garcia     
  (831) 612-3745 C
- Luiss Bravo         
  (831) 774-5962 C
- Gene Mosqueda       
  (831) 679-3076 C
- Mervin Osuna        
  (831) 223-6693 C
- Jose Solicio        
  (831) 905-0306 C
- Primo Nuñez         
  (831) 262-4127 C
- Nova Rodriguez      
  (831) 596-4670 C
- Kathryn Ricketts    
  (626) 345-8014 C
- Ralph Chavez        
  (831) 578-3659 C
- Sofia Regalado      
  (831) 262-1716 C
- Joe Dominguez       
  (805) 714-8380 C
- Arlene Gonzales     
  (831) 262-4127 C
- Beatriz Márquez     
  (831) 917-2383 C
- Gladys Unbe         
  (831) 223-6102 C
- Joey Morales        
  (831) 223-8174 C
- Veronica Rodríguez  
  (831) 800-5404 C
- Adela Chavez        
  (831) 674-3360 H
- Maria Tapias        
  (831) 262-2049 C
- Carmen Rangel       
  (831) 262-2049 C
- Hollie Millican     
  (770) 880-7935 C
- Amanda Camacho (Sub) 
  (831) 240-8395 C
- Angela Hernandez    
  (831) 237-9104 C
- Renee Sitko         
  (831) 214-4296 C
- Irene Lourdes       
  (831) 674-2964 H
- Denise Hernandez     
  (831) 674-2964 H
- Catalina Arroyo     
  (831) 235-2320 C
- Claudia Castro       
  (831) 223-7197 C
- Maricela Lara       
  (831) 682-4640 C
- Garcia Jazregui     
  (831) 449-4097 C
- Tiffany Morones     
  (831) 269-9412 C

**Staff, please be sure to call the person below you on the list. If that person is not immediately available, please call the person beneath them and so on until you reach someone. Then continue to try to reach the person directly beneath you.**

**PLEASE KEEP THIS AT HOME AND DO NOT POST IN YOUR CLASSROOM. ALSO, DO NOT GIVE ANYONE'S PHONE NUMBER OUT WITHOUT THEIR CONSENT.**

10/12/2015 AA
INCIDENT COMMAND SYSTEM OVERVIEW FROM DISTRICT LEVEL

The following chart outlines the Incident Command System (ICS) coordination plan between the District and the School Site:

Manager of the E.O.C. and Public Info. Chief
(Superintendent or other designee)

Logistics Chief,
Planning Chief,
Finances and Administration Chief

Schools/Operations Chief
(Associate Superintendent)

School Site Incident Commander
(Principal or other designee)

Site Crisis Teams
GENERAL DUTIES OF SCHOOL CRISIS TEAMS

The outline below illustrates the general duties of each role for the School Site teams:

Incident Command System (ICS) for School Site

SITE INCIDENT COMMANDER
- Coordinates Operations functions

COMMUNICATIONS TEAM
1. Gets the word out
2. Sets up phones & activates phone tree.
3. Calls in resources as needed
4. Carries reports to other teams
5. Relays pre-approved messages to the media

STUDENT RELEASE AND CROWD CONTROL TEAM
1. Keeps area secure
2. Manages vehicle traffic at Student Release Station / Gate
3. Releases students upon directive of Incident Command
4. Manages parents/guardians at Student Release Station / Gate
5. Supervises volunteers

FIRST AID / BASIC NEEDS TEAM
1. Sets up First Aid Station
2. Brings supplies to designated area
3. Assesses injuries and provides first aid
4. Prioritizes injuries (triage)
5. Completes master injury report
6. Keeps track of students sent to hospitals for further treatment

STUDENT & STAFF SAFETY TEAM
1. Accounts for all students and staff
2. Reports missing students or staff to Incident Commander and First Responders
3. Assists with evacuations
4. Plans and coordinates for safety of movement during evacuations and shelter in place incidents

FACILITIES TEAM
1. Shuts off valves
2. Gets supplies
3. Secures buildings
4. Assists all teams as needed
<table>
<thead>
<tr>
<th>Students with Medical History 2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Vicente Elementary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments</th>
<th>Grade</th>
<th>Teacher Name</th>
<th>Middle Name</th>
<th>First Name</th>
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Page 1

1/6/2016
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<td>-----------</td>
<td>-----------------</td>
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<td>5013 Ramirez</td>
<td>Destiny</td>
<td>Feliex</td>
<td>Sebatic hip</td>
<td>Pain rash as per emergency form. Right Hip dislocated 50 /°</td>
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**Frequent Use of Medication:**
- If child is taking methylnitatemate (mg/mg) at 11:30 before lunch. ES
- 15 ml of methylnitatemate to be given at 1:30 before lunch. ES
- Alergic to pamlillin as per ES
- Allergy to pseudophenidate ES
- Frequent Use as per emergency form. ES
-， ES
- Pseudophenidate HCL 18 mg tablet, extended release. ES
- ADHD, taking methylnitatemate HCI

**Students with Medical History 2015-16**

San Vincente Elementary

1/6/2016
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<th>Dosage</th>
<th>Time</th>
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<tr>
<td>As needed</td>
<td>2 puffs</td>
<td>Every 20 min</td>
<td>11:45 AM</td>
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<td>As needed</td>
<td>2 puffs</td>
<td>Every 40 min</td>
<td>2:30 PM</td>
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<td>As needed</td>
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<td>Every 20 min</td>
<td>3:30 PM</td>
<td>Felix</td>
</tr>
<tr>
<td>As needed</td>
<td>2 puffs</td>
<td>Every 20 min</td>
<td>4:30 PM</td>
<td>Felix</td>
</tr>
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<td>Every 20 min</td>
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<td>As needed</td>
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<td>Every 20 min</td>
<td>11:30 PM</td>
<td>Felix</td>
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**Daily Medication Chart**
San Vicente School

**Students:**
- Vargas, Angel
- Sandoval
- Vargas, Alex
- Valdez, Jorge
- Valdez, Givon
- Mandujano
- Solito
- Sanovall, Angel
- Ramirez, Destiny
- Munoz, Saul
- Martinez, Jayden
- Guzman, Isabella
- Gonzalez, E. Rosa
- Flores, Bria
- Cortez-C., Maria G.
- Mize, Caro
- Miele, Camara, Crystal

**Teachers:**
- V. Solito
- H. Viterio
- J. Muello
- A. Tanziel

**Medication:**
- Albuterol
- Mucogesonic
- Ventolin
- Lactose-intolerant
- Albuterol (Ventolin)
- Albuterol (Ventolin)
Location of supplies: With First Aid and Basic Needs Team
Location of master set of keys: In lock box in school office.
Special site considerations: ___
During The Life Cycle of The Crisis:

- Manage the crisis in conjunction with public safety: FD, PD, etc... Responses must follow the lead Incident Commander from public safety/law enforcement. (If the PD Incident Commander tells you to evacuate- you MUST evacuate.)
- If the crisis involves a possible crime- actions must be taken to minimize disturbance to crime scene; do not inject into management of a crime scene
- Coordinates response efforts from a command center.
- Debriefs with Crisis Team Chairs- or entire teams frequently during a crisis:
  - Initial Debrief- Follow-up Debrief -Debrief Updates-Debrief Review (after crisis)
- Identify training needs for teams and specific team members - record for future action
- Display a sense of calm
- Maintain clear and concise communication-Ask respondents to repeat your communication (what you told them to do)
- Assign duties and delegates whenever possible
- Manage the crisis do not let the crisis manage you!- Think ahead and be proactive
- Conduct critical debriefings frequently with team leaders (get the facts!)
- Assign a recorder to keep a detailed report of all actions taken, decisions made and detailed responses- Make sure your recorder is getting ALL the details- including times and names.
- Establish and implement a staff release policy
- Create a winning team spirit
- Patience, Patience, Patience
- Leadership, Leadership, Leadership

After The Crisis:

- Document all losses of property, staff time and damage to facilities
  - Use a digital camera to record damage
  - Document loss of school time
  - Document staff time which was beyond a regular work schedule
  - Document volunteer involvement
  - Document names and actions of First Responders who may have affected decisions and or property or personnel losses.
SPECIFIC RESPONSIBILITIES OF THE RECORDER

The School Secretary serves as the Recorder; if unavailable an office clerk or other staff is assigned. At least two people should be trained for this role.

- Should be with the Incident Commander at all times.
- Several recorders may be assigned to teams
- Keep track of incidents, times actions took place, who took the actions, what was reported by the Crisis Team Chairs and other participants
- Qualities: able to keep confidentiality; able to remain calm; able to quickly organize information; not assigned to any other duties during the crisis response and recovery times.

A Sample Recorder Report Follows:

Sample Outline of a Report

- 1/29/05 Tuesday
  - 1:20pm Bob Jones reports fire a few blocks from Gabilan School; 911 has been called
  - 1:25 Bob initiates School Command Center
  - 1:30 Action: Shelter in Place
  - 1:40 Bob Debriefs Team Chairs
  - 2:00 Crisis Teams set up
    - and implement duties (as assigned by Bob and that are written in School Plan)
  - 2:30 Fire Dept. recommends off site evacuation to a nearby park
  - 2:50 Safety Team sweeps site & one member waits for Fire Personnel.
  - 3:00 Media Broadcasts reunification info. Media arrive at the park and interview children.
  - 3:05 Students are released from the park to Parents
  - 4:00 (10) students remain. Parents are called
  - 7:00am Wednesday 1/30/05- Bob holds Review meeting with all teams to debrief and assess actions. Some procedures and duties are revised. Including the creation of student release cards for every classroom; the creation of a Mutual Aid Agreement with the Recreation District; an area is established for media to wait for media spokesperson at the park – far away from student areas.
SPECIFIC RESPONSIBILITIES OF THE STUDENT RELEASE AND
CROWD CONTROL TEAM

Each school site should assign at least 3 staff members to this team. Alternate team members
should be considered in case of the absence of one or all of the team members. School
volunteers can also be assigned to the team. Administrators should be careful to select team
members who are not “fragile” and who can be counted on to act calm in an emergency. This
team must have a plan for student release in on-site and off-site evacuation incidents. Since
this team will have direct contact with parents and the community at-large, some or all of the
team members should be bilingual (English/Spanish).

The duties of this team include:

- Implements and monitors student release
- Tells volunteers and others where to go
- Makes sure all volunteers are 100% supervised
- Sets up and monitors media area-but does NOT give statements to media
- Coordinates with public safety personnel (Fire, Police)
- Sets up boundaries around risk areas to keep crowds out (cones, ropes, etc.)
- Maintains integrity of crime scenes
- Controls foot and vehicle traffic for optimum safety
- Gives reports to Incident Commander
SPECIFIC RESPONSIBILITIES OF THE COMMUNICATIONS TEAM

Each school site should assign at least 3 staff members to this team. Alternate team members should be considered in case of the absence of one or all of the team members. School volunteers should not be assigned to this team, as communications may involve confidential matters. Administrators should be careful to select team members who are not “fragile” and who can be counted on to act calm in an emergency. This team must have at least one or two members who are bilingual (English/Spanish). All of these team members must have good communication skills and must understand that the tone and accuracy of their statements can dramatically improve a crisis situation. They must also understand that a tone of panic and inaccurate statements can greatly worsen a crisis situation.

The duties of this team include:

• Makes pre-authorized announcements
• Carries messages to teams and Command Center
• Coordinates with Public Resources Officer and Media Spokesperson/Public Information Officer
• Initiates telephone tree
• Disseminates relevant information to staff as authorized
• Answers the phones and gives out pre-approved information to the public
• Finds and calls in resources as needed (local service providers)
• Makes frequent reports to Incident Commander
THE EMERGENCY OPERATIONS CENTER-COORDINATION WITH THE DISTRICT

The District's emergency response structure has seven functions:

1. Emergency Operations Center (EOC)
2. Operations
3. Logistics
4. Planning
5. Public Resources
6. Public Information
7. Finance and Administration

These roles are required under the National Incident Management System (NIMS) and the State Emergency Management System (SEMS). A chart outlining the tasks and areas of responsibility for each District level assignment is found in the following pages. The positions shown on the following chart represent the link or liaison between working elements in the field and the District Command at the EOC. Not all positions will be filled in every emergency situation, nor must each position be filled by separate staff. If time will not permit the full staffing and/or some positions are not needed, the District EOC Manager may choose to fill selected positions or assign two or more duties to one individual. Conversely, if staffing permits and/or the incident is of major proportions the District EOC Manager may place more than one person in each position. If this is the case, the officer shall task one person in each identified position as having the responsibility for leading the activities of that work group. Although the functions charted below have District personnel/positions identified as having responsibilities in each specific function, if those persons are not available for duty, the District EOC Manager may assign any Disaster Service Worker to fill that position.
EMERGENCY PHASES OF CRISIS MANAGEMENT

Some emergencies will be preceded by a buildup period which, if recognized and utilized can provide advance warning to the District and/or Schools that might be affected. Other emergencies occur with little or no advance warning, thus requiring mobilization and commitment of the District’s resources just prior to or after the onset of the emergency situation.

The American Red Cross has good resources for emergency family planning. Print or download an eight page disaster planning booklet for families at www.redcross.org/services/disaster/keepsafe/terrorism.pdf

For the purposes of this plan, emergency management and crisis response can be divided into four time periods: Mitigation and Prevention Phase, Preparedness Phase, Response Phase and the Recovery Phase.

The Mitigation and Prevention Phase

The Pre-Emergency Period is divided into two periods the Mitigation and Prevention Phase and the Preparedness Phase.

The goal of mitigation is to decrease the need for response as opposed to simply increasing response capability:

➢ Connect the community emergency responders to identify local hazards
➢ Review the last safety audit to examine school buildings and grounds
➢ Determine who is responsible for overseeing violence prevention strategies in the schools
➢ Encourage staff to provide input and feedback during the crisis planning process
➢ Review incident data
➢ Determine major problems in the schools with regard to student crime and violence
➢ Assess how the school addresses these problems
2. What evaluation data will help assess the school/district’s current state of preparedness?

The Response Phase

The Response Phase initializes the district and school site emergency response structure. The sites set up their Incident Command System, while the district initiates the coordination and communication in each of the seven National Incident Management System (NIMS) functions: Management, Operations, Logistics, Planning, Public Resources, Public Information, and Finance and Administration. These coordination efforts are outlined in the chart in section 4.2 District Emergency Operations Center (EOC). *A crisis is the time to follow the crisis plan and make use of your preparations:*

- Determine if a crisis is occurring
- Identify the type of crisis that is occurring and determine appropriate response
- Activate the Incident Management System - establish the Incident Commander
- Ascertain whether an evacuation, reverse evacuation, lockdown, or shelter-in-place needs to be implemented
- Maintain communication among all relevant staff at officially designated locations
- Establish what information needs to be communicated to staff, students, families and the community
- Monitor how emergency first aid is being administered to the injured
- Decide if more equipment and supplies are needed.

During the Response Phase the following questions should be addressed:

1. How will your team respond to this event and what strategies will be used to manage this event to prevent loss of life bodily injury and minimize property damage?
2. What evaluation methods and data are helpful to assess the district’s response to this event?

The Response Phase is divided into three periods as follows Pre-Impact Period, Immediate Impact Period and the Sustained Emergency Period:
1. Close to the affected area and can be called upon to provide direct and immediate support to emergency operations in the affected area; or
   • Distant from the affected area and can be called upon to provide back-up support.

Priority will be given to the following operations:

➢ Disseminating warning, emergency public information and other advice and action instructions to the public.
➢ Surveying and evaluating the emergency situation.
➢ Mobilizing, allocating and positioning personnel and equipment.
➢ Conducting evacuation and/or rescue operations as required.
➢ Providing for the care and treatment of casualties.
➢ Collecting, identifying and disposing of the dead.
➢ Providing for the mass care (food, lodging, etc.) needs of staff and students.
➢ Enforcing District rules and regulations in controlling the locations and movements of student and staff, and establishing access controls, etc.
➢ Implementing health and safety measures.
➢ Protecting, controlling, and allocating vital resources.
➢ Advising media, schools and local government agencies of possible phased closures.
➢ Restoring or activating essential facilities and systems to ensure continued educational activities.

Sustained Emergency Period

As early lifesaving and property-protecting actions continue, attention can be given to other priority activities. Emphasis should be on actions to help re-unite students with their families, and the securing of dangerous areas. Activity during this period includes:

➢ Operation of care and shelter facilities with more definitive medical treatment.
➢ Identification and location of all students and staff, and reunification of family members.
➢ Detailed damage assessment.
high stress levels in staff, and a need for the District to recommend or provide preventative counseling.

Once full order has been established and the major potential dangers abated, then the attention of the Manager of Emergency Operations can be directed toward the reestablishment of District services.

Don’t forget to give praise and commendations to individuals for outstanding service and dedication to duty.
Education and Training Resources

Practice Drills
The school site must hold a fire drill monthly as specified by the California Education Code 32001. Schools are also required to conduct a drop and cover earthquake drill on a quarterly basis per California Education Code 32282. In addition this new Emergency Operations Plan requires one full mock drill annually. The mock drill involves acting out the life cycle of an incident and responding to the mock incident utilizing the full Incident Command Structure. Ideally this mock drill will also involve the local First Responders, including the Fire and Police Departments. Whenever possible the mock drill should be held as a district wide event, so that the District Incident Command System is also tested and trained. All drills should follow the procedures and instructions outlined in this Emergency Operations Plan.

Crisis Teams and Tabletop Exercises
Each school site Administrator is additionally responsible for conducting table top drills with the site Crisis Team at least once every school year. Principals are responsible for ensuring that their Crisis Teams are prepared for a major emergency. Preparation includes planning for Crisis Team members to be away from their regularly assigned duties, establishing meeting locations for each Crisis Team, ensuring that the supplies and equipment needed by the Crisis Teams are readily available and ensuring that the Crisis Teams know their duties and responsibilities. All training exercises should utilize the procedures and instructions outlined in this Emergency Operations Plan.

Other Education and Training
All District Administrators should complete an on-line Federal Emergency Management Agency (FEMA) training titled “Multi-Hazard Emergency Planning for Schools”. This free on-line course can be completed in less than 8 hours. It can be found at http://training.fema.gov/. School staffs are encouraged to become certified in First Aid and CPR through the Monterey Chapter of the American Red Cross. Our local Adult Schools provides the training and certification for basic First Aid and CPR at a minimal cost.
pupils or more than one classroom. A district or county office may work with the Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

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

(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. **A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.**

(III) Protective measures to be taken before, during, and following an earthquake.

(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The district or county office shall cooperate with the public agency in furnishing and maintaining the services as the district or county office may deem necessary to meet the needs of the community.
Dept. or Police) where to look for them. Note: This team should also be ready to report the location of the upper grade teacher and her students who are trapped in the classroom to the Communications Team (who will tell the Fire Dept. and Police.) This team may assist with rescue operations if it is safe.

- [Staff and Student Safety Team] Make sure that every teacher has a current copy of student emergency cards (listing who student’s can be released to during an emergency).
- [Staff and Student Safety Team] Prepare signs for each team which would designate their command post location during the drill.
- [Communication Team] Contacts the Fire Department at (831) 678-2054 ask them if you can call them during the scheduled drill time to simulate an emergency call for help. (Note: During the drill the Communications team is the designated contact for the Fire & Police.)
- [Student Release and Crowd Control Team] Assign at least 10 or more parents to show up at the school to pick up “rescue” their kids. Ask one parent to pretend he/she is the aunt of the child; ask another parent to pretend he/she is the child’s neighbor. Ask at least one non-English speaking parent to speak only their language when they come. Ask them to role play as if they were upset and overly anxious to remove their children from the school premises.
- [Communications Team] Ask a few volunteers to pretend to be Reporters on the Scene trying to interview the children. Or if you have a trusted real-life media contact- ask them to participate in the drill.
- [Communications Team] Prepare a Bilingual Script that you could read to reporters and worried parents/community members explaining the emergency responses and situation. Make sure the Incident Commander approves the script.
- [Facilities Team] Be ready to role play shutting off the valves (train the team how to shut off the valves – time yourselves)
- [Facilities Team] Prepare supplies needed for the other Crisis Teams. Make sure that there is an Emergency Box with all the supplies each team needs.
- [Facilities Team] Have multiple copies of the school maps (showing evacuation routes and shut off valves for each team and extra copies you can give to the Fire Dept. and Police ready in the Emergency Box)
- [Incident Commander] Assign a the Recorder to document the amount of time it took to conduct each part of the drill – answering the following questions:
  - How long did it take to evacuate students?
  - How long did it take to find out about missing staff?
  - How long did it take Incident Commander to call Crisis Teams to Action?
  - How long did it take to set up a Student Release procedure?
  - How long did it take to [role play] shutting off the valves?
  - What did each team report – how often did they report?

**DRILL SCENARIO:**

A 7.1 magnitude Earthquake hits at 10:00 am. Within minutes reports on the T.V. and Radio report that Hwy 101 and Hwys 46 and 5 are also closed down due to related damage. A gas line has erupted along the downtown area of Front St. and the Fire Department is on the scene. Several classrooms have broken windows and are leaning to one side (not safe to enter). Once the ground stops shaking you will need to conduct a full evacuation to an on-site location. There was a channel 8 truck nearby and the film crew has arrived to your school site and attempts to
• The Recorder should document everything that is said and done during the drill, with special attention to complaints from the teams about what they don’t know or don’t have ready.

AFTER THE DRILL:
• The Crisis Teams should debrief with the Incident Commander about what went well and what didn’t [All comments should be documented].
• All staff should take the Post Survey
• Concerns and suggestions from volunteers and parents who participated in the drill should be solicited and documented
• Post Survey Results should be reviewed by the Crisis Teams and Incident Commander
• Incident Commander and Crisis Teams should make a list of procedures and plans that need to be put into place for the next drill (or real emergency)
• The Incident Commander should follow up with implementing the revised plans/list and procedures as soon as possible
• Copies of the Post Surveys, Crisis Team follow-up comments, Revised Plans, the Recorder’s Drill Report and any other related documents should be sent to Devorah within 10 days of the drill date.
• All suggestions or concerns about how the drill was conducted should be directed to Devorah within 10 days of the drill date.
• Any life threatening issues or major concerns should be reported to Devorah and the Superintendent as soon as possible.
• Incident Commander and Crisis Teams should review the School Site Emergency Plan to ensure that the procedures listed in that plan match the procedures implemented during the drill.
• The Superintendent and Cabinet should review the District Emergency Plan to ensure that the plan is adequate for responding to the types of needs brought to light through the participation in this drill process.
• School Site and District Emergency Response Plans should be updated to address the feedback collected through this drill exercise.
DRILL OUTSIDE OBSERVER FORM:

My name is _______________________________ Date __________________
My contact information is ______________________________
My title is ___________________________________________
The Crisis Team I observed was the ____________________________

What I observed:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
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(Use back of this page if you need more space to write)

Suggestions I have for improving the response:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Compliments for the team:
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>TV KSBW (NBC)</td>
<td>8</td>
<td>758-8888</td>
</tr>
<tr>
<td></td>
<td></td>
<td>422-8206</td>
</tr>
<tr>
<td>TV KSMS (Univision)</td>
<td>67</td>
<td>757-6711</td>
</tr>
<tr>
<td>(Spanish)</td>
<td></td>
<td>642-4400</td>
</tr>
<tr>
<td>TV KCBA (FOX)</td>
<td>35</td>
<td>422-3500</td>
</tr>
<tr>
<td>TV KION (CBS)</td>
<td>46</td>
<td>757-6397</td>
</tr>
<tr>
<td>RADIO KDON</td>
<td>102.5</td>
<td>424-5366</td>
</tr>
<tr>
<td>RADIO KTOM</td>
<td>100.7</td>
<td>755-8181</td>
</tr>
<tr>
<td>RADIO KRAY (Spanish)</td>
<td>103.5</td>
<td>757-1910</td>
</tr>
<tr>
<td>NEWSPAPER</td>
<td>Soledad Bee</td>
<td>678-2660</td>
</tr>
</tbody>
</table>

Most messages of this sort will be of a general nature and must be screened for clarity, brevity, and accuracy. Bilingual messages should be provided at every opportunity.

Messages that are of a Mitigation/Prevention nature as in a flood situation, where the school will be closed the next day, should require emergency flyers to be sent home with the students. This, combined with Spanish media messages will cover most notification needs. The Communications Team or a designated Public Information Officer should be assigned to make the announcements:

1. A Communication Team or a designated Public Information Officer should make pre authorized announcements which include the following information:
   1. What happened; who was involved; and why it happened.
   2. Tell the media what they can tell parents; what the community needs to know.
   3. Initiates telephone tree
   4. Disseminates relevant information to staff as authorized
   5. Answers the phones and gives out pre-approved information to the public
   6. Finds and calls in resources as needed (local service providers)
   7. Makes frequent reports to Incident Commander about responses to communications
   8. Finds positive (good examples emergency responses) stories- In-depth stories to feed to the media every 10 to 36 hours.
   9. Create a “Talking Points” list for the Incident Commander, office staff, Board Members etc...
plans (in case the closest exit was blocked, etc). Not all students or staff that are special education or 504 or covered by ADA would need such a plan. It depends upon their level of independence, mobility and need for structure doing everyday tasks such as leaving the classroom, getting out of the building, etc. The Special Education staff should conduct a survey or inventory of staff, students, parents that might be on school grounds (during the work day, attending an evening concert/presentation, etc) and need support to evacuate in case of an emergency.

Special attention should be paid to a parent or other non-District person present in a District facility if they seem to be confused by the directions being given. They may not understand the request or the proper procedures to be followed. The Communications Team at each site and the Public Information Section at the District Office are responsible for managing the communications to all personnel, students and the community at large.

The Monterey County Office of Education (MCOE) is a good resource for staff who speak other languages and who are skilled in communications with students with special needs such as deafness and auditory disabilities.

The Communications Team at each site and the Public Information Section at the District Office should contact the Monterey County Office of Education to request translation services as needed. The most current contact for MCOE is Ron Eastwood, Communication and Community Affairs Officer (831) 755-0396 Fax (831)755-6473. His email address is eastwood@monterey.k12.ca.us. The office address for MCOE is 901 Blanco Circle- P.O. Box 80851 Salinas, California 93912-0851. The main phone number for MCOE is (831)755-0300. A booklet that provides people with special needs or disabilities or their caregivers with emergency planning information and checklists can be found at www.redcross.org/services/disaster/beprepared/disability.html

Family Earthquake/Disaster Plan
Red Cross: 424-4824
Soledad Unified School District 678-3987
Su Plan Del Desastre Para la Familia

El desastre puede suceder rápidamente y sin la advertencia. Puede forzarle evacuar su vecindad o confinarle a su hogar. ¿Qué haría usted si los servicios básicos, como el agua, el gas, la electricidad o los teléfonos fueron cortados? Los funcionarios locales y los trabajadores de rescate estarán en la escena después de un desastre, pero no podrán llegar a atender a cada persona enseguida. Las familias pueden responder a un desastre al prepararse por adelantado y trabajar juntos en equipo. Siga los pasos enumerados en este folleto para crear el plan de desastre de su familia. Saber que hacer es su mejor protección y es su responsabilidad.

Cree un plan del desastre

Júntese con su familia y considere las razones por las cuales ustedes necesitan prepararse para un desastre. Explique los peligros del fuego, de las tormentas y de los terremotos a los niños. Planee compartir responsabilidades y trabajar juntos en equipo.

- Discuta los tipos de desastres que sean más probables a suceder. Explique que hacer en cada caso.
- Seleccione dos lugares para reunirse
  1. Justo fuera de su hogar en caso de una emergencia repentina, como un incendio.
  2. Fuera de su vecindad en caso de que usted no pueda volver a casa.
- Cada uno deve saber la dirección y el número de teléfono del segundo lugar de reunión.
- Pida a un amigo que viva fuera del estado que sea su "contacto de la familia". Después de un desastre, a menudo es más fácil llamar larga distancia. Otros miembros de la familia deben llamar a esta persona y decirle donde están.
- Discuta que hacer en una evacuación. Planee como realizar el cuidado de sus animales domésticos.

Termine Esta Lista

☐ Fije los números de emergencia cerca de los teléfonos (bomberos, policía, ambulancia, etc.).
☐ Enseñe a los niños cómo y cuándo llamar 911
☐ Demuestre a cada miembro de la familia como y cuando apagar el agua, el gas y la electricidad en los interruptores principales.
☐ Compruebe si usted tiene cobertura de seguro adecuada.
☐ Enseñe a la familia como utilizar el extinguidor y demuéstreles donde se guarda.
☐ Instale detectores de humo en cada nivel de su hogar, especialmente cerca de los dormitorios.
☐ Conduzca una búsqueda casera por el peligro.
☐ Abastezca provisiones comunes para una emergencia y junte un juego de materiales
☐ Tome un curso de primeros auxilios y de CPR con la Cruz Roja.
☐ Determine las mejores rutas de escape de su hogar. Encuentre dos maneras para salir.
☐ Encuentre los puntos seguros en su hogar para cada tipo de desastre.

Numeros Importantes

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COMMUNICATION WITH SCHOOLS AND FACILITIES

In the event the threat is immediate or imminent, personnel should be directed to follow emergency procedures established in this plan.

Notification of potential or actual emergency situations to outlying schools and facilities will be accomplished through the established communications systems at each school site. All school sites are equipped with NEXTEL phones. Each site has a Communications Crisis Team which is charged with all communications and also producing announcements which are approved by the site administrator.

If the emergency develops after normal working hours, the Principal or a designee should activate their staff phone tree and personally contact specific key personnel. In most cases, Crisis Teams will be called to action. Generally, other forms of communications can be:

- Amateur Radio (contact Monterey OES @ 796-1916)
- Intercom
- Runner/Messenger (both verbal and written)
- Megaphone/battery-powered bull-horn
- Media (contact Office of Emergency Services Director @ 769-8886)
- Telecommunications/Computer Modem
- Visual Signals

Because of the potential need to communicate with people who cannot speak English, or speak it poorly, it is important to keep a list of bilingual personnel in the ICS. These personnel can be contacted and assigned to assist in these types of communications.

The magnitude of a particular emergency situation will determine the degree to which communications systems are utilized. Any break in a communications system (power outage, telephone lines down, etc.) will cripple a large portion of that particular system and require the utilization of another form as a temporary or primary means of maintaining contact.

GOVERNMENT CODE
SECTION 3100-3109

3100. It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law.

3101. For the purpose of this chapter the term "disaster service worker" includes all public employees and all volunteers in any disaster council or emergency organization accredited by the California Emergency Council. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

3102. (a) All disaster service workers shall, before they enter upon the duties of their employment, take and subscribe to the oath or affirmation required by this chapter.
(b) In the case of intermittent, temporary, emergency or successive employments, then in the discretion of the employing agency, an oath taken and subscribed as required by this chapter shall be effective for the purposes of this chapter for all successive periods of employment which commence within one calendar year from the date of that subscription.
(c) Notwithstanding subdivision (b), the oath taken and subscribed by a person who is a member of an emergency organization sanctioned by a state agency or an accredited disaster council, whose members are duly enrolled or registered with the Office of Emergency Services, or any accredited disaster council of any political subdivision, shall be effective for the period the person remains a member with that organization.

3103. The oath or affirmation required by this chapter is the oath or affirmation set forth in Section 3 of Article XX of the Constitution of California.

3104. The oath or affirmation may be taken before any officer authorized to administer oaths. The oath or affirmation of any disaster service worker may be taken before his appointing power or before any person authorized in writing by his appointing power. No fee shall be charged by any person before whom the oath or affirmation is taken and subscribed.

3105. (a) The oath or affirmation of any disaster service worker of the state shall be filed as prescribed by State Personnel Board rule within 30 days of the date on which it is taken and subscribed.
(b) The oath or affirmation of any disaster service worker of any county shall be filed in the office of the county clerk of the county or in the official department personnel file of the county employee who is designated as a disaster service worker.
(c) The oath or affirmation of any disaster service worker of any city shall be filed in the office of the city clerk of the city.
Situation Statement and Site Description

Located in the central Salinas Valley of Monterey County, the City of Soledad is approximately 130 miles south of San Francisco, 40 miles southeast of the Monterey Peninsula, 25 miles south of Salinas and 25 miles north of King City. Soledad is currently the fastest growing city within California, increasing at an average annual rate of 8% over the last five years. Our current population is 26,203, including the two nearby state correctional facilities, which is a part of the City. (Source Soledad City website homepage March 27, 2009)

The following are excerpts from the County of Monterey Multi-Jurisdictional Hazard Mitigation Plan (MJHMP) February 2007, provided by Fire Chief of Soledad Rich Foster (831) 223-5103

Dam Failure

Failure of the San Antonio and Nacimiento dams pose a risk within the western portion of the City. Exposed within the inundation zones are 3,333 people, 612 residential buildings (worth $115.1 million), 30 nonresidential buildings (worth $48.4 million), and 12 critical facilities (worth $97.2 million). 1.2 miles of highway, 1.5 miles of railroad tracks, and 4 bridges are also located in this hazard area.

Earthquake

All of the City of Soledad is located in a moderate shaking hazard area. As such, 11,534 people, 2,156 residential buildings (worth $381.9 million), 40 nonresidential buildings (worth $52.2 million), and 26 critical facilities (worth $110.7 million) are vulnerable to a moderate shaking event. 2.0 miles of highway, 1.7 miles of railroad tracks, and 4 bridges are located in this hazard area.

Flood

The SFHA of Salinas River is located in the southern portion of the City. Exposed within this hazard area are 29 people, 7 residential buildings (worth $1.4 million), and 1 critical facility (worth $78.6 million).

Hazardous Materials Event

Within the 1-mile buffer around the transportation facilities, over 75 percent of Soledad’s population is exposed to a hazardous materials transport event. This includes 8,951 people, 1,607 residential buildings (worth $285.9 million), 38 nonresidential buildings (worth $50.9 million), and 16 critical facilities (worth $23.0 million). These figures are for the entirety of the transportation corridors and, therefore, overstate the exposure since a hazmat event along the corridors is unlikely to affect all of the area within the 1-mile buffer.
GENERAL HAZARDS IDENTIFIED FOR LOCAL AREA

A District hazard analysis has indicated that the Soledad Unified School District may be at risk due to numerous hazards associated with natural disasters, technological incidents, terrorist activities, civil disturbances, and war-related situations. These hazards are identified below as “GENERAL HAZARDS IDENTIFIED FOR THE AREA.”

Based on the location of the District Offices and School sites and the activities of District personnel, there are at least 21 identified major hazards that can impact the School District.

<table>
<thead>
<tr>
<th>IDENTIFIED HAZARD</th>
<th>POTENTIAL OCCURRENCE</th>
<th>POTENTIAL INJURY/DAMAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hazardous Material</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Earthquake</td>
<td>Moderate</td>
<td>High</td>
</tr>
<tr>
<td>Flood/Dam failure</td>
<td>High</td>
<td>Moderate</td>
</tr>
<tr>
<td>Transportation Accident</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>Fire</td>
<td>Moderate</td>
<td>High</td>
</tr>
<tr>
<td>Aircraft Disaster</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Explosion, Bomb Threat</td>
<td>Low</td>
<td>Moderate</td>
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<tr>
<td>Hostile Intruder</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Civil Disturbances</td>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>Severe Weather</td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>Major System Failure</td>
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<td>Moderate</td>
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<tr>
<td>Child Abuse</td>
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<td>Low</td>
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<tr>
<td>Crime in Progress</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>Drive-By Shooting</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>Hostage Situation</td>
<td>Low</td>
<td>Moderate</td>
</tr>
<tr>
<td>Missing Child/Kidnapping</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
</tbody>
</table>
Potted plants, pictures, are objects, books and binders are only some of the smaller objects that will cause injury if they fly around during an earthquake due to un-latched cabinet doors, and placement on high shelves in populated surroundings.
PLAN ACTIVATION

This plan shall be activated under any of the following conditions:

➢ On the order of the Manager of Emergency Operations or designated representative when the existence, the threatened existence, or the perceived existence of an emergency or disaster is present in the District.

➢ When local governmental authorities proclaim a Local Emergency and the District is affected.

➢ When the Governor has proclaimed a State of Emergency that impacts the District.

➢ By Presidential declaration of a National Emergency that impacts the District.

ALERTING, WARNING AND COMMUNICATION

This vital process alerts and warns District personnel and the public of a perceived, potential, or actual threat to life and public safety of people participating in District activities or programs. Dependent upon the nature of the threat and the population group at risk, warning can originate at any level of District personnel. Success in saving lives and property is dependent upon timely dissemination of warning and emergency information to persons in the threatened areas.
COMMUNICATION WITH SCHOOLS AND FACILITIES

In the event the threat is immediate or imminent, personnel should be directed to follow emergency procedures established in this plan.

Notification of potential or actual emergency situations to outlying schools and facilities will be accomplished through the established communications systems at each school site. All school sites are equipped with two-way radio system. Each site has a Communications Crisis Team which is charged with all communications and also producing announcements which are approved by the site administrator.

If the emergency develops after normal working hours, the Principal or a designee should activate their staff phone tree and personally contact specific key personnel. In most cases, Crisis Teams will be called to action. (See Section 4.2 Incident Command Post Positions/Duties: Public Information Section Chief). Generally, other forms of communications can be:

- Amateur Radio (contact Monterey OES @ (831-796-1901/831-320-7373)
- Intercom
- Runner/Messenger (both verbal and written)
- Megaphone/battery-powered bull-horn
- Media (contact Office of Emergency Services Director @ (831-796-1901/831-320-7373)
- Telecommunications/Computer Modem
- Visual Signals

Because of the potential need to communicate with people who cannot speak English, or speak it poorly, it is important to keep a list of bilingual personnel in the ICS. These personnel can be contacted and assigned to assist in these types of communications.

The magnitude of a particular emergency situation will determine the degree to which communications systems are utilized. Any break in a communications system (power outage, telephone lines down, etc.) will cripple a large portion of that particular system and require the utilization of another form as a temporary or primary means of maintaining contact.
Soledad Unified School District

Emergency Operations
Quick Guide
Flip Chart

Revised 7/2009
**EVACUATE**

1. Leave the building in a calm, orderly manner. Follow established evacuation routes to designated evacuation area, unless otherwise directed by emergency personnel.
2. Teachers are to take classroom emergency backpack and attendance roster.
3. Stay with students, keeping them in a group. Account for all students, staff by taking roll. Use Red / Green Card or flags to signal "OK" or "Need Help".
4. Administer First Aid as needed.
5. Wait for ALL CLEAR signal before returning to building.

**SHELTER IN PLACE**

1. If outdoors, proceed to nearest classroom or office.
2. Remain indoors, and keep all students in class unless otherwise directed by emergency personnel.
3. Close all doors and windows. Shut off ventilation in the event of hazardous material incident.
4. Take cover as needed (under desks, tables, etc.). If possible, remain near door to monitor situation and/or initiate lockdown if required.
5. Account for all students, staff by taking roll.
6. Use RED / GREEN cards or flags to signal "Need Help"/"OK".
7. Administer First Aid as needed.
8. Wait for ALL CLEAR signal to exit building.

**LOCKDOWN**

1. Quickly guide all students to nearest classroom / office. Cafeteria may be used as refuge at lunch or recess.
2. Close and lock all windows and doors. Draw blinds. Turn off lights. Stay away from windows and doorways.
3. Remain indoors, and keep all students in class unless otherwise directed by emergency personnel. Doors must remain closed and locked. **No students are to be released from or admitted to class for any reason.**
4. If gunshot or an explosion is heard, take cover. If no cover is available, have everyone lie down on the floor.
5. Account for all students, staff by taking roll call. Calmly reassure students that everything is being done to return the situation to normal. Administer First Aid as needed.
6. Use Red/Green Card or flags to signal "Need Help" or/ "OK" **Do NOT send communications by runner.**
7. Wait for ALL CLEAR signal before exiting building.

**DROP**

1. **DROP** to the floor, take cover under a nearby desk or table and face away from the windows.
2. **COVER** your eyes by leaning your face against your arms/ or your head in an earthquake.
3. **HOLD** on to the table or desk legs and maintain present location / position.
4. Assist those needing special assistance
5. Wait for further instructions
AIRCRAFT DISASTER

Classroom Teachers

- Immediately remove all people who may be in immediate danger away from the area of impact, and away from debris or damaged buildings.

- **NOTIFY ADMINISTRATION**, who will determine to what extent evacuation is indicated and/or summon emergency personnel.

- If evacuation is necessary, **CHECK CLASSROOM DOOR** for signs of fire (hot to touch, visible smoke or flames) to determine whether planned evacuation route is passable. If the primary evacuation route is unsafe or impassable, proceed to the nearest available alternate exit to **EVACUATE**. Note that off-site evacuation may be necessary. *Do not run. Take Emergency Backpack.*

- **ADMINISTER FIRST AID** as necessary.

- **TAKE ROLL** to account for all students and staff. Report missing or injured individuals by using **RED / GREEN signal system** or by sending runners to command center when it is safe to do so.

- Inform students that they are to remain with you. If a student leaves, record the student’s name, destination and the time he/she leaves.

- Remain with students until you are instructed by authorities to release them.

- **Be alert to the possibility of explosion or fire resulting from the aircraft disaster.**

- Be aware that emergency response personnel and equipment (firefighters, paramedics, and ambulance) may need to use various routes to gain access to threatened buildings and/or injured individuals. **Keep students at a safe distance** from debris or fires, and away from emergency equipment and fire lanes.

- When **ALL CLEAR** has been signaled, lead students back to the classroom.


Site Administration

- **INCIDENT COMMANDER (OR DESIGNEE):**
  - Call 911 to report emergency.
  - Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
  - Contact the Superintendent to make the final decision to dismiss classes. Contact the MOT immediately in the event that school is dismissed or closed, to ensure coordination of student transportation.
  - Work with School Psychologist or Director of Special Projects to determine need for, and if necessary, activate Crisis Counseling Team to provide psycho-logical support to students, staff, and/or families.
  - Initiate any other action(s) deemed necessary, or announce **ALL CLEAR** to direct staff to return to normal routine.
  - When incident has subsided, complete & submit incident report form.

- **STUDENT/STAFF SAFETY TEAM:**
  - Coordinate Search & Rescue operations as needed.

- **FIRST AID / BASIC NEEDS TEAM:**
  - Establish First Aid station and administer aid as needed.

- **FACILITIES TEAM:**
  - Assess damage to facilities. Report to Site Incident Commander & District Command Center.
  - Post guards a safe distance away from building entrances to prevent access to damaged buildings.

- **STUDENT RELEASE / CROWD CONTROL TEAM:**
  - Implement student release procedures upon direction by Incident Commander. *(Limit release to authorized adults; keep record of students released.)*

District Administration

- Declare school closure(s) as warranted and communicate with parents and community.

- Handle all media inquires/communication.

- Coordinate financing of recovery operations.
BIOLOGICAL AND CHEMICAL THREATS

Classroom Teachers

IN CASE OF A BIOLOGICAL THREAT
(or if you detect a strange and suspicious substance)

- Quickly get students away from the substance and away from air currents that may spread particles.
- Protect yourself and students. Cover your mouth and nose with a filtration mask, or with layers of fabric that can filter the air but still allow breathing (e.g., 2-3 layers of cotton such as a t-shirt, handkerchief, towel, several layers of tissue or paper towels).
- Wash exposed skin with soap and water. Use common sense: practice good hygiene and cleanliness to avoid spreading germs.
- NOTIFY ADMINISTRATION and seek emergency medical attention.

IN CASE OF A CHEMICAL ATTACK:

- Find clean air quickly.
- Determine what area is affected, and identify the source of the chemicals, if possible.
- NOTIFY ADMINISTRATION and seek emergency medical attention / ADMINISTER FIRST AID as necessary. (See FIRST AID GUIDELINES in appendix, below.)
- Take immediate action to get away from toxic chemicals.
  ➢ If the chemical is inside a building where you are, EVACUATE the building without passing through the contaminated area, if possible. If you can't evacuate the building or find clean air without passing through the area where you see signs of a chemical attack, it may be better to move as far away as possible and SHELTER IN PLACE.
  ➢ If you are outside, quickly decide what the fastest way to find clean air is: getting out of the affected area or going inside the closest building to SHELTER IN PLACE.

IF YOU THINK YOU OR YOUR STUDENTS HAVE BEEN EXPOSED TO A CHEMICAL:

Note: If your eyes are watering, your skin is stinging, and you are having trouble breathing, you may have been exposed to a chemical. People exposed should immediately strip off their clothes and wash. Look for a hose, fountain, or any source of water, and wash with soap if possible; be sure you do NOT scrub the chemical into your skin.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- Follow instructions of doctors and other public health officials and ensure that they are communicated appropriately to staff (particularly First Aid / Basic Needs Team), students and parents.
- Make arrangements to refer families to specific sites for medical evaluation and treatment.
- Contact the Superintendent to make the final decision whether to dismiss classes / close the school. Contact MOT immediately in the event that school is dismissed or closed, to ensure coordination of student transportation.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

COMMUNICATIONS TEAM:

- Monitor Emergency Broadcast System for official updates from public health officials to determine the following:
  ➢ Are you in the group or area that authorities consider in danger?
  ➢ What are the signs and symptoms of the disease?
  ➢ Are medications or vaccines being distributed?
  ➢ Where? Who should get them?
- Communicate findings to Incident Commander.

FIRST AID / BASIC NEEDS TEAM:

- Establish first aid station and administer aid as needed.

FACILITIES TEAM:

- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Work with emergency response personnel to erect barricades and/or post guards a safe distance away from contaminated areas to prevent unauthorized access.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

District Administration

- Decide whether to close school or only some areas. Handle all media inquiries/communication. Coordinate financing of recovery operations.
- Give instructions to staff on how to Shelter In Place.
- Plan for necessary evacuations.
The bomb threat caller is the best source of information about the bomb. When a bomb threat is called in:

- Keep the caller on the line as long as possible. Ask him/her to repeat the message. Record every word spoken by the person.

- If the caller does not indicate the location of the bomb or the time of possible detonation, ask him/her for this information.

- Inform the caller that the building is occupied and the detonation of a bomb could result in death or serious injury to many innocent people.

- Pay particular attention to background noises, such as motors running, music playing, and any other noise which may give a clue as to the location of the caller.

- Listen closely to the voice (male, female), voice quality (calm, excited), accents, and speech impediments. Immediately after the caller hangs up, report the threat to the person designated by management to receive such information.

- Report the information immediately to the police department, fire department, ATF, FBI, and other appropriate agencies. The sequence of notification should be established in the bomb incident plan.
BOMB EMERGENCY

Classroom Teachers

IN THE EVENT OF A BOMB EXPLOSION:
Direct students to DROP and take cover during explosion(s).

• **EVACUATE** the area surrounding the explosion and all damaged buildings, as directed by authorities (or if immediate danger…)
  **Do not run. Take Emergency Backpack.**

• **ADMINISTER FIRST AID** as necessary. **(See FIRST AID GUIDELINES)**

• **TAKE ROLL** to account for all students and staff. Report missing or injured individuals by using **RED / GREEN** signal system or by sending runners to the Office when it is safe to do so.

• Be alert to possibility of subsequent explosions, fire, or potential additional **explosive devices.** Stay away from explosion area and buildings or vehicles. Open areas are best location for gathering/accounting procedures.

• Consider alternate evacuation routes and/or off-site evacuation.

• Be aware that emergency response personnel and equipment (firefighters, paramedics, & ambulance) may need to use various routes to gain access to threatened buildings and/or injured individuals. Keep students at a safe distance from the explosion site, and away from emergency equipment and fire lanes.

• Return to the buildings only when the **ALL CLEAR** signal is given.

IN THE EVENT OF A BOMB THREAT:

• If no apparent danger exists, teachers are to remain with the students in the classroom (or present location) until directed otherwise by the Incident Commander or emergency service providers. Be prepared to evacuate if necessary.

• If directed to **EVACUATE**, quickly move students to designated assembly area, maintaining a maximum safe distance from the buildings and/or location of suspected bomb. **Do not run. Take Emergency Backpack.**

• Do **NOT** use 2-way radios or cell phones, which may ignite an explosive device. **Only use land-line phones or runners for communication.**

• **Do NOT** touch, move, or in any way handle a suspected explosive device.

• Stay clear of buildings, trash cans, vehicles and lockers; warn others to do the same.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

• Issue order to **EVACUATE.**

• **Call 911.** Dispatcher will ask for information about your location, the type of device in question, etc. Police will dispatch officers and emergency services to the scene.

• Activate Incident Command Center. Deploy Emergency Response Teams as indicated.

• Contact the Superintendent to make the final decision whether to dismiss classes / close the school. Contact MOT immediately in the event that school is dismissed or closed, to ensure coordination of student transportation.

• Initiate any other action(s) deemed necessary, or announce **ALL CLEAR** to direct staff to return to normal routine.

• When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

• Coordinate Search & Rescue operations as needed.

FACILITIES TEAM:

• When it is safe to do so, assess damage to facilities. Report to Incident Commander & District Command Center.

FIRST AID / BASIC NEEDS TEAM:

• Establish first aid station and administer aid as needed.

STUDENT RELEASE / CROWD CONTROL TEAM:

• Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

District Administration

• Declare school closure(s) as warranted and communicate with parents and community.

• Provide support necessary to the site’s incident commander.

• Handle all media inquiries/communication.

• Coordinate financing of recovery operations.
CHILD ABUSE

Classroom Teachers / Mandated Reporters

• NOTIFY ADMINISTRATION promptly, in a manner that protects the child’s privacy.

• Make a VERBAL REPORT to the Department of Social Services Call 755-4661 immediately or as soon as practically possible. Be prepared to include the following information:
  o The name of the person making the report.
  o The name of the child.
  o The present location of the child.
  o The nature and extent of any injury.
  o Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect abuse.

• Make note of the name of the official contacted, the date and time contacted, and any instructions or advice received.

• Submit a FORMAL WRITTEN REPORT within thirty-six hours using the required standard Department of Justice form (DOJ SS 8572). Forms can be obtained in the school office.

Site Administration

• Notify superintendent’s office upon submission of child abuse report form.

• In the event that the Department of Social Services staff determines that the child is to be taken into custody, formally release student from the school’s care by having the child protective agency representative(s) sign the appropriate release form(s).

• Do NOT notify the child’s parents/guardians; instead, provide the custodial officer with their names and contact numbers for notification.
IN CASE OF DEMONSTRATION OR HOSTILE DISPUTE:

Classroom Teachers

- Isolate the people involved in the dispute, apart from other students if possible. Attempt to defuse tensions by:
  - Identifying key players and their concerns,
  - Isolating key players in a neutral area,
  - Conferencing with players, and
  - Listening to student concerns.

IF THE DISPUTE BECOMES VIOLENT:

- NOTIFY ADMINISTRATION immediately.
- Keep the people involved in the dispute separate from one another and under adult supervision
- ADMINISTER FIRST AID as necessary.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- If necessary, CALL 911 to notify law enforcement and request assistance.
- Notify parents of students involved in any violent conflict; solicit their support in disciplining students, and resolving disputes.
- When incident has subsided, complete & submit incident report form.

District Administration

- Handle all media inquiries/communication.
- Make decisions about evacuations/shelters.
- Make decisions about discipline and follow up
- Release staff by priority of release
CRIME IN PROGRESS / POLICE ACTION

Site Administration
• CALL 911 to notify law enforcement and request assistance.
• Assess situation. Initiate LOCKDOWN if appropriate.
• Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
• Notify Superintendent’s Office.
• Gather facts from appropriate reliable sources, particularly any victims or witnesses, while maintaining confidentiality.
• When incident has subsided, complete & submit incident report form.

FIRST AID / BASIC NEEDS TEAM:
• Establish First Aid station and administer aid as needed.

District Administration
• Declare school closure(s) as warranted and communicate with parents and community.
• Handle all media inquiries/communication.
• Maintain integrity of crime scene.

Classroom Teachers
• Do NOT attempt to apprehend the assailant or intervene in the crime except for self-protection.
• If the assailant has a weapon and students are present, direct students to DROP and remain motionless. If the assailant does not have a weapon, move students away from the scene of the crime in an orderly fashion.
• As soon as possible NOTIFY ADMINISTRATION of the incident.
• If gunfire is heard, everyone should DROP and lie flat on the ground.
• As soon as the situation permits, make written note of as many details as possible to be shared with the police, such as:
  ➢ Information about the vehicle(s)
  License plate number
  Type of vehicle
  Color of vehicle
  Damage to vehicle
  Occupants (number, ethnicity, identity if known)
  Weapons (type and number)
  ➢ Information about the person(s)
  Identity, if known
  Height
  Weight
  Color of Hair
  Clothing (type and color)
  Weapons (type)
  Ethnicity
• Follow the directions of law enforcement personnel at all times.
**DRIVE—BY SHOOTING**

**Classroom Teachers**

**IF YOU ARE INSIDE SCHOOL BUILDING:**

- Secure classrooms and have students **DROP** until **ALL CLEAR** signal sounds.
- **CLOSE AND LOCK ALL WINDOWS AND DOORS.** Draw blinds. Turn off lights. Stay away from windows and doorways.
- Remain indoors, and keep all students in class unless otherwise directed by emergency personnel. Doors must remain closed and locked.
- **NO students are to be released from or admitted to class for any reason.**
- If gunshot or an explosion is heard, take cover. If no cover is available, have everyone lie down on the floor.
- **TAKE ROLL** to account for all students and staff. Report missing or injured individuals by using **RED / GREEN signal system.**
  
  *Do NOT send communications by runner during a Lockdown.*
- Wait for **ALL CLEAR** signal before exiting building.

**IF YOU ARE OUTSIDE:**

- As quickly as possible, guide all students to nearest classroom, office or other type of shelter. Initiate **DROP and COVER** if it is not possible to safely reach enclosed areas.

**IN ANY LOCATION:**

**ADMINISTER FIRST AID** as necessary. *(See First Aid Guidelines in appendix, below.)*

- Calmly reassure students that everything is being done to return the situation to normal.
- Watch for signs of shock among witnesses and victims, and provide supportive treatment as appropriate (see previous page for symptoms and recommendations).

**Site Administration**

**INCIDENT COMMANDER (OR DESIGNEE):**

- Initiate **LOCKDOWN** of facility until it can be determined that risk of injury has passed.
- CALL 911 to report incident and request assistance as needed.
- Gather facts from appropriate reliable sources, particularly any victims or witnesses, while maintaining confidentiality.
- Work with School Psychologist or Director of Special Education to determine need for, and if necessary, activate Crisis Counseling Team to provide psycho—logical support to students, staff, and/or families.
- When incident has subsided, complete & submit incident report form.

**FIRST AID / BASIC NEEDS TEAM:**

- Establish first aid station and administer aid as needed.

**FACILITIES TEAM:**

- When it is safe to do so, assess damage to facilities. Report to Incident Commander & District Command Center.

**STUDENT RELEASE / CROWD CONTROL TEAM:**

- Implement student release procedures upon direction by Incident Commander. *(Limit release to authorized adults; keep record of students released.)*

**District Administration**

- Provide support necessary to the site’s incident commander.
- Handle all media inquiries/communication.
- Maintain integrity of the crime scene.
Earthquake
Classroom Teachers

IF YOU ARE INSIDE SCHOOL BUILDING:

• Implement DROP AND COVER until shaking stops. Instruct students to take shelter under desks, tables, door frames, etc.
• Stay away from windows, bricks, shelves, hanging light fixtures and other items that may fall during a quake or aftershock.
• EVACUATE as necessary, but only after determining that designated evacuation route is safe. Do not run. Take Emergency Backpack.

IF YOU ARE OUTSIDE OF SCHOOL BUILDING:

• Do not enter buildings.
• Implement DROP AND COVER until shaking stops.
• Be alert to dangers that may demand a move to a safer location.
• Remain with students in the open, at least 50 feet away from potential falling objects (e.g. trees, portable backstops, power lines, buildings, etc.) until the earthquake is over and you are instructed by authorities to return to buildings.

ANY LOCATION:

• Advise students not to touch exposed electrical wires.
• Avoid using matches and lighters until the area has been declared safe.
• TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center when it is safe to do so.
• ADMINISTER FIRST AID as necessary.
• Inform students that they are to remain with you. If a student leaves, record the student’s name, destination and the time he/she leaves.
• Be alert for aftershocks, gas leaks or power failures, fires or explosions. The risk of flooding is small, but could result from the failure of upstream dams,
• Be prepared for transportation disruptions, and/or the possibility of authorities establishing extended shelter operations
• Resume normal operations after the ALL CLEAR signal has been given.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):
• Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
• Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.

STUDENT/STAFF SAFETY TEAM
• Coordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:
• Establish First Aid station and administer aid as needed.

FACILITIES TEAM:
• Check all utilities and shut off electric, water or gas systems as needed.
• Assess damage to facilities. Report to Incident Commander & District Command Center.
• Post guards a safe distance away from building entrances to prevent access to damaged buildings.

COMMUNICATIONS TEAM:
• Begin monitoring the Emergency Broadcast System for information about post-earthquake hazards and community emergency response.
• Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes.
• Refer media inquires to District Info Officer.

STUDENT RELEASE/CROWD CONTROL TEAM:
• Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

District Administration

• Coordinate evacuations/sheltering
• Coordinate priority release of staffing
• Declare school closure(s) as warranted and communicate with parents and community.
• Handle all media inquires/communication.
• Coordinate financing of recovery operations.
FIRE

Classroom Teachers

IF YOU SEE FIRE, OR SEE OR SMELL SMOKE:

• Remove any persons from the area who may be in immediate danger.

• Sound the alarm by voice and/or activating electronic fire alarm. Notify Administration (or have an assistant do this while you handle the fire). Administration will determine to what extent evacuation is indicated.

• If it can be done without endangering life, fight the fire as appropriate with fire extinguishers.

IF THE FIRE ALARM SOUNDS:

• CHECK CLASSROOM DOOR for signs of fire (hot to touch, visible smoke or flames) to determine whether planned evacuation route is passable.

• If possible, EVACUATE the building according to plan. If the primary evacuation route is unsafe or impassable, proceed to the nearest available alternate exit. Do not run. Take Emergency Backpack.

• Rooms should be left with the lights out and the door closed but not locked to confine the fire and smoke.

• Once outside students and staff should remain at least 50 feet away from the building until given further instructions.

• ADMINISTER FIRST AID as necessary.

• TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center when it is safe to do so.

• Inform students that they are to remain with you. If a student leaves, record the student’s name, destination and the time he/she leaves.

• Remain with students until you are instructed by authorities to release them.

• Be aware that emergency response personnel and equipment (firefighters, paramedics, and ambulance) may need to use various routes to gain access to threatened buildings and/or injured individuals. Keep students at a safe distance from the fire, and away from emergency equipment and fire lanes.

• When ALL CLEAR has been signaled, lead students back to the classroom.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):
• Call 911 to report emergency.
• Activate Incident Command Center. Deploy Crisis Teams as indicated.
• Determine the need for evacuation and sound alarm.
• Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
• When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM
• Coordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:
• Establish First Aid station and administer aid as needed.

FACILITIES TEAM:
• Check all utilities and shut off systems as needed.
• Assess damage to facilities. Report to Incident Commander & District Command Center.
• Post guards a safe distance away from building entrances to prevent access to damaged buildings.

COMMUNICATIONS TEAM:
• Call 911- to report ALL fires to the Fire Department.
• Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes.

STUDENT RELEASE / CROWD CONTROL TEAM:
• Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

District Administration
• Coordinate evacuations/sheltering
• Coordinate priority release of staffing
• Declare school closure(s) as warranted and communicate with parents and community.
• Handle all media inquiries/communication.
• Coordinate financing of recovery operations.
**FLOODING**

**Classroom Teachers**

*In the event of sudden flooding:*

- **Immediately NOTIFY ADMINISTRATION** of ruptured pipes, other sources of sudden flooding.
- **EVACUATE** impacted facilities as directed by school authorities or emergency response personnel. *Do not run. Take Emergency Backpack.*
- **TAKE ROLL** to account for all students and staff. Report missing or injured individuals by using RED / GREEN signal system or by sending runners to command center when it is safe to do so.
- **ADMINISTER FIRST AID** as necessary.
- **Instruct students not to play or come into contact with standing water** (which may have been contaminated by sewage) or *flowing water* (which may have been contaminated, or may indicate flash flooding).
- **Remain with students until you are instructed by authorities to release them or return to buildings.**
- **Be prepared for the possibility of flash flooding, school closure, transportation disruptions, and/or the possibility of authorities establishing extended shelter operations** on site in the event of severe flooding.

**Site Administration**

**INCIDENT COMMANDER (OR DESIGNEE):**

- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Notify all staff immediately of the need to discontinue use of ruptured or contaminated plumbing lines.
- Initiate other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

**STUDENT/STAFF SAFETY TEAM:**

- Coordinate Search & Rescue operations as needed.

**FIRST AID / BASIC NEEDS TEAM:**

- Establish First Aid station and administer aid as needed.

**FACILITIES TEAM:**

- Shut off electricity to flooded areas.
- Place sandbags at threatened facilities. Monitor and reinforce as needed.
- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.

**COMMUNICATIONS TEAM:**

- Monitor Emergency Broadcast System for flood-related warnings and information.
- Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes.
- Refer media inquiries to District Info Officer.

**STUDENT RELEASE / CROWD CONTROL TEAM:**

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

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**District Administration**

- Coordinate evacuations/sheltering
- Coordinate priority release of staffing
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquiries/communication.
- Coordinate financing of recovery operations.
HAZARDOUS MATERIAL / TOXIC SPILL

Classroom Teachers

IF THE SPILL IS INSIDE SCHOOL BUILDING:

• EVACUATE the affected classroom(s) immediately; avoid the area where the chemical accident occurred and any fumes which are present. Modify assembly area if needed so that students and staff are up-wind, up-hill, and up-stream from the location of the spill. Do not run. Take Emergency Backpack

• Contain toxic material if possible, by shutting doors and windows when leaving the room.

• Keep exposed students separate from others, to minimize cross-contamination and to facilitate administration of first aid.

• When ALL CLEAR has been signaled, lead students to a predestined safe area.

IF THE SPILL IS OUTSIDE SCHOOL BUILDINGS:

• Instruct students to immediately take shelter indoors.

• Secure windows, vents and doors to prevent harmful vapors from entering the classroom.

• Shut down recirculating air conditioning systems.

IN ALL INCIDENTS INVOLVING TOXIC CHEMICALS:

• NOTIFY ADMINISTRATION immediately.

• Check students & staff for medical symptoms (loss of breath, fainting, burns, etc.) ADMINISTER FIRST AID as indicated. (See First Aid Guidelines in appendix, below.) Remove clothes contaminated with chemicals and place them in a plastic bag or other container, wash exposed skin with cool clear water (avoid scrubbing chemicals into the skin).

• TAKE ROLL to account for all students and staff. Report missing or injured individuals by using RED/GREEN signal system or by sending runners to command center when it is safe to do so.

• Remain with students and wait to be instructed by authorities. Follow all directions given by emergency personnel.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

• Check the Material Safety Data Sheet (MSDS) to identify properties of spilled chemicals, to determine the urgency of situation.

• Call 911 to request emergency assistance (ambulance and/or Haz-Mat teams). Report the name/type of chemical spilled, if known.

• Activate Incident Command Center. Deploy Crisis Teams as indicated.

• Notify all staff and instruct them to EVACUATE or SHELTER IN PLACE, as appropriate.

• Notify Superintendent

• Initiate any other action(s) deemed necessary, or ALL CLEAR to direct staff to return to normal routine.

• When incident has subsided, complete & submit incident report form.

FACILITIES TEAM:

• Post guards a safe distance away from building entrances to prevent access to evacuated buildings.

STUDENT/STAFF SAFETY TEAM

• Ensure evacuation of designated areas

• Coordinate Search & Rescue operations as needed.

FIRST AID / BASIC NEEDS TEAM:

• Establish First Aid station, and administer aid as needed.

STUDENT RELEASE / CROWD CONTROL TEAM:

• Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

District Administration

• Coordinate evacuations/sheltering

• Coordinate priority release of staffing

• Declare school closure(s) as warranted and communicate with parents and community.

• Handle all media inquiries/communication.

• Coordinate financing of recovery operations.
<table>
<thead>
<tr>
<th>Classroom Teachers</th>
<th>Site Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IF A HOSTAGE SITUATION OCCURS IN YOUR AREA OF SUPERVISION:</strong></td>
<td><strong>INCIDENT COMMANDER (OR DESIGNEE):</strong></td>
</tr>
<tr>
<td>• Do not panic.</td>
<td>• Determine the seriousness of the situation.</td>
</tr>
<tr>
<td>➢ Remain calm and under control.</td>
<td>• <strong>CALL 911</strong> to report emergency &amp; request assistance.</td>
</tr>
<tr>
<td>➢ Help students to keep calm.</td>
<td>• <strong>Initiate LOCKDOWN.</strong></td>
</tr>
<tr>
<td>➢ Avoid quick movements.</td>
<td>• Activate Incident Command Center. Deploy Crisis Teams as indicated.</td>
</tr>
<tr>
<td>• Follow instruction of the captor (hostage taker), and inform students to do so as well.</td>
<td>• Identify liaison/contact person to work with police. Have floor plans of the building available for the police.</td>
</tr>
<tr>
<td>• Do not try to be a hero/heroine by attacking or trying to disarm the attacker - the same is true for students.</td>
<td>• Gather facts from appropriate reliable sources, particularly any victims or witnesses, while maintaining confidentiality.</td>
</tr>
<tr>
<td>• Do NOT attempt to bargain or negotiate with the hostage taker.</td>
<td>• Make announcements to students in classrooms - not in an assembly.</td>
</tr>
<tr>
<td>• Keep your grade book and seating chart - know or make a list of who is absent from your class.</td>
<td>• Refer all media questions to the Public Information Officer as designated by the Superintendent. Do not allow media to speak directly to students or staff.</td>
</tr>
<tr>
<td>• Follow any instructions from law enforcement.</td>
<td>• Work with School Psychologist or Director of Special Education to determine need for, and if necessary, activate Crisis Counseling Team to provide psycho-logical support to students, staff, and/or families.</td>
</tr>
<tr>
<td>➢ Trust the negotiators. Do not criticize their actions.</td>
<td>• Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.</td>
</tr>
<tr>
<td>➢ Accommodate the captor - Ask permission to speak - Face captor while speaking - Don’t crowd his/her space - Be respectful - Never argue.</td>
<td>• When incident has subsided, complete &amp; submit incident report form.</td>
</tr>
<tr>
<td>• Stay alert.</td>
<td><strong>STUDENT/STAFF SAFETY TEAM:</strong></td>
</tr>
<tr>
<td>➢ Attempt escape only if the hostage taker(s) fall(s) asleep.</td>
<td>• Identify any victims and obtain assistance for victims.</td>
</tr>
<tr>
<td>➢ Evacuate students first.</td>
<td>• Isolate the area of the disturbance by relocating students to a safe area.</td>
</tr>
<tr>
<td>• If shooting begins</td>
<td><strong>FIRST AID / BASIC NEEDS TEAM:</strong></td>
</tr>
<tr>
<td>➢ Tell students to DROP to floor and lie still.</td>
<td>• Establish First Aid station and administer aid as needed.</td>
</tr>
<tr>
<td>➢ Take cover under or behind equipment or structures.</td>
<td><strong>COMMUNICATIONS TEAM:</strong></td>
</tr>
<tr>
<td>• If it can be done safely, clear the immediate area of students and staff and NOTIFY ADMINISTRATION.</td>
<td>• Upon direction by the Incident Commander, notify the families of the people involved, particularly victims.</td>
</tr>
<tr>
<td><strong>IF YOU OBSERVE A HOSTAGE SITUATION DEVELOPING ELSEWHERE:</strong></td>
<td><strong>STUDENT RELEASE / CROWD CONTROL TEAM:</strong></td>
</tr>
<tr>
<td>• Make no personal intervention into the situation.</td>
<td>• Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)</td>
</tr>
<tr>
<td>• Quietly remove yourself from the area.</td>
<td><strong>District Administration</strong></td>
</tr>
<tr>
<td>• NOTIFY ADMINISTRATION, who shall call 911.</td>
<td>• Coordinate evacuations/shelter</td>
</tr>
<tr>
<td>• Remain out of sight of the hostage taker(s).</td>
<td>• Coordinate priority release of staffing</td>
</tr>
<tr>
<td>• Remain in the proximity to the hostage area and prevent other staff and students from entering the area. Enlist other staff to help secure area.</td>
<td>• Provide support necessary to the site’s incident commander.</td>
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<tr>
<td></td>
<td>• Declare school closure(s) as warranted and communicate with parents and community.</td>
</tr>
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<td></td>
<td>• Handle all media inquires/communication. Be sure to coordinate media announcements with law enforcement personnel.</td>
</tr>
</tbody>
</table>

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UNAUTHORIZED VISITORS

Classroom Teachers

• NOTIFY ADMINISTRATION and give description and location of the subject.
• Keep the subject in view until emergency personnel arrive.
• If possible direct the subject away from students and buildings.
• Initiate SHELTER IN PLACE procedures: Direct students to nearest safe classroom. Keep all students in class unless otherwise directed by emergency personnel. Close all doors and windows. If possible, remain near door to monitor situation and/or initiate lockdown if required.
• Remain calm, stay in classroom until ALL CLEAR signal is given, regardless of how long it takes.
• Turn down all radios/cell phones and be alert for new developments and/or instructions from the Incident Commander.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

• Advise subjects who resist registering and declaring their business on campus that they are trespassing and need to leave the school property directly.
MAJOR SYSTEMS FAILURE:

GAS, HEAT, POWER, WATER

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

In the event of a utility system failure, the incident must be REPORTED, INVESTIGATED and RECTIFIED. Failures may be localized in a school building or classroom, or they may affect the whole school and/or the surrounding community. Different types of failures call for different responses. For example, outage as a result of severe weather conditions may require remaining in the building whereas outage resulting from electrical problems may require evacuation. Determine why the power is out, and respond accordingly. If conditions are unsafe (for example, if a natural gas odor is detected, or a circuit/fuse box is sparking or smoldering), EVACUATE students to a safer location. In case of a GAS LEAK, DO NOT USE CELLULAR PHONES. Cell phone use is acceptable during other types of outages.

PLANNED OUTAGES: Advanced notice regarding loss of service may be provided by utility companies. Often these outages will be of short duration and require no special action other than notifying staff of the pending interruption of service. If disruption in service will severely hamper school operation, students and staff should be notified by appropriate means. If a school or department is notified directly by the utility company of a planned loss of service, the Principal or designee should inform the District Office (in advance if possible) of the date, time and expected duration of the outage, and alternative means of communication should be agreed upon to ensure contact between the District and the school site. For information on sustained outages, the Communications Team can get general information from:

| AT&T (telephone) 1-800-288-2020 | PG&E 1-800-743-5000 |

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MISSING CHILD / KIDNAPPING

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION
Treat custody dispute problems as potential kidnappings.

To avoid Kidnappings:

• Do not release a child to anyone other than the properly identified parent or guardian as designated in the student file.

• Do not accept substitutes for the designated parent (including the non-custodial parent) without proof of prior approval from the parent/guardian and the school office. Proper identification is required. Make copies or note all names, addresses and other identifying information.

• Designated parents/guardians of their authorized substitutes must have a visitor’s badge to show that the office is aware that they are here to pick up the child.

• It is the school’s responsibility to know the parents’ plan for custody / pick-up from school
PANDEMIC FLU (Influenza)

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

Influenza Case Definition
The Centers for Disease Control and Prevention defines an influenza-like illness as having the following symptoms:
Fever of 101.5° degrees Fahrenheit or higher
AND ONE OF THE FOLLOWING
☐ Cough
☐ Sore throat
☐ Headache
☐ Muscle ache

A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter name of student on tracking log and report on the daily/weekly report form. Germs are spread through human contact. Wear a mask if you have one, wash hands frequently with soap and avoid touching door knobs, phones and other items that may be infected.

In the event of serious threat of a deadly influenza, instructions will be provided by local public health and safety officials on personal protection, decontamination and health warnings via the Emergency Broadcast System, transmitted over radio and television as well as through print media.

Public Health Instructions During a Pandemic Flu
Throughout a pandemic flu, people may be asked or required to do things to help hold back the spread of the disease in our community.
Here are some examples of what Health Services may ask people to do:

STAY HOME
People who are sick should stay home. Children should not go to school if they are sick. Staying home will be absolutely necessary during a pandemic flu to limit the spread of the disease.

AVOID LARGE GROUPS
People – even those who are well – should stay away from gatherings of people such as sporting events, movies and festivals. During a pandemic flu these kinds of events could be cancelled because large gatherings of people help spread the flu virus. Isolation and Quarantine are public health actions used to contain the spread of a contagious disease. If asked, it will be important to follow Isolation and/or Quarantine instructions.

ISOLATION is for people who are already ill. When someone is isolated, they are separated from people who are healthy. Having the sick person isolated (separated from others) can help to slow or stop the spread of disease. People who are isolated can be cared for in their homes, in hospitals, or other healthcare facilities. Isolation is usually voluntary, but local, state and federal government have the power to require the isolation of sick people to protect the public.
PANDEMIC FLU (Influenza)

Classroom Teachers

IN CASE OF A SERIOUS ILLNESS THREAT

• Quickly get students away from the sick person and away from air currents and objects that may spread germs—such as door knobs.

• Protect yourself and students. Cover your mouth and nose with a filtration mask, or with layers of fabric that can filter the air but still allow breathing (e.g., 2–3 layers of cotton such as a t-shirt, handkerchief, towel, several layers of tissue or paper towels).

• Wash exposed skin with soap and water. Use common sense: practice good hygiene and cleanliness to avoid spreading germs.

• NOTIFY ADMINISTRATION and seek medical attention for the infected person.
  ➢ If the affected person can be safely quarantined make sure that you can supervise the person from a distance, it may be better to move as far away as possible.
  ➢ If you are outside, quickly decide what the fastest way to find clean air is: getting out of the affected area or going inside the closest building to SHELTER IN PLACE.

• WASH HANDS WITH SOAP

• MAKE SURE STUDENTS UNDERSTAND HOW TO DO PROPER HYGIENE

• Keep accurate records of symptoms of illness and absences

• Distribute educational materials: http://pandemicflu.gov/planguide

• Review the needs of vulnerable students with support staff as some of those students will need additional support during a school closure.

• Take care of yourself in order to effectively take care of others.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

• Follow instructions of doctors and other public health officials and ensure that they are communicated appropriately to staff (particularly First Aid / Basic Needs Team), students and parents.

• Make arrangements to refer families to specific sites for medical evaluation and treatment.

• Contact the Superintendent to make the final decision whether to dismiss classes / close the school. Contact MOT immediately in the event that school is dismissed or closed, to ensure coordination of student transportation.

• Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.

COMMUNICATIONS TEAM:

• Monitor Emergency Broadcast System for official updates from public health officials to determine the following:
  ➢ Are you in the group or area that authorities consider in danger?
  ➢ What are the signs and symptoms of the disease?
  ➢ Are medications or vaccines being distributed?
  ➢ Where? Who should get them?

• Communicate findings to Incident Commander.

FIRST AID / BASIC NEEDS TEAM:

• Establish first aid station and administer aid as needed.

FACILITIES TEAM:

• Assess damage to facilities. Report to Incident Commander & District Command Center.

• Work with emergency response STUDENT RELEASE / CROWD CONTROL TEAM:

• Implement student release procedures upon direction. (Limit release to authorized adults; keep record of students released.)

District Administration

• Decide whether to close school or only some areas.
PLAYGROUND OR OCCUPATIONAL INJURY

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

Various medical emergencies may occur on school property, including (but not limited to): physical trauma, sudden illness or exacerbation of existing medical conditions, choking, loss of consciousness, etc. Medical emergencies will also often accompany a larger emergency event (e.g., injuries from falling objects during an earthquake, or burns sustained in an explosion). Most medical emergencies will be isolated, affecting only one or two individuals, and will not require the activation of an Incident Command Center or the First Aid/Basic Needs Team. In these cases, whoever responds first should assess the victims’ status, call for emergency assistance and/or administer first aid as needed.

First Aid Flow Chart

START HERE: Assess the Scene. Is it safe to rescue the victim?

If YES

Assess the Victim. Is there any problem with A B C:
Airway? Breathing? Circulation?
Is there a life-threatening condition? Is there severe bleeding? Is victim unable to walk? Are any limbs broken?

If NO to any...

If YES

Call 911 for emergency assistance.

AND...

Summon first-aid-trained staff to the scene and administer necessary aid.

THEN...

Notify victim’s emergency contact. Complete incident report & worker’s comp. form.
Severe weather is not unusual in the Soledad area, but the following guidelines can be helpful in the event of an unusually strong storm. During severe windstorms, the safest places to be are interior halls, against interior walls (away from windows) and lower floors of buildings. When directing students to shelter, be alert to potential hazard exposed by flying debris, broken windows or doors, and/or damaged buildings. Avoid seeking shelter in the auditorium/cafeteria/multipurpose room, or near windows, particularly areas exposed to the windward force of the storm. During severe rain- or thunder-storms, be alert to the potential for flooding (seek higher ground), as well as structural damage caused by wind or lightning strikes. Power outages are likely during severe weather. Normal communications systems may be impaired. Please see section below on Major Systems Failure, for guidelines for responding to power failures.

1. Stay away from areas prone to flooding.
2. Stay away from downed power lines.
3. Stay away from windows.
4. Stay away from trees and shingled roofing.
SUICIDE ATTEMPT OR THREAT
REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION
If any SUSD employee suspects that a student is considering or planning to commit suicide, he or she shall immediately report their reasons for suspecting the risk of suicide to an administrator and parents/guardians. Any suicide threat or suicidal thoughts must be taken seriously and responded to immediately. The District Psychologist should be contacted as soon as possible. The Police Department must also be contacted. The Police Department will insist on a home visit so be ready to provide them with all necessary home contact information including address, phone numbers and names. Don’t wait make phone calls immediately. CALL 911 Suicide Prevention Service, 24 hour Suicide Crisis Line ... 1-877-663-5433

PROVIDE FOR SUPERVISION OF AN ADULT AT ALL TIMES
Do not leave the person alone. Keep 100% supervision on the person and call for help. Call the District Psychologist and the Police. The school psychologist is responsible for determining the seriousness of the suicide threat. The student and the staff members involved must understand that information about the situation communicated to the school psychologist will not be held confidential but will be shared with the student’s parent(s). In determining the seriousness of the suicide threat the school psychologist shall consider the following:

• The student’s feelings of hopelessness and the length of time such feelings have existed.
• The student’s thoughts about killing himself/herself and the persistence and intensity of such thoughts.
• The existence and lethality of any suicide plan, the details of the plan, and whether any preliminary actions have been taken by the student.

Do’s and Don’ts Regarding Suicidal Ideation
DO LISTEN to what the student is saying and take the suicidal threat seriously.
DO GET HELP by contacting a school counselor, psychologist, principal or other appropriate resource. Never attempt to handle a potential suicide by yourself.
DO OBSERVE the student’s nonverbal behavior. Facial expressions, body language, and other concrete signs often are often more telling than what the student says.
DO ASK whether the student is thinking about suicide. If the indication is “yes,” ask how she/he plans to do it and what steps have already been taken. This will help you determine how serious the threat is (if risk is imminent take immediate action).
DO ASSURE the person that you care and you will find help that will keep him/her safe.
DO STAY with the student, and if possible, assist with transfer to appropriate mental health professional.
The student has placed trust in you, so you must help transfer that trust to another person.
DON’T leave the student alone for even a minute.
DON’T act shocked, allow yourself to be sworn to secrecy, or brush aside a threat.
DON’T let the student convince you that the crisis is over. Often the most dangerous time is precisely when the person seems to be feeling better. Sometimes the student may appear happy and relaxed simply because they have come to a decision (even if that decision is suicide).
DON’T take too much upon yourself. Your responsibility to the student in a crisis is limited to listening, being supportive and getting her/him to a trained mental health professional/therapist.
SUICIDE ATTEMPT OR THREAT

Classroom Teachers

IN THE EVENT OF A SUICIDE ATTEMPT:

- CHECK FOR VITAL SIGNS: Airway, Breathing, and Circulation. ADMINISTER FIRST AID as necessary.

- NOTIFY ADMINISTRATION promptly if any student makes threats of suicide, makes suicide attempts or engages in other self-injurious behavior, or shows signs of serious depression or hopelessness.

- If a suicide attempt includes poisoning/drug overdose, try to determine what substances were used and in what quantity and CONTACT POISON CONTROL HOTLINE for guidance.

- REMAIN WITH STUDENT AT ALL TIMES until the student can be seen by the school psychologist, who will develop an action plan, make necessary referrals, and see that the student receives necessary help. When appropriate, ask the student to sign a No-Harm Contract.

- CLEAR THE AREA of all students. If possible, block the area off from public view and access.

- Reassure other students without divulging personal aspects of the suicidal student’s situation, and return the class to normal operations as quickly as possible.

IN THE EVENT OF A COMPLETED SUICIDE:

- In the event of a death, a staff member should remain with the body until it is transported to the morgue or funeral home.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- CALL 911 for assistance.

- Notify victim’s emergency contact person (parent/guardian, spouse, etc), and inform them of victim’s condition, where he/she can be located, and whom to contact for more information. The person notifying the parent(s) must make document this notification, including who was notified, when notification was made and the response of the parent(s) notified.

- If family members attend school or are employed in the school system, they should be informed privately and prior to any general announcement, preferably by a family member or someone designated by the family.

- Communicate with other schools in the district affected by the death (e.g., sites where the victim’s family members attend or work).

- Work with School Psychologist or Coordinator of Special Education to determine need for, and if necessary, activate Crisis Counseling Team to provide psychological support to students, staff, and/or families.

- Release the student from school care only into the custody of a parent/guardian, law enforcement official or emergency medical provider.

- Follow up to be sure that some contact has been made for help. Obtain permission from the parent or guardian for the release of information as appropriate.

- Direct all inquiries from the media to the Superintendent’s designated media contact person.

- When incident has subsided, complete & submit incident report form.

District Administration

- Determine whether public relations efforts are appropriate and coordinate Public Information / Media Relations functions.

- Contact Grief Busters or/and Behavioral Health Dept. for follow ups with affected staff, students and family members.

- Ensure that there is on-going follow up for affected staff, students and family members on or near the anniversaries of the death.
SUSPICIOUS PACKAGES, BOXES, MAIL

Classroom Teachers / Staff

IF YOU RECEIVE A LETTER OR PACKAGE THAT YOU SUSPECT IS A BOMB:

- DO NOT OPEN.
- Isolate the mailing and EVACUATE the immediate area.
- Do NOT put the letter / package in water or a confined space such as a desk drawer or filing cabinet.
- If possible, OPEN WINDOWS in the immediate area to assist in venting potential explosive gases.
- If you have any reason to believe a letter or package is suspicious, do not take a chance or worry about possible embarrassment if the item turns out to be innocent. Instead, NOTIFY ADMINISTRATION who will follow up with appropriate authorities.

IF YOU RECEIVE A LETTER OR PACKAGE MARKED WITH A THREATENING MESSAGE SUCH AS "ANTHRAX"

- Do NOT shake, sniff or empty a suspicious envelope / package.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- Then EVACUATE the area. Close the door or section off the area to prevent others from entering (i.e., keep others away).
- WASH your hands with soap and water to prevent spreading any powder to your face.
- NOTIFY ADMINISTRATION immediately, and request that they call 911 to request emergency assistance.
- Make a list of all people who were in the room or area when this suspicious letter or package was recognized. Give this list to the local health authorities and law enforcement officials for follow-up.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- Contact the local police department and Postal Inspector for professional assistance in determining the risk of a suspicious package or letter. CALL 911 to request emergency assistance.
- NOTIFY SUPERINTENDENT'S Office
- Assess the situation. Activate Incident Command Center and deploy Crisis Teams as indicated.

FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- When incident has subsided, complete & submit incident report form.

District Administration

- Provide support necessary to the site's incident commander.
- Plan for evacuations/shelter in place
- Maintain integrity of crime scene
- Plan for priority release of staff once the police have all the information they require.
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
TRANSPORTATION ACCIDENT

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

Transportation accidents may involve one or more motor vehicles, pedestrians, bicyclists and/or public or private property. Risks from this type of incident include personal injury due to collision/impact, flying debris, and evasive maneuvers. In addition, there is a risk of hazardous material spills, leaks or explosions of automotive fluids and/or cargo. Separate procedures apply to transportation accidents involving SUSD school busses; refer to state-mandated procedures (carried on all school busses). Report all accidents to the SUSD Superintendent.
TRAUMATIC EVENT
(e.g., Mass Casualties, Death of Family Member or Fellow Student)

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

A traumatic event is an extraordinary situation that is potentially damaging to individuals and/or the educational environment. A stress reaction can develop in response to a traumatic event or unexpected death or injury to students, staff, family members, community persons or well known national figures. Examples include, but are not limited to: death of a classmate or teacher, witnessing violence on or near the school grounds, suicide attempts or completions, hostage situations, drive-by shootings, sexual assaults, or natural disasters. The following principles are intended to assist school personnel in responding to a tragic event. The overall direction for these guidelines is the maintenance of a calm, orderly school atmosphere that reflects professional sensitivity in coping with the trauma of a tragic event. This plan can be used to address traumatic events affecting a single classroom, a group of students or an entire school population. Remember that people may respond in various ways during and after an emergency. If you become aware of any development that may potentially affect your campus population, notify your administrator(s).

GUIDELINES FOR TEACHERS TO HELP STUDENTS COPE WITH TRAUMA

• Develop an environment in which students feel safe to ask questions, and confident of receiving an honest answer.
• Use correct terminology related to death. (i.e. avoid euphemisms such as “passed away”)
• Listen and empathize. Make sure you hear what is said and not what you think the student ought to say.
• Allow the students to express as much grief as they are able or willing to share with you.
• Share your own feelings and memories of the student but don’t idealize the dead student.
• Say “I don’t know” when you don’t know.
• Recognize that classroom routines and management may be disrupted. This is natural – be flexible.
• Maintain a sympathetic attitude toward the student’s age-appropriate responses. (Be prepared for a strong reaction.)
• Organize activities to allow students to tangibly express their grief (e.g., memorials, letters, etc.)
• Don’t force a child to participate in a discussion about death.
• Never link suffering and death with guilt, punishment and sin.
• Don’t be judgmental; don’t lecture. It’s all too tempting to make a point or moralize.
• Don’t say “I know how you feel” unless you truly do.
• Don’t force others to look for something positive in the situation.
• Don’t expect “adult responses” from children or youth. Their grief responses may seem inappropriate to you. (i.e. giggling).
• Don’t force a “regular day” upon grieving students, but at the same time don’t allow the class to be totally unstructured. Offer choices of activities, e.g., letters, journals, and discussions. Return to as normal a schedule as possible, while being empathetic to the emotional needs of students and staff.
DURING A TRAUMATIC EVENT:

Classroom Teachers

- If your class is not a part of the incident, remain calm, and wait for instructions from the Incident Commander or emergency personnel.

- If your class is witness to or victim of a traumatic event, first refer to the emergency protocol for that specific emergency (weapons, drive by shooting, hostage, etc.). Remember: Implementing the DROP protocol may be called for to ensure student safety until help arrives.

- Cooperate with emergency response personnel.

FOLLOWING A TRAUMATIC EVENT:

- Don’t hesitate to ask for help. It’s not necessary to handle this alone.

- Consult the district-approved resources and the list on the previous page for specific tips on helping students cope with traumatic events.

- Identify and monitor at-risk students and staff (siblings, boy/girl friends, close friends, and students/staff who have experienced other recent trauma) and who may be in particular need of support. Consider assigning aides or other students to attend these students for a period of time.

Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- CALL 911

- Assess the situation and implement emergency response procedures (e.g., lockdown, evacuation, shelter in place, etc.) as needed.

- Notify Superintendent’s office

- Work with School Psychologist or Director of Special Education to determine need for support to students, staff, and/or families.

- If needed, identify/arrange for location where support services will be available for students and staff.

- Determine the need for any substitute or supplemental staff. (In the event of the death of a teacher, another teacher known to students should take the deceased teacher’s classes, not a substitute.)

- If any other school may be impacted by the death/trauma (e.g., siblings, boy/girl friends, etc) establish contact with that school to coordinate efforts.

- At the soonest opportunity, hold a staff meeting (or communicate by telephone/email) to convey the following information to staff:
  - Facts related to the death/traumatic situation.
  - School’s planned response.
  - Location of the emergency center, when and how to refer students/staff for support.
  - How the death/traumatic situation will be announced to students. Encourage staff to have a discussion with students following the announcement.
  - Time(s) of future staff meetings.
  - How staff will be kept informed.
  - Support services available to staff.
  - Allow staff to grieve, offer support to one another.

- Inform students and staff of any memorial services or community assemblies to commemorate the incident.

- When incident has subsided, complete & submit incident report form.
WAR-RELATED EMERGENCY:
NUCLEAR BLAST; RADIATION THREAT

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

A war related emergency is defined as an enemy attack including but not limited to: a biological threat, a chemical threat, an explosion, a nuclear blast or a radiation threat. Refer to the specific emergency procedures for bomb emergency, fire, chemical or biological threats in addition to following procedures below for dealing with a nuclear blast or radiation threats (or “dirty bombs”). Nuclear Blast: A nuclear blast is an explosion with intense light and heat, a damaging pressure wave and widespread radioactive material that can contaminate the air, water and ground surfaces for miles around. During a nuclear incident, it is important to avoid radioactive material, if possible. While experts may predict at this time that a nuclear attack is less likely than other types of attack, terrorism by its nature is unpredictable. If there is a significant radiation threat, health care authorities may or may not advise you to take potassium iodide. Potassium iodide is the same mineral added to table salt to make it iodized. It may or provide some protection for your thyroid gland, which is particularly vulnerable to radioactive iodine exposure. Radiation Threat: A radiation threat (also referred to as a "dirty bomb" or "radiological dispersion device (RDD)") is the use of common explosives to spread radioactive materials over a targeted area. It is not a nuclear blast. The force of the explosion and radioactive contamination will be more localized than a nuclear blast. While the blast will be immediately obvious, the presence of radiation will not be clearly defined until trained personnel with specialized equipment are on the scene. As with any radiation, you want to try to limit exposure. It is important to avoid breathing radiological dust that may be released in the air. As with any emergency, local authorities may not be able to immediately provide information on what is happening and what you should do. However, you should monitor television, radio or the Internet for official news from the Emergency Broadcast System as it becomes available.
WEAPONS ON CAMPUS

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

While weapons of any kind are prohibited on SUSD campuses, students or visitors (authorized or unauthorized) may violate this policy, either inadvertently or with the intent to intimidate or cause harm to members of the school community. Your first priority is the safety of students. Do what you can safely do to remove or keep them away from danger. If you feel your life or the lives of others are in jeopardy, do NOT attempt to forcefully relieve a suspect of his/her weapon. Notify authorities and do what you can to ensure the safety of your students and co-workers. Be alert for the possibility of a hostage situation, gang involvement, accomplices / other students with weapons.

If a student is suspected follow all procedures for investigation and possible expulsion process. Do not search a student unless you have been properly trained and have a witness available. Document all details immediately.
Appendix

Add forms such as student emergency release forms, child abuse reporting forms, emergency cards and other useful forms and resources to this section as needed.
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