SANTA YNEZ VALLEY CHARTER SCHOOL
1224 TYNDALL STREET
SANTA YNEZ
CA 93460

COMPREHENSIVE SCHOOL SAFETY PLAN
2025

I. Safe And Orderly Environment Conducive To Learning At School

Students at SYVCS experience an engaging, stimulating, and enriching learning environment which allows them to grow and thrive. The attributes of *caring, supportive, safe and challenging* help define what it means to have a positive learning environment that is conducive to student success. SYVCS recognizes the value of a positive school climate and maintains policies and procedures to ensure consistency in discipline and routines, organization of learning activities, and the engagement of students.

The key features of a safe and orderly environment at SYVCS are as follows:

- The Board, administrators, teachers and staff provide strong leadership and modeling for a vision of school success. This is accomplished through academic achievement and the establishment of a productive school climate.
- Staff development is focused on school goals and objectives, state standards, implementation of curriculum and specific needs of the student body. This includes topics such as training in newly adopted curriculum, new technology, assessment practices, students with special needs, classroom management and organization for learning in general.
- A referral system is in place to help students and families meet their needs. Student Support Teams (SSTs) identify, refer and provide accommodations for students who require additional support or intervention. A 504 plan or assessment for special education may be outcomes of SST meetings.
- Classrooms are set up to enhance the experience of learning and promote positive interactions between students and staff. Collaboration and building positive relationships is a school-wide theme. Students are encouraged to work together on academic tasks through cooperative learning.
- Curriculum is standards-based and provides opportunities for students to achieve high academic standards. Attention is paid to instilling our Dragon Habits, making good choices, self-esteem, developing social and personal skills, accepting consequences and developing relationships.
- Learning and productivity is valued and success is expected of every student. Interruptions are kept at a minimum. Students and staff want and expect class time to be used efficiently.
- Our school community has high behavior standards for all students. Respect for each other and respect for all adults is always a priority. Standards of behavior and expectations are clearly stated and consistently implemented.
- Student recognition of appropriate behavior shows students that the school and community expect the best effort and performance from everyone. There is frequent communication between teachers, administration and parents when a student cannot adjust to appropriate behavioral standards.

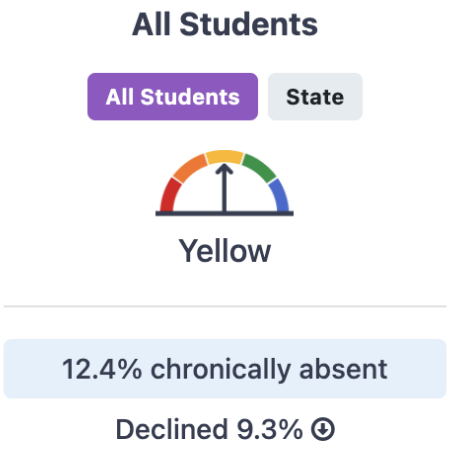
II. Assessment Of The Current School Climate

Attendance Rates

The 2023-24 Daily Attendance rate was 95%.

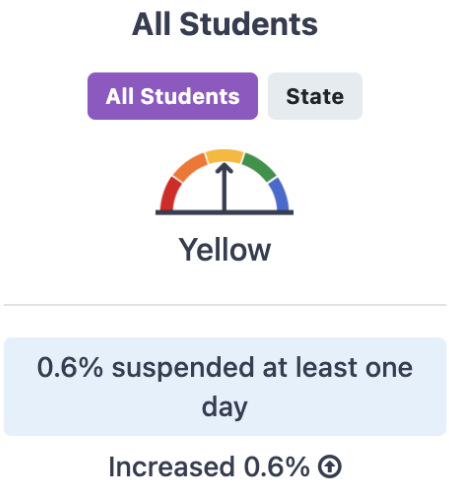
Chronic Absenteeism

The following graph is taken from the CA Dashboard for 2023-24:



Suspension/Expulsion data

The following graph is taken from the CA Dashboard for 2023-24:



CA Healthy Kids Survey

The survey was given in May 2024 to all students in 3rd through 8th grade (n=81). Categories are scored from 1 (Strongly Disagree) to 5 (Strongly Agree). The scores presented are an average of all scores.

The survey results are presented in summary form below:

I am happy to be at this school **4.0**
I feel safe in my school **4.1**
The teachers treat students fairly **3.9**
The teachers communicate with parents about expectations. **4.1**
The teachers make class assignments interesting. **3.8**
Parents feel welcome to participate at school **4.1**
I try hard to make sure I am good at my schoolwork **4.2**
At my school there is a teacher or adult who really cares about me. **4.2**
At my school I help decide things like class activities or rules. **3.3**
At my school there is a teacher or adult who listens to me when I have something to say. **4.0**
At my school there is a teacher or adult who believes I will be a success. **4.1**
My school is usually clean and tidy. **3.5**

Based upon the survey results, almost all areas are positively reported (>3). Most importantly, students report feeling safe at school (4.1), they have a teacher who really cares about them (4.2) and state that parents feel welcome to participate at school (4.1).

III. School Improvement Plan

The Board of Directors updated the Strategic Plan for the school in May, 2022.

Curriculum & Instruction

- Integrate Social/Emotional Learning Standards
- Implement CA Health Education Standards
- Raise student achievement in Mathematics

Student & Parent Connectedness

- Strengthen PTSO and Parent Involvement
- Focus on Middle School ‘experience’
- Develop and implement plan to identify and serve underperforming students

Governance/Mission Effectiveness

- Enhance visibility and knowledge of school mission
- Articulate learner outcomes within school community

Resource Management

- Increase enrollment annually
- Develop facilities plan to share with District
- Increase fundraising annually

IV. Procedures For Safe Ingress And Egress Of Pupils, Parents And School Employees To And From Site

The safety of students is a primary concern and we have established drop-off and pick-up procedures to ensure a safe and efficient transition to and from school. Staff members are always present before and after school to ensure high safety standards.

Drop-off

- Students are dropped off in the right lane of Tyndall Street at the drop off point. The left lane is used only for driving through to the exit.
- The College School District parking lot and bus turnout on Pine Street are not used to drop off students at any time.

Pick-up

- Students walking home from school should leave campus directly following school, unless involved in after-school activities.
- Students being picked up from school should wait with their class by the gate near the flagpole.
- Students will be picked up in the right lane of the pickup line only, in the first three cars in the line. No student should be picked up any further down the line, and staff members will assist in loading students into the car.

The front gates near the office and the gates on the field are closed during school hours. ID Badges: All staff wear name ID badges on a daily basis. Visitors must check in with the office to receive a visitors pass which must be visible at all times.

Keys: Duplicate master keys that can open every space on campus are available on

campus. They are stored in a secure location.

V. Dress Code *(Per SYVCS Student and Family Handbook)*

The purpose of the school dress code is to provide only what guidance is necessary to maintain a safe and healthy school environment. The dress code should allow teachers to focus on teaching, while also giving students, along with their families, the opportunity to make choices about attire based on individual and family values. The following guidelines are minimal in order to promote staff and student attention to the education that school is intended to provide.

All students must honor the dress code policy while at school:

1. All clothing, backpacks, book covers, etc., must reflect appropriate subject matter (no references to alcohol, drugs, or tobacco products, no gambling, no weapons, vulgarity, profanity, politics, or hate speech, no violent or sexually explicit language or images etc.).
2. Clothing may not display content that is offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.
3. Hats, hoods, beanies and sunglasses must be removed upon entering the classroom. Headwear for religious, cultural, or disability related attire will be permitted.
4. Clothes must allow for all movement and activity in which the student is expected to participate. (Recommendation that tank tops have a solid back with a 1" minimum strap, shorts have a minimum of 4" inseam, and skirts/dresses fall mid-thigh). Shirts must meet the waistline of bottoms when standing naturally. Undergarments are not permitted to be shown (waistbands and straps excluded.)
5. Close-toed, closed-heeled shoes must be worn at all times with safety being the concern. Proper athletic shoes must be worn during P.E. classes.
6. Accessories, which may include earrings, necklaces, bracelets, watches, etc., are permitted when student safety or learning is not compromised.
7. Pajamas or sleepwear may not be worn unless designated as an 8th grade privilege or all-school spirit/dress up day.

In any matter concerning dress code, the administration has the final authority.
The administration is committed to enforcing the dress code equitably, consistently, supportively, and with the least possible interruption to students' education.
Exceptions to the dress code can be granted by the administration as needed to honor religious practices as well as for educational accommodation.

VI. Rules And Procedures On School Discipline

The Progressive Discipline and Suspension & Expulsion Policy (revised January 2025) establishes the Rules of Student Conduct and related codes and procedures for SYVCS students. The goal in establishing the Policy is to provide a safe environment in which students can develop responsibility, healthy self-concepts, independence, self-reliance, and the skills and knowledge necessary to succeed. The Policy is posted on the school's website.

In general, SYVCS students are expected to:

- ○ Attend school and all classes punctually and regularly.
- ○ Comply with all of the rules and regulations of the district and school.
- ○ Obey the reasonable directions and demands of the staff, teachers, and Director.
- ○ Dress in a manner and in attire that will not disrupt school activities or compromise safety.
- ○ Remain on the school premises during school hours; leave school grounds only with parental permission and/or by following school procedures.
- ○ Report Violations of the Rules of Student Conduct

Behavior Code

The following behavioral expectations are in place:

1. Students will arrive on time to school and to all classes.
2. Students will use appropriate language; profanity is not permitted.
3. Students will demonstrate respect for all persons, including their rights and feelings.
4. Students will demonstrate respect for school property, keeping the school clean and safe.
5. Students will play in designated areas only.
6. Students will follow directions of all school personnel promptly and politely.
7. Students will wear clothing that conforms to the school Dress Code.
8. Students will contact a staff member if they need adult intervention to solve a problem.
9. Students will refrain from chewing gum.
10. Students will not use personal electronic devices during school hours and comply with the Cell Phone and Other Electronic Devices Policy.
11. In compliance with state law, helmets will be worn and fastened appropriately when bicycling to or from SYVCS and all school events. Skating, roller-blading, bicycling or skateboarding on school grounds is not allowed.
12. Students shall not bring on campus any items that discuss or portray inappropriate sexual themes or which promote discrimination, drug/alcohol use or violence.
13. Students shall follow the Computer Use Policy stated in the Student handbook.
14. Students shall conform their conduct with all provisions of the Discipline Policy.

VII. Suspension/Expulsion Policies And Procedures

Suspension Procedures

The Director shall have ultimate authority of the terms of any suspension, including the length thereof. The following procedures will take place for each suspension issued:

- Parent Notification – A meeting will take place between the administrator and the

parent(s). A notice of suspension will be provided in writing to the parent(s) indicating the reason for suspension per ed code.

- Parent/Teacher/Student Conference – At the discretion of SYVCS, a conference with the student, parent(s), teacher and/or director will be scheduled to discuss the student's progress, problem behaviors, or other issues that have not been resolved at school. The following may result from the conference:

    - Behavior Contract – If not previously in place - Student, parent(s) and teacher will create a behavior contract in which the student, with parental consent, agrees to specified behavior.
    - Restitution – When possible, and under the guidance of a teacher or administrator, the student will be allowed to compensate anyone who has been affected by the student's misconduct. Restitution may take the form of apology, replacement of private property, etc.
    - Field Trip Restrictions – The student will not be eligible to participate in field trips or other school-sponsored extracurricular activities.

Expulsion Procedures

In addition to expulsions being recommended pursuant to the Tiered Discipline System, expulsions may or shall be recommended pursuant to the following:

A decision to expel shall be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
   OR
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

The Director may recommend and the Board of Directors may expel any student who commits any of the following acts at school or at a school activity off school grounds unless the Director or Board of Directors determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

A. Causing serious physical injury to another person, except in self-defense.
B. Possession of any knife or other dangerous object of no reasonable use to the pupil.
C. Possession of a controlled substance without a prescription
D. Robbery or extortion.
E. Assault or battery on any school employee.

The Director **shall immediately suspend and shall recommend expulsion** if a student

has committed any of the following acts at school or at a school activity off school grounds:

A. Possessing, selling, or furnishing a firearm, not a replica.
B. Brandishing a knife at another person.
C. Selling a controlled substance.
D. Committing or attempting to commit a sexual assault or sexual battery as defined in Education Code 48900(n).
E. Possession of an explosive.

Steps to Expel a Student

Step One: When a student is determined by the Director to meet the criteria to be recommended for expulsion a meeting is held with the parents/guardians to initiate an extended period of suspension pending a Board meeting. If the student has committed an offense that requires a mandatory expulsion recommendation, this is discussed so that it is understood by all parties.

Step Two: The School shall send a letter to the student and parent/guardian regarding the expulsion hearing. The expulsion hearing shall be held no later than 30 school days of the date that expulsion is recommended. The letter shall notify the student and parent/guardian when and where the expulsion hearing will take place and the rights of the student with respect to the hearing, including:

- The date and place of the expulsion hearing;
- A statement of the facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the School's disciplinary rules relating to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or an advocate;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witness testimony.

Step Three: The Director shall maintain documents that may be used at the hearing and make them available for review by the student and/or his/her parent/guardian. These papers may include, but are not limited to, the following: A record of the student's attendance and grades, a record of previous infractions, a statement of the facts surrounding the case made by a Director or teacher; a statement of the facts surrounding the case made by a witness, a law enforcement agency's report and any other relevant matter.

Step Four: An expulsion hearing shall be held before the Board of Directors at a regularly scheduled meeting. A record of the hearing shall be made and may be maintained by any

means, including electronic recording, as long as a reasonably accurate and a complete written transcription of the proceedings can be made.

A recommendation by the Board of Directors to expel must be supported by substantial evidence that the student committed an expellable offense per the Progressive Discipline and Suspension & Expulsion Policy.

Findings of fact shall be based solely on evidence produced at the hearing. No decision to expel shall be based solely on hearsay evidence, although sworn declarations may be admitted as testimony from witnesses who are determined by the Board of Directors that disclosure of their identity or live testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held in open session, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Step Five: The decision by the Board of Directors shall be made within 10 days following the conclusion of the hearing. If the Board of Directors decides not to recommend expulsion, the pupil shall be reinstated and permitted to return to classroom programs. The decision not to recommend expulsion shall be final.

Step Six: The Director or designee, following a decision to expel a student, shall send written notice of the decision to expel, including the findings of fact, to the student or parent/guardian. The notice shall include the following:

1. Notice of the specific offense committed by the student;
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status within the charter school

Within 30 days of the decision to expel, the Director shall send written notice of the decision to expel to the student's district of residence, the County Office of Education and the charter-granting district (if different than the student's district of residence). This notice shall include the student's name and the specific expellable offense committed by the student.

VIII. Bullying Prevention

SYVCS believes that all students have a right to a safe and healthy school environment. The staff, students, parents and school community have an obligation to promote mutual respect, tolerance, and acceptance. In accordance with California Education Code the following policies are in place.

Definition

Bullying is defined as any physical, verbal or written harassment, sexual harassment, threats, intimidation or cyber-bullying. It can include causing bodily harm or committing hate violence against any student or school personnel. Cyber-bullying includes the transmission of harassing communications, direct threats or other harmful texts, sounds or images on the Internet, social media or other technologies such as a telephone, computer or any wireless communication device. Cyber-bullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Prevention

The best way to deal with bullying is prevention. All students, staff, parents, and the school community must work together to create a positive and collaborative school climate that prevents bullying from happening. Members of the school community should speak out when any student or staff member is anything other than courteous, kind, and friendly in words or in actions. All staff will periodically review the definition of bullying and remind students of these steps to prevent bullying. Parents and students should also review this information.

SYVCS will support all students with appropriate ways to communicate effectively, resolve conflicts, and interact positively in social situations. This will include ways to show respect for individual and cultural differences and to be alert for any signs of bullying as outlined above in the definition of bullying and report any bullying behaviors immediately to a responsible adult.

Recognition

It is the responsibility of all students and staff to be aware of and recognize bullying behaviors. Should any bullying behaviors be observed on campus or during any school-sanctioned activity, SYVCS:

- Expects students and/or staff to immediately report incidents of bullying to the appropriate staff member, school Director or designee.
- Students may submit an anonymous note to a staff member concerning bullying.

Staff who witness such acts will take immediate steps to intervene. The Director or designee will promptly investigate each complaint of bullying within a reasonable amount of time. The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential. As appropriate, the Director or designee may notify parents/guardians of victims and perpetrators as well as involve counselors, mental health professionals or law enforcement.

Disciplinary Actions

Any student who engages in bullying on campus, during any school sanctioned activity, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, is in violation of this policy and are subject to disciplinary action, in accordance with school policies and procedures, up to and including suspension and expulsion.

IX. Procedures To Notify Teachers Of Dangerous Pupils

The Executive Director or designee shall ensure administrators, teachers, and all applicable staff shall be notified of students who may pose a danger in the classroom. All information regarding suspension and expulsion is confidential and shall not be shared with any unauthorized parties.

A potentially dangerous student is defined as a pupil who has: (1) during the previous three school years, engaged in an act resulting in a suspension or expulsion (except actions concerning tobacco use) or (2) committed a crime reported to SYVCS by a family member, local law enforcement, court services, probation department or social services.

In the event SYVCS is provided information from a previous school or agency or becomes aware of such behavior during the course of the student's enrollment at SYVCS, this information shall be used to develop awareness, assign appropriate discipline consequences, assist in allocating resources, and may be a factor in determining which services are provided to the student or recommended to the parent/guardian.

Teachers are notified of a dangerous student via the following process:

- Any student meeting the above criteria will be flagged in our student data system.
- Upon receipt of incoming Cumulative files, data is reviewed by Administrative Staff and flagged for potentially dangerous students.
- If a student is flagged, a meeting will be scheduled with the assigned teacher and site administrator to review any questions or concerns, and to establish support strategies as appropriate.
- Teacher will sign an acknowledgement form which will be kept in the student's cumulative file

X. Discrimination and Harrassment Policy

SYVCS is committed to providing a work and educational atmosphere that is free of unlawful

harassment, discrimination, and retaliation. SYVCS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability; medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.
Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

SYVCS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Executive Director or designee.

When SYVCS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Executive Director) or the Executive Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. SYVCS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

SYVCS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director.

XI. Child Abuse Reporting Procedures

To report child abuse, call (800) 367-0166. For immediate danger call 911. Mandated Reporters: follow up with form SS 8572.

Mandated Reporter Training for School Personnel can be accessed at https://mandatedreporterca.com/.

Identification of Child Abuse and Neglect

It is important that individuals working with and around children be able to know what constitutes child abuse or child neglect and know how to identify potential signs.

Child Abuse and/or Child Neglect Can Be Any of the Following:

- A physical injury inflicted on a child by another person other than by accidental means.
- The sexual abuse, assault, or exploitation of a child.
- The negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare. This is whether the harm or threatened harm is from acts or omissions on the part of the responsible person.
- The willful harming or endangerment of the person or health of a child, any cruel or inhumane corporal punishment or any injury resulting in a traumatic condition.

One does not have to be physically present or witness the abuse to identify suspected cases of abuse, or even have definite proof that a child may be subject to child abuse or neglect. Rather, the law requires that a person have a "reasonable suspicion" that a child has been the subject of child abuse or neglect. Under the law, this means that it is reasonable for a person to entertain a suspicion of child abuse or neglect, based upon facts that could cause a reasonable person, in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.
Red flags for abuse and neglect are often identified by observing a child's behavior at school, recognizing physical signs, and observations of dynamics during routine interactions with certain adults. While the following signs are not proof that a child is the subject of abuse or neglect, they should prompt one to look further.

Warning Signs of Emotional Abuse in Children

- Excessively withdrawn, fearful, or anxious about doing something wrong. ○ Shows extremes in behavior (extremely compliant or extremely demanding; extremely passive or extremely aggressive).
- Doesn't seem to be attached to the parent or caregiver.
- Acts either inappropriately adult-like (taking care of other children) or inappropriately infantile (rocking, thumb-sucking, throwing tantrums).

Warning Signs of Physical Abuse in Children

- Frequent injuries or unexplained bruises, welts, or cuts.
- Is always watchful and "on alert" as if waiting for something bad to happen.
- Injuries appear to have a pattern such as marks from a hand or belt.
- Shies away from touch, flinches at sudden movements, or seems afraid to go home.
- Wears inappropriate clothing to cover up injuries, such as long-sleeved shirts on hot days.

Warning Signs of Neglect in Children

- Clothes are ill-fitting, filthy, or inappropriate for the weather.
- Hygiene is consistently bad (unbathed, matted and unwashed hair, noticeable body odor).
- Untreated illnesses and physical injuries.
- Is frequently unsupervised or left alone or allowed to play in unsafe situations and environments.
- Is frequently late or missing from school.

Warning Signs of Sexual Abuse in Children

- Displays knowledge or interest in sexual acts inappropriate to his or her age, or even seductive behavior.
- Makes strong efforts to avoid a specific person, without an obvious reason.
- Doesn't want to change clothes in front of others or participate in physical activities.
- A sexually transmitted disease (STD) or pregnancy, especially under the age of fourteen.
- Runs away from home.

Reporting Child Abuse or Neglect

Community members have an important role in protecting children from abuse and neglect. While not mandated by law to do so, if child abuse or neglect is suspected, a report should be filed with qualified and experienced agencies that will investigate the situation. Examples of these agencies are listed below. Parents and guardians of pupils have the right to file a complaint against anyone they suspect has engaged in abuse or neglect of a child. Community members do not need to provide their name when making a report of child abuse or neglect.

School volunteers, while not mandated reporters, should also be encouraged to report any suspected cases of abuse and neglect. Additionally, school volunteers are highly encouraged by the law to have training in the identification and reporting of child abuse and neglect.

Obligations of Mandated Reporters

A list of persons whose profession qualifies them as "mandated reporters" of child abuse or neglect is found in California Penal Code Section 11165.7. The list is extensive and continues to grow. It includes all school/district employees, administrators, and athletic coaches. All persons hired into positions included on the list of mandated reporters are required, upon employment, to be provided with a statement, informing them that they are a mandated reporter and their obligations to report suspected cases of abuse and neglect pursuant to California Penal Code Section 11166.5.

All persons who are mandated reporters are required, by law, to report all known or suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse or neglect is reasonably suspected or if a pupil shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made. No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.

To make a report, an employee must contact an appropriate local law enforcement or county child welfare agency, listed below. This legal obligation is not satisfied by making a report of the incident to a supervisor or to the school. An appropriate law enforcement agency may be one of the following:

- A Police or Sheriff's Department (not including a school district police department or school security department).
- A County Probation Department, if designated by the county to receive child abuse reports.
- A County Welfare Department/County Child Protective Services.

The report should be made immediately over the telephone and should be followed up in writing. The law enforcement agency has special forms for this purpose that they will ask you to complete. If a report cannot be made immediately over the telephone, then an initial report may be made via e-mail or fax.

Required Training for School Employees
Effective January 1, 2015, Assembly Bill 1432 (D-Gatto) requires all local educational agencies (LEAs) to train all employees each year on what they need to know in order to identify and report suspected cases of child abuse and neglect. "All employees" includes anybody working on the LEA's behalf, such as teachers, teacher's aides, classified employees, and any other employees whose duties bring them into direct contact and supervision of students.

Rights to Confidentiality and Immunity
Mandated reporters are required to give their names when making a report. However, the reporter's identity is kept confidential. Reports of suspected child abuse are also confidential. Mandated reporters have immunity from state criminal or civil liability for reporting as required. This is true even if the mandated reporter acquired the knowledge, or suspicion of the abuse or neglect, outside his/her professional capacity or scope of employment.

Consequences of Failing to Report
A person who fails to make a required report is guilty of a misdemeanor punishable by up to six months in jail and/or up to a $1,000 fine (California Penal Code Section 11166[c]).

After the Report is Made
The local law enforcement agency is required to investigate all reports. Cases may also be investigated by Child Welfare Services when allegations involve abuse or neglect within families.

XII. Procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school or at an activity sponsored by the school

School personnel or other members of the school community shall notify the school administration of any situation that constitutes dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school or at an activity sponsored by the school. The procedures to assess and respond to reports of any dangerous, violent, or

unlawful activity are as follows:

1. **Identity a Crisis Response Team**: Identify a Crisis Response Team to respond during a criminal incident or threat. This team will be responsible for efficiently coordinating the school's response to the situation. It is recommended that this team consist of Director or designee, resource staff, Lead Teacher.

2. **Evaluate the Threat**: A threat assessment team, consisting of school administrators, counselors, mental health professionals, and in most cases, law enforcement representatives must evaluate the threat to determine what steps need to be taken. Items that need to be evaluated include conducting a past criminal record check, an individual's access to firearms, and the safe storage of firearms, for youth determining an individual's access to weapons might mean confirming with parents/guardians if they have weapons, if they are registered, and possibly conducting a home visit.

3. **Routinely Train and Practice Drills**: The staff, students, and law enforcement personnel undergo regular training sessions and drills to familiarize themselves with the safety plan and their roles during a crisis.

4. **Use an Emergency Communication System**: The use of an emergency communication system can quickly notify staff, students, parents, and law enforcement of any criminal incidents or potential threats.

5. **Designate Safe Zones and Evacuation Points**: Designate safe zones within each school building. Safe zones can be classrooms, locker rooms, cafeterias, the gym, etc. An identified safe zone serves as a refuge during a lockdown. Designated evacuation points are designed to be off of a school campus.

6. **Coordinate with Local Law Enforcement**: Maintain a close working relationship with local law enforcement agencies, including police and emergency responders.

In case of emergency or imminent danger to life or property, a 911 call will be made by the administration or delegated staff member.

XIII. Opioid/Fentanyl Overdose Protocol

Melanie's Law (SB10) requires comprehensive school safety plans for schools serving students in grades 7 to 12, including charter schools, to include a protocol for responding to a student's opioid overdose.

A. SIGNS OF A POTENTIAL PROBLEM WITH OPIOIDS/FENTANYL

Common physical signs:

- Fatigue and drowsiness (nodding off)
- Pinpoint pupils, dark circles under the eyes
- Changes in sleep patterns
- Deterioration of hygiene or personal appearance

- Rapid weight loss
- Health complaints such as being constipated or experiencing nausea ● Wearing long-sleeved shirts in warm weather (associated with IV use)

Common social signs:
- Isolating from family and friends
- Change in friends
- Skipping school or work
- Drop in grades or performance
- Lack of interest in hobbies and recreational activities
- Mood changes such as agitation
- Increasing depression or anxiety
- Asking for more money for questionable reasons or missing money or valuables

B. SIGNS OF A POTENTIAL OPIOID OVERDOSE

An overdose can happen when opioid use suppresses breathing in a way that oxygen can't reach vital organs, and the body begins to shut down. It's important to note that an overdose can occur anywhere from 5 minutes to 2 hours after drug use. Below is a list of signs of someone who is under the influence of an opioid and is considered "high," and someone who may be experiencing an overdose. It is important to distinguish between the signs of an opioid high and an opioid overdose. An opioid high can quickly turn into an opioid overdose, so being prepared to respond to a medical emergency is essential.

Signs associated with an opioid high
- Relaxed muscles
- Speech slowed and slurred
- Breathing slow or shallow
- Appears sleepy or nodding off
- Responds to stimuli but has difficulty being awakened from sleep ● For a student suspected of being under the influence of opioids/fentanyl. Call for first responders and monitor the patient until the first responders arrive.
- Contact the student's parent and/or guardian to request that they come to the school site.

Signs of an opioid overdose
- Unconsciousness or inability to awaken
- Slow or shallow breathing or breathing difficulty such as choking sounds from a person who cannot be awakened
- Fingernails or lips turning blue/purple
- Pale, clammy skin
- Cannot speak, barely breathing or not breathing at all
- Slowed heartbeat or stopped
- Deep snorting or vomiting

C. EMERGENCY RESPONSE TO AN OPIOID OVERDOSE

When someone is experiencing an opioid overdose, provide medical attention immediately.

● **Call 911 immediately**
○ Provide accurate details about the patient and their location
○ If possible, have someone meet the first responders upon arrival to escort them to the patient
○ Have the identifying information about the patient ready for EMS upon arrival; if available provide a printed copy of the emergency card
○ If the patient is a student, contact their parent or guardian

● **Administer Naloxone (Narcan)**
○ A person trained on how to administer Naloxone or the school nurse should administer the Naloxone spray
○ If the patient doesn't start to recover an additional dose of Naloxone spray can be administered.

● **Conduct Rescue Breathing**
○ If the person has labored breathing or is not breathing at all, conduct rescue breathing as trained.
○ Tilt the head back, pinch the nose closed, and give one slow breath every five seconds until the person resumes breathing on their own or first responders arrive.

● **Comfort and Support**
○ Once the person is breathing on their own, place them in the recovery position until paramedics arrive.
○ Comfort the person as they may be confused, upset and going through withdrawal (feeling sick from the lack of opioids if their body is dependent on them) when revived.

D. <u>RESPONDING TO A FENTANYL EXPOSURE</u>

It is essential to learn about Fentanyl and the possibility of deadly exposure. If it is believed that someone has come into contact with a substance that is Fentanyl, take the following precautions.

At the scene:
● Assess the scene - look for white powder, pills, and/or paraphernalia ●
Wear nitrile gloves (PPE)
● Be aware of cutting agents that could be mixed with Fentanyl (sucrose, baking soda, lactose, mannitol) They are indicators of the presence of Fentanyl
● Call for assistance (First Responders) if exposure has occurred or is believed to have occurred

If someone comes into contact with a substance suspected to be Fentanyl:

DON'T

● Touch the face or mouth (gloved or not)
● Touch or disturb white powder, pills, and/or liquid
● Search an environment if you suspect exposure may be more than minimal ● Use hand sanitizer
● Re-use gloves. If there is any visible contamination to the gloves, immediately dispose of gloves and wash hands with soap and water.

E. DISPOSING OF FENTANYL

If a disposal of Fentanyl is required, someone who is trained in the proper handling and disposal will be designated to clean up the area.

Disposing of Fentanyl on a counter or hard surface.
● First remove any students or extra staff from the room
● Turn off fans and/or recirculating air systems
○ Law enforcement should be called if suspected Fentanyl or any other substance that is suspected of being associated is found.
● Minimal powder contamination should be washed with soap and water
● Surfaces can be cleaned with bleach solutions or peracetic acid (pool chemicals) ● Fentanyl is stable in water for days
● Avoid the use of isopropyl-based hand sanitizers
● Contaminated clothing should be bagged and sealed until laundered

XIV. Disaster Procedures, Routine And Emergency, Crisis Response Plan

EMERGENCY DRILLS

Summary of Drills

Type of Drill	Signal	Procedure Summary
Fire	Continuing short bells for 10 seconds, pause for 5 seconds; sequence repeats for a minimum of 1 minute.	Have students walk in a single line to assembly area on field and wait for the "All Clear" signal.
Shelter In-Place	Director announces on the PA: “We have received information regarding hazard in the community and are instituting Shelter In-Place Procedures. This means students and staff are to	All classes will remain in their rooms, and P.E. classes will go to the gym. Students should be in the most protected areas in the room,

	remain inside the building away from outside air with windows and doors securely closed and air conditioning units turned off. All students and staff that are outside are to immediately move inside. We will let you know as soon as we have further information.”	facing away from windows. Close all doors and windows. Turn off gas, lights, power equipment, and appliances. Remain in the shelter area until the “All Clear" signal.
Lockdown	Director announces on the PA: “We have received information regarding an emergency situation and need to implement lock down procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside the nearest building or classroom.”	Teachers will instruct students to lie on the floor, lock doors and close shades or blinds. Any students and staff outside are to proceed inside the nearest building or classroom.
Earthquake	Director announces on the PA, “As you are aware, we are experiencing some seismic activity. For everyone’s protection, all students and staff should follow duck and cover procedures, which means you should be in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or until I give further instructions.”	Students and staff should drop to their knees facing away from windows; get under desks or tables if possible; fold body onto floor with arms close to knees; place head as far as is possible between knees; cover crown of the head with hands and stay in this position for 10 seconds. Teachers will direct students to return to seats.

In order to be adequately prepared, the following drills should be executed and documented in the Disaster Drill log: fire, shelter-in place, lockdown, and earthquake.

Fire Drill

1. Signal: Continuing high pitch noise and flashing lights ie. classrooms/office.

2. Procedures:

Teachers

(1) Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the Director today.
(2) Familiarize yourself with class's route before the drill begins.
(3) When the signal is given, have students form a single line outside the classroom. (Form a double line for large classes.)
(4) If students are outside during PE, garden time, etc., line up in single file and walk quietly to the Assembly Area.
(5) Check to see that all students are out of the classroom; take student roster, 'Emergency Clipboard' and close all doors and windows.
(6) Have students walk quietly in single file to the Assembly Area on the Field. Teachers should walk at the rear of the line.
(7) Have students form a single line in the designated Assembly Area in order of grade level.
(8) Take attendance.
(9) Wait for "All Clear" signal from the Director or designee. Return to your classroom in a single file.

All Other Personnel

Report to Assembly Area with any students or visitors under your supervision at the time of the alarm. Close doors and windows of offices, kitchen, etc. Await further instructions.

Shelter-In-Place Drill

1. General: A Shelter-In-Place indicates that an emergency that requires students and staff to remain inside has occurred.

2. Signal: The signal for the "Shelter-In-Place" drill is the following PA announcement: "Your attention please. We have received information regarding a hazard in the community and are instituting Shelter-In-Place Procedures. This means students and staff are to remain inside the building away from outside air with windows and doors securely closed and air conditioning units turned off. All students and staff that are outside are to immediately move inside. We will let you know as soon as we have further information."

3. Procedures

Teachers

(1) When the announcement has been given, all classes will remain in their rooms.
(2) Physical education classes will proceed into the PE classroom.

(3) Students should be arranged in the shelter area so as to enable them to assume a “Duck and Cover” position on command given by the teacher in charge.
(4) Move students to the most protected areas in the room.
(5) Have students face away from windows and keep their backs toward windows.
(6) Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
(7) Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

Lockdown Drill

1. General: A Lockdown drill indicates that an emergency that requires students and staff to remain inside has occurred.

2. Signal: The signal for the “Lockdown” drill is the following PA announcement: “Your attention please. We have received information regarding an emergency situation and need to implement lock down procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside the nearest building or classroom.”

3. Active shooter protocol: Each classroom has a walkie-talkie in place for the exclusive use of emergency warnings. The code word for this scenario is SILVER DRAGON. This code can also be shared via the school’s ‘all call’ telephone system.

4. Procedures.

Teachers
(1) When the announcement has been given, all classes will remain in their rooms.
(2) Physical education classes will proceed into the PE classroom.
(3) Move students to the most protected areas in the room.
(4) Instruct students to lie down on the floor, lock doors, and close shades or blinds.
(5) Close and lock all doors and windows from the inside. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
(6) Turn off lights. All personnel must remain in lockdown until further instructions are received from official sources.

Earthquake Drill

1. General: An earthquake drill is held to provide maximum protection in case of earthquake

or other emergency where the risk of flying or falling debris is present. No advance warning or signal normally will be given. In practice drills, teachers should supervise students and be alert to the position of each student during the entire drill.

2. Signal: The signal for the drill is the following PA announcement: “As you are aware, we are experiencing some seismic activity. For everyone's protection, all students and staff should follow duck and cover procedures, which means you should be in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or until I give further instructions.

3. Procedures.

Teachers
(1) Drop to knees facing away from windows.
(2) Get under desks or tables where possible.
(3) Fold body onto floor with arms close to knees.
(4) Place head as far as is possible between knees; cover head with hands.
(5) Stay in this position for 10 seconds.
(6) Teachers will direct students to return to seats.

4. In a Real Earthquake.

(1) After an earthquake, students will evacuate using the evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space.
(2) If an earthquake occurs during non-classroom hours i.e., passing periods, nutrition, or lunch, all persons will proceed to the Assembly Area and line up in the designated space.

Teacher Buddy List

A ‘buddy list’ can be found in the Appendix. Buddy teachers will work together in an emergency, and should train and drill together to better understand and cooperate with one another. In the event of an emergency, one teacher will watch both classes, and the other teacher will assume an emergency task.

The teachers and staff need to review their evacuation routes and assembly area locations in preparation for an emergency. All substitute teachers should be provided with a copy of the school's emergency procedures, a description of the role they would play in an emergency, and identification of their buddy teacher.

After an Incident Occurs

When an incident takes place, each teacher should conduct a classroom status check. The teacher should then check with their buddy teacher to determine each other's health status, need to assist with any injuries, need to stay with injured students, etc... If possible, injured students should not be left alone. Remember: A teacher's responsibility is to all students, but in situations which threaten the lives of all, do the greatest good for the greatest number.

If necessary, one buddy teacher will evacuate both classrooms. Students should exit without the teacher leading them. During drills, teachers must emphasize that students learn proper evacuation procedures and routes. Teacher should stay back to check the classroom & close the door (do not lock). If both buddy teachers are available for evacuation, one leads
and the other brings up the rear, checking briefly to make sure that both classrooms are empty and closing doors.

Once in assembly area, buddy classrooms line up next to each other for student accounting. All teachers are to fill out the written Student Accounting Forms to be delivered to the Command Post. Assembly area buddy assignments may or may not be the same as classroom buddy.

Each classroom kit should contain teacher's class roster as well as buddy classroom roster. Immediately following student accounting, one member of each buddy team checks in at the Command Post, and reports of missing students should be made. In emergency situations which do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One of the teachers is then available for assignment.

Immediate and Initial Responses

IMMEDIATE RESPONSE ACTIONS

Action	Purpose	If Inside	If Outside	Other Measures
Duck and Cover	To protect students and staff from flying or falling debris.	Teachers will instruct students to duck under their desks and cover their heads with their arms and hands.	If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with	Teachers and students should move away from windows.

			their arms and hands.	
Shelter in Place	To keep students indoors as protection from airborne contaminants. Includes shutdown of HVAC systems and allows free movement of students w/in building.	Teachers will keep students in the classroom until further instructions are given.	Students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings.	Teachers are responsible for securing individual classrooms. The Security/Utilities Team will shut down the HVAC system, close and lock doors and windows, etc.
Lock Down	To protect students and staff from threat of violence or gunfire	Teachers will instruct students to lie on the floor, lock doors and close shares or blinds.	Students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms of school buildings.	Teachers and students will remain in the classroom or secured area until given further instructions by Administration or Law Enforcement. Front entrance is to be locked.
Evacuate Building	To protect students and staff if it is unsafe to remain in the building. Director will initiate fire alarm.		Director will initiate fire alarm, and teachers will instruct students to evacuate	Teachers will instruct students to evacuate, assemble in their assigned Assembly Area, and take student attendance.
Off-Site Evacuation	To protect students and staff when it is unsafe to remain on campus.		Director will determine the safest method of evacuation (ie. use of school buses or walking)	Teachers will instruct students to evaluate and will take student roster

All Clear	Students and Staff can return to classrooms			Director makes the all clear announcement

Duck and Cover

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

1. The Director will make the following announcement on the PA system. If the PA system is not available, the Director will use other means of communication, i.e., sending messengers to deliver instructions. The Director should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE'S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES, WHICH MEAN YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS.”

2. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.

3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.

4. Teachers and students should move away from windows.

Shelter-in-Place

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shut down of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

1. The Director will make the following announcement on the PA system. If the PA system is not available, the Director will use other means of communication, i.e., sending messengers

to deliver instructions. The Director should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM, AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU."

2. If inside, teachers will keep students in the classroom until further instructions are given.

3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.

4. Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

1. The Director will make the following announcement on the PA system. If the PA system is not available, the Director will use other means of communication, i.e., sending messengers to deliver instructions. The Director should be calm, convey reassuring comments that the situation is under control and give clear directions. In case of an Active Shooter on campus, the code is ‘SILVER DRAGON.’

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM.”

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.

3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).

4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Director or law enforcement.

5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

Evacuate Building

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

1. The Director will make the following announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions. The Director should be calm, convey reassuring comments that the situation is under control and give clear directions.
“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The Director will initiate a fire alarm.

3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.

4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.

5. Once assembled, teachers and students will stay in place until further instructions are given.

Off-Site Evacuation

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

1. The Director will make the following announcement on the PA system. If the PA system is not available, the Director will use other means of communication, i.e., sending messengers to deliver instructions. The Director should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The Director will determine the safest method for evacuating the campus. This may include simply walking to the designated off-site location.

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

4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. In the event clearance is received from appropriate agencies, the Director may authorize students and staff to return to the classrooms.

All Clear

This action is taken to notify teachers that normal school operations can resume.

1. The Director will make the following announcement on the PA system. If the PA system is not available, the Director will use other means of communication, i.e., sending messengers to deliver instructions.

“YOUR ATTENTION PLEASE. IT IS NOW OK TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION.”

2. This action signifies the emergency is over.

3. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

INITIAL RESPONSE CHECKLISTS

Bioterrorism/Hazardous Materials

Discovery of Unknown Powdery Substance

Discovering Party:
1. Upon discovery of any unidentified powdery substance, do not touch, sniff, or taste the substance.
2. Do not attempt to clean up or remove the substance.
3. Cover the powder with whatever you can (paper, clothing, trash can, etc) and do not remove this cover.
4. Leave the room and close the door or otherwise prevent access to the room.
5. Wash your hands with soap and hot water.
6. Report the discovery to the Director.
7. Remove any contaminated clothing from your person as soon as possible and place inside plastic bags.

Director:
1. Upon knowledge of a biological or chemical weapons assault at school ensure that 9-1-1 has been dialed. Establish a Command Post and report the incident to the District Office. Ensure that an evacuation of the immediate area has been conducted and that the area is isolated and cannot be entered.
3. Ensure that HVAC system is shut down.
4. Make a list of all the people who were in the room or area of the substance and provide this list to the emergency response agencies investigating the incident. 5. Ensure that everyone who may have had contact with the powder washes his/her hands and removes contaminated clothing as soon as possible. Contaminated clothing should be placed in plastic bags.
6. Minimum Incident Command System Activation recommended:
Assembly Team, Operations Section, and Hazard Control Team. You are now the Incident Commander.
7. Ensure that all students and staff have been accounted for.

All Personnel:
1. Do not panic. Remain calm and follow instructions.

2. Do not turn on any air conditioner/heater or fan.
3. Evacuate when instructed to do so. Take Roll Book and pen and pencils. Use pre-planned evacuation routes (refer to Facility Map), if safe to do so, otherwise use the safest route. 4. Once in the assembly area, do not leave until instructed to do so. Teachers should immediately take roll, document absent, and or missing students on class attendance sheet. Turn attendance sheet in to the Assembly Team Leader.

Biological/Chemical Weapons Assault Agent Delivered via Aircraft or Dispersion Device that is Outdoors

Director:
1. Upon knowledge of a biological or chemical weapons assault that is conducted by dispersing biological/chemical agents via aircraft or dispersion device that is outdoors ensure that all staff and students are moved indoors. Instituting shelter -in-place procedures may be appropriate.
2. Ensure that HVAC system is shut down.
3. Direct staff to cover vents with thick paper using tape to create a seal.
4. Minimum Incident Command System Activation recommended:
Assembly Team, Operations Section, and Hazard Control Team. You are now the Incident Commander.
5. Ensure that all students and staff have been accounted for.

All Personnel:
1. Do not panic. Remain calm and follow instructions.
2. Move indoors.
3. Close and secure all doors and windows.
4. Ensure that your heater/air conditioner is turned off.
5. Take roll of your classroom.
6. Cover vents with plastic or thick paper using tape to create a seal.
7. Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tape to create a seal.
8. Remain in this area until notified to leave by Director or emergency response agencies.
9. Immediately report any injuries or illnesses to your supervisor or officers of emergency response agencies.

Biological/Chemical Weapons Assault Agent Delivered via Dispersion Device that is Indoors or the school's HVAC System

Director:
1. Upon knowledge of a biological or chemical weapons assault that is conducted by dispersing biological/chemical agents via dispersion device that is indoors or the school's HVAC system direct a full evacuation to the school's normal outdoor evacuation area. 2.

Direct custodian to ensure that HVAC system is shut down.
3. Call 9-1-1 to report the incident.
4. Follow normal evacuation procedures.
5. Follow instructions of emergency response agencies. Minimum Incident Command System Activation recommended: Assembly Team, Operations Section, and Hazard Control Team. You are now the Incident Commander.
6. Ensure that all students and staff have been accounted for.

All Personnel:
1. Do not panic. Remain calm and follow instructions.
2. Evacuate classroom to normal outdoor evacuation assembly area. Ensure that all windows and doors are closed while evacuating.
3. Take Roll Book and pen and pencils. Ensure that all students have been accounted for.
4. Use pre-planned evacuation routes.
5. Once in the assembly area, do not leave until instructed to do so. Teachers should immediately take roll, document absent, and or missing students on class attendance sheet. Turn attendance sheet in to the Assembly Unit Leader.
6. Immediately report any injuries or illnesses to your supervisor or officers of emergency response agencies.

Bomb Threat

Discovering Party:
If you receive a bomb threat over the telephone, ask the following:
> When will it explode? > Where is the bomb right now? → What does it look like? > What kind of bomb is it? » What will cause it to explode? → Why did you place the bomb? → What is your address? (Where are you?) > What is your name?

Director:
1. Dial 9-1-1 to notify police of Bomb Threat.
2. Contact the District Office.
3. If you believe the bomb threat is credible, do not use a walkie talkie or cell phone. (There are some radio-controlled bombs).
4. Determine if you will evacuate the school before conducting a search. Activate the alarm signal (bell-verbal) if you decide to conduct an evacuation.
5. Evacuate to Assembly Area.
6. Minimum Incident Command System Activation recommended: Operations Section, and Hazard Control Team. You are now the Incident Commander.

Chemical or Hazardous Materials Incident

Director:
1. In the event that a hazardous material is released in the area of the school, local law enforcement and/or fire department will determine if an evacuation of the school is necessary. If an evacuation of the school is necessary, you will be instructed where to go and which routes to take. Inform the District Office of the evacuation order and relay any additional assistance needed.
2. Establish and maintain communication with law enforcement and/or fire department and the District's Emergency Operations Center. Establish a Command Post. Minimum Incident Command System Activation recommended: Operations Section, Logistics Section. 3. If an evacuation to another location is imminent, prepare to move students and staff to the designated shelter utilizing available resources.
4. Until ordered to evacuate assume that a "shelter-in-place" strategy will be employed and do the following: > Direct that all students and staff remain indoors until it is safe. > Direct that all heating-ventilation and cooling units are shut down. > Direct that all windows be shut.

Teachers:
1. Upon notification that a hazardous materials incident has affected the school, keep calm while preparing for an evacuation to another location, if directed.
2. Keep students calm.
3. Close all classroom doors and windows.
4. Ensure that the heating-ventilation and cooling system is shut down. 5. Unless otherwise instructed, assume that a "shelter-in-place' strategy is being utilized. Keep all students indoors until it is determined to be safe.

Earthquake

Duck, Cover and Hold

If Inside:
1. Take cover under a desk or strong table, or sit or stand against an inside wall.
2. Stay inside the building. Leaving the building will subject you to falling debris, downed power lines and other hazards.
3. Stay away from windows, glass, bookcases and outside doors.
4. Do not use telephones. Place receivers back on the cradle.
5. If a fire develops, follow the procedures in the Fire Section.
6. Do not light any match, lighter, or other object that may create any open flame.
7. Prepare to evacuate to the Assembly Area, if instructed to do so.

If Outside:
1. Move away from buildings and utility wire.
2. Watch for falling glass, electrical wires, poles, trees, or other falling debris.

3. Prepare to relocate to evacuation assembly area, if instructed to do so.

Director:
1. Establish a command post and initiate damage assessment and report to the District Office.
2. If necessary, direct the evacuation of staff and students to assembly areas.
3. Activate a Search Team to check all buildings for trapped or injured staff and students.
4. Ensure that the disabled are assisted in the evacuation.
5. Minimum Incident Command System Activation recommended: Operations Section, Search and Rescue Team, Assembly Team, Hazard Control Team. You are now the Incident Commander.

Teachers:
1. Give the Duck, Cover and Hold command to students. Duck, cover and hold yourself.
2. Determine if an immediate evacuation is necessary (if in your opinion remaining in the building is a hazard). If you do not believe an evacuation is necessary, stay in the building and await further instructions. (Refer to Facility Map for your assigned area.) If you believe an immediate evacuation is necessary, direct an orderly evacuation to your pre-designated assembly area.
3. Take any emergency supplies and roll book to the assembly area.
4. Take roll and document absent and/or missing students on class attendance sheet. 5. Teachers are now available to activate the Buddy system and either remain in Assembly Area for student care or report to the Command Post for assignment.
6. Determine the first aid needs of your class. Prepare to have injured students transported to the Treatment Area, when activated.

Fire

Discovering Party:
1. Activate nearest accessible manual alarm pull box, or notify the office that there is a fire at (say location). The Office will activate the fire alarm and the fire department will be notified.
2. Clear everyone from the immediate area.
3. Close - but do not lock all doors leading to fire area to isolate the area and prevent spread of fire.

Director:
1. Upon knowledge of fire at school activate alarm signal (bell and verbal) and ensure that 9-1-1 has been dialed. Establish a Command Post and report the fire to the District Office.
2. Supervise the evacuation of staff and students to assembly areas.
3. Direct a subordinate to check all bathrooms and training rooms for staff and students.
4. Ensure that the disabled are assisted in the evacuation.
5. Minimum Incident Command System Activation recommended: Assembly Team,

Operations Section, and Hazard Control Team. You are now the Incident Commander.

All Personnel:
1. Do not panic. Remain calm and listen to instructions.
2. Do not open hot doors. Before opening any door, touch it near the top to see if it is hot. Do not break windows - Oxygen feeds fires.
3. Evacuate when instructed to do so. Take Roll Book and pen and pencils. Use pre-planned evacuation routes (refer to Facility Map), if safe to do so, otherwise use the safest route.
4. Once in the assembly area, do not leave until instructed to do so. Teachers should immediately take roll, document absent, and or missing students on class attendance sheet. Turn attendance sheet in to the Assembly Team Leader.
5. If the fire is small (no bigger than a desk) use the nearest fire extinguisher to put it out. Only use a fire extinguisher if you have been trained. Do not risk personal safety to put out a fire.

Flood

Director:
1. If you are experiencing flooding problems, which may affect your school site, contact the District Office.
2. Establish a Command Post and tune to the Emergency Alert Station.
3. If flooding is imminent, Minimum Incident Command System Activation recommended: Operations Section, Hazard Control Team and the Logistics Section to begin sandbagging and other property protection measures as required.
4. Determine from the District and local authorities if the school is being evacuated or closed. If so, activate the Student Release Team to begin the student release process. 5. Activate other Incident Command System functions as required to support your actions.

Teachers:
1. Keep students indoors until it is determined to be safe.
2. Prepare to evacuate students. Evacuate students to pre-designated Assembly Area if an evacuation is ordered.
3. Take roll and document absent and/or missing students on class attendance sheet.
4. Prepare to release students to the Student Release Team. Note: Do not release any students until you have completed the Student Accounting Form. Prepare to release individual students according to the student release procedures.

Medical Emergency

All Personnel:
1. If the situation is life threatening, dial 9-1-1.
2. Report medical emergencies to the School Director.

3. Await instructions.

Director:

1. Ensure that 9-1-1 has been called and report the medical emergency to the District Office.
2. Provide emergency First Aid. Utilize the school nurse if available. Activate the Medical Team if there are multiple casualties.
3. Direct responding emergency personnel to the victim(s).
4. Isolate staff and student from the victim(s).

Site Personnel Assignments for SYVCS

The team leaders listed below are in charge of the activity listed

Emergency Task	***Title***	***Relief Back-up***
Emergency Coordinator	John Dewey	Eugenia Pappas
Student/Staff Accounting	Chelsie Luebke	Brittani Williams
Student Support	Brittani Williams	Yuan Dong
Search & Rescue	Eugenia Pappas	Jason Naczek
Student Release	Jason Naczek	Melanie Kilbane
First Aid	Charlotte Riegert	Lara Schmeiser
Food/Water/Sanitation	Lauren Dalton	Mathew Morgan
Security	Roxanne Usher	Lara Schmeiser
Utilities	Connor Wilcox	Eugenia Pappas

Secretary/Recordkeeper: John Dewey Nikki Castrellon

TK (Teisha)	5 (Roxanne)
K (Nikki)	6/8 (Brittani/Charlotte)
1 (Eugenia)	4 (Connor)
2 (Yuan)	4 (Melanie)

3 (Lauren)	7 (Jason)

GENERAL CHECKLISTS FOR STAFF

IMPORTANT: Refer to Initial Response Checklists which include additional responsibilities for staff based on the specific disaster and to the Emergency Teams Checklists on the following pages.

Teachers

○ If required, evacuate students to an area or location designated by Director (see Disaster/Evacuation Map in room).
○ Utilize your class roster to determine headcount and student status. Note all absent and unaccounted for students.
○ Provide accounting of students to Student/Staff Accounting Team so they can use information for search & rescue planning.
○ Utilize classroom ALL CLEAR sign to communicate classroom situation to Director and emergency responders.
○ Utilize site emergency supplies as required by situation.

School Clerical Personnel

○ Box and mark essential school records/documents for recovery if school evacuation is required.
○ Receive instructions from Director on what information to release to the public and respond to telephone inquires about school status etc.
○ If required, monitor District radio and relay information to District Emergency Operations Center as needed.
○ Assist the school nurse/health clerk in first aid or injured care if required.
○ Maintain a log of all activities and messages sent or received.

First Aid Team/School Nurse
○ Evaluate and triage all site injuries if public safety response is not immediately available. Report to Director number of site injuries, status, and needs.
○ Arrange for transportation of seriously injured to hospitals or triage centers.
○ Supervise other staff engaged in first aid and provide site first aid care system to include treatment and use of emergency supplies.
○ Maintain a log of injured, status, treatment and transportation.

All Other Employees

○ Become familiar with your facility emergency plan and District emergency procedures.
○ Meet with the Director to determine your specific responsibilities in the event of an emergency or disaster.
○ Notify the Director of any emergency skills you possess such as first aid, fire extinguisher training, radio operation etc.
○ If necessary, develop a specific checklist of emergency duties and tasks for your own use during an emergency or disaster.

EMERGENCY COORDINATOR CHECKLIST (Director or Designee)

The Emergency Coordinator (EC) has the responsibility of setting up and coordinating the site's efforts in identifying and dealing with disaster issues which may occur. The EC shall complete the following to obtain information, identify areas of need and to report the information collected to the District Emergency Operations Center using the District emergency communication system.

Initial Response

○ Assess type and scope of emergency to determine all building safety hazards and safe shelter areas through team survey. Use building checklist and/or search and rescue teams to complete.
○ Activate Site Emergency Operations Center (SEOC) and coordinate personnel assignments as noted on Personnel Assignment Form
○ Provide checklists and other forms to Team Leaders assigned to Search and Rescue; Communication, Security, Medical Team, Utilities team, etc.
○ Direct the evacuation of school buildings in the event of a fire or after an earthquake if the building is damaged or unsafe.
○ Establish communications and report to the District EOC information relative to employee, student and facility status.
○ Implement site and/or District Action Plan to control hazards and protect employees, students and the facility.
○ Interface with Public Safety Responders (police and/or fire) and update them on school situation and actions taken. If possible, provide them with a written damage assessment report.
○ Coordinate all school emergency procedures and monitor situation by communicating with teachers, students and emergency responders.
○ Arrange for student transportation through the proper SEOC communications request if the situation requires the total evacuation of the school site for safety reasons.

○ Notify District EOC of any change or situation status, emergency problem or need for resources.

Ongoing Tasks

○ Receive reports and information back from Team Leaders. Ensure Secretary/ Record keeper is provided with all documents, forms etc. generated throughout event for log-in and safekeeping.
○ Assess information received and with Team Leaders develop an Action Plan to deal with needs identified.
○ Reconvene the Team Leaders to update areas or concerns which may need to be reviewed again and ensure all questions or concerns have been addressed
○ Update Site EOC information relative to employee, student and facility status.
○ Interface with Public Safety Responders (police and/or fire) and update them on school situation and actions taken.
○ Continue to coordinate all school emergency procedures and monitor situation by communicating with teachers, students and emergency responders.
○ Notify District EOC of any changes or situation status, emergency problem or need for resources.

STUDENT/STAFF ACCOUNTING TEAM CHECKLIST

Team Leader Checklist

○ Obtains a complete list from all site staff on Student/Staff Accountability Form. Once collected, provide this information immediately to the site Emergency Coordinator (EC).
○ Notify site staff how and when students will be released. All records of releases shall be kept by this Team's Leader and provided to the Secretary/Record-keeper at the close of the disaster.
○ Ensure evacuation of offices/classroom is completed and assembly areas are being used. Keep students or staff in class/staff groups.
○ Obtain roll sheets and report information to EC.
○ Evaluate injuries. Provide minor first aid or send to First-Aid station set-up within or near the assembly area.
○ As required, assign other staff under the buddy system.

Accounting Team Responsibilities

○ Make sure that all students in your charge are accounted for and in one location.
○ Supervise students during and after an emergency or disaster.
○ Maintain order, keep students calm, quiet and together during the emergency period
○ If necessary, because of another assignment, give class list and emergency cards to your designated buddy who will supervise students while they perform other emergency related tasks.
○ Do not directly release students to parents. Release will be done through the Student Release system and under the approval of the EC

FOOD SERVICE TEAM CHECKLIST

The Food Service Team is composed of the school's cafeteria staff and Team Leader.

Responsibilities

- ○ As possible assess damage to cafeteria and kitchen areas.
- ○ Setup cooking facilities as required.
- ○ Inventory and evaluate food, water and general supplies for emergency meal preparation if required. Maintain a log of all activities and meals prepared.
- ○ Report to Director on cafeteria status, and number of meals which could be provided based upon current situation.
- ○ Prepare cafeteria or set up an area for feeding of students and staff for as requested by Director.

RELEASE TEAM CHECKLIST

Team Leader Responsibilities

This Team Leader is responsible for carrying out the release of students and staff as requested by the Emergency Coordinator (EC) due to the unsafe conditions at the site. Team Leader shall ensure that releases are only done within the guidelines set forth by the District and that all students released have been accounted for through the sign-out process. Ensure as possible, that the release of students is done in an orderly manner.

Materials Needed

All Materials should be stored in a container (Disaster Bin).

- ○ Attendance sheet/roll book
- ○ Pencils/Pens/paper
- ○ Student Emergency Contact Cards
- ○ Release Cards
- ○ Release table & chairs
- ○ Release Report form

Checklist

- ○ Ensure that all release forms and cards as well as emergency cards are obtained from the Disaster bin along with pens, pencils, paper, etc.
- ○ If directed by the EC activate student release area and set up table and chairs for release staff to operate from.

○ Have at least two persons assigned to the release table and have two staff members acting to keep the persons retrieving the children in a calm state during this process.
○ Complete release of students by using either a class by class approach or by other means which may be available.
○ Never release a student unless they are the parent, relative or other person identified on the student's Emergency card & have identification.
○ Obtain name, signature and where they are going on a release card or form before person is released.

SEARCH AND RESCUE TEAM CHECKLIST

Materials Needed

Obtain equipment and documents from the Emergency Coordinator and/or the emergency container.

- ☐ Master Keys
- ☐ Emergency Tools Fire Extinguishers Hand Radio
- ☐ Signs, flags, ribbons First aid kit
- ☐ Blankets
- ☐ Student information lists
- ☐ Emergency response forms
- ☐ Gloves,
- ☐ Hard Hats
- ☐ Flashlights

CHECKLIST:

○ Report to the Search and Rescue Team Assembly Area near the EOC and obtain group checklists and equipment.
○ Team Leader to obtain missing/presumed missing information from Student/Staff Accounting Team Leader, noting missing students and last known location.
○ After reviewing information provided by staff, develop quick assessment and strategy to complete tasks, and report back to rest of search and rescue team members.
○ Assign team members to check all classrooms on assigned route, check visually, and vocally to determine situation and to identify situations in need of further assessment or assistance.
○ Control small fires by use of hand extinguishers. In the event of a large fire, do not attempt to fight, evacuate building immediately.
○ If utilities present a hazard and have not already been shut off, if trained shut them off and report data to EC (i.e. broken water, gas or electric lines).
○ Team members report findings to Team Leader.
○ Team leader to inform Emergency Commander (EC) of situations requiring assistance or other information needed as to status of site and buildings.
○ Use signs, barrier tape, etc. to designate unsafe areas, required assembly
○ locations, Student Release Area etc.

○ Control access to facility or unsafe areas as required.

FIRST-AID TEAM (SCHOOL NURSE & STAFF) CHECKLIST

Identify injured and provide a location for injured to be treated. Administer basic first aid and log all injuries and injured on forms provided.

MATERIALS NEEDED:

- ☐ Master Keys
- ☐ Emergency Tools Fire Extinguishers
- ☐ Hand Radio
- ☐ Signs, flags, ribbons
- ☐ First aid kit
- ☐ Blankets
- ☐ Student information lists
- ☐ Emergency response forms
- ☐ ID Tags
- ☐ Hard Hats
- ☐ Flashlights

CHECKLIST:

○ Report to Site Emergency Operations Center (SEOC) to aid in identifying injured. As requested by the Emergency Coordinator (EC) contact Team Leaders and the Student/Staff Accounting Team for injury information.
○ If necessary, establish a first-aid treatment area and as possible, transport injured to this area for care.
○ Provide basic First-Aid care as needed and identify injured by using tag system. Tag injured persons to identify their name, type of injury and where (if possible) injury took place.
○ If necessary and capable, utilize triage system to determine injured care and transportation priorities. Cooperate with and assist local emergency responders. Cover any fatalities with a blanket.

SECURITY TEAM

MATERIALS NEEDED:

- ☐ Master Keys
- ☐ School Disaster ID Vest
- ☐ Hand Radio
- ☐ Emergency Response Plan
- ☐ Writing Utensils
- ☐ Paper
- ☐ Clipboard

Responsibilities:

○ Ensure the safety and security of school staff and students. Report to the Site Emergency Operations Center (SEOC).
○ Coordinate with Local Law Enforcement, Fire, and Rescue personnel for assistance

when necessary.
- ○ Take no action that will endanger yourself.
- ○ Obtain hard hat (if necessary), disaster identification vest, this checklist, a clipboard and a radio.
- ○ If directed to do so, lock gates and major external doors.
- ○ Verify that campus is locked down and report same to Command Post.
- ○ Advise Command Post of all actions taken.
- ○ Route Fire, rescue, police, etc. as appropriate.

UTILITIES TEAM CHECKLIST

MATERIALS NEEDED:

- ☐ Master Keys
- ☐ Fire Extinguisher
- ☐ Signs, flags, ribbons
- ☐ Gloves, hard hats, flashlights
- ☐ Hand Radio
- ☐ First Aid Kit
- ☐ Student Information Lists
- ☐ Emergency Response forms

Responsibilities:

- ○ The Hazard Control team is responsible for fire suppression, utility control, and hazards isolation.
- ○ Utility Team Leader shall assign staff to the various utilities to be inspected and as necessary to be shut-down or shut-off.
- ○ Provide each team member with the appropriate utility shut-off checklist and information.
- ○ Take no action that will endanger yourself.
- ○ Complete shut-off or shut-down of all site utilities (electric, water and gas) as necessary.
- ○ Retrieve information from Utility Team Members after they have completed their sweep of the site.
- ○ Provide status of utilities to the Emergency Coordinator as soon as it is available.
- ○ As directed and trained, turn back on utilities if safe to do so.
- ○ Report any damage to the Coordinator at the site Emergency Operations Center (SEOC).
- ○ Obtain hard hat (if necessary), disaster identification vest, this checklist, a clipboard and a radio.

XV. <u>Active Shooter/Multi-Casualty Criminal Incidents</u>

BACKGROUND

Active Shooter/Multi-Casualty Criminal Incidents require extraordinary efforts on the part of law

enforcement (LE), fire/rescue (FD), and emergency management system (EMS) agencies. Although these attacks usually end within a few minutes from the time they begin, the incident and response actions may play out over an extended period of time. The incident may include a hostage situation or “hot zone” with ongoing active shooter(s), causing multiple casualties that require rapid triage, treatment and transportation efforts.

CALIFORNIA LAW ENFORCEMENT, FIRE, AND EMS TRAINING

Law Enforcement, Fire, and EMS personnel are required by California state law and Police Officer Standard of Training (POST) requirements to train together at the local level to practice First Responder Operational (FRO) strategies and tactics, to develop an understanding of each other’s terminologies, and capabilities for an active shooter/multi-casualty criminal incidents.

DEFINITIONS USED BY FIRST RESPONDERS

1. **Contact Team** is a term used for law enforcement personnel whose mission is to enter the Hot Zone and seek-out and neutralize the threat. The Contact Team may be composed of one officer, however it may have two or more officers.

2. **Rescue Teams** is the term used for law enforcement resources whose mission is to enter a Hot Zone under direct threat of gunfire or hostile violence to rescue a victim. They are configured to search for and rescue the injured in the Hot Zone and Warm Zones.

3. **Force Protection** are law enforcement resources that may be assigned to secure an operational area of the incident such as treatment areas, casualty collection points or may secure a corridor for casualty movement to the treatment areas.

4. **Rescue Task Force (RTF)** is configured to assess and extract viable patients from the Warm Zone or Casualty Collection Point (CCP) to the treatment areas. At a minimum, RTF will have two fire department medical personnel and one force protection officer. When possible, RTFs will incorporate a paramedic as one of the team members. The circumstances and available personnel will dictate the number and size of RTFs.

5. **Hot Zone** is that area wherein a direct and immediate threat may exist. This is LEs responsibility.
6. **Warm Zone** is an operational area where a potential threat exists, but the threat is not direct or immediate. Law Enforcement has cleared and secured an area for which Fire personnel with appropriate Personal Protective Equipment (PPE) can operate.

7. **Cold Zone** is an operational area where no significant danger or threat can be reasonably anticipated as determined by law enforcement and where most incident support functions are located. This is primarily EMS responsibility.

8. **Casualty Collection Point (CCP)** In a tactical environment, a secured area typically located in the hot or warm zone where victims can be brought to initiate treatment while waiting to be extracted by RTFs to treatment areas in the cold zone. The physical location of a

CCP must provide adequate cover and protection from the potential threat for safety personnel and victims.

RESPONSIBILITY OF LAW ENFORCEMENT WHEN THEY ARRIVE ON SCENE

1. Law Enforcement will be responsible for being the Incident Commander at an active shooter/multi-casualty criminal incident.

2. In order for the three responding entities to act effectively and in concert to address the incident, a unified command will be established by law enforcement in one location. It will be known as the Incident Command Post (ICP). **The Director or designee will meet with law enforcement leadership at the ICP and provide them with specific details regarding the incident.**

I. Initial Actions

1. If law enforcement is not on the scene, or there is a question of whether or not the scene is safe, FD and/or EMS responders will not enter the scene. Fire and EMS will stage in a safe location until law enforcement arrives and indicates it is permitted to do so. Law enforcement, fire and emergency management systems all train together for this type of incident. Fire and EMS require protective (law enforcement) escorts when entering an active scene or hot zone.

2. Once an Incident Command Post has been established, the Incident Commander will initiate the active shooter plan for the incident. Santa Barbara County dispatch center will announce command and tactical frequencies, as-well-as the location of the command post. Dispatch will work with all agencies to establish a single channel for communications so all responding agencies are able to communicate during the incident. This is intended to avoid any confusion of duties for incoming first responders

3. The Law Enforcement Supervisor will establish a unified command (or incident command of the incident) with Fire/EMS and the **School District Liaison/Director.**

II. Operation Response

1. Law Enforcement Protocols (Hot and Warm Zone)

a. Upon notification of an active shooter incident, arriving law enforcement officers are trained to use a tactic known as "Immediate Action/Rapid Deployment" (IARD) to neutralize the Perpetrator. The close coordination needed during an active shooter incident accentuates the importance of first responder fire, emergency management system personnel, and school staff in having a general understanding of law enforcement tactics when responding to this type of incident. This information will provide school staff an understanding of law enforcement's first objective when they arrive, which is to stop the threat.

b. One of the highest priority items is to identify and secure a route of ingress and egress for fire and medical vehicles. The school/district should do their best to provide incoming law enforcement, fire department and emergency management

system unobstructed access to the school site. This would include having extra sets of master keys to provide to first responders upon arrival. Once the incident command (IC) has been established any additional keys can be provided to the IC.

c. The first law enforcement unit on scene will consider entering on their own or wait for additional resources and use a Contact Team to enter the Hot Zone and seek-out and neutralize the threat.

d. Rescue Teams (LE) and Rescue Task Force (FD) can be used to enter a Hot Zone under direct threat of gunfire or hostile violence to search for and rescue the injured. LE and FD will work together to provide lethal protection to those professionals entering the Hot Zone.

e. Force Protection (LE) resources will be assigned to secure a location for the incident for treatment areas and/or casualty collection points.

2. Fire Protocols (Warm Zone)

a. Fire personnel will establish the Medical Group or Medical Branch for the incident and identify Rescue Task Force(s), using Fire Engine Company personnel, for assessing and moving victims (patients) from within a warm zone or CCP to a cold zone. The Rescue Task Force will include one or more law enforcement units as force protection when entering the warm zone.

b. Determine with law enforcement where the Warm and Cold Zones are and designate a Patient Transportation Group Supervisor. They will determine where the ambulance loading area(s) should be set up.

c. Consider law enforcement, fire apparatus and ambulance ingress and egress when parking equipment at an incident. First Responders will attempt to park in a place where other emergency vehicles can still come and go from the scene.

3. EMS Protocols (Cold Zone)

a. EMS will activate the Local EMS Agencies (LEMSA) Mass Casualty Incident (MCI) protocols and procedures to ensure local hospitals and trauma centers are notified of the incident.

b. Consider law enforcement, fire apparatus and ambulance ingress and egress when parking equipment at an incident.

c. Establish and provide for rapid egress of patients from the designated ambulance loading ingress/egress traffic patterns. This may require the school to move staff vehicles or equipment.

SCHOOL SITE CONSIDERATIONS WHEN FORMING A TACTICAL RESPONSE PLAN

1. Train staff on what to expect during a tactical response from law enforcement and fire department.

2. Train students on what to do during a tactical response from the law enforcement and fire

department.

a. Stay quiet and listen for instructions.

b. Keep hands free of any objects, especially cell phones or other items that could be mistaken as a weapon.

c. Inform students that they may hear law enforcement yelling or cursing and to NOT STOP to video or watch, as this will cause law enforcement to shift focus to the student instead of the real threat.

d. Be prepared to escape through a broken window, run or even load into a transport vehicle to move to safety.

3. Put together a folder or box that contains all the necessary items law enforcement may ask for once they are on scene.

a. Map of school site which identifies classrooms by some form of symbol, number or letter that is accurate to the site's current configuration.

b. List of teacher's name and cell phone number for each classroom.

c. Extra master keys for all locks, including storage rooms, locker rooms, restrooms, gym, pool and gate locks or any other building not covered by one specific key. d. A map of the school sites which establish offsite unification or assembly locations for students and staff.

e. If the school is equipped with a camera system that can be accessed remotely be prepared to provide login information or to log into the system. This could provide law enforcement a tactical advantage when contacting suspect(s) ultimately saving lives.

4. The District Liaison or identified school site administrator needs to be prepared to provide additional info.

a. The SRP status of the site based on the last announcement. (Meaning what SRP was activated or if there was an announcement of an Active Shooter, etc.) b. How many suspects were observed, is the suspect known, clothing description, description of weapon used and last known location.

5. Remember the school site is an active crime scene and will remain under the control of law enforcement for several hours and then for processing for several days.

6. Designate sites for the controlled release of students to their parents or guardians. Work together with incident command on crisis communication, so that a unified message goes out to the parents and the community.