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## GENERAL EMERGENCY ACTIONS

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

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

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

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

**ALL CLEAR** is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final ACTION used to conclude the following actions:

- **DUCK, COVER and HOLD ON**
- **EVACUATION and REVERSE EVACUATION**
- **LOCKDOWN**
- **SHELTER IN PLACE**
- **STANDBY**
- **TAKE COVER**

**ANNOUNCEMENT:**

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

Example: “Your attention please. (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause). **It is now OK to resume normal school activities. Thank you all for your cooperation.**”

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use Parent Telephone Notification System, if appropriate.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- ❑ Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- ❑ Make the **ALL CLEAR** announcement.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

**STAFF ACTIONS:**

- ❑ As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
- ❑ Use Parent Telephone Alert System, if appropriate.

## Emergency Damage Assessment

**Financial Section Members begins documentation of an incident at the direction of the Incident Commander**

**Duty Position:** \_\_\_\_\_

[illegible]

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

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

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

#### **ANNOUNCEMENT:**

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

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

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

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

#### **STAFF ACTIONS:**

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

#### **STUDENT ACTIONS:**

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

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

**SECURE CAMPUS** is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of that event**. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

- ☐ Potential threat of violence in the surrounding community
- ☐ Police activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN** in which case, instruction immediately ceases and students and staff follow **LOCKDOWN** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential community threat coming onto campus. Secure Campus differs from Lockdown in that it allows classroom instruction to continue

### **SECURE CAMPUS:**

- ☐ Is intended to prevent a potential community threat from entering campus
- ☐ Heightens school safety while honoring instructional time
- ☐ Requires that all exterior classroom / office doors are locked
- ☐ Requires that no one goes in or out for **any** reason
- ☐ Requires that students and staff remain in Secure Campus status until **ALL CLEAR** is issued by administration

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

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



**Example:**  
**“Your attention please. Due to reported police activity in the surrounding community, please implement **SECURE CAMPUS** procedures immediately.”**  
**-REPEAT-**

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

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

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

## **STAFF ACTIONS:**

- ☐ Move to the door and instruct any passing students to return to assigned classroom immediately

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

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

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

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

- ☐ Once inside, take attendance to ensure all present students are accounted for
- ☐ By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students
- ☐ Implement all classroom policies and procedures for **SECURE CAMPUS** status
- ☐ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander
- ☐ Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

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## EMERGENCY ACTION

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## SHELTER IN PLACE

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

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

### ANNOUNCEMENT:

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

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

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

### TEACHER and STAFF ACTIONS:

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

### STUDENT ACTIONS:

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

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## EMERGENCY ACTION

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## TAKE COVER

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

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

### **Enemy Attack**

#### **ANNOUNCEMENT:**

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

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

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

### **Natural Disasters**

#### **ANNOUNCEMENT:**

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

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

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

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## EMERGENCY ACTION

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## DUCK, COVER AND HOLD ON

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

- Earthquake
- Explosion

### ANNOUNCEMENT:

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

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

#### Inside

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

#### Outside

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

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

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

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

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

**ANNOUNCEMENT:**

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

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

3. Implement Special Needs Evacuation Plan (see **Section II – Preparedness**).
4. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

**PRINCIPAL/SITE ADMINISTRATOR:**

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

## **STAFF ACTIONS:**

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

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

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

### **To alert visually-impaired individuals**

- ❑ Announce the type of emergency.
- ❑ Offer your arm for guidance.
- ❑ Tell person where you are going, obstacles you encounter.
- ❑ When you reach safety, ask if further help is needed.

### **To alert individuals with hearing limitations**

- ❑ Turn lights on/off to gain person's attention -OR-
- ❑ Indicate directions with gestures -OR-
- ❑ Write a note with evacuation directions.

### **To evacuate individuals using crutches, canes or walkers**

- ❑ Evacuate these individuals as injured persons.
- ❑ Assist and accompany to evacuation site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-
- ❑ Help carry individual to safety.

### **To evacuate individuals using wheelchairs**

- ❑ Give priority assistance to wheelchair users with electrical respirators
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- ❑ Reunite person with the wheelchair as soon as it is safe to do so.

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## EMERGENCY ACTION

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## OFF-SITE EVACUATION

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

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

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

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

### ANNOUNCEMENT:

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

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

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

### STAFF ACTIONS:

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

Remain in place until further instructions are given.



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## **STRUCTURED REUNIFICATION**

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### **WHAT IS A PARENT-CHILD REUNIFICATION?**

A PCR is an orderly and efficient process of reuniting children with their parents/guardians after an emergency/crisis which prohibits normal dismissal process from occurring.

Depending on the nature of the emergency/crisis situation, we may dismiss students directly to authorized adults from an on or off campus emergency evacuation site.

### **PROCESS AND PROCEDURES FOR PCR**

1. Reunification teams will direct you to areas to locate and release students.
2. Look for communications regarding where the designated reunification area will be located.
3. All staff members not involved in instruction or the monitoring of students will assist the Reunification Team with the release and direction of students and parents to and from the reunification area.
4. Procedures at each reunification table:
  - a. Parent/guardian sign in & present identification
  - b. Locate current teacher and room using student classroom lists
  - c. Reunification Team releases student and directs them to the reunification area
  - d. Student(s) released to parent/guardian
  - e. Mark reunification complete.

### ***IMPORTANT POINTS DURING A (PCR)***

- Help us reunite you with your child as quickly as possible:
- Understand the procedures for how to reunite with your child **BEFORE** an emergency occurs.
- Have your identification ready to show staff members – we will **NOT** release a student to an adult without identification.
- Your name (or designee) **MUST** be on a student's Emergency Authorization Form.
- Please follow staff instruction and written signs as you move through the PCR process.

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## SITUATIONAL COMMUNICATION PLANS

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In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

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

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## **CONTINGENCY PLANS: COMMUNICATION AND ELECTRICAL**

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Describe a specific plan to provide for the following in the event of loss of services.

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

#### **If no telephone service:**

Email messages would be sent out to parents via EduLink.
District website would also post communication to parents and community.

#### **If no Internet service:**

EduLink system would be utilized to communicate with parents and community.

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

#### **List loss of services in event of electrical outage:**

Electrical power – land line phones, kitchen appliances in main school kitchens, health office refrigerators, elevators, wheelchair lifts, some lights and technology in classrooms, PA and bell systems.

#### **List capability of backup power:**

None at this time.

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## CHILD ABUSE REPORTING PROCEDURES

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The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

(cf. 1020 - Youth Services)

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

### **Child Abuse Prevention**

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

### **Child Abuse Reporting**

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 5145.7 - Sexual Harassment)

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters.

# SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**  
Pursuant to Penal Code Section 11166

CASE NAME: \_\_\_\_\_

PLEASE PRINT OR TYPE

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY		
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS		Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO	
	REPORTER'S TELEPHONE (DAYTIME) (      )		SIGNATURE		TODAY'S DATE		
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY				
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)						
	ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL	
		OFFICIAL CONTACTED - TITLE		TELEPHONE (      )			
<b>C. VICTIM</b>  One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX    ETHNICITY	
	ADDRESS			Street	City	Zip    TELEPHONE (      )	
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS    GRADE	
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)		
	PRIMARY LANGUAGE SPOKEN IN HOME						
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:			TYPE OF ABUSE (CHECK ONE OR MORE)	
			<input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND			<input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT	
			<input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			<input type="checkbox"/> OTHER (SPECIFY)	
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK	
<b>D. INVOLVED PARTIES</b>	<b>VICTIM'S SIBLINGS</b>						
	NAME		BIRTHDATE	SEX	ETHNICITY		
	1. _____		3. _____				
	2. _____		4. _____				
	<b>VICTIM'S PARENTS/GUARDIANS</b>						
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX    ETHNICITY	
	ADDRESS			Street	City	Zip    HOME PHONE (      )    BUSINESS PHONE (      )	
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX    ETHNICITY	
	ADDRESS			Street	City	Zip    HOME PHONE (      )    BUSINESS PHONE (      )	
	<b>SUSPECT</b>						
SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX    ETHNICITY		
ADDRESS			Street	City	Zip    TELEPHONE (      )		
OTHER RELEVANT INFORMATION							
<b>E. INCIDENT INFORMATION</b>	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____						
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT				
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)						

SS 8572 (Rev. 12/02)

## DEFINITIONS AND INSTRUCTIONS ON REVERSE

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

## DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

### I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

### II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

### III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

### IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

### IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
  - **SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
  - **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
  - **SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
  - **Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

### ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

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## **SUSPENSION & EXPULSION POLICIES**

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Students and their families need to be aware of state legislation and the changes that resulted in the local schools' policies, regulations, and rules due to these state mandates. State law requires the immediate suspension by the administration and expulsion by the Governing Board for the following six offenses;

- Possessing, selling, or furnishing a firearm
- Brandishing a knife at another person
- Unlawful sale of a drug or controlled substance
- Committing or attempting a sexual assault
- Committing sexual battery
- Possession of an explosive

Although school administrators have some discretion, principals and superintendents will generally recommend expulsion of the following offenses:

- Causing a serious physical injury except in self defense
- Possessing a knife, or other dangerous object
- Unlawful possession and/or under the influence of a drug or controlled substance
- Robbery or extortion
- Assault or battery upon any school employee (Education Code Section 48915 (a))

More detailed information regarding policies/procedures of suspension and expulsion can be found in the Coronado Unified School District's Discipline Action Guide. (CUSD DAG page 2)

# Coronado USD

## Board Policy

### Suspension And Expulsion/Due Process

BP 5144.1

#### Students

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

*(cf. 5131 - Conduct)*

*(cf. 5131.1 - Bus Conduct)*

*(cf. 5131.2 - Bullying)*

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus  
*(cf. 5112.5 - Open/Closed Campus)*
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.  
*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

#### Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

*(cf. 1020 - Youth Services)*

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

*(cf. 5144 - Discipline)*

*(cf. 6142.4 - Service Learning/Community Service Classes)*

*(cf. 6164.2 - Guidance/Counseling Services)*

*(cf. 6164.5 - Student Success Teams)*



A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (*Education Code 48900*)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(*cf. 5113 - Absences and Excuses*)

(*cf. 5113.1 - Chronic Absence and Truancy*)

#### On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (*Education Code 48900.5*)

#### Authority to Expel

A student may be expelled only by the Board. (*Education Code 48918(j)*)

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (*Education Code 48915*)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence  
(*cf. 5131.7 - Weapons and Dangerous Instruments*)
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (*Education Code 48915(b) and (e)*)

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in a public session.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (*Education Code 48917*)

No student shall be expelled for disruption or willful defiance. (*Education Code 48900*)

#### Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (*Education Code 48911, 48915, 48915.5, 48918*)

(*cf. 5119 - Students Expelled from Other Districts*)

(*cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities)*)

#### Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall annually present to the Board a report of the outcome data which the district is required to collect pursuant to Education Code 48900.8 and 48916.1, including the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period.

The report shall be disaggregated by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, foster youth, and students with disabilities. The report also shall include information about whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(*cf. 0460 - Local Control and Accountability Plan*)

#### Legal Reference:

##### EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (regarding suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48666 Community day schools

48853.5 Foster youth

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

52060-52077 Local control and accountability plan

##### CIVIL CODE

47 Privileged communication

48.8 Defamation liability

## CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

## GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

## HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

## LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

## PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 Assault with deadly weapon

245.6 Hazing

261 Rape defined

266c Unlawful sexual intercourse

286 Sodomy defined

288 Lewd or lascivious acts with child under age 14

288a Oral copulation

289 Penetration of genital or anal openings

417.27 Laser pointers

422.55 Hate crime defined

422.6 Interference with exercise of civil rights

422.7 Aggravating factors for punishment

422.75 Enhanced penalties for hate crimes

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razors, or stun guns

868.5 Supporting person; attendance during testimony of witness

## WELFARE AND INSTITUTIONS CODE

729.6 Counseling

## UNITED STATES CODE, TITLE 18

921 Definitions, firearm

## UNITED STATES CODE, TITLE 20

1415(K) Placement in alternative educational setting

7151 Gun-free schools

## UNITED STATES CODE, TITLE 42

11432-11435 Education of homeless children and youths

## COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267

Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421

Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H. (2001) 85 Cal.App.4th 1321

Garcia v. Los Angeles Board of Education (1991) 123 Cal. App. 3d 807

Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182

John A. v. San Bernardino School District (1982) 33 Cal. 3d 301

## ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 146 (2001)

80 Ops.Cal.Atty.Gen. 348 (1997)

80 Ops.Cal.Atty.Gen. 91 (1997)

80 Ops.Cal.Atty.Gen. 85 (1997)

## Management Resources:

### CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.oag.ca.gov>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>

U.S. Department of Education, Office of Safe and Drug-Free Schools: <http://www.ed.gov/about/offices/list/osdfs>

Policy CORONADO UNIFIED SCHOOL DISTRICT

adopted: March 5, 2015 Coronado, California

**DISCIPLINE ACTION GUIDE SUMMARY \***  
**2017-2018**

<b>OFFENSES</b> (As a summary this is not an all-inclusive listing. See the Discipline Action Guide for complete listing)	<b>POSSIBLE CONSEQUENCES</b> Consequences may include referral to SST (Student Study Team) or School Counselor
<ul style="list-style-type: none"> <li>• Firearm                             <ul style="list-style-type: none"> <li>a. possessing</li> <li>b. selling or furnishing a firearm</li> </ul> </li> <li>➤ Brandishing a knife</li> <li>• Unlawfully selling a controlled substance</li> <li>➤ Sexual assault or battery</li> <li>• Possession of an explosive</li> <li>➤ Caused, attempted to cause, or threatened to cause physical injury to another person                             <ul style="list-style-type: none"> <li>a. willfully used force or violence</li> </ul> </li> <li>• Possession of a weapon or other dangerous object</li> <li>➤ Possession or under the influence of any controlled substance                             <ul style="list-style-type: none"> <li>a. possession, use, sale of prescription drug; Soma</li> <li>b. sale of look-alike substance represented to be alcohol or other drugs</li> </ul> </li> <li>• Robbery or Extortion</li> <li>➤ Assault or battery on a school employee</li> <li>• Imitation firearm possession</li> <li>➤ Sexual Harassment</li> <li>• Harassment, threats and intimidation of a witness</li> <li>➤ Terrorist threats</li> <li>• Hate violence</li> <li>➤ Possessed, offered, arranged or negotiated to sell drug paraphernalia</li> <li>• Damage to school or personal property</li> <li>➤ Receipt of stolen property</li> <li>• Disruption/Defiance</li> <li>➤ Possessed or used tobacco</li> <li>• Obscenity/profanity/vulgarity</li> <li>➤ Engaged in an act of bullying, including, but limited to, bullying committed by means of an electronic act, directed specifically toward a pupil or school personnel</li> <li>• Sexting</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension and Mandatory recommendation for expulsion</li> <li>➤ Suspension and Mandatory recommendation for expulsion</li> <li>• Suspension and Mandatory recommendation for expulsion</li> <li>➤ Suspension and Mandatory recommendation for expulsion</li> <li>• Suspension and Mandatory recommendation for expulsion</li> <li>➤ SIT ** or Suspension                             <ul style="list-style-type: none"> <li>a. suspension, possible expulsion</li> </ul> </li> <li>• SIT, Suspension, or possible expulsion,</li> <li>➤ SIT, Suspension, or possible expulsion                             <ul style="list-style-type: none"> <li>a. suspension, possible expulsion</li> <li>b. suspension, possible expulsion</li> </ul> </li> <li>• Suspension, possible expulsion</li> <li>➤ Suspension, probable expulsion</li> <li>• SIT, Suspension, or possible expulsion</li> <li>➤ SIT, Suspension, or possible expulsion</li> <li>• Suspension, possible expulsion</li> <li>➤ Suspension, possible expulsion</li> <li>• Suspension, possible expulsion</li> <li>➤ SIT, Suspension, or possible expulsion</li> <li>• SIT, Suspension, or possible expulsion</li> <li>➤ SIT or Suspension</li> <li>• SIT or Suspension</li> <li>➤ SIT or Suspension</li> <li>• SIT or Suspension</li> <li>➤ SIT or Suspension</li> <li>• SIT, Suspension, or possible expulsion</li> </ul>
<p><b>PARENTS WILL BE CONTACTED FOR EACH OF THESE OFFENSES</b></p> <p><b>POLICE MAY BE CONTACTED FOR OFFENSES</b></p> <p>2/18/10</p>	<p><b>*See Discipline Action Guide for complete text</b></p> <p><b>**SIT – Student Intervention Time. This may include restriction from school sponsored events, such as but not limited to: sports, dances, field trips, etc.</b></p>

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## **PROCEDURES FOR NOTIFYING TEACHERS OF DANGEROUS PUPILS**

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In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the Coronado Unified School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

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## **DISCRIMINATION & HARASSMENT POLICY**

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The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline.

(BP 5145.3)

# Coronado USD

## Board Policy

### Nondiscrimination In District Programs And Activities

BP 0410

#### Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital, pregnancy, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4030 - Nondiscrimination in Employment)*

*(cf. 4032 - Reasonable Accommodation)*

*(cf. 4033 - Lactation Accommodation)*

*(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*

*(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)*

*(cf. 5131.2 - Bullying)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

*(cf. 5146 - Married/Pregnant/Parenting Students)*

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

*(cf. 6145.2 - Athletic Competition)*

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

*(cf. 6164.6 - Identification and Education Under Section 504)*

*(cf. 6178 - Career Technical Education)*

*(cf. 6200 - Adult Education)*

District programs and activities shall also be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Annually, the Superintendent or designee shall review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

*(cf. 1330 - Use of Facilities)*

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

*(cf. 1312.3 - Uniform Complaint Procedures)*

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in each announcement, bulletin, catalog, handbook, application form, or other materials distributed to these groups and, as applicable, to the public. As



appropriate, such notification shall be posted in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations and shall be posted on the district's web site and, when available, district-supported social media.

*(cf. 1113 - District and School Web Sites)*

*(cf. 1114 - District-Sponsored Social Media)*

*(cf. 4112.9/4212.9/4312.9 - Employee Notifications)*

*(cf. 5145.6 - Parental Notifications)*

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

#### Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.

*(cf. 6163.2 - Animals at School)*

*(cf. 7110 - Facilities Master Plan)*

*(cf. 7111 - Evaluating Existing Buildings)*

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school-sponsored function, program, or meeting.

*(cf. 6020 - Parent Involvement)*

*(cf. 9320 - Meetings and Notices)*

*(cf. 9322 - Agenda/Meeting Materials)*

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws is hereby designated as the district's ADA coordinator. He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Director of Student Services

201 Sixth Street

Coronado, CA 92118

(619) 522-8900

nfoley@coronadousd.net

#### *Legal Reference:*

**EDUCATION CODE**

*200-262.4 Prohibition of discrimination*

*48985 Notices to parents in language other than English*

*51007 Legislative intent: state policy*

**GOVERNMENT CODE**

*11000 Definitions*

*11135 Nondiscrimination in programs or activities funded by state*

11138 *Rules and regulations*  
 12900-12996 *Fair Employment and Housing Act*  
 54953.2 *Brown Act compliance with Americans with Disabilities Act*  
**PENAL CODE**  
 422.55 *Definition of hate crime*  
 422.6 *Interference with constitutional right or privilege*  
**CODE OF REGULATIONS, TITLE 5**  
 4600-4687 *Uniform complaint procedures*  
 4900-4965 *Nondiscrimination in elementary and secondary education programs*  
**UNITED STATES CODE, TITLE 20**  
 1400-1482 *Individuals with Disabilities in Education Act*  
 1681-1688 *Discrimination based on sex or blindness, Title IX*  
 2301-2415 *Carl D. Perkins Vocational and Applied Technology Act*  
 6311 *State plans*  
 6312 *Local education agency plans*  
**UNITED STATES CODE, TITLE 29**  
 794 *Section 504 of the Rehabilitation Act of 1973*  
**UNITED STATES CODE, TITLE 42**  
 2000d-2000d-7 *Title VI, Civil Rights Act of 1964*  
 2000e-2000e-17 *Title VII, Civil Rights Act of 1964 as amended*  
 2000h-2000h-6 *Title IX*  
 12101-12213 *Americans with Disabilities Act*  
**CODE OF FEDERAL REGULATIONS, TITLE 28**  
 35.101-35.190 *Americans with Disabilities Act*  
 36.303 *Auxiliary aids and services*  
**CODE OF FEDERAL REGULATIONS, TITLE 34**  
 100.1-100.13 *Nondiscrimination in federal programs, effectuating Title VI*  
 104.1-104.39 *Section 504 of the Rehabilitation Act of 1973*  
 106.1-106.61 *Discrimination on the basis of sex, effectuating Title IX, especially:*  
 106.9 *Dissemination of policy*

**Management Resources:**

**CSBA PUBLICATIONS**

*Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016*

*Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014*

*Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011*

**CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS**

*California Law Prohibits Workplace Discrimination and Harassment*

**U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS**

*Dear Colleague Letter: Transgender Students, May 2016*

*Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016*

*Dear Colleague Letter: Title IX Coordinators, April 2015*

*Dear Colleague Letter: Harassment and Bullying, October 2010*

*Dear Colleague Letter: Electronic Book Readers, June 29, 2010*

*Notice of Non-Discrimination, January 1999*

*Protecting Students from Harassment and Hate Crime, January 1999*

*Nondiscrimination in Employment Practices in Education, August 1991*

**U.S. DEPARTMENT OF JUSTICE PUBLICATIONS**

*2010 ADA Standards for Accessible Design, September 2010*

*Accessibility of State and Local Government Websites to People with Disabilities, June 2003*

**WORLD WIDE WEB CONSORTIUM PUBLICATIONS**

*Web Content Accessibility Guidelines, December 2008*

**WEB SITES**

*CSBA: <http://www.csba.org>*

*California Department of Education: <http://www.cde.ca.gov>*

*California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>*

*Safe Schools Coalition: <http://www.casafeschools.org>*

*Pacific ADA Center: <http://www.adapacific.org>*

*U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>*

*U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act: <http://www.ada.gov>*

*U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>*

*World Wide Web Consortium, Web Accessibility Initiative: <http://www.w3.org/wai>*

Policy CORONADO UNIFIED SCHOOL DISTRICT

adopted: December 15, 2016 Coronado, California

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# SCHOOL-WIDE DRESS CODE PROHIBITING GANG ATTIRE

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## Note on Education Code Requirements for this section

This requirement comes from **32282(a)(2)(F)**. It reads:

*The provisions of any schoolwide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. Any schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.*

The CUSD Discipline Action Guide (page 11) states;

If any group of students is wearing attire, which is perceived as threatening or which police indicates is related to gangs, the attire in question will be added to the list of prohibited items.

Prohibited gang-related items may include:

- Chains/wallets connected to dangling chains
- Jewelry or clothing with gang symbols
- Monikers/initialed belt buckles
- Exposes gang-related tattoos
- Bandanas
- Clothing/apparel with insignias identified with gangs
- Clothing with gang-style writing

The Coronado Middle School student handbooks states that “wearing or carrying anything that is gang related, promotes, violence, hatred, gang activity, alcohol, tobacco, drugs, sex or profanity” is never permitted.

# Coronado USD

## Board Policy

### Dress And Grooming

BP 5132

#### Students

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(*cf. 4119.22 - Dress and Grooming*)

(*cf. 5145.2 - Freedom of Speech/Expression*)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(*cf. 5144 - Discipline*)

#### Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(*cf. 0450 - Comprehensive Safety Plan*)

(*cf. 5136 - Gangs*)

#### *Legal Reference:*

##### *EDUCATION CODE*

*32281 School safety plans*

*35183 School dress codes; uniforms*

*35183.5 Sun-protective clothing*

*48907 Student exercise of free expression*

*49066 Grades; effect of physical education class apparel*

##### *CODE OF REGULATIONS, TITLE 5*

*302 Pupils to be neat and clean on entering school*

##### *COURT DECISIONS*

*Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993)*

*827 F.Supp. 1459*

*Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251*

*Hartzell v. Connell, (1984) 35 Cal. 3d 899*

Policy CORONADO UNIFIED SCHOOL DISTRICT

adopted: August 19, 2010

Coronado, California

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# **RULES AND PROCEDURES ON SCHOOL DISCIPLINE**

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Note on Education Code: This requirement refers to EC 35291.5. This section reads:

35291.5. (a) On or before December 1, 1987, and at least every four years thereafter, each public school may, at its discretion, adopt rules and procedures on school discipline applicable to the school. For schools that choose to adopt rules pursuant to this article, the school discipline rules and procedures shall be consistent with any applicable policies adopted by the governing board and state statutes governing school discipline. In developing these rules and procedures, each school shall solicit the participation, views, and advice of one representative selected by each of the following groups: (1) Parents. (2) Teachers. (3) School administrators. (4) School security personnel, if any. (5) For junior high schools and high schools, pupils enrolled in the school... (b) The governing board of each school district may prescribe procedures to provide written notice to continuing pupils at the beginning of each school year and to transfer pupils at the time of their enrollment in the school and to their parents or guardians regarding the school discipline rules and procedures adopted pursuant to subdivision (a)... (d) The governing board may review, at an open meeting, the approved school discipline rules and procedures for consistency with governing board policy and state statutes.

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The CUSD Discipline action guide is also available for School Discipline procedures and policies.

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## **HATE CRIME REPORTING**

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In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The CUSD Discipline Action Guide states that a hate violence “...caused, attempted to cause, threatened to cause, or participated in an act of, hate violence...” will result in administrative actions that include suspension and/or expulsion.

# Coronado USD

## Board Policy

### Hate-Motivated Behavior

BP 5145.9

#### Students

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 3515.4 - Recovery for Property Loss or Damage)*

*(cf. 5131.5 - Vandalism and Graffiti)*

*(cf. 5136 - Gangs)*

*(cf. 5137 - Positive School Climate)*

*(cf. 5141.52 - Suicide Prevention)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5147 - Dropout Prevention)*

*(cf. 5149 - At-Risk Students)*

The Superintendent or designee may collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

*(cf. 1020 - Youth Services)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 1700 - Relations Between Private Industry and the Schools)*

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 5148.3 - Preschool/Early Childhood Education)*

*(cf. 6020 - Parent Involvement)*

The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

*(cf. 6142.3 - Civic Education)*

*(cf. 6142.4 - Service Learning/Community Service Classes)*

*(cf. 6141.94 - History-Social Science Instruction)*

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

#### Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the



Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5131- Conduct)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.7 - Sexual Harassment)

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent or designee, and/or law enforcement, as appropriate.

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

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

(cf. 6164.2 - Guidance/Counseling Services)

*Legal Reference:*

*EDUCATION CODE*

200-262.4 Prohibition of discrimination

32282 School safety plans

48900.3 Suspension for hate violence

48900.4 Suspension or expulsion for threats or harassment

*PENAL CODE*

422.55 Definition of hate crime

422.6 Crimes, harassment

*CODE OF REGULATIONS, TITLE 5*

4600-4687 Uniform Complaint Procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

*Management Resources:*

*CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES*

California Student Safety and Violence Prevention - Laws and Regulations, April 2004

*U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL ASSOCIATION OF ATTORNEYS GENERAL PUBLICATIONS*

Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999

*U.S. DEPARTMENT OF JUSTICE PUBLICATIONS*

Preventing Youth Hate Crimes: A Guide for Schools and Communities, 1997

*WEB SITES*

CSBA: <http://www.csba.org>

California Association of Human Relations Organizations: <http://www.cahro.org>

California Department of Education: <http://www.cde.ca.gov>

National Youth Violence Prevention Resource Center: <http://www.safeyouth.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice, Community Relations Service: <http://www.usdoj.gov/crs>

Policy CORONADO UNIFIED SCHOOL DISTRICT

adopted: August 19, 2010 Coronado, California

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## **BULLYING PREVENTION POLICIES & PROCEDURES**

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The Governing Board of Coronado Unified School District recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying

# Coronado USD

## Board Policy

### Bullying

BP 5131.2

### Students

#### BULLYING PREVENTION

##### 1. Introduction

The Governing Board affirms that every student and staff member has the right to a safe and secure school environment, free of humiliation, intimidation, fear, harassment, or any form of bullying behavior. Furthermore, the Board believes that a healthy, positive psychosocial school environment enhances and increases academic achievement and pro-social development and therefore the prevention, reduction, elimination, and effective disposition of bullying are fundamental to educational goals. The District, students, families, and staff have an obligation to create an environment that celebrates and respects diversity and human dignity and admonishes bullying behavior. To this end, the District has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as address incidents of bullying and harassment when they occur.

##### 2. Applicability

This policy applies to all the District's students. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the Coronado Unified School District. (Education Code 234.1(a).)

This policy also reminds school personnel of their obligation to intervene when safe to do so as required by Education Code Section 234.1 (b)(1). (See Section VI below.)

##### III. Definitions

A. "Bullying" means any severe or pervasive physical or verbal act of conduct, including communication made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 4899.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- (c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- (d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

B. "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Website, by means of an electronic

device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, or computer.

C. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

D. Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device, camera, computer, or pager. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

#### IV. Prohibition Against Bullying

The District will not tolerate bullying as defined in this policy - or any behavior that infringes on the safety or well-being of students, staff, or any other persons within the District's jurisdiction, whether directed at an individual or group. This includes, but is not limited to, discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Penal Code Section 422.55 and Education Code Section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 234.1(a); 48900(r).) [cf. Board Policy 5145.3 (Nondiscrimination in District Programs and Activities) and Board Policy 5145.7 (Sexual Harassment of Students)]

In addition, the District prohibits retaliation against complainants.

#### V. Free Speech Protection

This policy shall not be construed to limit pupil rights to free speech as protected by the United States Constitution, the California Constitution, Education Code Sections 48907 and 48950, and other applicable law.

#### VI. Duties and Responsibilities of School Employees

School staff who witness discrimination, harassment, intimidation, or bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

#### VII. Reporting and Investigating Complaints; Complaint Officer

Any employee who has knowledge of discrimination, harassment, intimidation, or bullying shall inform the site administrator of the concern as soon as possible. The site administrator shall notify the District's Nondiscrimination Officer within 24 hours. Students who have knowledge of discrimination, harassment, intimidation, or bullying are encouraged to inform a teacher or school administrator as soon as possible. Students and parents may make such complaints anonymously by calling the Nondiscrimination Officer at the number below. Anonymous reports must provide sufficient corroborating evidence to justify the commencement of an investigation. Because of the inability of investigators to interview anonymous complainants, it may be more difficult to evaluate the allegations and, therefore, less likely to cause an investigation to be initiated.

When a student is reported to be engaging in bullying off campus; the District's Nondiscrimination Officer or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the District's Nondiscrimination Officer or designee also may file a complaint with the Internet site or service to have the material removed.

Formal complaints regarding violations of this policy shall be made pursuant to the District's Uniform Complaint Procedure, Board Policy/Administrative Regulation 1312.3.

The District's Nondiscrimination Officer is:

Director of Student Services  
201 Sixth Street  
Coronado, CA 92118  
(619) 522-8900 x 1032

The Nondiscrimination Officer is responsible for ensuring the District's compliance with nondiscrimination laws impacting California public school districts. The Nondiscrimination Officer shall notify the parents of the reported victim and the alleged perpetrator of the complaint, and, if appropriate, law enforcement officials. The Nondiscrimination Officer shall maintain documentation of complaints and their resolution for a minimum of one CPM review cycle. (Education Code 234.1 (e).)

#### VIII. Confidentiality

The identity of a complainant alleging discrimination, harassment, intimidation, or bullying shall remain confidential as appropriate within the dual contexts of the District's legal obligation to ensure a learning environment free from discrimination, harassment, intimidation and bullying, and the right of the accused to be informed of the allegations. Some level of disclosure may be necessary to ensure a complete and fair investigation, although the District will comply with requests for confidentiality to the extent possible.

#### IX. Disciplinary Consequences

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with District policies and regulations.

#### X. Counseling Referrals

The Superintendent, the principal of a school, or the principal's designee may refer a victim of bullying, witness to bullying, other pupil affected by an act of bullying, or a student engaged in an act of bullying to the school counselor, school psychologist, social worker, school nurse, or other school support service personnel for case management, counseling, and participation in a restorative justice program, as appropriate.

#### XI. Notifications

The District shall publicize this policy, including information about the manner in which to file a complaint, to pupils, parents, employees, agents of the governing board and the general public. The information shall be translated pursuant to education Code Section 48985. This policy shall be posted in all schools and offices, including staff lounges and pupil government meeting rooms. (Education Code 234.1(c) and (d).)

To the extent possible, District and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of District and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

## XII. Anti-Bullying Education; Training for Educators

The District has an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity. The District shall undertake educational activities to prevent bullying and counter discriminatory incidents that impact the school environment, and, within constitutional bounds, to minimize and eliminate a hostile environment on school grounds that impairs the access of pupils to equal educational opportunity. (Education Code 201(g).)

As part of its Educational Technology plan and Acceptable/Responsible Use Policy, the District educates pupils about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. (Board Policy/Administrative Regulation 6162.7.) The District also educates pupils and teachers on the appropriate and ethical use of information technology in the classroom and Internet safety.

### *Legal Reference:*

#### *EDUCATION CODE*

*234.1, 32282, 48900(r), 48600(4b), 46600, 48900.43, 234*

Policy CORONADO UNIFIED SCHOOL DISTRICT  
adopted: September 14, 2017 Coronado, California

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

**STAFF ACTIONS:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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# EMERGENCY RESPONSE Active Shooter/Armed Assailant

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## **IMPORTANT NOTES REGARDING THE USE OF THIS TEMPLATE:**

*The information presented in this template is intended to outline the emergency response options available to school personnel in an active shooter / armed assailant situation. This template should NOT be incorporated into Comprehensive School Safety Plans until school and district staff can be trained on these concepts.*

*When planning training and drills on the actions described in this template, school leaders should work with local law enforcement to incorporate the guidance provided in US Department of Education publication, Guide for Developing High-Quality School Emergency Operations Plans, and Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills, published by the National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO).*

## **ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS**

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

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

## **ACTIONS – ALL SCHOOL STAFF**

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.
  - a. **Act immediately** if you or your students:
    - hear a sound that might be gunfire.
    - see something that looks like a weapon being carried or used on or near the campus.
    - sense any other indication of active shooter / armed assailant threat.
  - b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
  - c. **Be decisive.** Communicate your plan to your students and act quickly.
  - d. **Call 911 and the School Office** as soon as it is safe to do so.
2. **Options: Run, Hide or Fight**
  - a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
    - Do not evacuate unless you...
      - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
      - and can visualize a route that will get your students and yourself safely off campus.
    - Don't carry anything with you.



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

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

#### 4. Special Topics

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

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

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

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
  - Include as much actionable information on the announcement as possible.
    - *Example “LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now.”*
  - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.
    - *Example: “The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans.”*
- Notify the district office after you call 911.
- If possible assist emergency personnel.
  - Assist police in entering the school;
  - Provide officers with keys, maps and any other information requested.

#### **DISTRICT STAFF ACTIONS**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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

**Aircraft crashes into the school**

**STAFF ACTIONS:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

## Aircraft crashes near school

### **STAFF ACTIONS:**

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

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

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

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

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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## EMERGENCY RESPONSE

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## ALLERGIC REACTION

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

### STAFF ACTIONS:

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

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

### OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

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

### ADDITIONAL STEPS FOR THE SCHOOL:

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



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## EMERGENCY RESPONSE

## ANIMAL DISTURBANCE

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

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

### STAFF/TEACHER ACTIONS:

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

### ADDITIONAL STEPS FOR THE SCHOOL:

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

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## EMERGENCY RESPONSE BIOLOGICAL AGENT RELEASE

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

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

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

### **Outside the building**

#### **STAFF ACTIONS:**

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

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

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

### **Inside the building**

#### **STAFF ACTIONS:**

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

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

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

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

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

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

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

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

**PERSON RECEIVING THREAT BY TELEPHONE:**

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

**Telephone Bomb Threats**

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

**Call 911****PERSON RECEIVING THREAT BY MAIL:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

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

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

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

#### **STAFF ACTIONS:**

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

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

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

The following checklist can be obtained in PDF form from FEMA at:  
[http://emilms.fema.gov/is906/assets/ocso-bomb\\_threat\\_samepage-brochure.pdf](http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf)  
 Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

## BOMB THREAT CALL PROCEDURES

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

### If a bomb threat is received by phone:

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

### If a bomb threat is received by handwritten note:

- Call \_\_\_\_\_
- Handle note as minimally as possible.

### If a bomb threat is received by email:

- Call \_\_\_\_\_
- Do not delete the message.

### Signs of a suspicious package:

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

### DO NOT:

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

## WHO TO CONTACT (select one)

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

## BOMB THREAT CHECKLIST

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Time Caller Hung Up: \_\_\_\_\_ Phone Number Where Call Received: \_\_\_\_\_

### Ask Caller:

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

### Exact Words of Threat:

### Information About Caller:

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

Caller's Voice	Background Sounds:	Threat Language:
<input type="checkbox"/> Accent	<input type="checkbox"/> Animal Noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Angry	<input type="checkbox"/> House Noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Calm	<input type="checkbox"/> Kitchen Noises	<input type="checkbox"/> Taped
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> Street Noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Coughing	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Crying	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Deep	<input type="checkbox"/> Music	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Motor	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Clear	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Static	
<input type="checkbox"/> Excited	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Female	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Local	
<input type="checkbox"/> Lisp	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Loud		
<input type="checkbox"/> Male		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

Other Information: \_\_\_\_\_



**Homeland Security**

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## EMERGENCY RESPONSE

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## BUS ACCIDENT

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

### **BUS DRIVER:**

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

### **STAFF ACTIONS AT THE SCENE:**

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

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

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

### **Earthquake during bus trip**

### **BUS DRIVER ACTIONS:**

- θ Issue DUCK, COVER and HOLD ON instruction.
- θ Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- θ Set brake, turn off ignition and wait for shaking to stop.
- θ Check for injuries and provide first aid, as appropriate.

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

### **Flood during bus trip**

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

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

#### **ADDITIONAL STEPS:**

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



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## EMERGENCY RESPONSE    CHEMICAL ACCIDENT (offsite)

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

### PERSON DISCOVERING SPILL:

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

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

### STAFF ACTIONS:

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

### ADDITIONAL STEPS FOR THE SCHOOL:

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- \_\_\_\_\_

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

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

### **PERSON DISCOVERING SPILL:**

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

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

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

### **STAFF ACTIONS:**

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

- θ Do not return to the building until emergency response personnel have determined it is safe.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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## EMERGENCY RESPONSE

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## CIVIL DISTURBANCE

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

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

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

### Inside School

#### **STAFF ACTIONS:**

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

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

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

### Outside of School

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

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

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

#### **STAFF ACTIONS:**

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

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

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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



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

**Outside, close to the incident.**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

- θ Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.
- θ Do not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive

### **Inside, close to the incident**

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

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

#### **STAFF ACTIONS:**

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

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

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

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

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

### **Inside Building**

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

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

#### **STAFF ACTIONS:**

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

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

### **Outside Building**

#### **STAFF ACTIONS:**

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

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

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

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

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

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

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## EMERGENCY RESPONSE

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## EXPLOSION

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

### PRINCIPAL/SITE ADMINISTRATOR:

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

### STAFF ACTIONS:

- Ø Initiate **DROP, COVER AND HOLD ON**.
- Ø If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Ø Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Ø Upon arrival at assembly area, check attendance. Report status to site administrator immediately.

- Ø Render first aid as necessary.
- Ø Do not return to the building until the emergency response personnel determine it is safe to do so.
- Ø If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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## EMERGENCY RESPONSE

## FIRE (onsite)

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

### Within School Building

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

#### STAFF ACTIONS:

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



**Near the School**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**BUS DRIVER ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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

**STAFF ACTIONS:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**TEACHER ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS**

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

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

**All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.**

*-- California Penal Code Title 15, Chapter 1.1 § 627.2*

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

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

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

### **STAFF ACTIONS:**

- Ø Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Ø Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

- θ Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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## EMERGENCY RESPONSE

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## IRRATIONAL BEHAVIOR

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

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

### STAFF ACTIONS:

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

### ADDITIONAL STEPS FOR THE SCHOOL:

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



**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911.

Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- θ Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide:

- School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
- Exact location within the building
- Nature of the emergency and how it occurred
- Approximate age of injured person
- Caller's name and phone number

Do not hang up until advised to do so by dispatcher.

- θ Assign staff member to meet rescue service and show medical responder where the injured person is.
- θ Assemble emergency care and contact information of victim
- θ Monitor medical status of victim, even if he or she is transported to the hospital.
- θ Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- θ Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- θ Advise staff of situation (when appropriate). Follow-up with parents.

**Universal Precautions when Treating a Medical Emergency**

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

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

- θ When the child is found, contact all appropriate parties as soon as possible.
- θ Arrange for counseling of students, as needed.

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF and STUDENT ACTIONS:**

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

**Respiratory Hygiene Etiquette**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_

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## **EMERGENCY RESPONSE      POISONING/CONTAMINATION**

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

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

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

### **STAFF ACTIONS:**

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

### **PREVENTATIVE MEASURES:**

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

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

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- \_\_\_\_\_

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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



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

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

**Severe Storm**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**Windstorm**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_

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

**STUDENT ACTIONS:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**Steps for Suicide Intervention**

1. Stabilize individual
2. Assess risk
3. Determine services needed
4. Inform

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_

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## EMERGENCY RESPONSE

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## SUSPICIOUS PACKAGE

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

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

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

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

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

### STAFF ACTIONS if package is leaking:

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

### ADDITIONAL STEPS FOR THE SCHOOL:

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

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

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

**Civil Defense Warning of Possible Enemy Attack**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**Enemy Attack Without Warning**

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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

**During school hours**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- θ Listen to radio and TV for current information and instructions.
- θ Initiate **ACTION** appropriate for the situation. Action may likely involve **DUCK, COVER and HOLD, EVACUATION, SHELTER IN PLACE or TAKE COVER.**
- θ Continue to monitor media for specific situation.
- θ Be alert and immediately report suspicious activity to proper authorities.
- θ If circumstances and time allow, move students to closest suitable shelter.  
Location:

\_\_\_\_\_  
Procedure for movement to shelter:

- θ If moving students is not advisable, remain in building as place of shelter.
- θ Close school if recommended to do so by appropriate authorities.

**OFFICE STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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



Generated by earthquakes, underwater disturbance or volcanic eruption, a tsunami is a series of waves that come onshore as a rapidly rising surge of water. Tsunami waves can travel at speeds up to 600 miles per hour in the open ocean. Areas at greatest risk of inundation are less than 25 feet above sea level and within one mile of the coastline.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:****Before**

- Ø Know the height of the school above sea level and its distance from the shoreline. Evacuation orders may be based on these numbers.
- Ø Be familiar with tsunami warning signs. An earthquake or a sizable ground rumbling is a warning signal to people living near the coast. A noticeable rapid rise or fall in coastal waters may indicate an approaching tsunami.
- Ø Make plans for evacuation by vehicle and/or by foot. Pick an inland location that is elevated. Identify an alternative evacuation site in case roads are blocked.

**During**

- Ø Heed natural warnings. An earthquake or rapid fall in coastal waters may serve as a warning that a tsunami is coming
- Ø Monitor the NOAA Weather Radio Service for tsunami warnings: <http://wcatwc.arh.noaa.gov/>. Authorities will issue a warning and tone alert only if they believe there is a potential threat of a tsunami.
- Ø Quickly move students and staff to higher ground as far inland as possible. Follow instructions issued by local authorities. Planned evacuation routes may be blocked; bridges may be damaged. Every foot inland or upwards may make a difference.
- Ø Notify superintendent of school status.
- Ø Remain on safe ground until local authorities advise it is safe to return.

**After**

- Ø Stay tuned to the National Weather Service for the latest emergency information. The tsunami may have damaged roads, bridges, and other structures that may be unsafe.
- Ø Expect debris.
- Ø Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.
- Ø Determine whether school will be closed or remain open.
- Ø Notify superintendent of school status.
- Ø Assign staff to activate staff and parent phone trees
- Ø Post school status on school website.

- θ Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may come from upstream.
- θ Check food supplies and test drinking water. Discard food that has come in contact with flood waters. It may be contaminated and should be thrown out. Use tap water only if local health officials advise it is safe.
- θ Photograph the damage, both of the building and its contents, for insurance claims.

#### STAFF ACTIONS:

- θ If there is a coastal earthquake, initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- θ When the shaking stops, quickly move students and staff to higher ground, at least 100 feet above sea level and two miles inland. Buildings located in low-lying coastal areas are not safe. Do NOT stay in such buildings if there is a tsunami warning. Be careful to avoid downed power lines.
- θ Take attendance. Report any missing students to principal/site administrator.
- θ Keep students and staff away from the beach. Watching a tsunami from the beach or cliffs could put them in grave danger. A second wave may be more destructive than the initial one. A tsunami can move faster than a person can escape it.
- θ Return to school only if authorities advise it is safe to do so.

#### ADDITIONAL STEPS FOR THE SCHOOL:

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

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## EMERGENCY RESPONSE

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## UTILITY FAILURE

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

### PRINCIPAL/SITE ADMINISTRATOR:

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

### A. Plan for Loss of Water

Toilets: \_\_\_\_\_

Drinking Water: \_\_\_\_\_

Food Service: \_\_\_\_\_

Fire Suppression: \_\_\_\_\_

Other: \_\_\_\_\_

### B. Plan for Loss of Electricity

Ventilation: \_\_\_\_\_

Emergency Light: \_\_\_\_\_

Computers: \_\_\_\_\_

Other: \_\_\_\_\_

### C. Plan for Loss of Natural Gas

Heat: \_\_\_\_\_

Food Service: \_\_\_\_\_

Other: \_\_\_\_\_