

# Ocean View School District

## Comprehensive School Safety Plan



Laguna Vista School  
Suzanne Lange, Principal  
2010 – 2011

Board Approved – December 14, 2011

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## **SECTION I – SAFE SCHOOL PLAN**

## ASSESSMENT OF CURRENT STATUS OF SCHOOL CRIME

Staff members are expected to work with the principal, families and outside agencies to create a safe school environment for all students, parents, and staff. Individual staff members are notified of dangerous students pursuant to EC 49079 at the beginning of each year. Suspensions are noted below by school year. Suspensions for the past year are noted by reason. Parents/guardians if suspended students are required to meet with the principal to discuss the behavior that caused the suspension and create a plan to assist the student.

Number of Suspensions, Days of Suspension and Students Suspended

Year	# of Suspensions	# of Days of Suspension	# of Students Suspended
2004-2005	9	9.5	8
2005-2006	45	67.5	31
2006-2007	22	41	13
2007-2008	15	29	11
2008-2009	12	28	9

Number of Suspensions in 2007-2008 by Reason

Reason	Number of Suspensions
a1	4
b	3
k	4
m	1

## CHILD ABUSE REPORTING PROCEDURES

School employees are mandated reporters and are obligated to report all known or suspected incidents of child abuse and neglect. General procedures are noted below.

### 1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department.

Human Services Agency - Children's Services  
 4651 Telephone Road  
 Ventura, CA 93003  
 (805) 654-3200

When the telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

### 2. Written Report

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. Mandated reporters may obtain copies of the above form from either the district or the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known:

- a. The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location and, where applicable, school, grade and class
- c. The names, addresses and telephone numbers of the child's parents/guardians

- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- e. The name, address, telephone number and other relevant personal information about the person(s) who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case.

## **DISCIPLINE PLAN**

The Laguna Vista staff works to create a school climate in which children feel safe and secure. This affords them the maximum opportunity to learn. To accomplish this goal, a school-wide uniform discipline plan has been developed. The plan specifies rules that cover the behaviors expected from students. The plan also states that students who break rules will be subject to consequences, and students who follow the rules will receive positive rewards. Students are taught rules and procedures and these are reviewed throughout the year.

Teachers have the right to know of any student assigned to their class who has engaged in acts constituting grounds for suspension or expulsion. Information about potentially dangerous students, pursuant to EC § 49079, is available in the school office.

### *School Rules*

Laguna Vista staff members believe that all students have the right to learn and all teachers the right to teach. With that in mind, our Positive Behavior Plan is designed to preserve the rights and safety of all students and teachers. Disruptive, destructive, or dangerous behavior is intolerable. Each class begins the day with the Pledge of Allegiance followed by the “Sea Lion Pledge,” promise to be safe, be responsible, and be respectful everyday day home, at school, on the bus, and when at play. To fulfill this pledge, students are expected to:

- Show respect in your actions and your words to students, teachers, and staff.
- Treat others like you want to be treated.
- Keep your hands and feet to yourself.
- Walk quietly in hallways.
- Toys stay at home, including electronics, calls, and trading cards.
- Take care of school property and the property of others – no stealing or defacing books, equipment, plants or buildings.
- Student cell phones are prohibited.
- Eat food during lunch in lunch area only.
- Use playground equipment properly and safely.
- Follow directions in class.

### *Consequences and Rewards*

The Laguna Vista School uses the Conduct System below.

- OFFENSE 1 - The student receives a verbal warning.
- OFFENSE 2 - The teacher conferences with the student to clarify behavior expectations. Student may be sent for a time-out period in another classroom.
- OFFENSE 3 - The teacher contacts the parent to discuss the problem and possible solutions.
- OFFENSE 4 - The student may be held for lunch detention.
- OFFENSE 5 - The teacher may refer the student to the site principal. The principal may select an appropriate action from a list of options including, but no limited to the following:

- |                                    |  |
|------------------------------------|--|
| a. Verbal Warning or Reprimand     | g. Behavior Contract                   |
| b. Detention during lunch          | h. Parent/Principal/Teacher Conference |
| c. Suspension/In-School Suspension | i. Behavior Contract                   |
| d. Program Adjustment              | j. Contact with Law Enforcement        |
| e. Change of School Site           | k. Parent Contact                      |
| f. Recommend Expulsion             |  |

Some student behaviors result in an immediate placement on Offense Level 2, 3, 4, or 5. Examples include sexual harassment, repeated foul language or obscenity, physically hurting other students, defiance of authority, vandalism, possession of controlled substances or weapons, etc.

Students are rewarded for displaying good behavior and scholarship in a variety of ways in school-wide and classroom programs. Monthly award assemblies honor one student from each class as “Student of the Month” and one student as “Character Kid of the Month.” Teachers give “Teacher Choice” awards at these assemblies for a wide range of positive behaviors. Students are recognized and rewarded consistently in class and on the yard with “Sea Lion Pride” certificates that give students the opportunity of be part of a weekly drawing for prizes. Students who follow the rules consistently are rewarded with a “Principal’s Recess” monthly.

Personnel supervising the playgrounds during recesses employ strategies the following strategies to deal with inappropriate and/or unsafe behaviors:

- Assess the situation
- Redirect/Warn
- Give natural consequence, i.e.
  - Running in halls = go back and walk
  - Misbehavior during soccer = no soccer
  - Incorrect use of swings = no swings
  - Playing tag = time out

Supervisors complete an Incident Report in more serious cases on physical aggression, harassment, vandalism, or defiance and the student is referred to the classroom teacher and/or principal. The Incident Report is given to the student’s classroom teacher. The classroom teacher is responsible for following up on the student’s incident report. Classroom teachers know their students best and therefore know the best course of action that may help in extinguishing the more serious behaviors. The behavior report becomes a valid detention slip only when signed by the classroom teacher. All behaviors reports that become detention slips must be sent home and signed by the parent and student. The action plan on the back should be completed by the child during detention or with a parent at home and returned to school.

## **DISCRIMINATION/HARASSMENT**

District programs and activities shall be free from discrimination, including harassment, with respect to the actual or perceived ethnic group, religion, gender, color, race, ancestry, national origin, and physical or mental disability, age or sexual orientation.

Ocean View School District prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student’s ability to participate in or benefit from school services, activities or privileges.

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

## **DRESS CODE**

School is the student’s place of daily business and dress should be appropriate to student activity. Students have the right to make individual choices from a wide variety of clothing and grooming styles, but they must not present a health or safety hazard, or a distraction that interferes with the educational process.

The following guidelines will be observed in determining appropriateness of dress:

- Dress and hair must be neat and clean.
- All students must wear shoes appropriate for daily activities: no thongs, no platform shoes, no heels, no cleats and no wheels.
- Shoes must have a back strap.
- Clothing with reference to gangs, alcohol, drugs, tobacco, sex, or obscene/suggestive language is inappropriate.
- Halter tops, bare midriff shirts, half shirts, fishnet shirts, tank tops and transparent shirts are not permitted.
- Hats are allowed during outdoor times for the purpose of reducing sun exposure.

Hats that are not part of a uniform (Scouts) should be removed and held over the heart for the Pledge of Allegiance or Star Spangled Banner.

## **HATE CRIME REPORTING PROCEDURES**

Ocean View School District affirms the right of every student to be protected from hate-motivated behavior. Any student who feels that h/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation.

## **SAFE AND ORDERLY ENVIRONMENT**

Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program. Behavior is considered appropriate when students are diligent in study, careful with school property, courteous and respectful towards their teachers, other staff, students, and volunteers.

Prohibited student conduct includes but is not limited to:

1. Behavior that endangers staff and/or students
2. Behavior that disrupts the orderly classroom or school environment
3. Harassment of students or staff, including bullying, intimidation, hazing, or initiation activity, or any other verbal written or physical conduct that causes or threatens to cause bodily harm or emotional suffering
4. Damage to or theft of property belonging to the district, staff, or students
5. Possession of laser pointers, unless used for a valid instructional or other school-related purpose, including employment
6. Profane, vulgar or abusive language
7. Plagiarism or dishonesty in school work or on tests
8. Inappropriate dress
9. Tardiness and unexcused absence from school
10. Failure to remain on school premises in accordance with school rules

### *Positive School Climate*

Ocean View School District provides an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Staff members teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds. Students receive instruction and counseling designed to promote positive racial and ethnic identity, help students understand diverse cultures, teach them to think critically about racial bias and show them how to deal with discriminatory behavior in appropriate ways.

Students have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. The Superintendent or designee may initiate student courts, campus beautification projects, buddy systems, vandalism prevention campaigns and other similar programs. Staff members encourage and reward success and achievement, participation in community projects and positive student conduct.

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction and mediation skills. Staff shall receive training that implements and supports conflict resolution techniques, and training in conflict resolution techniques shall be available to parents/guardians and volunteers.

## **SAFE INGRESS AND EGRESS**

The majority of students ride the district school bus to and from Laguna Vista School. Buses drop students off and pick them up directly in front of the school building. Staff members supervise the student drop-off and pick-up. When students arrive by bus, they immediately enter the supervised and fenced school grounds. Staff and parents/guardians use the parking lot that is safely surfaced and well lit. Crosswalks are painted to provide safe passage from the sidewalk to parked cars.

## **SAFE SCHOOL PLAN**

### *Safe School Vision*

Laguna Vista School (LVS) is a safe, secure, and peaceful campus. Staff members provide an environment that is nurturing, supportive, and caring. Students feel welcome, nurtured, and protected from harm. LVS recognizes the fact that the school has a fundamental responsibility to protect all children. Safety is a basic need, a right, and a promise provided to all students.

No student, parent or staff member should suffer the pain of physical or verbal harm, threatening gestures, sexual harassment, or racial tension. Staff members understand that all forms of harm and violence distract students from learning. Staff is committed to provide a comprehensive Safe School Plan as part of the school's broader effort to reach total school safety that includes the concerns, wishes, and hopes of the school community.

*Safe School Action Plan*

**Component 1 - Personal Characteristics of Students and Staff**

Areas of Strength	<ul style="list-style-type: none"> <li>➤ Teachers are committed to continually improving instruction for students</li> <li>➤ Teachers are flexible with high expectations for student behavior</li> <li>➤ Teachers support all students that are struggling emotionally and academically</li> <li>➤ Staff implement a Positive Behavior Plan for managing student behavior</li> <li>➤ Diversity and background bring a richness to the school experience</li> <li>➤ Most students get along well</li> </ul>
Improvement Priority	<ul style="list-style-type: none"> <li>➤ Some students experience difficulty with personal relationships and following established rules</li> <li>➤ Investigate strategies that improve behavior through positive reinforcement and instruction</li> <li>➤ Evaluate effectiveness of detention program</li> <li>➤ Continue to schedule assemblies focused on multicultural acceptance and tolerance</li> </ul>
Solutions	<ul style="list-style-type: none"> <li>➤ Continue development of strong character traits including Respect, Fairness, Trustworthiness, Caring, Responsibility, and Citizenship</li> <li>➤ Provide counseling to students</li> <li>➤ Continue student ambassador program to help new students acclimate to Laguna Vista School</li> </ul>
Staff Development	<ul style="list-style-type: none"> <li>➤ Classroom and playground behavior management</li> </ul>
Funds	<ul style="list-style-type: none"> <li>➤ As available</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>➤ Positive Behavior Committee</li> <li>➤ School Site Council will monitor progress toward goals</li> <li>➤ Principal and Leadership Team will monitor progress toward goals</li> </ul>

**Component 2 - The School's Physical Environment**

Areas of Strength	<ul style="list-style-type: none"> <li>➤ School location is a rural</li> <li>➤ Playground has replaced sand with rubberized surfaces.</li> <li>➤ Landscape includes many beautiful flowers</li> <li>➤ Fencing encloses the entire campus</li> </ul>
Improvement Priority	<ul style="list-style-type: none"> <li>➤ Ensure all gates are locked during school hours</li> </ul>
Activities	<ul style="list-style-type: none"> <li>➤ Continue to maintain a clean, well-maintained environment</li> </ul>
Staff Development	<ul style="list-style-type: none"> <li>➤ Emergency preparedness training</li> </ul>
Funds	<ul style="list-style-type: none"> <li>➤ Maintenance and safety credits</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>➤ School Site Council will monitor progress toward goals</li> <li>➤ Principal and Leadership Team will monitor progress toward goals</li> </ul>

**Component 3 - The School's Social Environment**

Areas of Strength	<ul style="list-style-type: none"> <li>➤ Site Leadership Team is in place and active</li> <li>➤ Principal facilitates shared decision-making</li> <li>➤ Parent Teacher Club is strong and participating in the school</li> <li>➤ Consequences for violating behavioral expectations are fair and consistent</li> <li>➤ Discipline is a developmental process focused on changing behavior and attitude</li> <li>➤ School counselor provides support to students, parents, and staff members</li> <li>➤ Classrooms provide an orderly learning environment</li> <li>➤ School-wide focus on academic achievement results in continuous rise in API</li> </ul>
Improvement Priority	<ul style="list-style-type: none"> <li>➤ Increase parent participation in behavioral and academic concerns</li> <li>➤ Continue time for Collaborative Team Meetings to discuss and plan interventions for students experiencing social and behavioral difficulties</li> <li>➤ Therapy provided for students through Family Forces Program</li> <li>➤ Create and implement a tiered, systematic interventions for students with behavior and emotional challenges through the RTI model</li> </ul>

Activities	<ul style="list-style-type: none"> <li>➤ Parent conferences</li> <li>➤ PTC Meetings</li> <li>➤ Appointments</li> <li>➤ Parent Education</li> <li>➤ Student Study Team Meetings</li> <li>➤ Collaborative Team Meetings</li> <li>➤ Military Kids Club</li> <li>➤ Focus Project</li> </ul>
Staff Development	<ul style="list-style-type: none"> <li>➤ Positive behavior support</li> </ul>
Funds	<ul style="list-style-type: none"> <li>➤ As Available</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>➤ School Site Council will monitor progress toward goals</li> <li>➤ Principal and Leadership Team will monitor progress toward goals</li> <li>➤ Positive Behavior Committee</li> </ul>

**Component 4 - The School's Culture**

Areas of Strength	<ul style="list-style-type: none"> <li>➤ Staff and students genuinely care about what happens to each other</li> <li>➤ Recognition for positive behavior and academic progress</li> <li>➤ Heritage and dignity of students, parents, and staff are affirmed and respected</li> <li>➤ Parents, military volunteers, and CSUCI students are active and welcome members of the school community</li> </ul>
Improvement Priority	<ul style="list-style-type: none"> <li>➤ Strengthen partnership with NBVC through the School Liaison Officer</li> <li>➤ Encourage volunteerism through a welcoming and appreciative atmosphere</li> </ul>
Activities	<ul style="list-style-type: none"> <li>➤ Progress checks for 4<sup>th</sup>/5<sup>th</sup> graders</li> <li>➤ Parent nights to build understanding and share information</li> <li>➤ Monthly recognition for school spirit</li> </ul>
Staff Development	<ul style="list-style-type: none"> <li>➤ Invite military and CSU representatives to staff meetings</li> </ul>
Funds	<ul style="list-style-type: none"> <li>➤ As available</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>➤ School Site Council will monitor progress toward goals</li> <li>➤ Principal and Leadership Team will monitor progress toward goals</li> </ul>

## **SEXUAL HARASSMENT-PERSONNEL**

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the work or educational setting, when: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is made expressly or implicitly a term or condition of the individual's employment
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her
3. The conduct has the purpose or effect of unreasonably interfering with the other individual's work performance; creating an intimidating, hostile or offensive work environment; or adversely affecting the other individual's evaluation, advancement, assigned duties, or any other condition of employment or career development
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs or activities available at or through the district

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor or any other employee, or a non-employee, in the work or educational setting, include but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions or the spreading of sexual rumors
2. Unwelcome visual conduct such as written notes, drawings, pictures, graffiti, gestures or sexually explicit e-mails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over or impeding normal movements

Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

## **SEXUAL HARASSMENT-STUDENTS**

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity

Types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, notes, stories, drawings, pictures or gestures
5. Spreading sexual rumor
6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class
7. Massaging, grabbing, fondling, stroking or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Purposefully cornering or blocking normal movements
10. Displaying sexually suggestive objects

## SUSPENSION/EXPULSION

Serious misbehavior may be grounds for suspension or expulsion from school. Suspension is the removal of a student from participation in all school activities for up to five days. Suspension is at the discretion of the principal or designee. In most cases students are assigned to an alternative punishment rather than being sent home. Generally, misbehavior related to weapons or drugs will result in out-of-school suspension and recommendation for expulsion. Students may be suspended or expelled based on the following matrix.

<b>Must Recommend Expulsion</b> (Mandatory – EC 48915(c))	<b>Shall Recommend Expulsion Except in Special Circumstances</b> (Expulsion Expected)	<b>May Recommend Expulsion</b> (Discretionary) EC §48900
<p>Act <u>must</u> be committed at school or school activity.</p> <ol style="list-style-type: none"> <li>1. Weapons               <ol style="list-style-type: none"> <li>a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee that is concurred with by the principal or designee. Selling or otherwise furnishing a firearm</li> <li>b. Brandishing a knife at another person.</li> </ol> </li> <li>2. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 et. seq.</li> <li>3. Committing or attempting to commit a sexual assault as defined in subdivision (n) of 48900 or committing sexual battery as defined in subdivision (n) of 48900.</li> <li>4. Possession of an explosive.</li> </ol>	<p>Act <u>must</u> be committed at school, school activity, or on the way to and from school or school activity.</p> <p>Education Code Section 48915 (a) states that an administrator shall recommend expulsion for the following violations [except for subsections (c) and (e)] unless the administrator finds that expulsion is inappropriate due to a particular circumstance.</p> <ol style="list-style-type: none"> <li>1. Causing serious physical injury to another person, except in self-defense. Education Code Section 48915 (a)(1).</li> <li>2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. Education Code Section 48915 (a)(2).</li> <li>3. Possession and/or use of any substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for possession of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.</li> <li>4. Robbery or extortion. Education Code Section 48915 (a)(4).</li> <li>5. Assault or battery, or threat of, on a school employee.</li> </ol> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> <li>1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</li> <li>2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].</li> </ol>	<p>Act must be committed at school, school activity, or on the way to and from school or school activity.</p> <ol style="list-style-type: none"> <li>a. †Inflicted physical injury</li> <li>b. Possessed dangerous objects</li> <li>c. Possessed drugs or alcohol (policy determines which offense)</li> <li>d. Sold look alike substance representing drugs or alcohol</li> <li>e. Committed robbery/extortion</li> <li>f. Caused damage to property ‡</li> <li>g. Committed theft</li> <li>h. Used tobacco (policy determines which offense)</li> <li>i. Committed obscenity/profanity/vulgarity</li> <li>j. Possessed or sold drug paraphernalia</li> <li>k. Disrupted or defied school staff</li> <li>l. Received stolen property</li> <li>m. Possessed imitation firearm</li> <li>n. Committed sexual harassment</li> <li>o. Harassed, threatened or intimidated a student witness</li> <li>p. Sold prescription drug Soma</li> <li>q. Committed hazing</li> </ol> <p>48900.2 Sexual harassment            48900.3 Hate violence            48900.4 Creating disorder            48900.7 Terroristic threats</p> <p>The recommendation for expulsion shall be based on one or both of the following:</p> <ol style="list-style-type: none"> <li>1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.</li> <li>2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].</li> </ol>
		<p>† Section 48900 (s) (Statutes of 2001) states a pupil who aids or abets in infliction of physical injury to another, as defined in Penal Code 31, may suffer suspension, but not expulsion. However, if a student is adjudged by a court to have caused, attempted to cause, or threatened personal injury, the student may be expelled.</p> <p>‡ Section 48900 (t) "school property" includes, but is not limited to, electronic files and databases.</p>

Students may be suspended or expelled for the above acts including, but not limited to: 1) while on school grounds; 2) while going to or coming from school; 3) during the lunch period, whether on or off the campus; and 4) during or while going to or coming from a school sponsored activity.

A teacher has the right to suspend a student for up to two (2) days from his or her classroom for offenses listed above. This includes the date of the suspension. The teacher will arrange a parent conference prior to the student returning to class.

Board policy governs suspension and expulsion due process for regular and special education students.

### **SUSPENSION/EXPULSION-TEACHER NOTIFICATION**

Teachers are informed of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code §48900 except possession or use of tobacco products, §48900.2, §48900.3, §48900.4, and §48900.7. This information is based on district records maintained in the ordinary course of business or records received from a law enforcement agency.

At the beginning of each year, the school administrator provides to each teacher a list of students suspended or expelled for his/her review. The teacher documents that they have been notified by signing a notification list.

## **SECTION II – INITIAL RESPONSE CHECKLISTS**

## **AIRCRAFT CRASH**

*What to do if an aircraft crashes on or near the school.*

### **Principal:**

1. Call 9-1-1 to report the crash and notify District Office.
2. Perform a quick assessment of the situation and determine if immediate evacuation is necessary
3. Establish a Command Post. Minimum Incident Command System Activation recommended: Operations Section, Hazard Control Unit, the Search and Rescue Unit, the Medical Unit, the Assembly Area Unit, and the Student Release Unit.
4. You are the Incident Commander. Begin a comprehensive assessment of the situation and direct resources until emergency response personnel arrive.
5. Upon arrival of emergency responders, form a unified command with them and direct your resources accordingly.

### **Teachers:**

1. Determine if your class is in immediate danger.
2. If the class is in danger evacuate your class to a safe location. If it is safe, stay in your room.
3. If you evacuate, take roll and document absent and/or missing students on class attendance sheet.
4. Move your class to the designated Assembly Area, as directed. Once it has been established.
5. Activate the Buddy System and either remain in Assembly Area to supervise students or report to the Command Post for assignment. Wait for further instructions.

## **BOMB THREAT**

*What to do in case of a bomb threat.*

### **Discovering Party:**

1. If you receive a bomb threat over the telephone, ask the following:
  - A. When will it explode?
  - B. Where is the bomb right now?
  - C. What does it look like?
  - D. What kind of bomb is it?
  - E. What will cause it to explode?
  - F. Why did you place the bomb?
  - G. What is your address? (Where are you?)  
Note: They actually may tell you.
  - H. What is your name?

**Principal:**

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

**EARTHQUAKE – DUCK, COVER, HOLD**

*What to do in case of an earthquake.*

**If inside:**

1. Take cover under a desk or strong table, or sit or stand against an inside wall.
2. Stay inside the building. Leaving the building will subject you to falling debris, downed power lines and other hazards.
3. Stay away from windows, glass, bookcases and outside doors.
4. Do not use telephones. Place receivers back on the cradle.
5. If a fire develops, follow the procedures in the Fire Section.
6. Do not light a cigarette or strike a match until gas lines are checked out.
7. Tune to Ventura County Emergency Alert Stations (EAS) include: KHAY 100.7 FM and KVEN 1450 AM.
8. Prepare to evacuate to the Assembly Area, if instructed to do so.

**If outside:**

1. Move away from buildings and utility wires.
2. Watch for falling glass, electrical wires, poles, trees, or other falling debris.
3. Prepare to relocate to evacuation Assembly Area, if instructed to do so.

**Principal:**

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

**Teachers:**

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

**FIRE**

*What to do in case of a fire.*

**Discovering Party:**

1. Activate nearest accessible manual alarm pull box, or notify the office that there is a fire at (**say location**). The Office will call the fire department.
2. Clear everyone from the immediate area.

3. Close – but do not lock all doors leading to fire area to isolate the area and prevent spread of fire.

**Principal:**

1. Upon knowledge of fire, activate alarm signal (**bell and verbal**) and ensure that 9-1-1 has been dialed. Establish a Command Post and report the fire to the District Office.
2. Supervise the evacuation of staff and students to assembly areas.
3. Direct an employee to check all bathrooms and training rooms for staff and students.
4. Ensure that the disabled are assisted in the evacuation.
5. Minimum Incident Command System Activation recommended: Assembly Unit, Operations Section, and Hazard Control Unit. Refer to Section 4. You are now the Incident Commander.

**All Personnel:**

1. Do not panic. Remain calm and listen to instructions
2. Do not open hot doors. Before opening any door, touch it near the top to see if it is hot. Do not break windows – oxygen feeds fires.
3. Evacuate when instructed to do so. Take Roll Book and pen and pencils. Use pre-planned evacuation routes (refer to Facility Map), if safe to do so, otherwise use the safest route.
4. Take your “Go Bag” and roll book to the Assembly Area.
5. Call 911 at earliest opportunity.
6. Once in the Assembly Area, do not leave until instructed to do so. Teachers should immediately take roll, document absent, and or missing students on class attendance sheet. Turn attendance sheet in to the Assembly Unit Leader.
7. If the fire is small (no bigger than a desk) use the nearest fire extinguisher to put it out. **Do not risk personal safety to put out a fire.**

**FLOODING**

*What to do in case of a flood.*

**Principal:**

1. If you are experiencing flooding problems which might affect your school site, contact the District Office.
2. Establish a Command Post and tune to the Emergency Alert Station (EAS) to receive an update on the storm. Tune to 100.7 FM or 1450 AM for EBS.

3. If flooding is imminent, Minimum Incident Command System Activation recommended: Operations Section, Hazard Control Unit (Section 4) and the Logistics Section to begin sandbagging and other property protection measures as required.
4. Determine from the District and local authorities if the school is to be evacuated or closed. If so, activate the Student Release Unit (Section 4) to begin the student release process.
5. Activate other Incident Command System functions as required to support your actions.

**Teachers:**

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

**HAZARDOUS MATERIALS INCIDENT**

*What to do in cases of a Hazardous Materials Incident.*

**Principal:**

In the event that a hazardous material is released in the area of the school, the Police Department and/or Fire Department will determine if an evacuation of the school is necessary. If an evacuation of the school is necessary, you will be instructed where to go and which routes to take. Inform the District Office of the evacuation order and relay any additional assistance needed.

1. Establish and maintain communication with the Police Department and the District's Emergency Operations Center. Establish a Command Post. Minimum Incident Command System Activation recommended: Operations Section, Logistics Section.
2. If an evacuation to another location is imminent, prepare to move students and staff to the designated shelter utilizing available resources
3. Until ordered to evacuate assume that a "shelter-in-place" strategy will be employed and do the following:
  - A. Direct that all students and staff remain indoors until it is safe.
  - B. Direct that all heating-ventilation and cooling units are shut down.
  - C. Direct that all windows are shut.

**Teachers:**

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

**LOCK DOWN**

*What to do in case of a lock down.*

**All personnel:**

1. First person to become aware of the situation should use the telephone’s “page” to notify all staff.
2. Person at front desk locks the lobby doors.
3. All staff grab cell phones or emergency bags and meet in Lockdown Assembly Area.
4. At the Lockdown Assembly Area the person with the most responsibility assigns person to call 911.
5. Report medical emergency to Incident Commander.
6. Await instructions.

**Incident Commander:**

1. Ensure that 9-1-1 has been called.
2. Provide emergency First Aid. Utilize the school nurse if available. Activate the Medical Unit if there are multiple casualties.

*Direct responding emergency personnel to the victim(s).*

**MEDICAL EMERGENCY**

*What to do in case of a medical emergency.*

**All personnel:**

7. If situation is life threatening, Dial 9-1-1.
8. Report medical emergency to School Principal.

9. Await instructions.

**Principal:**

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

**NUCLEAR ATTACK**

*What to do in case of a nuclear attack.*

This plan is designed to provide direction in the unlikely event a nuclear weapon detonates away from the city. The blast effect is assumed to not threaten the City. The hazard of such an incident is the associated radioactive fallout. (Note: Due to Electromagnetic Pulse, electronic and communication equipment may fail).

**Principal:**

1. Establish and maintain communication with the District's Emergency Operation Center (EOC). Establish a command Post. Minimum Incident Command, System Activation recommended: Operations Section, Logistics Section and Facilities Unit.
2. Direct the Facilities Unit to begin locating food and water.
3. Direct the Facilities Unit to begin protecting each building containing people for nuclear fallout. Any object placed between the fallout and people can help to reduce exposure.
4. Direct that all heating-ventilation and cooling units be shut down.
5. Direct teachers to keep students within the interior walls of each building.
6. Keep all staff and students indoors until it is determined by the Ventura County Health Department that it is safe.
7. Maintain communication with the District Emergency Operations Center to receive updates. Tune to the Emergency Alert System (EAS) at 100.7 FM or 1450 AM to receive updates.
8. Upon receiving the "all clear." activate the Student Release Unit (page 28).
9. Activate Incident Command System units as required to accomplish necessary functions.

**Teachers:**

1. Keep students on the interior walls of the classroom.
2. Keep students indoors until it is safe to leave. Refer to the Hazardous Materials Incident Section for more information (page 11).
3. Take roll and document absent and/or missing students on class attendance sheet.
4. Upon receiving the “all clear,” prepare to release students to the Student Release Unit.

**PANDEMIC FLU**

*Outbreak of Flu Disease – less than 10% students*

**District Incident Commander:**

1. Begin Heightened Surveillance Reporting. **Send out Parent Letter #2 – Bird Flu**, when bird flu case(s) are confirmed in Ventura County. Can also send Tips for Parents on Prevention flyer.
2. Inform parents that some students are sick but schools remain open, include tip sheets and information resources. **Send out Parent Letter #3 – Initial Outbreak**, when schools remain open. Can also send Tips for Parents on Prevention flyer.
3. Work with Ventura County Public Health regarding a Press Release announcing schools remain open but parents need to prepare/Use key messages – Open School.

**Site Incident Commander:**

1. Post flu prevention signs on campus.
2. Implement action plan for decreased work staff as the need arises in each department.

*Expansion of the Outbreak – 10% or more of students ill (but less than 30%)*

**District Incident Commander:**

1. Local Health Officer issues ADA Support Letter to schools / Epidemic Declaration.
2. Begin Intensive Surveillance Reporting.
3. Inform parents of tips on keeping children well and how to prevent the spread of germs. **Use Parent Letter # 4 – Expanded Outbreak**, when school remains open. Can also send Tips for Parents on Prevention flyer.

*Continued Expansion of the Outbreak – more than 30% of students ill*

**District Incident Commander:**

1. Ventura County Public Health Officer issues Declaration and press release closing schools(s).

2. Close school.
3. Announce school closure; send out **Parent Letter #5 – School Closure**. Use other common methods to efficiently and effectively inform parents / guardians.
4. Cancel any non-academic events.

*Following the Outbreak*

**District Incident Commander:**

1. Ventura County Public Health issues declaration and press release that schools can open.
2. Announce school open, send **Parent Letter # 6 – School Open**. Use other common methods to efficiently and effectively inform parents / guardians.
3. Continue communication between Ventura County Office of Education and Ventura County Public Health regarding status.
4. Return to heightened surveillance reporting.
5. If students get sick again, restart checklist at Outbreak section.

**RIOT/CIVIL DISORDER**

*What to do in case of a riot or civil disorder.*

**All Personnel:**

1. **If disturbance is off campus**, as much as possible, remain in your work area and maintain your normal work routine.
  - A. Wait for further instructions indicating if campus is in a lock down situation. “Teachers, we are initiating a school lock down. This is not a drill.” Once the campus is secure you will hear: “The school lock down is over. This is not a drill”.
2. **If rioters enter your area:**
  - A. Initiate lock down procedures
    - Remain calm and lock all doors and close window blinds.
    - Avoid window areas if possible.
    - Do not leave your building or work area unless you feel you are in imminent danger.
    - If you do leave the building, avoid any interaction with **rioters**.
    - Await further instructions.

**Principal:**

1. Direct a lock down of the campus if you believe the situation warrants.
2. Consult with the Police Department and the District to coordinate appropriate protection for the school and its personnel.

3. Establish a Command Post
4. Inform teachers and staff of the emergency situation. If appropriate, use the public address system.
5. Minimum Incident Command System Activation Recommended: Operations Section. and Hazard Control Unit to staff Security Team.
6. Do not permit staff or student to leave the school until you have determined it to be safe. Direct the careful screening of all persons entering the school facility. If appropriate, use the public address system.

### **SUSPICIOUS INDIVIDUAL OR CRIMINAL ACTIVITY ON CAMPUS**

This checklist is designed to address unknown individuals who are exhibiting suspicious or potentially threatening behavior or obvious criminal activity.

#### **Discovering Party:**

1. Notify office of unfamiliar individual and report their location and behavior
2. If the individual appears dangerous or is involved in criminal activity, avoid contact and move to a safe location.

#### **All Personnel:**

1. When informed of a suspicious individual or activity on campus, the words “We are initiating a school lock down. This is not a drill” will be used. Initiate lock down procedures and await further instructions.
  - Remain calm and lock all doors and close window blinds.
  - Avoid window areas if possible
  - Do not leave your classroom or work area.
  - Await further instructions.
2. No staff or students will be permitted to leave the school until it is safe. During lock down, communicate any suspicious activities or noises to the office. This information may be useful to authorities. Once it has been determined it is safe, the words “The school lock down is over” will be used.
3. If the intruder enters your area:
  - A. Do not provoke an incident.
  - B. Remain calm and do not get involved. Leave or avoid the area.

#### **Principal:**

1. If you believe it is safe, approach the individual and assess the individual’s business. You should be accompanied by another adult staff member, if at all possible. Explain the school visitor policy.
2. If suspicious or criminal activity has been reported, immediately dial 9-1-1 and contact the District Office.
3. Consult with the Police Department and district to coordinate appropriate protection for the school and its personnel.

4. Inform teachers and staff of the emergency situation. If appropriate, use the public address system and direct a lock down of the campus.
5. Activate the Incident Command System and attempt to monitor the situation without putting staff in jeopardy. Await the authorities.
6. Do not permit staff or students to leave the school until you have determined it to be safe.
7. As appropriate, use the public address system to end the school lock down.

## **TSUNAMI**

*What to do if a tsunami occurs in the area.*

### **Principal:**

1. Upon notification, immediately evacuate students/faculty to higher ground or move inland away from the coastline.
2. Establish a Command Post. Minimum Incident Command System Activation recommended: Operations Section, Search and Rescue Unit, the Medical Unit, the Assembly Area Unit, and the Student Release unit.
3. You are the Incident Commander. Begin a comprehensive assessment of the situation and direct resources until emergency personnel arrive.
4. Upon arrival of emergency response personnel, form a united command with them and direct your resources accordingly.
5. Wait for further instructions.

### **Teachers:**

1. Upon notification from Incident Commander evacuate students to higher ground or move inland away from the coastline.
2. Take roll and document absent and/or missing students on class attendance sheet.
3. Activate the Buddy System and either remain in the Assembly Area to supervise students or report to the Command Post for assignment. Wait for further instructions.

## **UTILITY FAILURE**

*What to do in case of a utility failure.*

### **Principal:**

1. Assess if utility failure presents a threat to safety, if so contact 9-1-1 immediately.
2. Notify District Office and District Maintenance Department.
3. Contact the appropriate utility company if directed.
  - a. Southern California Edison 529-1524

- b. Southern California Gas Company 1-800-427-0044
  - i. 1-213-244-8900

- 4. Determine if any power lines, sewer lines, water lines, or gas lines are down or ruptured at the school; if so, activate the Incident Command System Hazard Control Unit to isolate the area.
- 5. Determine if an evacuation of classrooms is necessary.

**Teachers:**

- 1. Open window shades and use emergency flashlights as necessary.
- 2. Prepare to relocate your class to your pre-designated Assembly Area.

## **SECTION III – POSITION RESPONSIBILITIES**

## **ASSEMBLY/SHELTER UNIT**

**Personnel:** Teachers, available staff

**Responsibilities:**

- Obtain “Go Bag” and any safety equipment if necessary.
- Review procedures/assignments with personnel.
- Establish point of entry into the Assembly/Shelter Area.
- Establish and demarcate the student Assembly/Shelter Area with cones and flagging ribbon.
- Instruct teachers to have students to sit on ground. Take roll and document absent and/or missing students on class attendance sheet.
- Buddy teachers should establish contact with each other. Teacher with lead or staff assignment, will “hand off” responsibility for the class to the buddy teacher and report to the emergency assignment.
- Instruct teachers to report immediate first aid needs to you.
- After all classes are accounted for, take Classroom Attendance Sheet to the attendance table.
- Ensure that teachers supervise and reassure students
- Once the Treatment Area has been established, make arrangements with the Treatment
- Area to transport any students needing medical attention.
- Be alert for latent signs of injury/shock in all students.
- Prepare for student release. Do not release students directly to parents or guardians. Students are to be released only to the Student Release Unit
- Team leader makes periodic status report updates to Incident Commander.

**Assembly/Shelter Unit Equipment/Supplies:**

1. Go Bag
  - A. Emergency Response Plan
  - B. School Disaster Cap and Identification Vest
  - C. Clipboard and appropriate paperwork & forms
  - D. Pens, Pencils and Markers
  - E. Class Roster and buddy Roster
  - F. Updated school wide attendance roster

2. Two-way Radio
3. Traffic Cones/flagging ribbon
4. Table & chairs for attendance table
5. Games/books etc. to entertain children

**\*Request all other resources through Logistics**

## **DEPUTY INCIDENT COMMANDER**

### **Personnel:**

### **Responsibilities:**

- Obtain your “Go Bag” (Emergency Response Plan, hard hat, job description sheet).
- Report to the Incident Commander.
- Your Primary responsibilities are to assist the Incident Commander.
- Assist the incident commander in reviewing and accomplishing the items in the Incident Commander Checklist.
- Stand in as the Incident Commander at the Command Post when he/she is away.

NOTE: The Deputy Incident Commander does not have the authority of the Incident Commander. Receive and relay information to the Incident Commander when they are away from the Command Post or on break.

**If the Incident Commander leaves the School, he/she must appoint a new Incident Commander.**

### **Deputy Incident Commander Supplies:**

1. Go Bag
  - A. Emergency Response Plan
  - B. School Disaster Cap and Identification Vest
  - C. Clipboard and Legal Pads
  - D. Pens, Pencil and Markers
2. AM/FM Radio
3. Two-Way Radio

**\*Request all other resources through Logistics**

## **FACILITIES UNIT**

**Personnel:** Teachers, janitors, maintenance staff

**Responsibilities:** The Facilities Unit is activated to set up and maintain all of the incident facilities to include: the command post, the sanitation area, the supply checkout area, the student request and release gates, the staging area, medical treatment areas, and any other functional areas activated by the Incident Commander.

- Receive a briefing from the Logistics Chief/Incident.
- Determine requirements for each facility to be established.
- Prepare layouts of incident facilities. Request assistance, if needed, from the Incident Commander.
- Activate the required facilities (See facility map on page 42 for proposed facility locations):
  - Sanitation Area (see reference section).
  - Command Post
  - Shelter Areas
  - Staff Area
  - Assembly Area
  - Student Release Gate
  - Morgue
  - Treatment Area
- Communicate status updates with Logistics Section Chief/Incident Commander.

### **Equipment/Supplies:**

1. Go Bag
  - A. Emergency Response Plan
  - B. School Disaster Cap and Identification Vest
  - C. Legal Pads
  - D. Pens, Pencils and Markers Table and Chairs
  - E. Clipboards

## **FOOD UNIT**

**Personnel:** Cafeteria staff

### **Responsibilities:**

- Determine food and water needs.
- Coordinate food and water needs with the District's Logistics Section.
- Setup cooking facilities as required.
- Setup an area for the feeding of students and staff.

### **Equipment/Supplies:**

1. Go Bag

- A. Emergency Response Plan
  - B. School Disaster Cap and Identification Vest
  - C. Legal Pads
  - D. Pens, Pencils and Markers
  - E. Clipboards
2. Food and water
  3. Paper plates, cups, napkins, plastic utensils
  4. Flashlights

**\*Request all other resources through Logistics**

### **HAZARD CONTROL BRANCH**

**Personnel:** Custodial, Grounds staff and staff made available by buddy system-

**Responsibilities:** This Unit is responsible for the following functions

1. Fire Suppression
2. Utility Control
3. Hazards Isolation

As you do the following, be alert – report any damage to the Operations Section Chief at the Command Post:

- Take no action that will endanger yourself.
- Report to ‘Command Post’ (CP).
- Obtain hard hat, identification vest, this checklist, a clipboard and a radio.
- Locate/control/extinguish fires as necessary.
- *If necessary*, shut down gas supply.
- Shut down water and electrical only if advised to do so by Command Post.
- Post **HAZARDOUS AREA – DO NOT ENTER – KEEP OUT** tape around damaged or hazardous area.
- Advise Command Post of all actions taken.
- Report back to Command Post for reassignment.

**Equipment/Supplies:**

1. Go Bag. (Get Hazard Control Bag supplies from Logistics).
2. Master Key(s)
3. Shutoff tools – gas & water
4. Fire extinguishers

**\*Request all other resources through Logistics**

## INCIDENT COMMANDER

**Personnel:** Principal, Vice Principal, or Lead Teacher

**Responsibilities:**

- Remain calm. Lead by example: your behavior sets tone for staff and students.
- Obtain your “Go Bag” i.e. Emergency Response Plan, hard hat, vest, clipboard (with job description sheet).
- Determine the nature and extent of the emergency. (I.e.. localized to your campus with expectation of outside help, or major area disaster with little expectation of immediate assistance).
- Verify that Assembly Area is still safe.
- Establish a Command Post.
- Activate the appropriate components of the emergency organization (Command, Operations, Logistics. etc.)
  - Will you need assistance as the Incident Commander? Assign a Deputy Incident Commander.
  - Will you need Search and Rescue, Medical or Hazard Control? Assign an Operations Section Chief to oversee these branches.
  - Will you need to order resources. ie.. food, sandbags, water. etc.? Assign a Logistics Section Chief.
- Using the “Incident Assignments” form (page 18-19), assign staff and volunteers to functions that are required to respond to the incident. Fill only the positions that are necessary to appropriately respond to the emergency. As the incident evolves, it will be necessary to reassign people to different, positions and to activate and deactivate functions.
- The principal is solely responsible for emergency/disaster operations and should, if at all possible, remain at the command post to *observe and direct* all operations.
- Assess total school situation:
  - View Site Map periodically for Search and Rescue progress and damage assessment information
  - Check with team leaders for periodic updates.
  - Reassign personnel as needed.
  - Think about information to be released by Public Information Officer (PIO) and how to release that information. (The District will assist you with this task).
- Ensure District EOC is receiving periodic status report updates.

- Monitor local emergency radio station for local news.
- Authorize student release when appropriate.

NOTE: No student should be released until student accounting is complete. **In a major emergency, DO NOT send students home at the end of the regular school day, except through the Student Release procedure, or unless directed by the District Office.**

- Plan regular breaks for all staff and volunteers. **Take care of your care givers and yourself!**
- Release school site employees as appropriate per district guidelines. By law, during a disaster, all school site employees become “Disaster Service Workers.” All employees shall remain on site through the conclusion of the work day to ensure adequate student supervision and safety in the Assembly area and staffing of the Student Release Unit. Use your discretion in determining which employees to release or retain at the end of the work day based on school safety needs and the personal circumstances of individual employees. (i.e. child care, notification of family emergency, transportation. etc.).
- Remain on and in charge of your campus until redirected or released by the District Office or Emergency Operations Center.

**Incident Commander Supplies:**

1. Go Bag
  - A. Emergency Response Plan
  - B. School Disaster Cap and Identification Vest
  - C. Clipboard and Legal Pads
  - D. Pens, Pencils and Markers
  - E. Scotch Tape/Masking Tape
  - F. Scissors
  - G. Cassette recorders with blank tapes and batteries
  - H. Emergency Information Forms
    - \*Sample News Release
    - \*General School Information (student/staff population)
2. School Site Cellular Phone
3. Two-Way Radio

**\*Request all other resources through Logistics**

## **LOGISTICS SECTION CHIEF**

**Personnel:**           **Teacher**  
**Responsibilities:**

- Obtain cap and identification vest
- Review all Emergency Checklist items and assign/delegate responsibility to subordinates
- Obtain briefing from Incident Commander
- Activate and staff subordinate units, as required
- Direct the opening of the disaster storage container.
- Brief subordinates, as necessary.
- Process incoming requests for support. Make sure other functional areas are involved as necessary.
- Adopt a proactive attitude. Think ahead and anticipate situations and problems before they occur.
- Support the activation of required facilities (see Facilities Map on page 42 for proposed facility locations):
  - Sanitation Area
  - Command Post
  - Shelter Areas
  - Staff Rest Area
  - Assembly Area
  - Student Release Gate
  - Morgue
  - Treatment Area
- Determine the extent of current and anticipated field operations and plan necessary logistical support.
- Provide, maintain and control equipment, supplies, facilities and commercial services required by incident.
- Coordinate and process requests for additional resources with District Logistics Section Coordinator.

### **Disaster Bin Supplies:**

#### Administrative Supplies

Clipboards

Pens. Pencils. Markers

Scissors, Masking Tape

Identification Vests

Whistles  
Bull Horn

Extra Radios and Cell Phones (May be stored in principals office).

**Search and Rescue Supplies:**

S&R Bags contain:

First aid supply  
Flashlights (2)  
Pencils, Fat Sharpies, Large Chalk  
Steno pad  
Goggles (2), Dust Masks (2), Gloves (2), Hard hat  
Duct Tape (2-inch)  
18 inch pry bar

General S&R equipment available upon request for all units:

Hard hats  
Goggles  
Dust Masks  
Gloves  
Pry bars  
Flashlights  
Batteries  
Shovel  
Fire Ax

**Hazard Control Supplies:**

Hazard Control Bag contains:

Emergency Response Plan  
Identification cap and Identification vest  
Clipboard with job description checklist  
Pens, pencils and markers  
Flashlight  
First Aid Kit  
Dust Mask, Gloves, Goggles, Hard Hat  
“Hazard Area” tape and “Keep Out” tape

**Medical Supplies:**

Medical Treatment Victim Logs  
Notice of First Aid Care Form  
S.T.A.R.T. Field Guide  
Ground Cover/Tarps  
Quick Reference Medical Guides  
Triage Tags  
Medical Supplies to augment supplies in “Go Bags”  
Cots and Blankets

### **Cot and Shelter Supplies:**

Traffic cones/Flagging Ribbon  
Food and water  
Cots and blankets or space blankets

### **Sanitation Supplies:**

Rolls of electrical wire  
Stainless spring clamps  
Black polyethylene sheeting  
Portable toilets  
Toilet Paper and T.P. holders  
Spare toilet bags  
5 gallon urinal buckets  
Bucket liners  
Shovels  
Lye and or Bleach  
Hand wash

### **MEDICAL BRANCH**

**Personnel:** School nurse, available staff

**Responsibilities:**

- Obtain personal safety equipment (hard hat, surgical gloves, mask, safety glasses, identification vest).
- Determine appropriate area for medical treatment. Consider:
  - Separation from assembly area & student “request/release” gates
  - Accessibility for S&R teams
  - Safe distance from buildings
- Medical team leader assigns personnel duties per form (see p. 46).
- Obtain equipment/supplies from the container.
- Be familiar with available inventory.
- All personnel wear identification vests.
- Quickly review procedures/assignments with personnel.
- Establish point of entry into treatment area.
- Establish “immediate” and “delayed” treatment areas.
- **Initiate Triage.** (Consider having Search and Rescue Team assist with triage).
- Prepare to receive victims.

- Team leader makes periodic status reports to Operations Section Chief

### **Triage Entry Area:**

- Staffed with minimum of 2 trained team members.
  - One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Victims not tagged will be considered “delayed” and sent to appropriate treatment area.
  - Second team member logs victims on form (see page 58 and sends forms to Command Post as completed).

### **Treatment Areas (“Immediate” & Delayed”)**

- Staffed with minimum of 2 team members per area.
  - One member completes secondary head-to-toe assessment.
  - Second member records information on triage tag and on-site treatment records (see page 48).
- Administer appropriate first aid. Keep accurate records of care given!!
- Continue to assess victims at regular intervals and document care given.
- Communicate with the Incident Commander to determine time line for outside emergency medical support and transport needs.
- If and when transport available, do final assessment and document on triage tag **in red** (if possible). **Keep and file records for reference — do not send with Victim.**
- Communicate with the Incident Commander to establish morgue area, as necessary.

### **Medical Unit Equipment/Supplies:**

1. Go Bag
  - A. Emergency Response Plan
  - B. School Disaster Cap and identification Vest
  - C. Clipboards marked Medical” with appropriate paperwork & forms
  - D. Pens, Pencils and Markers
  - E. Triage Tags & Triage Procedure Guide
  - F. Quick reference medical guides
2. Two-way Radio
3. Training manuals
4. Medical supplies
5. Tables & chairs
6. Ground cover/tarps (different colors for treatment areas)
7. Signage for treatment areas.

**\*Request all other resources through Logistics**

## **Mortality Management Guidelines**

**Personnel:** The County of Ventura Chief Medical Examiner – Coroner has Coroner responsibilities through out the County of Ventura. In a wide-scale disaster within Ventura County, it may be several hours or days before the dead can be collected and processed by the Department of the Chief Medical Examiner-Coroner. Law Enforcement has the ultimate responsibility for carrying out this function if the County Coroner cannot respond. Individuals assuming the Coroner’s role will do so only with the instruction and authorization of the County Coroner. Make arrangements with the District for such authorization.

## **PUBLIC INFORMATION OFFICER (PIO)**

**Personnel:** The School District will provide staff to fill this position. The Incident commander will follow these guidelines as a PIO until relieved by District staff. In extreme circumstances when District personnel are not available, the Incident Commander must determine whether to delegate this assignment to a trusted staff member or perform the role themselves.

**Policy:** The public and especially parents have the right and need to know important information related to emergencies/disaster at the school site *as soon as it is available*. The Public Information Officer acts as the official spokesperson for the school site in an emergency situation. News media can play a key role assisting the school in getting emergency/disaster related information to the public and parents. Media representatives are therefore treated with respect.

## **Responsibilities:**

- Predetermine a possible “news center” site to serve as a media reception area (located away from the Command Post).
- **Consult with district PIO to coordinate information release and before making any statements.**
- Assess the situation and obtain a written statement. Prepare a written Statement/Press Release and have it approved by the Incident Commander or District PIO. Read it to the media, if at all possible. Statement should reflect:
  - Reassurance – “Everything is going to be OK.”
  - Incident or disaster cause and time of origin.
  - Size & scope of the incident.
  - Current situation – condition of school site, evacuation progress, care being given, number of injuries and deaths, general nature of injuries, student release location, shelter information, etc. **Do not release names of students or staff.**
  - Resources in use.
  - Best routes to approach school if known.
  - Request any school wishes to be made to the public.
- Advise arriving media that press release is being prepared. Give approximate time of its issue.

- Arrange for a media center site.
- When answering questions after the press release, be complete & truthful always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase “no comment.”
- Direct school site/staff volunteers to refer *all* questions from media/waiting parents to the PIO.
- Determine whether formal written or verbal communications to parents needs to be translated into Spanish.
- Monitor all news broadcasts about incident. **Correct any misinformation heard.**
- Keep a log of your actions, communications, and phone calls, e.g. page 45. **If at all possible, tape media and parent briefings.**

#### **PIO Supplies:**

4. Go Bag
  - A. Emergency Response Plan
  - B. School Disaster Cap and Identification Vest
  - C. Clipboard and Legal Pads
  - D. Pens, Pencils and Markers
    - a. Scotch Tape/Masking Tape
    - b. Scissors
    - c. Cassette recorder with blank tapes and batteries
    - d. Emergency Information Forms
      - \*Sample News Release
      - \*General School Information (student/staff population)
5. AM/FM Radio
6. Signage to identify media area or center
7. Portable easel with flipchart

**\*Request all other resources through Logistics**

#### **SEARCH AND RESCUE BRANCH**

**Personnel:** Custodial, Grounds Staff and staff made available by buddy system. Teams to be assigned by Operations Section Chief, minimum of 2 persons per team

#### **Responsibilities:**

- Follow all operational & safety procedures in this plan.
- Obtain all necessary safety equipment – remember sturdy shoes, long sleeves.
- Use clipboard with pre-drawn area to be searched.
- Check with Operations Section Chief for *known* injuries, hazards, specific

information *before* leaving the Command Post.

- Size up assigned area. Check for hazards before entering any room.
- Before entering room, put single slash (\) on wall adjacent to doorknob side of door.
- Search *visually and vocally. Listen!*
- Exit room, complete search marking (X) on wall.
- Report significant findings to Operations Section Chief as necessary.
- If you find individuals trapped in a room determine if you can safely extract them. If you can not, go back to Operations Section Chief to report location, situation and get assistance. If you can safely extract them, take injured people to the Treatment Area and uninjured people to the Assembly Area.

#### **Search & Rescue Equipment/Supplies:**

1. Master keys on neck lanyard
2. S&R Bag with:(Obtained from Logistics)
  - A. Emergency Response Plan
  - B. School Disaster Cap and Identification Vest
  - C. Job description clipboards with map of search area
  - D. Long Sleeve Shirt & Hard sole shoes
  - E. First aid supply backpack
  - F. Flashlights (2)
  - G. Pencils, Permanent “FAT” marker (2), Railroad crayons (large chalk)
  - H. Steno pad
  - I. Goggles (2), Dust masks, Gloves (2), Hard Hat
  - J. Duct Tape (2-inch)
  - K. 18-inch pry bar

**\*Request all other resources through Logistics**

#### **SECURITY BRANCH**

**Personnel:** Custodial Grounds Staff and staff made available by buddy system

**Responsibilities:** Your primary responsibility is to:

- Ensure the safety and security of school staff and students.
- Monitor safety and security of facilities.
- Coordinate with Local Law Enforcement, Fire, and Rescue personnel for assistance when necessary.
- Take no action that will endanger yourself.

- Report to the Command Post.
- Obtain hard hat (if necessary), Identification cap or vest, this checklist, a clipboard and a radio,
- If directed to do so, lock gates and major external doors.
- Verify that campus is “locked down” and report same to Command Post.
- Advise Command Post of all actions taken.
- Route Fire, Rescue, Police, etc. as appropriate.

**Equipment/Supplies:**

1. Go Bag
  - A. Emergency Response Plan
  - B. School Disaster Cap and Identification Vest
  - C. Legal Pads
  - D. Pens, Pencils and Markers
  - E. Clipboard
2. Two-way radio
3. Hard hat (if necessary)

**\*Request all other resources through Logistics**

## **SECTION IV – SITE EMERGENCY PLAN**

## EMERGENCY PLAN DIGEST

POSITION AND LOCATION	ASSIGNMENT LIST	CRITICAL DUTIES	CRITICAL MATERIAL
<b>Incident Commander</b> OFFICE INTERMEDIATE FIELD BY EAST GATE	Suzanne Lange Carl Lapolla-Alternate	In charge of school, orders alarm, action commands.	DL Traffic Vest Bullhorn Flashlight Keys
<b>Deputy Incident Commander</b> OFFICE INTERMEDIATE FIELD BY EAST GATE	Carl Lapolla	Assist Incident Commander	Two-way Radio DL Traffic Vest Flashlight
<b>Student Release/Security</b> OFFICE INTERMEDIATE FIELD BY EAST GATE	Rosa Saldivar Sara Ortega Sandy Soto	Communicate, assist leader, head count, and status report.	Emergency Phone PFT/DET Jacks Emergency Radio OVSD Plan
<b>Medical</b> HEALTH OFFICE EAST OF KINDERGARTEN YARD	Elena Lopez Erin Faverman Maria Cortez Tori Stoller Olga Lopez	Set up aid station, treat injured, give authorized medicine and treatments to sick, declare death, and maintain appropriate log.	Medical Supplies Student Medicine Medical Records Flashlight
<b>Hazards/Facilities/Sanitation/ Shelter/Morgue</b> CUSTODIAN ROOM DISASTER BIN AS REQUIRED	Ray Mortimer Lorraine Schaeffer	Survey site, shut off utilities, fight fires, clear debris, set up morgue, set of emergency restrooms, care for the dead.	Hand Held Radio Utility Tools Search/Rescue Tools Plastic Sheeting Flashlights
<b>Search and Rescue</b> DISASTER BIN AS REQUIRED	Coordinator: Jim Smith Team A: Cindy Hood Tracie Hobson Team B: Many Lam Chris Nybo	Conduct search and rescue.	Search and rescue tools Keys Radio
<b>Food</b> EMERGENCY ASSEMBLY AREA OTHER LOCATION ASSIGNED BY DISASTER LEADER	All teachers/subs not on medical, facilities, or rescue team. Nicole Pasturius Elsa Figueroa	Care for students when they are at a common assembly point, implement action "Release Students" when ordered.	Food Water Space Blankets Emergency Toilets Sun Block Lotion
<b>Public Information Officer</b> ASSIGNED AREA MEDIA AREA SECONDARY ASSIGNMENT	Dawn Hadley	Gather information and report out to media and parents as appropriate.	

### *Emergency Teacher Buddy Assignments*

#### **Student Area Coordinator** – Clara Guerrero

Young/Elizarras  
Henjum/Munson  
Nybo/Juarez\*  
Lapolla/Sasaki\*  
Stoller/Tarnutzer\*  
\*Garcia/Smith  
\*Cano/Guerrero  
\*Kamhi/Lam  
Thomas/Conrow  
Hood/Yamamoto\*  
\*Cain/Hobson  
Brijalba/Morosin

## **EMERGENCY PLAN**

This emergency plan provides specific information about responsibilities and procedures that shall be followed during emergency situations. These procedures presume that our students are safest, should a disaster or crisis occur during the school day, if they remain at school until released to their parents, or a person designated by their parents. While that puts a heavy burden on the administration and staff, the primary concern is the safety and welfare of the students. Should an emergency occur, all staff members and students shall follow the procedures in this plan.

### *Earthquake*

One possible emergency situation is the earthquake. The first indication of a damaging earthquake may be a gentle shaking. One may notice the swaying of hanging plants and light fixtures or hear objects wobbling on shelves; or one may be jarred first by a violent jolt (similar to a sonic boom); or one may hear a low and perhaps very loud rumbling noise. A second or two later, all is really shaking, and by this time, it is very difficult to move from one place to another.

It's important to take "quake safe" action at the first indication of ground shaking. Don't wait until it's certain that an earthquake is actually occurring. Act at the first indication. As the ground shaking grows stronger, danger increases. For example, free standing cabinets may topple. Wall mounted objects, such as clocks and artwork, may loosen and fly across the room. Suspended ceiling components may pop out, bringing light fixtures, mechanical diffusers, sprinkler heads, and other components down with them. Door frames may be bent by moving walls and may jam the doors shut. Moving walls may bend window frames, causing glass to shatter.

The noise that accompanies an earthquake cannot cause physical harm. However, it may cause considerable emotional stress, especially if students are unprepared to expect the noisy clamor of moving and falling objects, shattering glass, wailing fire alarms, banging doors, and creaking walls. The noise will be frightening, but a little less so if anticipated.

## **STAFF ROLES AND RESPONSIBILITIES**

In the event of an earthquake or natural disaster, all school employees are immediately designated "Civil Service Workers" and are not allowed to leave the school until they are given official clearance to do so.

### *Principal*

The Principal shall:

1. Establish response teams including Search and Rescue, Hazard Assessment, Sanitation, Medical, Security, and Morgue.
2. Establish "buddy" pairs of staff members who carry out team assignments and provide care for the students.
3. Designate a second-in-command.
4. Designate the location for Command Center, Medical Area, Logistics-Food, Facilities, and Sanitation, and Morgue. Be stationed at the Operations Center to receive all information and direct all activities.
5. Establish a system for student release.
6. Establish a system for protecting essential records.
7. Insure that staff and students are familiar with the "Drop, cover, and hold" procedure, and that drills in this procedure are periodically implemented each year.
8. Plan for site security and control.
9. Develop an emergency procedure for night custodians.
10. Communicate the plan to parents in the school community.
11. Develop and publish site maps indicating evacuation routes, staging areas, location of fire extinguishers, location of shutoff valves for utilities, and location of emergency supplies.
12. Plan special considerations for students with special needs.

### *Teachers*

Teachers shall be responsible for the direct supervision of students in their charge. Additionally, teachers shall:

1. Be familiar with the emergency plan.
2. Conduct meaningful "Drop, cover, and hold" drills and during these drills, direct children to:
  - ❖ Move away from windows or other potential hazards.
  - ❖ Get under desk, table or other shelter or against an inside wall. Hold on to the shelter and move with it.
  - ❖ While in the "drop" position, be silent so directions can be heard and understood.
  - ❖ Stay in the "drop" position until earthquake is over or until further instructions are given.

2. Be quake conscious and prepared to immediately give the command to “Drop, cover, and hold” if an earthquake occurs.
3. Direct evacuation of students in their charge to the designated assembly area when it is safe to do so, taking along the required emergency materials.
4. Be prepared to remain with the class until re-entry to the building is approved or children are picked up by parents or designated person.
5. Cooperate with assigned “buddy” to see that: 1) all students in their charge are accounted for; 2) injured students are provided with the necessary care; and 3) assigned team tasks are completed.
6. Report names of missing students to the principal or designee, via a runner.
7. If there were injuries, follow these procedures:
  - ❖ Do nothing that will make the condition worse.
  - ❖ Move the patient only if in immediate danger if the student is kept in that area.
  - ❖ Talk to the patient quietly and calmly even if the patient appears unconscious.
  - ❖ Report the student’s name and condition to the Control/Communication Center.
8. Document the student name, name of the person taking the student, and time of departure if written permission was not granted and student left.
9. Supervise students in their charge in the event of a site evacuation.
10. Develop a personal family disaster plan.

### *Custodians*

Custodians shall be responsible for the handling of supplies and shall be the caretakers of emergency equipment. Additionally, custodians shall:

- ❖ Shut off gas, electricity, and water services and determine whether or not hazards exist from broken gas or water lines, or from fallen electrical lines.
- ❖ Serve on the Hazard, Sanitation, Security, Shelter, and Morgue Teams.
- ❖ Bring two tables, two chairs, medical supplies, and stretcher to Triage Center.
- ❖ Direct rescue operations as required.
- ❖ Help with fire fighting efforts until regular fire fighting personnel arrive.
- ❖ Disburse supplies and equipment as needed.
- ❖ Conserve the potable water that is available.
- ❖ Lock all gates except those specifically designated for entry and exit by parents, students, and emergency personnel.
- ❖ Report to the Command Center.

### *School Site Office Manager*

The school Office Manager shall:

- ❖ Report fires or other conditions requiring emergency services to the appropriate agencies.
- ❖ Know the procedure for preserving essential school records.
- ❖ Maintain a battery operated AM-FM radio in good working condition and be familiar with the call number of disaster information stations (see district plan)
- ❖ Direct the activities of other personnel (library clerk, office clerks, aides, et. al.) in answering telephones, monitoring radio broadcasts, providing first aid as needed, and acting as messengers when directed.
- ❖ Serve on the Command Center and Student Release Team.

### *Food Service Workers*

The Child Nutrition Manager shall:

- Serve on the Food Service Team.
- Direct the conservation and use of the kitchen water supply and the preparation of food from cafeteria stock if it becomes necessary to provide meals following an earthquake or other disaster.

### *Non-Assigned Personnel*

Employees not assigned to specific teams shall report to the Operations Center including Speech/GATE/Resource Teachers and Librarian.

## **RESPONSE TEAMS**

### Operations

Operations Team members work under the direct supervision of the Commander. This team's primary responsibility is to establish and maintain communication between the school site and other entities that may be directly involved in the emergency. In addition to the District Office, this includes emergency response agencies, other school sites, and the public. Since the real possibility exists that an earthquake of any consequence will render our telephone system inoperable, the team has available battery operated two-way radios. Additionally, team members are directed to make use of cellular car phones, if available, for outside communication, bull-horns or walkie-talkies for directing activities on the site, and runners when the need dictates. One team member is assigned to serve exclusively as a public information officer and responds to questions and concerns from the media. The Office Manager will communicate with district office and outside agencies. The Clerk will gather essential school records and report to Command Center.

### Search and Rescue

Team "A" begins in the Office and sweeps the campus in a methodical and pre-established pattern. Team members pay particular attention to restrooms and classrooms. Team "B" begins in Room #102 and sweeps as above. The two teams should meet somewhere around the Reading Lab. Teams must ensure that each child and staff member is evacuated. Teams move quickly, but carefully explore each room visually, vocally, and physically. They should look, call out, and actively search through rubble. Upon discovery of an injured student, and if indications are that the student should not be moved, one member of the team should remain with the student while others get help. In the event of one Sweep and Rescue Team, follow Team B sweep pattern first and then Team A sweep pattern second in reverse order. Teams mark the doors of searched and cleared rooms with a large masking tape X.

### Hazards and Shelter

Shelter Team members evaluate the extent of damage to specific structures to determine whether or not they are safe for occupancy during the period immediately following the quake. The condition of the cafeteria/multipurpose room is a major consideration since it could serve as the central service center should it become necessary to provide food and shelter for an extended period of time. The team provides a written damage assessment to the principal.

### Sanitation

Custodians will set up and insure appropriate disposal of all waste products, including human waste.

### Medical

The Triage and First Aid Team is made up of staff members who are CPR/first aid trained. The site Clerk or District nurse lead the team as available. Individuals from the school community who have medical experience may be used as a resource for this team. The triage and first aid team shall respond and provide medical assistance to individuals with injuries. The team will prioritize injuries for treatment and transport to emergency medical centers. Emergency supplies that have been stored on the school site must be transported to the triage area as quickly as is practical following the disaster. The team leader shall assign a recorder to maintain records of treatment and location of transport.

### Security

The security team will insure the campus is locked-down. They will monitor the perimeter of the campus allowing only properly identified and necessary individuals on site.

### Morgue

The Morgue Team will insure the proper care of deceased students and faculty.

### Food Service

Food Service Team members monitor water and food supplies. They prepare meals for students as needed.

## EMERGENCY PROCEDURE STEPS

1. Duck, cover, and hold under desks or tables. Cover and protect head. Link elbow around one of the legs of the desk or table.
2. Individuals on the playground immediately drop to the ground and cover heads. Remain in that position until it is safe to report to the designated area on the field.
3. Evacuate buildings in an orderly fashion after the shaking stops. Leave doors open. Account for all students. Keep students calm, quiet, and seated.
4. Teachers bring the roll sheet, emergency forms, teacher sign, pencil, note pad, story or other activities. Send a responsible runner to Command Center with completed Disaster Status Form. Directions will be sent via the runner. If students are injured make sure that they receive care. Teachers remain with their class for the duration of the emergency. Release students only upon written request from the Control Center. Teachers not with students report to your designated area of the field. Never leave on your lunch without telling the office. Teachers at lunch or recess report to the designated area of the field. If you are off campus, report back immediately. All teachers working with “pull out” students, escort students to the designated area then take them to the regular classroom teacher. Once students have been delivered, report to the Control/Communication Center.
5. Team members report to their assigned area.
6. Command Center will report names of injured students and condition to Medical Center and request stretcher if needed.
7. Command Center: Office Manager takes communication equipment to Command Center. Clerk brings attendance list, check out book, and enrollment/emergency cards to Command Center.
8. Search and Rescue Team: Sweep through building in the order listed below. The two teams should meet in the middle toward the back of the school. Report to Command Center when complete.
  - ❖ Team “A” begins in Cafeteria. Then sweeps stage and kitchen followed by rooms 301, 302, 303, 304, 305, 401, 402, 403, 404, 405, 505 and adjacent storage areas, restrooms and reading lab.
  - ❖ Team “B” sweeps Rooms #102 and #103. Then sweep office followed by rooms 201, 202, 203, 204, 205, 306, 307, 308, 309 406, 407, 408, 409 and adjacent storage areas and restrooms.
9. Hazards and Shelter Team: Pay specific attention to cafetorium and complete the Hazard Assessment Log noting:
  - ❖ Broken, cracked, or crushed glass.
  - ❖ Cracks to stucco, walls, wood, concrete, or pillars.
  - ❖ Damage to the plumbing. Team members should look for standing water as well as obvious leaks since underground piping may be broken or cracked.
  - ❖ Leaks or damage to the roof areas, including hazards that may exist as a result of displacement of heating/air-conditioning units.
  - ❖ Overall condition of portable buildings.
10. Medical Team: Respond and provide medical assistance to individuals with injuries. The team leader shall assign a recorder to keep the following:
  - ❖ Names of students who have suffered injuries.
  - ❖ Nature of the first aid that was administered.
  - ❖ Time, reason, destination, and names of all students removed from campus for emergency medical treatment. Students transported off campus for emergency medical treatment must be accompanied by their emergency card and all information related to the extent of injuries, first aid administered and, if known, any special health problems.

Report to principal or designee after all students have been picked up, or escort students back to class if “all clear” signal is given.

## EMERGENCY EVACUATION PLAN

In the event of a toxic spill or other emergency situation that requires staff and students to evacuate the Laguna Vista campus, the following procedures must be followed:

- ❖ Notification of emergency is made over the intercom by principal or designee.
- ❖ If buildings are usable, all staff and students must immediately return to them or if already inside must remain there.
- ❖ Teachers shut doors and windows firmly, and turn off cooling and heating units on portables. Keep students quiet and inactive.
- ❖ Day custodian is to shut down cooling or heating system as necessary.
- ❖ If buildings are not useable report to emergency exit areas on the field.

- ❖ Teachers take roll and when the office calls the room report the names of any missing, ill, or injured children or adults.
- ❖ Teachers and students remain in room or on the field until notified to report to the bus loop or other location for transport to a safe site. Teachers take roll sheet and account for all students after boarding the buses.
- ❖ Upon arrival at the sister site, teachers will be assigned a partner room where they will take their class.
- ❖ Remain in sister classroom until approval to return to site is provided or until all children are picked up.
- ❖ Students are picked up at the office of the sister site and are released from the classroom when called for over the intercom system. Release a student from the classroom only with written permission from the school office.
- ❖ Kindergarten classes are evacuated first, followed by first, second, third, fourth and fifth grade students.
- ❖ Students with special health needs, particularly respiratory difficulties are evacuated with Kindergarten students.
- ❖ Daycare students and staff are evacuated with first and second grade students.
- ❖ Classroom aides, tutors, and instructional support staff assist classroom teachers evacuating with them.
- ❖ Custodians, food service workers, and office staff are evacuated last closing up the site. Office Manager must see that emergency contact information and enrollment information is taken to the sister site.
- ❖ At the sister site, office staff organizes for return to site or release of students to parents. Health care is provided for ill or injured students and staff.
- ❖ Stay calm, be flexible, and listen for further instructions.

## **EMERGENCY CODES**

- ❖ CODE RED-indicates a student lock down. All students are to be moved to a classroom or nearby building and told to remain, with the doors closed, until the “all clear” bell rings or they hear the words “CODE WHITE” over the loudspeaker.
- ❖ CODE BLUE-is used in the event there is suspicious activity or law enforcement/fire personnel in the area. It does not mean immediate actions but rather “heads up”. Students and staff may continue what they are doing with the anticipation that a CODE RED may follow.
- ❖ CODE GREEN-is used to designate an injury or need for medical personnel. It is generally used in conjunction with location directions for the clerk or nurse. This code may also include a brief description of the problem and need to take along certain equipment.
- ❖ CODE WHITE-is the “all clear” indication and allows staff

# EMERGENCY MAP

