San Ramon Valley Unified School District

INTEGRATED SAFE SCHOOL PLAN

2019-2021

«SSPSchool_Name»

«SSPSchool_Street1»

«SSPSchool_City», CA «SSPSchool_Zip»

«SSPSchool_Phone»

Generated On: «SSPPlan_GenerationDate|d»

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1. Introductory Material

1.1 Certification Page

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San Ramon Valley Unified School District

Integrated Safe School Plan

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School: «SSPSchool_Name»   **Date Generated: «SSPPlan_GenerationDate|d»**

The Safe School Plan was developed and approved using a collaborative process respectful of representation/input from all stakeholders Groups. All required Committee members must sign the certification page.

Title: **Name:**   **Signature:**   **Date Signed:**

Required Committee Members:

Principals: «SSPItem_PrincipalDesignee»   _____   _____

Teacher: «SSPItem_Teacher»   _____   _____

Classified Representative: «SSPItem_ClassifiedRepresentative»_____   _____

Student (Secondary)

Representative: «SSPItem_StudentsecondaryRepresentative1»_____   _____

Parent (of an attending student)

Representative: «SSPItem_ParentRepresentative1»   _____

Law Enforcement

San Ramon/Danville PD/CC County Sheriff/   _____

1.2 Record of Changes

Change Number	Date of Change	Name	Summary of Change
Version 2	1/7/2020	CSSP to Integrated Safe School Plan	
Version 2	1/7/2020	CSSP for SRVUSD	Introduced to Admin
Version 3	2/21/2020	Integrated SSP	Viewed by Directors
Version 4	3/1/2020	Integrated SSP	Viewed by Principals

1.3 Overview

National preparedness efforts, including planning, are now informed by Presidential Policy Directive (PPD) 8, which was signed by the President in March 2011 and describes the nation's approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences.

PPD-8 defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

Prevention means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring.

Protection means the capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard and the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident.

Mitigation means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency and reducing the likelihood that threats and hazards will happen.

Response means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.

Recovery means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies. To assist schools in complying with these requirements, the SRVUSD developed the Integrated Safe School Plan for use as a template in the preparation of emergency procedures for each of the SRVUSD schools. Emergency management teams and procedures outlined in this plan are consistent with the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS) developed by the State of California. This plan presents specific procedures using Incident Command System (ICS) principles to prepare for, and respond to, school emergencies.

1.4 Goals
Site administration will need to establish a safety committee and or assign staff to create safety goals for their school:

People and Programs Goal #1: «SSPItem_PeopleandProgramsGoal1»

People and Programs Goal #2: «SSPItem_PeopleandProgramsGoal2»

Threat / Hazard: «SSPItem_GoalThreatHazardSelection»

Threat / Hazard Goal: «SSPItem_GoalforThreatHazard»

Emergency Function: «SSPItem_GoalFunctionSelection»

Emergency Goal: «SSPItem_GoalforFunction»

1.5 Plan Organization and Concept of Operations
The effective management of emergencies requires both adequate e*mergency preparedness* and *emergency response* capabilities. This plan is organized into ten sections. Sections 1-4 give a plan overview and covers the mitigation and prevention activities that schools can implement before an emergency. Sections 5-6 focus on emergency preparedness, identifies the school's emergency response teams and defines the roles and responsibilities of team members. Sections 7- 8 presents guiding laws and guidance for determining the nature and extent of an emergency, as well as a series of initial response actions to be taken in an emergency. Section 9 describes the detailed emergency response procedures that will be used for the many types of emergencies that may be encountered in a school setting. Section 10 provides a series of appendices of supplemental emergency information including contact information, supply lists and evacuation routes. Standard forms, site maps, assessment results and other supporting information are also contained in the appendices.

2. Plan Development

2.1 School Safety Planning Committee Team

SRVUSD recognizes that everyone, from the administration and staff to the parents and the community, has a role in helping schools create safe environments. Every school is responsible for establishing a School Safety Planning Committee, composed of all stakeholder groups, which is accountable for writing, implementing, monitoring, and evaluating a comprehensive, integrated plan unique to its safety needs. The committee's plan will need to be approved by the school's Site Council. The school site will have a timeline to follow which is established by the District. District personnel are to be aware of and must comply with District, State, and federal safety policies.

Required Team Members/SITE Council

Title	Name
Principal/Designee	«SSPItem_PrincipalDesignee»
Teachers	«SSPItem_Teacher»
Classified Representative	«SSPItem_ClassifiedRepresentative»
Student(Secondary) Representative	«SSPItem_StudentsecondaryRepresentative1»
Parent(of an Attending student)Representative	«SSPItem_ParentRepresentative1»
SRO School Police -OR-	«SSPItem_CCcountySheriffSchoolPolice»
SR DanvillePD/CC County Sheriff/Local Jurisdictional Agency	«SSPItem_LAPDLACountySheriffLocalJurAgenc»
School Safety Planning Committee Chair	«SSPItem_TeamAssignmentsSchoolSafetyPlann»

Suggested Team Members

Title	Name
Dean of Students	«SSPItem_Dean»
Cafeteria Manager	«SSPItem_CafeteriaManager»
Site Custodian	«SSPItem_SiteCustodian»
School Psychologist	«SSPItem_SchoolPsychologist»
Counselor	«SSPItem_Counselor»
Physical Education Teacher	«SSPItem_PhysicalEducationTeacher»
Nurse	«SSPItem_Nurse»
Health Education Teacher	«SSPItem_HealthEducationTeacher»
Coach	«SSPItem_Coach»
Parent Center Director	«SSPItem_ParentCenterDirector»

2.2 Mitigation and Preparation

To effectively prepare for emergencies, a series of assessments are presented in this section regarding mitigation and preparation.

2.3 Safe School Planning Committee Checklists

Essential Checklist: Safe School Planning Committee

☐ The School Safety Planning Committee is established and contains a broad representation of all stakeholder groups (students, parents, staff, and community).

☐ Schedule and publish the meeting dates for School Safety Committee.

☐ Send out a survey to faculty to ascertain who has the training, skills, interest, and aptitude for each assignment in the Safe School Plan.

☐ Make the staff assignments in the Integrated Safe School Plan based on the results of the survey, recommendations from the School Safety Committee and consultation with the principal.

☐ Prior to adoption, the Integrated Safe School Plan has been reviewed and discussed by the School Safety Planning Committee and the administrative staff.

☐ A current copy of the Integrated Safe School Plan is available for public review in the Main Office. Additional copies are in the faculty cafeteria or lounge(s).

   Staff members are made aware of how to access the Integrated Safe School Plan online, their emergency roles in the Plan, and how to print it.

☐ Verification of the public meeting is on file and includes the meeting announcement, meeting agenda, and sign-in sheets.

☐ The Integrated Safe School Plan has been evaluated and amended as needed by the School Safety Planning Committee no less than once a year to ensure that the comprehensive school safety plan is properly implemented [Ed. Code Section 35294.2(e)].

☐ Check all emergency supplies in the emergency bin, nurse's office, classrooms and School Emergency Response Box. Check for expired or obsolete supplies. Order replacement supplies from site funding or the service center.

☐ Establish a "Continuity of Operations Plan" (COOP). Who will replace critical staff if they are absent for a prolonged period of time? Make sure the replacement staff has keys and job descriptions for their new duties.

☐ Check all school radios. If there is a problem, contact the Safety Coordinator (925) 552-5055.

☐ Have faculty pick their neighboring classroom "buddy" that will check on each other during an evacuation. Create a list to make sure no one is omitted.

☐ Create/update the staff cell phone contact list and add it to the appendices.

☐ Check your school's emergency contact phone list of District offices and support personnel to make sure it is current and accurate.

☐   Schedule fire drills and other emergency drills on the school's master calendar.

☐   Ensure that the school's emergency response plan contains current and accurate lists.

☐   Review the school's emergency response procedures with your office/clerical/custodial and support staff. Make sure they are prepared.

☐   Review the school's emergency response procedures with any other before or after-school staff. Make sure they are prepared and know how to respond to an emergency. Conduct a safety review of the plan in the first month of the school year. Make sure they have access to any and all emergency supplies. Print them copies of the Integrated Safe School Plan and all contact lists.

2.4 Site Inspections

Inspecting and ensuring that all schools are clean, secured, all paths of egress are open and well-lit is essential to the safety and well-being of all students and employees of the San Ramon Unified School District.

Essential Checklist: Site Inspections

☐   A walk-through will be performed at least twice annually by the principal and head custodian to ascertain any unsafe conditions that are hazardous to the employees' or students' physical or mental well-being.

☐   The complete routes used by all students to travel to and from the assembly are used in an emergency should be inspected. Insure that there are no barriers to students with specific mobility needs.

☐   Within a month of the start of the new school year, the School Safety Committee will review the walk-through from the site principal's notes. A timeline for completion of necessary corrections will be reviewed and assessed monthly.

☐   «SSPItem_SiteCustodian» will be responsible for inspecting the campus regularly for the following conditions:

- All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include: Incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard. (See Form I - Safe Classroom Chart, found in Appendix A.)

- All damaged fences will be reported and corrected as soon as possible.

- Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.

- All non-functioning lighting fixtures must be reported and corrected as soon as possible.

2.5 Hazards In The Community – Vulnerability Assessment

School administration should be aware of potential hazards in the community that can impact the school during an emergency. For example, knowing that a nearby facility uses toxic chemicals will assist in planning evacuation routes. The SRVUSD Service Center personnel has conducted a survey of the facilities near every school. Service Center administrators should meet with their school administrators and walk the neighborhood to be familiar with potential hazards in the community that could impact the school. These findings can be recorded on Form A - Emergency Hazard Assessment Summary, found in the appendices.

They should then print out the map of their school community that shows the exact location of these facilities. On the map of the school community they can mark any of the following hazards:

- Facilities containing toxic chemicals or radioactive materials.
- High voltage power lines and transformers.
- Transportation routes of vehicles carrying hazardous materials (truck routes or railroad right–of–way).
- Underground gas or oil pipelines.
- Water towers or tanks.
- Unreinforced masonry buildings that may collapse during an earthquake.
- Unique Site Specific Considerations.

The map and Form A from Appendix A should be retained with the Safe School Plan and be a reference during emergencies and evacuations.

2.6 Preparation and Mitigation for Students with Disabilities

Educators need to be aware of the needs and challenges of all students in their care. All emergency planning and preparation must take into account the requirements of students with disabilities and other specific needs. These students include some special education students as well as general education students who may need additional assistance during an emergency. It is crucial to prepare for the needs of these students and provide the necessary materials, resources, and personnel. Specific needs can be categorized into several general groups:

- Mobility
- Visual
- Hearing
- Communication
- Cognitive
- Special Healthcare Needs

The needs of these students must be analyzed to accommodate student needs in emergency procedures including emergency notification, evacuation, and sheltering.

Employees who will assist students with disabilities need to be identified before the emergency, and practice techniques for assisting those students. They need to understand the capabilities and limitations of the population that they serve. They should rehearse their role at every emergency drill so that they and the children they assist will have confidence in the process. All students should participate in all emergency drills, which enables the students with specific needs and the employees who assist them to become familiar with one another and address any concerns before an emergency occurs.

Identification of Students with Specific Needs

The School Safety Committee should compile a list of students with specific needs. The list should include students with temporary physical challenges as well as students with injuries or issues that may not qualify them for special education services, but who are still going to need additional assistance during or immediately after an emergency. Knowing the most fragile and dependent members of the school population will allow the school to prepare for the challenges and be successful during an emergency.

Information about students with specific needs can be gathered from many sources, including:

- School Nurse
- Parents
- Teachers
- IEP Meetings
- Students
- 504 Plan

- Counselors
- Meetings

Specific equipment and supplies needed to care for each student should be listed here as well. Periodically, the site administrator can print out an updated list.

Lists of students with specific needs should be kept in the School Emergency Response Container and shared with the Operations Team Leader, who is in charge of the Search and Rescue Teams and the First Aid/Medical Teams. Both of these teams need to know the names and challenges faced by these students as it directly impact the response actions of those teams. The following items should be stored in the School Emergency Response Container in folders marked "Confidential":

- Class schedules for students with specific needs, so that Search and Rescue Teams will know where to look for students.
- Student emergency contact information for each identified student with specific needs.
- (Student Health Program) print-outs for students with chronic conditions who may require special or additional support from the Search and Rescue Team or First Aid/Medical Team.
- Before an emergency, this information should also be shared with the Logistics Team Leader to make sure that specific supplies are available such as diapers, wheelchairs, etc. The Logistic Team should also be aware of the approximate number this population in the event that they need to order resources, such as buses, etc.

All students with specific needs during an emergency have been identified. The list of these students and their needs has been placed in the School Emergency Response Box.

The leaders of the Search and Rescue Teams, First Aid/Medical Team and the Logistics Team Leader know where to get copies of the list so that their sections can adequately address the needs of students with specific needs.

Emergency Notification for Students with Specific Needs

School administration must ensure that emergency notification systems at the school site are functional for all students in all locations on campus. Conducting regular emergency drills incorporating an emergency notification system, such as the fire alarm system and PA system, tests the system and identifies any non-functional elements. Drilling with the school's emergency notification systems also creates familiarity with the sounds and lights associated with emergencies for students with specific needs. All students are familiar with the sound of emergency alert systems, as well as the location of alarms and lights.

- All students, including students with communications challenges, are aware of the procedures used to report an emergency.
- All students, as appropriate for their age and cognition, know the emergency actions to take associated with each emergency alert system or emergency PA announcement.

- Appropriate alternate emergency notification systems should be in place for students who cannot hear, including alternatives to emergency PA announcements (such as for a lockdown).

Administration should make sure that all alarm systems, PA systems, and telephone systems are functional as part of the regular campus inspection process. Back-up plans, such as a cell phone list should note individuals with specific needs.

Evacuation Concerns for Students with Specific Needs

As part of their planning process, schools will need to consider how they will assist specific needs students who cannot evacuate the building on their own. In almost all situations, students can be assisted or carried down stairs by two to four adults on the Search and Rescue Team.   Multiple-story schools that need a Rescue Seat or Evac+ Chair, or training on using the Evac+ Chair should contact the Service Center.

On an ordinary school day, some students with mobility issues attend classes on the upper floors of buildings and use the elevator to travel from one floor to another. If there is an emergency that includes a power failure or activation of the fire alarm system, the elevator will not function, and these students will need assistance getting to the ground floor. In addition, disaster debris or damage may be disorienting to others who normally use the stairs, such as blind students. Relocating upstairs classrooms of students with significant evacuation challenges to the ground floor should be considered for student safety.

Teachers are to use the buddy system during evacuation, so that one teacher can take two or more classes to the Assembly Area, while the second teacher or designated adult aide assists or waits with students who cannot evacuate on their own.

During an emergency, Search and Rescue Teams may need to rescue students who are trapped and cannot evacuate the building on their own accord. As they search buildings, the Search and Rescue Teams need to check for any students who cannot go down stairs.

To make sure that these students, identified assistants, and Search and Rescue Team members are familiar with each other, all students must take part in all campus emergency drills. It will only be through practice that team members become familiar with the students and their capabilities. Drills should also pose a variety of challenges, such as blocked stairways and compromised access to direct exits, so that students and staff learn alternate routes to the Assembly Area.

All students with evacuation challenges have been identified and know:
«SSPItem_IncidentCommander»

- Who will assist them during an emergency
- How they will be rescued during an emergency
- Where they should wait, if there is a designated location

- What equipment will be used (Rescue, Seat, Evac+ Chair, etc.)
- Where assistive evacuation equipment is kept

All staff members responsible for assisting students during evacuations are familiar with the evacuation buddy system and applicable assistive rescue devices and techniques.

A critical part of daily campus inspections is making sure that all access to the Assembly Area is open. All doors and exits should be open and work the way they were designed. Paved surfaces should be free of any obstruction. Blockages that are easily maneuvered by many can become overwhelming impediments to people with mobility challenges. All routes should be inspected to make sure they will service everyone on campus. This is especially true around construction sites, holiday decorations, and inclement weather.

Any person using a wheelchair who can travel without additional assistance proceeds directly to the school site Assembly Area. This school's specific plans for evacuation assistance includes:

«SSPItem_SpecialNeedsEvacuation»

Preparing to Shelter and Care for Students with Specific Needs

Once all students with specific needs have been evacuated from the building, the next challenge will be maintaining their physical and emotional safety until they can be reunited with a custodial adult.

Before an emergency, identify what specific supplies or materials are needed to provide round-the-clock care for students with chronic conditions or special healthcare needs. Much of this information may already be in a student database, although items only needed outside of school hours may not be included. The greater the student's needs, the more supplies that may be needed to be stored for emergency use.

Students who have greater or more individual needs will need additional support. School staff can create a backpack "go kit" with the necessary supplies in it, tagged with the student's name. The backpack should contain any and all materials needed to support that student, as well as any documentation that may be needed by first responders or outside support agencies such as paramedics or hospitals. The bag can be stored in the classroom with the teacher or in the emergency bin if none of supplies can be damaged by heat. Whenever the students evacuate the building, classroom employees must bring the backpacks with them. This school's specific plans for disaster assistance for students with specific needs includes:

«SSPItem_SpecialNeedsOther»

2.7 Public Shelters
Please note that there are procedures that are followed by SRVUSD before any school is used as a public disaster shelter. Public shelters are managed by the American Red Cross, and all

shelter operations are coordinated through the Office of Emergency Services and SRVUSD Service Center Personnel.

2.8 Assessments

The school site self-assessments that are completed online as part of the Integrated Safe School Plan process contain critical elements of safe and healthy school planning that must be completed to be incompliance with Federal law, State law, and District policy and procedures. A copy of each completed assessment is available in the Section 8, Appendices.

2.8.1 Health and Nutrition

Health services are provided by a school nurse to meet federal and state mandates and the health needs of students. The school ensures immediate and reliable access to medications, special diets, treatments and emergency care.

Information about the food services division is available and there are activities to increase participation in the school meal program. There is adequate time for students to obtain and consume their meals. Schools that have an after-school program offer healthy snacks provided by food services branch.

2.8.2 Positive Safe School Environment

Student and Employee Security

Responsibilities of the Administrator:

- Assign custodial personnel to check the campus for loiterers and trespassers, especially restroom areas, when opening and closing the building and grounds.
- Call local Police or the SRO when assistance is needed on or adjacent to the campus.
- Develop in the event that regular means of communication are unavailable, classroom-to-office emergency communication plans.
- Implement a neighborhood school-watch program. Request residents to report any unusual activities on campus to the principal during regular business hours and to School Police or the local law enforcement agency during nights, weekends, and holidays.
- Develop strategies to control rumors concerning school or community incidents.
- Organize, under the supervision of appropriate school personnel, a team of volunteer parents, other community residents, and staff members to patrol the campus and the perimeter.
- Enforce dress code that prohibits the wearing of gang apparel or the use of gang-related symbols or drugs and alcohol logos.

Responsibilities of Staff:

- Report to the Main Office or other designated office prior to proceeding to assigned classrooms or work areas.
- Lock classroom doors when working alone before or after school hours. Locking your classroom door is recommended but nor required.
- Establish and maintain a buddy system when working in isolated areas or traveling to and from parking areas at the start and close of school.
- Exercise stringent control of assigned school keys and secure all personal valuables.
- Report any person loitering in or adjacent to parking areas, etc., or sitting in a parked car.
- Instruct students to avoid strangers and provide strategies for avoiding contact with strangers.

Campus Supervision

Responsibilities of the Administrator:

- Maintain a current supervision plan and schedules for staff carrying out the plan.
- Provide training regarding campus safety and campus supervision and schedule meetings for campus supervision updates.
- Inform all staff, students, and parents of the campus supervision plan.
- Have custodial personnel check the campus for loiterers and/or trespassers especially restroom areas when opening and closing the buildings and grounds.
- Review and post at all utilized entrances appropriate signs regarding weapons, visitors, trespassing, loitering, etc.
- Monitor or prohibit student access to cars during school hours
- Review with campus supervision personnel procedures related to the proper use, maintenance and security of issued hand-held and base radios.
- See that the school adheres to the District's policy on closed campus. All exit gates, except the main gate, will be locked after the start of school. Student exit gates will be unlocked prior to dismissal time.

Our recommendations for security and **child abuse prevention** are as follows:

- During normal/full class time, doors should remain closed and or locked, but windows should remain unobstructed. Locking your doors is recommended during school hours but not required.
- During passing periods, recess, or any other time when it's not a full class, the doors and window coverings should remain open.
- In terms of security/lockdown, it's recommended that the windows can be covered when, and only when, a lockdown is called.

Locked Campus Policy

Responsibilities of the Administrator:

- All gates should be closed during school hours to prevent people from walking on to campus without receiving a visitors pass in the admin office.
- Inform all students and parents/guardians that schools are closed campuses and that students are not allowed to leave the campus during the school day without the permission of the principal and the parent/guardian.

Key Control

Responsibilities of the Administrator:

- Maintain current records of the distribution of all keys.
- The issuance and receipt of all keys shall be acknowledged in writing and only with the written approval of the site-key administrator.
- Maintain a secure key box in which keys that have not been assigned are stored.
- Ensure that the Site Master Key Boxes for site and District support staff are used correctly. Site masters should not be taken home by site or District support staff.
- When site masters are not in use, keys are to be kept in the Site Master Key Box.

Key Distribution:

- Site Master Keys - Site Master Keys are assigned to specific site staff to help maintain site security. To access site master keys district and site staff are assigned serialized ENG keys. In addition, 4 site master keys are located in the emergency shed/container for use by disaster emergency teams. These are for **emergency use only** and are not to be used for other purposes. Site Master Keys are to be returned to the master key box at the end of every workshift. Site Master Keys are not to go home with employees.
- Classroom Teacher Keys: Teachers are to be issued only the keys to his/her classroom, storeroom, and cabinets, restrooms and will be responsible for said keys. At no time shall a classroom teacher be issued a site master key.
- Substitute Teacher Keys: Keys issued to substitute teachers shall be returned daily.

Key Control Guidelines:

- Staff members should not allow others to use their keys for any reason.
- Keys are never to be kept on key rings that designate school name or district information.
- Keys should keep secure at all times during work and after work hours. Keys should not be left or stored in vehicles or other unsecure places.
- It is the staff's responsibility to double check that all doors and windows are closed shut and locked in their classroom before leaving.
- Keys are not allowed to be issued for any reason to others beyond assigned staff.

- All keys shall be checked and left with the site key administrator at the end of the school year or in the event of an assignment change.

Loss or Theft of Keys

The loss or theft of keys shall be reported immediately to the site principal and Maintenance Department. District Locksmiths will evaluate the situation and rekey sensitive areas (such as the exterior doors, library, computer lab, etc.) as needed.

Site Inspections

Responsibilities of the Designee for Inspecting the Campus Regularly:

Inspect the campus regularly for the following conditions:

- All nonstructural hazards in classrooms and other sites where students are served will be eliminated.
- All damage to fences will be reported and corrected as soon as possible.
- All graffiti must be removed as soon as possible (take photographs if necessary).
- All litter must be removed as soon as possible.
- Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
- All nonfunctioning lighting fixtures must be reported and corrected as soon as possible.
- Ensure that the following signs are posted, visible, and legible: Visitors' policy, a drug-, tobacco, weapon-, and violence-free school, and nondiscrimination and sexual harassment policies.
- The designated person shall be responsible for contacting the appropriate Maintenance and Operation department or Service Center responsible for correcting or repairing any hazardous or unsafe element on the school campus.

Restroom Cleanliness

Responsibilities of the Administrator:

- Site plans for each secondary school are to specify where student restrooms are located and when they will be open each day, and that they are adequate to serve student needs.
- Provide adequate supervision of restroom areas throughout the school day.
- Announce and encourage all students, including student leadership, to prevent vandalism and keep restroom areas clean.
- Involve parents in setting behavior standards to maintain clean, functioning restrooms on campus.

Responsibilities of the site custodian:

- Randomly monitor restrooms daily, daily inventory of any fixtures needing repair, and place a "trouble call" to report needed repairs.
- At secondary schools, supervise and monitor restroom attendant personnel.
- Before students arrive at school each day, inspect student restrooms to ensure that overnight crews have cleaned and stocked each restroom with paper and soap supplies.
- Assign restroom attendant or custodial staff so that, at a minimum of twice during each day, restrooms are spot-cleaned, cleared of trash, restocked with soap and paper supplies, and have floors that are dry and hazard-free.
- Schedule with the appropriate Maintenance and Operations department the "deep cleaning" of all restrooms three times per year.
- Complete and maintain daily restroom service logs at a disclosed site on the school campus.

Visitors to School Campuses

Responsibilities of the Administrator:

- Schools must develop and post a visitor's policy. The policy must not set arbitrary time limits regarding frequency and duration of visits and must be distributed to parents and staff annually.
- Inform parents in advance of the procedures for visiting the school. Inform them of the Be A Mentor, Sentry Badge System.
- Have all visitors report to the Main Office upon arrival. Visitors must wear a visitor pass (Label) or badge and return the pass or badge upon departure.
- Conduct a review to ensure that the appropriate and approved signs are posted regarding visitors, trespassing, loitering, and other requirements at all utilized entrances. Report persons loitering or trespassing on or adjacent to the campus to SR or Danville SPD.
- Administrators have the authority under the California Penal Code, and the Education Code to report to the appropriate police agency any adult or minor over 16 years of age who enters a school campus and fails to adhere to the posted "Visitor's Policy."
- Responsibilities of the Parents/Visitors:
- All campus visitors must have the consent and approval of the principal/designee within a reasonable period of time after making a request to visit the school.
- Parents have the right to observe in the classroom in which their child is enrolled within a reasonable period of time after making a request.
- Visitors are not to converse with the students, teacher, or instructional aides during the visitation.
- Visitors are to keep the frequency of classroom visits reasonable (to be determined by the activity being observed).
- Parents do not have the right to willfully interfere with the discipline, order, or conduct in any school classroom or activity with the intent to disrupt, obstruct, or cause

substantial disorder in a place where a school employee is required to perform his or her duties.

Traffic Patterns and Drop-off/Pick-up Points

Responsibilities of the Administrator:

- Work with San Ramon or Danville Police to develop an appropriate drop-off and pickup plan.
- Ensure through daily monitoring by designated staff that loading and unloading areas are "curbside" and designated to minimize student proximity to moving vehicles and that these areas are readily accessible to students.
- Confer with local Police or a SRO as necessary to establish traffic patterns, and drop-off and pickup points that ensure student safety and minimize traffic congestion.

Safe School Collaborative

Responsibilities of the Administrator:

- To identify key community stakeholders in relation to safety, including but not limited to, law Enforcement, probation, city attorney's office, city and county human relations.
- To identify key SRVUSD central and Local District personnel to provide consultation and Support from for example School Operations, Organization Facilitators, Human Relations, Crisis Counseling, etc.
- To identify a multidisciplinary school safety team composed of members such as administrators, parents, teachers, campus police or security officers, health and mental health professionals (School Psychologist, or School Counselor), after-school staff, etc.
- To identify a designated chair to convene the meetings, establish a need's assessment for the school and community related to safety concerns, identify goals and objectives, and assign roles and responsibilities.
- To work towards the development of safe passage to and from school for students.

Safe Passage To and From School

Responsibilities of the Administrator:

- Collaborate with the local Office of Environmental Health and Safety (OEHS) to assess traffic, warning signs, school bus and parent loading zones, crossing guards, crosswalks, traffic signals, stop signs, etc. OEHS may be reached at (925)xxx-xxxx.
- Confer with the City San Ramon or Danville Department of Transportation or the SRO in establishing safe pedestrian routes to and from school and appropriate student pickup and drop-off points. Schools may request copies of "Safe Routes to School" map from OEHS.
- Work with the Safe School Collaborative on safe passage.

- Review, distribute, and post "Back-to-School Safety Tips," which may be obtained from the School Traffic Zone Program.
- At elementary schools, encourage parents to walk their children to school.
- Schedule Pedestrian and Bicycle Safety assemblies through "Street Smarts". The Principal should also ensure that teachers incorporate pedestrian and bicycle safety into classroom curricula.
- Recruit volunteers to participate in Volunteer Crossing Guard programs.
- Inform students, staff and parents of designated "Safe Routes," student drop-off and pickup points, and safety procedures to be observed whenever there are moving vehicles in or around the school. This information should include bike helmet requirements and usage and should be distributed in a brochure to students and parents at the start of the school year.
- Ensure bus loading areas are designated and that loading and unloading of passengers takes place only within these areas.

School Police/Local Law Enforcement

Responsibilities of the Administrator:

- Meet with the assigned School Police Officer and area Sergeant on a regular basis to share and discuss information related to campus activity and the site's security operations and service needs.
- Review with staff the appropriate notification and protocol in reporting campus crime and incidents.
- Review with staff, on an ongoing basis, procedures related to the proper use and security of issued hand-held and base radios, with the assistance of SR or Danville PD, as necessary.
- Alert appropriate law enforcement agencies near school campuses and the respective Local District about incidents and events that may have repercussions at other locations.
- Provide to staff safety bulletins and available information regarding incidents or situations that might impact personal safety or the school's education environment.
- Solicit neighbor support to assist with student safety to and from school by implementing a neighborhood watch program.
- Provide appropriate law enforcement telephone numbers to area residents and businesses and solicit their support in reporting unusual activities on and around the campus to School Police and the local law enforcement agency during nights, weekends, and holidays.
- When a local law enforcement agency notifies a site administrator with a request to disseminate information pertaining to a sex offender, contact Danville police (925) 314-3700, San Ramon (925) 314- 3700 and advise him/her of the material received.

SR/Danville SPD will serve as the District's liaison with the agency to determine the expectations for the information, distribution, and the scope of the disclosure.

Procedures When Calling for Service from Law Enforcement Agencies:

- Identify yourself and your location. Give callback numbers (office, cell, or pager) where you can be reached most easily.
- Summarize the nature of the problem or incident.
- Give the location of the problem incident.
- Describe the person(s) or suspect(s) involved: Provide a physical description (gender, ethnicity, age, height, weight, hair color and style, color of eyes, and clothing worn) and other known information (i.e., student, staff member, non-student, parent, other known or suspected gang affiliation, etc.).
- Describe weapon(s) involved, if any: Type, location (on person, in vehicle, etc.), and manner used (actual use, threat, etc.).
- Describe method of transportation used by person(s) or suspect(s) involved and last known direction of travel. Indicate motor vehicle, motorcycle, bicycle, bus, skateboard, skates, etc., (if motor vehicle, give color, year, make, model, and license plate number) and any other information (i.e., number of passengers in the vehicle).
- Request medical assistance, if needed (not if already requested through 911).
- Advice School Police Department if another law enforcement agency has also been contacted.

Responsibilities of the SR/Danville/Alamo Police Department

As peace officers, School Police Officers are expected to take appropriate steps to discourage potential law violations and head off potentially threatening situation. Their primary responsibility is to "keep the peace" by protecting students and staff from physical assault and school property from theft and destruction. The SR/Danville PD, while deployed at secondary schools will work closely with school-site administration, students, staff, community members, and local agencies to create a safe and secure school learning environment. Safe Passages and other specialized units, including detective personnel will work with the Campus Police Officer to ensure safety around the campus, enforcing all applicable laws fairly and impartially and providing a high visibility presence within safe passages area. Truancy, pedestrian, and motor vehicle violations will be addressed with the "spirit of the law" posture rather than a "letter of the law" posture in enforcement efforts.

Campus Police Officers will:

- Maintain a high visibility and patrol of the school premises, the prime objectives being the protection of pupils and District personnel, the security of District property, and the prevention of theft and malicious mischief to cars and other personal property of school personnel while on the school site.

- Investigate incidents that occur at any location that impacts the school and affects the orderly conduct of its operation.
- Develop and maintain a positive, professional and ongoing working relationship with the school-site administration, students, staff, school community members, and outside local and law enforcement agencies, to address and problem-solve safety crime and safety issues and to meet the school's safety objectives and goals as established.
- Follow all procedures consistent with the District-established policies and School Police directives.
- Act in an advisory capacity regarding the need to involve local law enforcement agencies.
- Assist in the preparation, evaluation, and updating of the Integrated Safe School Plan.
- Serve as a member of the school's Crisis Team and School Threat Management Team.

Responsibilities of Law Enforcement (School Police and Local Agencies):

- In instances, where law enforcement statutory requirements apply, the appropriate legal decisions are made by the police officer. While in most cases the situations will be obvious, in other less obvious instances, the legal decision will be made by the involved police officer, consistent with current Police Department and District directives and policies and in consultation with a SR/Danville SPD department supervisor.
- A "Lockdown" of the campus is called by either a law enforcement agency or a site administrator to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school. The site administrator terminates the lockdown, after consulting with law enforcement.
- Properly identified law enforcement officer(s) are allowed to interview a student "in the presence of the principal or a teacher."
- Properly identified law enforcement officers may remove a student from a school. Responsibility for parent notification of a student's removal by law enforcement personnel rests with the school administration. The involved officer is also obligated to make parent notification.
- The difficult task of delivering death notifications to next of kin is the responsibility of law enforcement personnel or the Contra Costa County Coroner's Office, who have been provided with the training and resources necessary to carry out such notifications. If a death has occurred on campus and a member(s) of the victim's family arrives at the school prior to being notified of the death by law enforcement, the family member(s) should be escorted to a private comfortable setting until law enforcement personnel arrive. If a member of the victim's family calls the school prior to notification by law enforcement, he or she should be asked to come to the school.

Role of Law Enforcement Personnel When a School Becomes a Crime Scene:

- Law Enforcement personnel will establish a crime scene at any time when preservation of evidence to a crime, or an investigation of a crime is in progress, to include, but not

limited to: murder, suicide, death due to suspicious circumstances, or for other serious crimes involving students, staff, or others (crimes that include, but not limited to, vandalism, burglary, or arson). Only authorized law enforcement and fire department personnel are allowed inside the designated crime-scene area.

- The first police officer(s) to arrive on scene will have specific duties to perform to insure the protection of the crime scene and to assure that the crime is investigated properly. Despite the sometimes-chaotic nature that characterizes many crime scenes, the police must be permitted to do their job according to established procedures.
- A police supervisor or police officer will serve as the liaison with the school's administration.
- The law enforcement officer in charge will determine if and when crisis team members or other support personnel from outside the school can enter the campus to begin their intervention assessments and follow-up activities.
- Once potential witnesses have been identified, it is essential to keep witnesses separate to maintain and preserve the integrity, clarity, and objectivity of each person's account. Therefore, school administrators may be asked to provide multiple locations on campus to isolate witnesses for questioning by law enforcement personnel.

Inventory/Marking of School Equipment/Property

Responsibility for all school property rests with the principal. Teachers and other employees are held responsible for the care of all school property in their control. The principal ensures that District equipment is not loaned to any District employee, group, or other persons for personal use.

Child Abuse Reporting

Responsibilities of the Administrator:

- Discuss the child abuse reporting policy in depth with all employees two times a year (at the beginning of each semester).
- Collect and file all individually signed statements acknowledging legal requirements and District policy concerning child abuse reporting.
- Ensure all employees have viewed and passed the on-line Child Abuse Awareness Training and conduct the Keenan Child Abuse Awareness Training for all employees.
- Notify the appropriate Local District Administrator when a District employee is alleged to be the perpetrator in a child abuse report.
- When an allegation of child abuse has been made, District personnel are precluded from conducting an investigation or taking any action prior to or during the child protective agency/law enforcement investigation. Action includes, but is not limited to, interviewing witnesses, interviewing the alleged perpetrator, contacting parents of alleged victim, taking written statements, seeking verification of information, and taking

disciplinary action. (Exceptions to this may include the temporary relocation of an employee.)

- o Always take some form of administrative action with documentation when advised to "handle it administratively" by law enforcement or when law enforcement has completed its investigation.
- o Maintain a confidential log of all known/reported child abuse cases.

Responsibilities of All Employees:

- View and pass the on-line Child Abuse Awareness Training and participate in the Spring Child Abuse Awareness Training conducted at the school site.
- Any District employee who has knowledge of, observes, or reasonably suspects an instance of child abuse shall report the known or suspected instance of child abuse to a child protective agency/law enforcement immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.
- The employee reporting suspected child abuse is not to verify the suspicion or prove that abuse has occurred.
- Investigation (questioning witnesses, obtaining written statements), notification (family, alleged perpetrator), counseling, and family intervention are the responsibilities of the child protective agency/law enforcement agency.
- District policy and State law requires that every employee who entered into employment on or after January 1, 1981, shall sign a statement to the effect that he/she knows of the requirements to report known or suspected instances of child abuse and will comply with such requirements. The employee need only sign the statement once at each site, not every year.

Guidelines for Child Abuse Reporting:

- Reportable victims include: child-person under the age of 18, and dependent adult, person 18-64 years of age who is dependent upon others for care.
- Child abuse includes: physical abuse, sexual abuse, neglect, life endangerment, willful cruelty, and emotional abuse.
- If a child discloses that he/she was abused or an allegation of abuse is brought to the attention of any District employee, a report MUST be made as soon as reasonably possible and should not be put off until the end of the school day. School procedures may not require the reporter to disclose his/her identity to school personnel prior to or subsequent to making a report.
- A Child Abuse Report is to be made to only one child protective/law enforcement agency. School Police is NOT a child protective agency, and reports made to School Police are NOT a means of complying with the law.

- Child abuse reports are confidential. Reports are to be completed only by the designated reporter. The written report is to be completed and filed with the appropriate agency within 36 hours from the time that the allegation is received.
- The law enforcement officer or children's services worker who receives a report of suspected child abuse or neglect determines the course of action and has specific legal authority and responsibilities. The official may interview anyone in the course of the investigation and may take the alleged child victim into protective custody.
- Any person mandated by the California Penal Code who fails to report any instance of child abuse, which he or she knows or reasonably suspects to exist, can incur criminal, civil, and/or professional liability.
- No employee mandated under provisions of the California Penal Code shall be civilly or criminally liable for reporting suspected child abuse.

Incident Reporting

Responsibilities of the Administrator:

- Inform all staff as to the reporting/notification process.
- Identify and manage the users that will have access to the on-line Child Protection Services.
- Report all incidents using the CPS System. Reports should be timely and thorough.
- The incident report is to be called into the District Site Supervisor appropriate follow-through.
- Regularly review incident reports, particularly those involving crimes, for trends and to identify and implement strategies to prevent future incidents.

Incident Reporting Guidelines:

An Incident Report is to be filed with the appropriate Local District for the following types of incidents:

- Any threat, including bomb and terrorist threats, to the school, individual student(s), or staff.
- Student or staff member injured or missing.
- An assault or battery on a staff member.
- Serious infraction by a staff member.
- Any event involving police or fire departments.
- Life-threatening incidents and safety hazards.
- Serious campus disturbances (major fight, demonstration).
- Other emergencies.
- In anticipation of a serious event.
- Evacuations, lockdowns.
- Utility problem, i.e. shut-off or disruption of service.
- Construction problem preventing access.

- Noteworthy or media situations.

Parent Notification - *Parent-Student Handbook*

Responsibilities of the Administrator:

- Discuss the contents of the *Parent-Student Handbook* with all staff members.
- Require that each parent/student return a signed receipt indicating that they have received and read the *Parent-Student Handbook*.
- Implement a school-site system for collecting and maintaining a signed return receipt from each parent/student.

Responsibilities for Violence Prevention and Intervention:

Primary Prevention: Taking action to decrease the likelihood that an emergency or crisis will occur. It is reducing risk factors and stressors, building protective factors, and increasing support. Primary Prevention includes activities aimed at the general population.

Secondary Prevention: Taking action to decrease the likelihood that an emergency or crisis will occur. It is reducing risk factors and stressors, building protective factors, and increasing support. Secondary Prevention includes activities aimed at targeted at-risk students.

Intervention: The ability of staff or police to problem-solve situations prior to escalation by using all resources and means available. This could include counseling and mentoring programs.

Suppression: Heightened efforts by staff and police towards a particular problem which includes identifying the origin of the problem, such as iPod theft/robberies, increased communications to students and parents regarding the problem, as well as trying to identify the suspects. Suppression should always include efforts made towards ending the problem on a long-term basis, rather than the short term fix of catching the suspects and moving on.

Bullying & Hazing Policy

Responsibilities for the Administrator:

- Investigate allegation of bullying thoroughly and maintain confidentiality throughout the investigation.
- Respond to incidents whether the involved parties are students or staff members.
- Take appropriate actions to resolve the situation.
- Notify the appropriate law enforcement authorities, when necessary.
- Document the investigation, interventions and resolution.

Responsibilities of Staff and Student Rights:

- Teachers must discuss with their students relevant aspects of the Bullying & Hazing Policy.
- Personnel are responsible for taking corrective action to prevent bullying in school, at school events, and to and from school.
- A student has the right to report an incident(s) of bullying at any time without reprisal or retaliation.
- Bullying is a form of aggression in which a more dominant person(s) targets a specific person for the purpose of causing harm, fear or humiliation, and the behavior is unwanted and unprovoked on the part of the recipient.
- Bullying may be physical, verbal or electronic, and may be carried out in indirect ways, such as manipulating friendships, ostracizing classmates, or spreading rumors.

Hate-Motivated Incidents

Responsibilities of the Administrator:

- Respond quickly to incidents, whether the victims are students, staff, or community members.
- Ensure the physical safety of the victim and offer victim assistance, as appropriate.
- Investigate incident and take appropriate disciplinary action. If necessary, involve law enforcement and preserve evidence.
- Submit hate-motivated incident/hate crime report to the District office.
- Develop and implement educational programs and activities that foster human relations skills
- And combat behaviors of name-calling, harassment, discrimination, hate and bigotry.

Sexual Harassment Policy

Key Elements:

- All allegations of sexual harassment are to be treated seriously and investigated in a way that respects the privacy of all parties.
- All known incidents of sexual harassment should be documented. A written complaint record: Student Sexual Harassment should also be recoreded in IC. For procedures regarding employee-to-employee complaints of sexual harassment refer to the district HR office.
- Students and/or parents who file a complaint are to be informed of any remedial or corrective actions that are instituted to resolve the complaint.
- Complaints of sexual harassment are often sensitive, complex, and difficult to handle. There are both informal and formal processes described in responding to such complaints as outlined in SRVUSD guidelines on Sexual Harassment.

Title IX-Gender Equity

Key Elements:

Students have the right to equal learning opportunity in their school.

Students may not be required to take and/or may not be denied enrollment in a course because of sex, sexual orientation, or gender.

- Students shall be provided with counseling and guidance that is not discriminatory.
- Sexual harassment of or by school employees or students is a form of gender discrimination and is prohibited.
- Students and/or parents who file a complaint are to be informed of the findings of the complaint.
- Schools shall offer female and male students equal opportunities to play sports.
- Equipment, supplies, game and practice schedules, budgets, facilities, etc., offered to teams shall provide equal athletic opportunities for members of both sexes.
- No student applying for enrollment will be subject to discrimination on the basis of that student's pregnancy, childbirth, termination of pregnancy, or recovery.
- Any complaints of discrimination shall be handled in a confidential manner. The District will not tolerate retaliation in any form against the complainant for filing of a complaint.
- The informal and formal processes for investigating the complaints are found in LEGAL GUIDANCE ON TRANSGENDER STUDENTS' RIGHTS.

School-Site Crisis Team

Responsibilities of the Administrator/Designee:

- Establish a safe, civil, and secure school environment.
- Establish a multi-disciplinary School Site Crisis Team, in accordance with the Integrated Safe School Plan (ISSP), Volume 3
- Ensure that the CPRR policy and all applicable protocols (see Section III) are implemented.

Suicide Prevention, Intervention and Postvention

Responsibilities of the Administrator:

- Designate Suicide Prevention Liaison(s) in the ISSP's School Site Suicide/Threat Assessment Team.
- Respond to reports of students at risk for suicide or exhibit self-injurious behaviors immediately or as soon as practically possible.

- Monitor and follow-up to ensure that the risk has been mitigated through support and resources.
- Ensure that the Suicide Prevention, Intervention, and Postvention (SPIP) Policy is implemented.
- Provide follow-up to relevant staff such as the Site's District Supervisor, as needed.

Responsibility of all District employees:

- Beginning in 2018, all District employees must complete the online Suicide Prevention and Awareness Training annually (Keenan). The training certifies that employees know the warning signs and risk factors for suicide, as well as what to do if they are concerned about a student who might be suicidal.
- Inform the school site administrator/designee and/or Suicide Prevention Liaison immediately or as soon as practically possible of concerns, reports, or behaviors relating to students who might be suicidal and/ engaging in self-injury.

Student Threat Assessment and Management

Responsibilities of the Administrator/Designee:

- Establish a safe and respectful school environment.
- Establish a multi-disciplinary School-Site Threat Assessment Team, in accordance with the Coordinated Safe and Healthy School Plan.
- Ensure that the Threat Assessment Team Policy is implemented, including all applicable protocols.

Responsibilities of all District employees:

- Adhere to the Threat Assessment Team Policy and act in accordance with the policy.
- Report any suspected threats to the site administrator or designee immediately or as soon as practically possible.
- Cooperate in the investigation of complaints by providing relevant information.

Employee or Associated Adult Workplace Violence, Bullying and Threats

Responsibilities of the Administrator/Designee:

- Establish a safe and respectful school or workplace environment.
- Investigate and respond to any verbal or written reports of violence, bullying or threatening behavior.
- Monitor and follow-up to ensure that the behavior has stopped.

- Report incident in IC as appropriate and update, as needed.

Responsibilities of all District employees:

- Promptly report any suspected workplace violence behaviors to your site administrator or designee by completing a written complaint form.
- Cooperate in the investigation of employee workplace violence complaints by providing relevant information.

Discipline Policy

Responsibilities of the Administrator:

- Assume a leadership role in School-wide Discipline Review Team. Everyone has a stake in responsible, respectful, safe behavior at school. This forms a foundation and an atmosphere that promotes learning and instruction. Administrative leadership is an essential ingredient of that foundation.
- Establish the School Discipline Review Team; support and monitor the Team's implementation of the School-wide Discipline Plan; evaluate the outcomes; and modify strategies as needed.
- Ensure school procedures effectively support the collection of data that accurately reflect students' behavior needs.
- Inform at the beginning of each academic year or as students enroll all students and parents/guardians about the school's behavioral expectations, responsibilities, and procedures.
- Ensure that students, parents/guardians, and staff have access to copies of the School-wide Discipline Plan, that students understand their responsibilities in learning the behavioral expectations, and the reinforcement and corrective procedures.
- Observe all due process rights when working with students whose behavior impedes learning or the learning of others, suspending a student, issuing an opportunity transfer to a student, or recommending that a student be expelled.
- Provide staff development on strategies, methods, and tools of implementing the School-wide Discipline Plan.

Responsibilities of Discipline Staff:

- Identify, teach, model, and reinforce behavioral expectations and correct misbehavior.
- Utilize office referral data and other disciplinary data to identify professional development needs, organize support systems for staff and students, and to analyze effectiveness of instruction on behavioral expectations.
- Utilize school resources including, but not limited to, SST, IEP, to develop behavior support plan for students who exhibit behavioral challenges and implement the behavior support plan.

- Partner with parent/guardian and engage in parent education if necessary to bring about changes in student behavior.

Discipline Designee (Formal Discipline)

Responsibilities of the Administrator:

- Ensure that the District policy and procedures regarding student suspension and expulsion are fully implemented.
- Designate discipline staff and provide training focusing on investigation and school-site procedures of student suspension and expulsion.
- Students are only to be suspended from school when he/she has committed an act listed under Education Code section 48900, 48900.2, 48900.3, 48900.4, 48900.7, or 48915.
- Ensure that recommendations for expulsion are pursued when students violate Education Code 48915(c). Refer to Matrix for Student Suspension and Expulsion Recommendations.
- Do not suspend a student in absentia (i.e., suspend the student when the student is not present).
- Refer to Guidelines for Student Suspension set by the district office.
- Students shall not to be suspended from school for any reason for more than five consecutive school days. Refer to Education Code 48911.
- Students in the general education program, including students served under a 504 Plan, shall not to be suspended for more than 20 school days in any school year or 30 days if the student transfers to another school. Refer to Education Code 48903.
- Students with disabilities shall not be suspended for more than 10 days in any school year.
- Refer to the Special Education Policies and Procedures Manual.
- Once a student has been issued a suspension, the suspension can only be rescinded by the District Administrator through an appeal process. The school site is not able to rescind suspensions. Refer to the district guidelines set by the Student Services Director.
- Ensure that the school sends a certificated staff member and appropriate witness(es) to present an expulsion case or testify at the expulsion hearing.
- The school is responsible for sending a certificated staff member and appropriate witnesses to present the case or testify at the ERC hearing.

Responsibilities of Discipline Staff:

- Conduct a thorough investigation, collaborate with other school staff including law enforcement, and provide evidence to the school principal/designee for a decision on the formal discipline.
- Notify the parent/guardian in a timely manner whenever his or her child is referred for disciplinary action.

- Enter all suspension information (school suspension, in-school suspension, and class suspension) into Student Information System (IC) and record all remedial interventions.
- Advise the parent/guardian regarding the appeal process whenever the parent/guardian disagrees with the administrator's decision to suspend.
- Do not practice "informal suspension" (e.g., telling a parent to keep a child home without an official suspension notice)

A teacher may suspend a student from class for any of the acts enumerated in Education Code 48900.

1. A teacher should report the suspension to the principal and send the student to the principal/designee for appropriate action, which includes appropriate supervision. Refer to Education Code 48910.
2. A student shall not be placed in another regular class during the period of suspension.
3. The student shall not return to the class during the period of suspension without the concurrence of the principal and the teacher. If the student is assigned to more than one class per day, he or she must attend the classes from which he or she was not suspended. Refer to Education Code 48910.
4. A student can be suspended from class for the remainder of that day (elementary) or period (secondary) and for the following day or period when the class meets. Refer to Education Code 48910.
5. School staff may assign a student who was suspended for any of the reasons enumerated in Education Code 48900 and 48900.2 to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, students, or staff, or if an action to expel the student has not been initiated. Refer to Education Code 48911.1.
6. Students who caused, attempted to cause, threatened to cause, or participated in an act of hate violence (Education Code 48900.3); engaged in harassment, threats, or intimidation against a pupil or a group of pupils, or school district personnel (Education Code 48900.4); or made terroristic threats against school officials or school property or both (Education Code 48900.7) are precluded by law for in-school suspension (Education Code 48911.1).

Opportunity Transfer Guidelines:

- Opportunity Transfer (OT) for discipline may be issued either for a single serious act or as part of progressive discipline. Prior to implementing an OT for a student for progressive discipline, the school must have first implemented a systematic approach to behavioral change (which may include a behavior support plan, mentoring, and behavioral contracts).
- An OT may not exceed one calendar year unless both the parent and the school agree.

- Opportunity Transfers for disciplinary reasons may be issued only one time during the student's attendance in elementary school, twice during middle school, and twice during high school.
- It is the responsibility of the sending school to ensure that the student has enrolled at the receiving school. If an OT is cancelled, the sending school must ensure that the student has re-enrolled.
- There is no such thing as an "OT" for a student with disabilities. In order to ensure a change of placement is appropriate, an IEP team must convene and conduct a thorough review of the student's program and services, including a "manifestation determination" to ensure that the student's Behavior Support Plan (BSP) is appropriately developed or modified.
- The "Stay Put" clause in federal law (Individuals with Disabilities Education Act) prohibits schools from transferring a student with an IEP for discipline if a parent disagrees with the IEP (The exception to this prohibition is the authorized 45-day alternative placement when the violation involves weapons or drugs.)

Expulsion Guidelines:

- School principals are required to recommend the expulsion of any student who engages in behavior described in E.C. Section 48915(c).
- A student who is recommended for expulsion is entitled to an educational placement the day his or her suspension is over (e.g., day six of a five-day suspension).
- For a student with an IEP, a comprehensive pre-expulsion IEP must be conducted, which includes a manifestation determination, prior to recommending that a student with an IEP be expelled.
- No student can be expelled by the Board of Education unless evidence, in the form of oral testimony, is presented at the District's administrative (Expulsion Review Committee [ERC]) hearing.
- The school is responsible for sending a certificated staff member and appropriate witnesses to present the case or testify at the ERC hearing. 5.3 Ed. Code 49079

Maintenance of E.C. 49070 Information:

- Each teacher informed of E.C. 49079 students shall be advised of the opportunity to review the student's file and shall be admonished regarding the confidentiality of information.
- E.C. 49079 information can be obtained from the following District-maintained records: student expulsions, opportunity transfers, school suspensions, classroom suspensions, arrest reports, or Juvenile Court notices. This information is to be documented in the student's yellow discipline folder in accordance with District policy.
- Pupil Accounting Reports (PAR), other formal District documents, and law enforcement or Juvenile Court notices shall be included in the E.C. 49079 file.
- Notice of E.C. 49079 shall be inputted into the Student Information System (SIS).

- Any information received under this law shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher, counselor, or administrator. Any intentional violation of the confidentiality provisions of this law is a misdemeanor.
- Information received from the court under the Welfare Information Code Section 827 shall be maintained in the school's E.C. 49079 file, but the court's form must be destroyed by school authorities twelve months after its receipt from the court or twelve months after the minor returns to public school, whichever occurs later.

Guidelines When a Student Described in E.C. 49079 Is Transferred to Another SRVUSD School:

- A Pupil Accounting Report (PAR) ID must be issued.
- Section One (1) must be completed.
- "E.C. 49079" shall be noted in Section Two (2)-"additional comments."
- Applicable portions of Section Four (4) must be completed.
- Within five school days of the student's enrollment, the receiving school shall request from the sending school, copies of information regarding the E.C. 49079 yellow file of the student.
- District offices responsible for assigning expelled or reinstated students must immediately notify the principal of the newly assigned school.

Responsibilities of Juvenile Courts:

- Welfare and Institutions Code (W.I.C.) Section 827 (b)(2) mandates that the Juvenile Courts submit to the superintendent of the district of attendance written notice whenever a minor who is enrolled in any of Grades K through 12 has been found by the court to have committed any of certain specified offenses.
- It is required that the information furnished be expeditiously transmitted to any administrator, counselor, or teacher who has direct supervisorial or disciplinary responsibility over the minor and who is deemed to need the information in order to work with the student in an appropriate fashion to avoid being needlessly vulnerable, and/or to protect other persons from needless vulnerability.

Student Dress Code/Uniform Policy

Key Elements:

- A committee composed of representatives from all stakeholder groups will revise policies on dress code and on uniforms yearly.
- A student's dress and grooming shall not cause distraction from or disturbance of any school activity.
- The manner of a student's dress and/or grooming must not create a hazard to health or safety.

- Consistent with the above guidelines, hair, sideburns, mustaches, and beards may be worn at any length or in any style, and clothing may be of any fashion, style, or design, as determined by the student and his or her parents.
- If possible, to assist parents in purchasing clothes for the upcoming year, dress code/uniform policies will be communicated to students and parents prior to the beginning of the academic year. If this is not feasible, said policies will be communicated at the beginning of the school year and to new enrollees at the time of their enrollment.

2.8.3 Attendance and Dropout Prevention

Responsible Administrator: «SSPItem_AttendanceandDropoutPreventionPr»

Truancy/Tardiness Abatement

Responsibilities of the Administrator:

- Implement and supervise all state and District attendance policies and procedures.
- Ensure that a comprehensive School Attendance Plan has been developed that involves all school staff, including teachers, nurse, counselors, PSA, etc.,as well as appropriate community.
- Ensure that students and parents are informed of the school attendance and tardy policy, as well as all applicable laws relating to compulsory attendance.
- Ensure that the Pupil Services and Attendance Counselor or designated staff member is responsible for coordinating efforts on truancy and tardiness abatement.

Responsibilities of the Teacher:

- Ensure that phone calls to home are made (teacher or other designated staff) when students are absent.
- Ensure that attendance is submitted the first 15 minutes of each class or period.
- Ensure that all reason codes and times (if applicable) are entered.

E.C. Section 48200-Compulsory Attendance Law:

Each person between the ages of 6 and 18 years not exempted shall attend the public full-time day school or continuation school or classes for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located and each parent, guardian, or other person having control or charge of the pupil shall send the pupil to the public full time day school or continuation school or classes for the full-time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located.

E.C. Section 48260-Definition of Truancy:

Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30-minute period during the school day without a valid excuse on

three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or to the superintendent of the school district.

Anti-Loitering/Truancy Ordinance:

If the minor fails to complete the Diversion program within the time allotted, the law enforcement agency issuing the Diversion form will be notified. The law enforcement agency will then issue a citation to the minor which may require a court appearance.

Early Intervention Dropout

Responsibilities of the Administrator:

- Ensure that the Pupil Services and Attendance (PSA) Counselor or a designated staff member is responsible for coordinating efforts on dropout prevention and recovery.
- Ensure that transition programs are in place to support incoming students and matriculating students as they adjust to their new school environments.
- Ensure that the school climate welcomes and invites parent involvement through the use of a parent center, parent conferences, parent meetings, phone calls to parents, and that selected staff makes home visits when necessary to engage parents in their student's educational needs.
- Ensure that there is a multidisciplinary team that looks at student and school data on attendance and dropout information in order to make decisions at the school regarding student-intervention programs and policies.
- Ensure the multidisciplinary team consists of Pupil Services and Attendance Counselor, Psychiatric Social Worker, deans, and APSCS and other designated staff.

Responsibilities of the Multidisciplinary Team:

- Meet regularly to discuss coordination of services.
- Assess student and school data, establish a uniform referral process, and provide consistent follow-up on referrals.
- Responsibilities of Staff:
- Staff is trained and is aware of District mandates and procedures with respect to Dropout Prevention and Recovery.
- School staff identifies and monitors students who are not making progress and inform instruction in order to make needed adjustments to support student academic functioning.
- Collaborate in the delivery of services to students.
- Be aware and utilizes resources both within the school and in the community.
- School staff systematically monitors, update, and review student records.
- System for personalized interventions for students at risk of dropping out of school or who have recently left school.

Responsibilities of the Administrator:

- Create a school culture that reflects mutual support, caring, and safety for everyone.
- Ensure that selected school staff are trained on all District and non-District educational alternative placement options and that there is a process in place for referring at-risk students to educational alternative placements (using the Guide to Educational Alternative Placements for At-Risk Students) such as, but not limited to, community college classes, continuation schools, AEWSs, Charter schools, or Division of Adult and Career Education.
- Ensure that school staff are trained to work with at-risk students and utilize available resources to assist those students-such as training on how to complete accurate enrollments and checkouts in IC, how to identify at-risk students based on multiple risk factors how to create a welcoming, safe, and supportive school culture for all students, and how to link students/families up to necessary resources (academic, food, clothing, tutoring, etc.) to help students achieve their high school diplomas.
- Ensure that their school has a variety of different academic programs in place to meet the individual needs of students at-risk for school failure or dropout, concurrent enrollment in ROP classes, online courses, summer school, tutoring, intersession classes and community resources.
- Ensure that student records are accurate. This includes ensuring that school clerical staff are trained on how to accurately enter student data into the IC systems upon enrollment and check-out (i.e. correct leave/enrollment codes are being used.
- The school has partnerships and collaborates with community agencies that can provide resources and options to students who are at-risk of school failure and dropping out of school.

Responsibilities of School Staff:

- Work with parents/guardians and students to systematically monitor and follow-up with students regarding the supports/interventions and referrals provided to ensure access and effectiveness.
- School staff reviews student-level data to identify which students require supplemental educational services (i.e., tutoring, online courses, etc.,) and link those students and parents up to the educational resources they need.
- All staff work collaboratively to identify students in need of prevention/intervention.

System to Recover, Enroll, or Provide Alternative Education Referrals

Responsibilities of the Administrator:

- Assign a multidisciplinary team of school staff to work collaboratively on clearing/locating and recovering students from the three potential dropout lists that are provided three times a year (February, May, and September) to school principals.

- Ensure that staff is trained and follow all Bulletins, Memos, and Reference Guides regarding SRVUSD policy for CASHEE non-grads and 5th year seniors.
- Ensure that school staff knows how to re-enroll or provide educational alternative options to students who may have left school for a period of time but have chosen to return to school and work towards their high school diploma.
- Require SIS coordinators to run monthly reports on all checkouts each month and ensure that designated staff follows up to find out if students are currently enrolled.
- Stress to staff the importance of accurate record keeping and tracking.

Responsibility of Staff:

- Staff clearly defines their role in recovering dropout students to avoid duplication of services.
- School support staff and clerical staff stay up to date on all new District bulletins, Reference guides, and memorandums relating to the input of student information into SIS or ISIS.
- The multidisciplinary team utilize the "Potential Dropout List Protocol" provided by the Pupil Services Unit to assist them in clearing students off their potential dropout lists.
- Staff provides to parents/guardians and students information about the educational alternative options available to help them be successful in school.

2.8.4 Parent and Community Involvement

Parents are encouraged to provide a healthy diet and to promote physical activity for their child. Parents are also encouraged to participate in the planning for their child's academic progress/success. School-based resources should be utilized by parents to support their child's academic achievement. Promoting community-based programs on campus will also benefit parents.

3. Incident Command System

3.1 Incident Command

The Incident Command System (ICS) is used by first responders and government agencies to manage emergencies, crises, and disasters nationwide. SRVUSD also uses ICS - a system where people are grouped by functions according to aptitude and skills, instead of rank/title. Every position reports to someone (see the ICS School Organization Chart in the chart at the end of this section), which greatly facilitates the flow of information and resources among the multiple teams participating in response to an emergency. ICS consists of the following five functions:

- Command
- Operations
- Planning & Intelligence
- Logistics
- Finance & Administration

All District employees, and especially those staff members assigned to an ICS team, are highly encouraged to download the Site's Emergency Plan. It is also recommended that team members and other District employees take CERT training, if all possible. Disaster supplies lists can be found in the Site's Emergency Plan. SRVUSD personnel can learn more about ICS by taking online courses at www.csti.org but remembering to acquire a FEMA number first . Additional on-line Emergency Management classes appropriate for District employees are offered by the Federal Emergency Management Agency (FEMA) and are linked at https://cdp.dhs.gov/femasid/register

Command «SSPItem_IncidentCommander»; «SSPItem_BackupIncidentCommander»

During an emergency, the Incident Commander is responsible for setting the response objectives and directing activities from a designated Command Post. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically directed by the principal, as the Incident Commander. The principal is assisted in carrying out this function by a Public Information Officer, Safety Coordinator, and Agency Liaison, as needed. The Incident Commander should use "management by objectives" by setting specific goals and objectives for the total response. The objectives should be SMART - **S**pecific, Measurable, Achievable, Relevant and Timely.

Planning/Intelligence «SSPItem_PlanningIntelligenceChief»; «SSPItem_BackupPlanningIntelligenceChief»

During an emergency, ICS Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and

actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under ICS, this function is supported by two staff members, one involved with "Documentation" and the other with "Communications". Both of these positions, if assigned at the discretion of the principal, will report directly to the Incident Commander (principal) unless a Planning/Intelligence Chief is assigned. The ICS Planning and Intelligence Section also predicts future needs and trends and constantly answers the following questions:

- "How big is this problem?"
- "Who is affected?"
- "What are we going to need in the next hour, day or week?"

Planning and Intelligence people are forward thinkers. They like to seek out facts and make predictions. A natural choice may be librarians or history teachers.

Operations «SSPItem_OperationsChief»; «SSPItem_BackupOperationsChief»

Under ICS, all tactics for the emergency response are implemented under the Operations function. This function is supported by staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Within SRVUSD, these activities are performed by the following teams: First Aid/Medical Team; Security/Utilities Team; Assembly Area Team; Psychological First Aid Team; Supply/Equipment Team; Request Gate Team; Reunion Gate Team; Fire Suppression/HazMat Team; and Search and Rescue Teams. Operations people are "Problem Solvers" who can work in a non-structured environment. These are the "Doers".

Logistics «SSPItem_LogisticsChief»; «SSPItem_BackupLogisticsChief»

The Logistics function of ICS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, resources, equipment and services. Within SRVUSD, these activities are performed by Supply/Equipment Team.

The Logistics section deals with resources. When the Operations Section needs something, they get it from the Logistics Section. Logistics works closely with the Planning and Intelligence Section to develop resources for future needs. These people are the "Getters". A natural choice may be your plant manager or supply clerk.

Finance/Administration «SSPItem_FinanceAdministrationChief»; «SSPItem_BackupFinanceAdministrationChief»

The Finance/Administration function of ICS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These people are known as the "Payers". They will keep track of personnel time and costs. A natural person for this function would be your payroll clerk or office manager who knows everybody on campus. Another choice may be

your financial manager.

Figure 2.1 presents an Emergency Management Organization Chart modeled after ICS and adapted for SRVUSD schools.   The organization depicted on the chart can be expanded or abridged to meet the scope of the emergency. Not every emergency will require all of the teams listed on the chart.

ICS can be adopted for schools with limited personnel. If no one is assigned to an ICS position, it is assumed that the person who manages that position is keeping, and doing, the responsibility for the unfilled position. For example: in some emergencies, the Incident Commander may not assign a person to be in charge of finance.   In that case, the Incident Commander is still responsible for the financial documentation.

3.2 Command Team

The Command Team is responsible for directing school emergency response activities. The Command Team is led by the principal, who acts as the Incident Commander. The Command Team includes the school's Public Information Officer and the Safety Coordinator. The team leader for each of the other four functions (Operations, Planning & Intelligence, Logistics, and Finance & Administration) also report to the Incident Commander. The Incident Commander sets goals and objectives for the activities of all other teams.

Team Assembly Location

Inside: «SSPItem_AssemblyAreaInsideMeetingLocatio»

Outside: «SSPItem_AssemblyAreaOutsideMeetingLocati»

3.2.1 Incident Commander «SSPItem_IncidentCommander»;
«SSPItem_BackupIncidentCommander»
The Incident Commander (principal) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. The only role of this person is to make decisions. Specific duties of the Incident Commander may include:
- Setting goals and objectives for the response team as a whole
- Periodically assessing the situation
- Directing the Command Team
- Determining the need for, and requesting, outside assistance
- Communicating with the Local District Administrator of Operations and central staff.

3.2.2 Public Information Officer   «SSPItem_PublicInformationOfficer»;
«SSPItem_PublicInformationOfficerBackup»
The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the Public Information Officer may include:
- Periodically receiving updates and official statements from the Incident Commander
- Posting approved messages to Blackboard Connect for parents

- Maintaining a log of PIO actions and all communications
- Periodically interacting with the media and District Communications
- Preparing statements for dissemination to the public
- Ensuring announcements and other public information are translated into other languages as needed
- Monitoring news broadcasts about the incident and correcting any misinformation

3.2.3 Safety Coordinator «SSPItem_SafetyCoordinator»;

«SSPItem_BackupSafetyCoordinator»

The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible. Specific duties of the Safety Coordinator may include:

- Stopping any and all unsafe activities
- Periodically checking with the Incident Commander for situation briefings and updates
- Maintaining all records and documentation as assigned by the Incident Commander
- Monitoring drills, exercises, and emergency response activities for safety
- Identifying safety hazards
- Ensuring that team members use appropriate safety equipment

Supplies and Equipment for Command Team

- School Emergency Response Containers _____
- Copy of the Safe School Plan and contact information
- Campus maps
- Staff cell phone lists
- Staff email lists

Master keys – Note: These must be kept in a very secure location or with specific authorized individuals

- Copies of staff and students rosters
- Hand-held two-way radios
- Bullhorn
- Battery-operated AM/FM radio
- First Aid kit
- Clipboard, paper, pens
- Hard hat
- Vest or position identifier
- Large campus map

3.3 First Aid/Medical Team

The First Aid/Medical Team is responsible for ensuring that first aid supplies are available and that first aid and triage is rendered during an emergency.

Assignments

First Aid/Medical Team Leader: «SSPItem_FirstAidMedicalTeamLeader»

Alternate Team Leader: «SSPItem_FirstAidMedicalTeamAlternate»

First Aid/Medical Team Member: «SSPItem_FirstAidMedicalTeamMember3»

First Aid/Medical Team Member: «SSPItem_FirstAidMedicalTeamMember4»

School Nurse: «SSPItem_EmergencyResponseSchoolNurse»

Team Assembly Location

Inside: «SSPItem_FirstAidMedicalInsideMeetingLoca»

Outside: «SSPItem_FirstAidMedicalOutsideMeetingLoc»

First Aid/Medical Team Leader

The First Aid/Medical Team Leader is responsible for directing team activities by periodically interacting with Operations to determine medical needs and planned actions. Specific duties of the First Aid/Medical Team Leader may include:

- Assigning First Aid personnel, coordinating training, and assessing available inventory of supplies & equipment
- Designating and setting up First Aid/Medical treatment and/or triage areas, with access to emergency vehicles
- Determining the need for skilled medical assistance, and overseeing care, treatment, and assessment of patients
- Periodically keeping Operations informed of overall status
- Completing the Injury Report

First Aid/Medical Team Members

The members of the First Aid/Medical Team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency. All team members should have First Aid/CPR/AED training. Specific duties of the members of the First Aid/Medical Team may include:

- Setting up first aid area, triage and/or temporary morgue
- Triage/First Aid Response
- Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered
- Reporting critical injuries or deaths immediately to First Aid/Medical Team Leader
- Recording information on transport to hospital by first responders
- Supplies and Equipment for First Aid/Medical Team
- Vest or position identifier

- First aid supplies
- Non-Latex disposable exam gloves
- AED (if school has one on campus)
- Triage tags
- Hand-held two-way radios
- Stretchers
- Blankets
- Wheelchairs
- Ground covers, tarps
- Patient record forms
- Site map
- Injury Report

In a disaster, it may be a while before patients can be transported for medical care. When possible, have students transported to the nearest emergency department approved for pediatrics (up to age 22) as listed in the Safe School Plan.

3.4 Psychological First Aid/Crisis Team

The Psychological First Aid Team, or Crisis Team, is responsible for the social-emotional well-being of students on campus during an emergency. The team provides psychological first aid as needed in the immediate aftermath of a critical incident or emergency, pursuant to the District's *Crisis Preparedness, Response and Recovery* policy.

Assignments

Psychological First Aid Team Leader: «SSPItem_PsychologicalFirstAidPrimary»

Alternate Team Leader: «SSPItem_PsychologicalFirstAidBackup»

Psychological First Aid Team Member: «SSPItem_PsychologicalFirstAidCrisisTeamM»

Psychological First Aid Team Member: «SSPItem_PsychologicalFirstAidCrisisTeamM»

Team Assembly Location

Inside: «SSPItem_PsychologicalFirstAidCrisisInsid»

Outside: «SSPItem_PsychologicalFirstAidCrisisOutsi»

Psychological First Aid Team Leader

The Psychological First Aid Team Leader is responsible for directing team activities and periodically interacting with Operations to identify concerns and report status. The Psychological First Aid Team Leader is also responsible for assigning personnel as needed and ensuring appropriate training is provided. Information is available in the District's *Crisis Preparedness, Response and Recovery* Bulletin. Supplemental online training courses STEPS

212 and 409 are offered through the Learning Zone.

Psychological First Aid Team Members

The members of the Psychological First Aid Team are responsible for monitoring the social-emotional safety and well-being of the students and staff in the Assembly Area and First Aid Area. Specific duties of the members of the Psychological First Aid Team may include:

- Psychological triage/first aid
- Providing reassurance to students
- Updating records of the number of students and staff in need of support
- Documenting students or staff who may need additional support in the days to weeks following the incident
- Coordinating with Operations to provide water and food to students and staff when necessary
- Supporting other teams, as needed

Supplies and Equipment for the Psychological First Aid Team

- Vest or position identifier
- Hand-held two-way radio
- Ground cover and tarps
- First aid kit
- Paper, pens and pencils

3.5 Search and Rescue Team
The Search and Rescue Team is responsible for preparing and performing search and rescue operations during an emergency. There may be two or more Search and Rescue teams at a school. Each team must have four members.

Assignments

Search and Rescue Team Leader: «SSPItem_SearchandRescueTeam1Leader»

Alternate Team Leader: «SSPItem_SearchandRescueTeam1Alternate»

SAR Team 1 Members: «SSPItem_SearchandRescueTeam1Leader»; «SSPItem_SearchandRescueTeam1Alternate»; «SSPItem_SearchandRescueTeam1Member3»; «SSPItem_SearchandRescueTeam1Member4»

SAR Team 2 Members: «SSPItem_SearchandRescueTeam2Leader»; «SSPItem_SearchandRescueTeam2Alternate»; «SSPItem_SearchandRescueTeam2Member3»; «SSPItem_SearchandRescueTeam2Member4»

SAR Team 3 Members: «SSPItem_SearchandRescueTeam3Leader»; «SSPItem_SearchandRescueTeam3Alternate»; «SSPItem_SearchandRescueTeam3Member3»;

«SSPItem_SearchandRescueTeam3Member4»

SAR Team 4 Members: «SSPItem_SearchandRescueTeam4Leader»; «SSPItem_SearchandRescueTeam4Alternate»; «SSPItem_SearchandRescueTeam4Member3»; «SSPItem_SearchandRescueTeam4Member4»

Team Assembly Location

Inside: «SSPItem_SearchandRescueInsideMeetingLoca»

Outside: «SSPItem_SearchandRescueOutsideMeetingLoc»

Search and Rescue Team Leader

The Search and Rescue Team Leader is responsible for directing team activities, keeping Operations informed of overall status, and coordinating appropriate training. Specific duties of the Search and Rescue Team Leader may include:

- Obtaining briefings from Operations and the Assembly Area Team, noting missing students and any other situations requiring response
- Assigning and recording search and rescue teams based on available manpower, maintaining 4 persons per team
- Updating teams' reports on site map and recording exact location of damage and triage tally

Search and Rescue Team Members

The members of the Search and Rescue Team are responsible for performing search and rescue operations during an emergency. Specific duties of the members of the Search and Rescue Team may include:

- Searching assigned area
- Reporting gas leaks, fires, or structural damage to Team Leader upon discovery
- Rescuing trapped survivors on campus
- Evacuating survivors with mobility challenges
- Working with the Utilities Team and Fire Suppression Team in shutting off gas or extinguishing fires as appropriate
- Periodically reporting to the Team Leader the location, number, and condition of injured or missing survivors
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms
- Sealing off and posting areas where hazardous conditions exist
- Contacting Security/Utilities Team to secure the building from reentry after the search

Supplies and Equipment for Search and Rescue Teams

- Vest or position identifier
- Hard hat
- Work and non-latex gloves
- Eye protection
- Dust mask
- Whistle with master keys on neck lanyard
- Hand held two-way radio
- Clipboard with job duties
- Map indicating search plan
- Fire extinguisher
- Water bib key
- Blankets
- Bolt cutters (for cutting grates from around windows)
- Shovel
- Rope
- Triage tags
- Bucket or duffel bag
- Flashlight
- Pry bar
- Grease pencil
- Pencils
- Duct tape
- Caution tape
- Masking tape
- First aid backpack/fanny pack (one team member wears it)

Many of these materials are found in the GO Kits, which can be purchased through the SRVUSD Warehouse or Nexia.

3.6 Security/Utilities Team

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team will coordinate activities with Operations as required. Close coordination with the Reunion Gate Team is necessary to safely reunite students with their parents or lawful guardians. The Security/Utilities Team shuts down heating and air conditioning units, gas, power, and water utilities as necessary to protect students and staff and to minimize damage to school facilities. This team includes participation by the school police officer or school security officer, campus aides, and members of the custodial and cafeteria staff.

Assignments

Security/Utilities Team Leader: «SSPItem_SecurityUtilitiesTeamLeader»

Alternate Team Leader: «SSPItem_SecurityUtilitiesTeamAlternate»

Security/Utilities Team Member: «SSPItem_SecurityUtilitiesTeamMember3»

Security/Utilities Team Member: «SSPItem_SecurityUtilitiesTeamMember4»

Team Assembly Location

Inside: «SSPItem_SecurityUtilitiesInsideMeetingLo»

Outside: «SSPItem_SecurityUtilitiesOutsideMeetingL»

Security/Utilities Team Leader

The Security/Utilities Team Leader is responsible for directing team activities and interacting with Operations to identify problems and report status, and coordinates appropriate training. The Security/Utilities Team Leader is also responsible for contacting the Planning and Intelligence Section that will, in turn, notify local utility companies (water, electricity, gas, sewer) as needed.

Security/Utilities Team Members

The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is secured. They are also responsible for surveying all utilities and taking appropriate actions to shut-off utilities, as needed. Specific duties of the members of the Security/Utilities Team may include:

- Locking all external gates and doors; unlocking some gates when appropriate
- Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents
- Keeping students and staff out of buildings, as necessary
- Assisting at Reunion Gate, as appropriate
- Assessing and reporting damage to school facilities
- Checking water lines and shutting down water supply lines if leaking
- Checking gas meter/lines and, if gas is leaking, shutting down gas supply
- Shutting down electricity only if building has clear structural damage or advised to do so by Command Post

Supplies and Equipment for Security/Utilities Team

- Vest or position identifier
- Hard hat, gloves and any personal protective equipment
- Master keys
- Hand-held two way radio

- Copy of the school's emergency procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Site maps
- Diagrams of shut-off valves and switches

3.7 Supply/Equipment Team

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with the supplies cached in the emergency bin and cafeteria storage room.

Assignments

Supply/Equipment Team Leader: «SSPItem_SupplyEquipmentTeamLeader»

Alternate Team Leader: «SSPItem_SupplyEquipmentTeamAlternate»

Supply/Equipment Team Member: «SSPItem_SupplyEquipmentTeamMember3»

Supply/Equipment Team Member: «SSPItem_SupplyEquipmentTeamMember4»

Team Assembly Location

Inside: «SSPItem_SupplyEquipmentInsideMeetingLoca»

Outside: «SSPItem_SupplyEquipmentOutsideMeetingLoc»

Supply/Equipment Team Leader

The Supply/Equipment Team Leader is responsible for directing team activities and keeping the Logistics Coordinator informed of overall status. Specific duties of the Supply/Equipment Team Leader may include:

- Reporting equipment and supply needs.
- Estimating the number of persons requiring food/shelter/care
- Work with Planning & Intelligence Coordinator to determine the length of time care will be needed
- Inventory supplies on hand

Supply/Equipment Team Members

The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties of the members of the Supply/Equipment Team may include:

- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations

- Determining supply/equipment needs for any persons with special needs
- Controlling conservation of water

Supplies and Equipment for Supply/Equipment Team

- Hand-held two way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

3.8 Assembly Area Team

The Assembly Area Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to Operations. Operations will then relay reports of missing students to the Search and Rescue Team.

Assignments

Assembly Area Team Leader: «SSPItem_AssemblyAreaTeamLeader»

Alternate Team Leader: «SSPItem_AssemblyAreaTeamAlternate»

Assembly Area Team Member: «SSPItem_AssemblyAreaTeamMember3»

Assembly Area Team Member: «SSPItem_AssemblyAreaTeamMember4»

Team Assembly Location

Inside: «SSPItem_AssemblyAreaInsideMeetingLocatio»

Outside: «SSPItem_AssemblyAreaOutsideMeetingLocati»

Assembly Area Team Leader

The Assembly Area Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Assembly Area Team Leader is also responsible for collecting the Missing Persons Report from team members and providing the report to the Incident Commander.

Assembly Area Team Members

The members of the Assembly Area Team are responsible for performing the safe evacuation and accounting of students and staff during an emergency. Specific duties of the members of

the Assembly Area Team may include:

- Obtaining reports of missing students from teachers or other personnel
- Ensuring that students are orderly and supervised so that they can be found quickly when parents arrive
- Gathering Missing Persons Report from each teacher and submitting forms to the Assembly Area Team Leader
- Assisting the Reunion Gate Team as required

Supplies and Equipment for Assembly Area Team

- Copy of Site Plot Plan and Vicinity Map showing designated on and off site Assembly Areas
- Injury Reports and Missing Persons Reports
- Bullhorn
- Clipboard and pens for forms

3.9 Request and Reunion Gate Teams
Request Gate Team

The Request Gate Team is responsible for processing parent requests for student release during an emergency.

Assignments

Request Gate Team Leader: «SSPItem_RequestGateTeamLeader1»

Alternate Team Leader: «SSPItem_RequestGateTeamAlternate»

Request Gate Team Member: «SSPItem_RequestGateTeamMember3»

Request Gate Team Member: «SSPItem_RequestGateTeamMember4»

Team Assembly Location

Outside: «SSPItem_RequestGateOutsideMeetingLocatio»

Request Gate Team Leader

The Request Gate Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status, and coordinating appropriate training. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer. Supplemental online training course STEPS 419 is offered through the Learning Zone.

Request Gate Team Members

The members of the Request Gate Team are responsible for greeting parents/guardians/ designees, providing them with the paperwork authorizing the holders to reunite with their students at the Reunion Gate, and checking identification. Specific duties of the members of the Request Gate Team may include:

- Greeting and quickly directing parents, guardians, or designees to the counselors, as appropriate
- Providing reassurance to parents, guardians, or designees and maintaining order. The use of large signs showing the school status in all languages is suggested.
- Checking identification
- Directing parents or guardians to the Reunion Gate
- Dispatching student runners to Assembly Area to escort students whose parents have come to claim them

Supplies and Equipment for Request Gate Teams

- Keys to Request Gate
- Student lists
- Office supplies –pens, paper, clipboards, and summons forms, etc.
- Sign-making materials
- Bullhorn
- Reunification forms

Mass Reunion Planning

The Request and Reunion Gate Teams need to have an expansion plan for a massive influx of parents. The following activities should be part of every school's Request/Reunion Gate preparedness program:

- Cross-train other teams to assist. When the Search and Rescue Team members are done with their assignment, they may be re-assigned by the Operations Section Chief to assist the Request or Reunion Gate Team.
- Ensure that there are enough supplies (pens, forms etc.) for the additional Request Gate Team members so that additional stations can be opened.

- Have a plan to reorganize the Request Gate to divide the parents into smaller groups. They can be organized by grade level, small learning community or any other criteria that makes sense for the school.
- Ensure that there are sign making supplies to allow for reorganization.

Reunion Gate Team

The Reunion Gate Team is responsible for compassionately reuniting parents or guardians with students. Reunion gate personnel should have a plan in place to notify parents about injured or deceased students, a highly sensitive issue. The team checks identification and will keep accurate records of students leaving the campus. Members of the Psychological First Aid Team and Security Team may be asked to assist the Reunion Gate Team. In the event that a child is injured, it is recommended that the parents be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the Psychological First Aid team stay with the parent and assist them.

Assignments

Reunion Gate Team Leader: «SSPItem_ReunionGatePrimary»

Alternate Team Leader: «SSPItem_ReunionGateBackup»

Reunion Gate Team Member: «SSPItem_ReunionGateTeamMember3»

Reunion Gate Team Member: «SSPItem_ReunionGateTeamMember4»

Team Assembly Location

Outside: «SSPItem_RequestGateOutsideMeetingLocatio»

Reunion Gate Team Leader

The Reunion Gate Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems, request additional personnel, and report status. The Reunion Gate Team Leader will refer all requests for information to the Public Information Officer. The Reunion Gate Team Leader is also responsible for collecting the Student Release Log from the Team Members and should have the forms readily available to Operations.

Reunion Gate Team Members

The members of the Reunion Gate Team are responsible for greeting parents, guardians, or designees and reuniting them with their students at the designated Reunion Gate. Specific duties of the members of the Reunion Gate Team may include:

- Greeting parents, guardians, or designees at the Reunion Gate
- Verifying identification and authenticity of reunification forms
- Confirming students recognize the authorized adults who come to claim them and

> requiring adults to sign students out of school
- ● Completing Student Release Log and submitting them to the Reunion Gate Team Leader

Supplies and Equipment

- ● Hand-held two way radios
- ● Tables and chairs
- ● Office Supplies –pens, paper, clipboards, release forms, etc.
- ● Student Lists
- ● Flashlights
- ● Keys to Reunion Gate
- ● Materials for sign-out log
- ● Student Release Log

3.10 Fire Suppression/Hazmat Team

The Fire Suppression and HazMat Team is responsible for extinguishing fires and evaluating the potential release of chemicals during an emergency if first responders are unavailable. The school district or local fire protection agencies should provide on going training . It is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with Operations. Team members complete the Damage Assessment Report Forms.

Assignments

Fire Suppression and HazMat Team Leader: «SSPItem_FireSuppressionHazMatTeamLeader»

Alternate Team Leader: «SSPItem_FireSuppressionHazMatTeamAlterna»

Fire Suppression and HazMat Team Member: «SSPItem_FireSuppressionHazMatTeamMember3»

Fire Suppression and HazMat Team Member: «SSPItem_FireSuppressionHazMatTeamMember4»

Team Assembly Location

Inside: «SSPItem_FireSuppressionHazMatInsideMeeti»

Outside: «SSPItem_FireSuppressionHazMatOutsideMeet»

Fire Suppression and HazMat Team Leader

The Fire Suppression and HazMat Team Leader is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Fire Suppression and HazMat Team Leader is also responsible for gathering the Damage Assessment Report Forms from the Team Members and having forms readily available to Operations.

Fire Suppression and HazMat Team Members

The members of the Fire Suppression and HazMat Team are responsible for extinguishing fires, evaluating the potential release of chemicals during an emergency, observing the campus for damage and hazardous conditions, logging and reporting any damage by radio to the Command Post during an emergency. Copies of the Damage Assessment Report Form will be submitted to the Team Leader. Specific duties of the members of the Fire Suppression and HazMat Team may include:

- Evaluating potential release of chemicals
- Identifying damaged areas on the Damage Assessment Report Form. Reporting will be supplemented by pictures if appropriate.
- Locating and extinguishing small fires, as necessary. Use the proper extinguisher for the type of fire:
  1. Class A, B or C for ordinary combustibles
  2. Class B or C for fires involving flammable liquids
  3. Class C only for fires involving electrical equipment
- Posting yellow caution tape around damaged or hazardous areas.

Supplies and Equipment for the Fire Suppression and HazMat Team

- Vest or position identifier
- Hard Hat, work gloves and personal protective equipment
- Fire extinguishers and other fire-fighting equipment
- Hand-held two way radios
- Master keys on lanyard
- Clipboard with job duties and Damage Assessment Forms
- Carry bucket or duffel bag with eye protection, flashlight, dust masks, yellow caution tape, and utility shut-off tools.
- Site maps

3.11 Documentation/Communications Position

The Documentation/ Communications Position works under the Planning and Intelligence Section and is responsible for maintaining a log of all emergency developments and response actions, and other necessary documentation. These records are extremely important to document what action was taken by the school in response to the emergency.

Assignments

Documentation Staff Member: «SSPItem_DocumentationPrimary»
Alternate Documentation Staff Member: «SSPItem_DocumentationSecondary»

Assembly Location

The Documentation/Communication Staff Member will report to the Command Post.

Roles and Responsibilities

The Documentation/Communication Staff Member will maintain a log of the incident, noting all actions and reports, and filing them for reference. Specific duties may include:

- Periodically communicating with the Planning and Intelligence Section for status updates.
- Documenting all communications with the Local District Operations Center (LDOC) and outside agencies.
- Recording the number of students, staff and others on campus and updating it periodically.
- Reporting missing persons, and documenting site damage and first aid needs with the Incident Commander.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the Incident Commander in making any purchases and keeping track of the cost.
- Filing, maintaining and securing all emergency documentation.
- The Communications Staff Member will collect, organize and analyze situation information and provide periodic updates. Specific duties may include:
- Listening to District AM/FM/Ham radios for information.
- Send Blackboard Connect messages to students and staff
- Send updates on Twitter, Facebook and other internet accounts
- Monitor other forms of social media communication (Twitter, etc)
- Updating site maps as reports and other information are received.
- Preserving maps as legal documents.
- Using an area-wide map to record information on major incidents such as road closures, utility outages, etc. that may impact the campus.
- Developing situation reports for the Incident Command Team.

Supplies and Equipment for the Documentation Position

- Hand-held radios
- File boxes
- Paper, pens
- AM-FM battery radios/Portable TV
- Damage Assessment Reports
- Maps of event by the hour

Supplies and Equipment

7. Hand-held radios

8. Info/access to Blackboard Connect, internet, cell phones, etc
9. AM-FM battery radios / portable TV
10. Paper, pens, dry-erase pens
11. File box(es)
12. Large site map of campus, laminated or covered with plastic
13. Map of county or local area

3.13 School ICS Team Leads Chart

<u>«**SSPSchool_** Name»</u> **EMERGENCY MANAGEMENT ORGANIZATION CHART**

Incident Commander
1. «SSPItem_IncidentCommander»
2. «SSPItem_BackupIncidentCommander»

This chart can be expanded or abridged to meet the scope of the incident that is being managed

This chart organization fo emergency. **staff assigned emergency list**

Public Information Officer
1.«SSPItem_PublicInformationOfficer»
2.«SSPItem_PublicInformationOfficerBackup»

Safety Coordinator (Optional)
1.«SSPItem_SafetyCoordinator»
2.«SSPItem_BackupSafetyCoordinator»

Planning/Intelligence
1.«SSPItem_PlanningIntelligenceChief»
2.«SSPItem_BackupPlanningIntelligenceChief»

Operations
1.«SSPItem_OperationsChief»
2.«SSPItem_BackupOperationsChief»

Logistics
1.«SSPItem_LogisticsChief»
2.«SSPItem_BackupLogisticsChief»

Communications (Optional)
1.«SSPItem_DocumentationPrimary»
2.«SSPItem_DocumentationSecondary»

First Aid/Medical Team(s)
1. «SSPItem_FirstAidMedicalTeamLeader»
2. «SSPItem_FirstAidMedicalTeamAlternate»

Search and Rescue Team(s)
1. «SSPItem_SearchandRescueTeam1Leader»
2. «SSPItem_SearchandRescueTeam1Alternate»

Supply/Equipment
1. «SSPItem_SupplyEquipmentTeamLeader»
2. «SSPItem_SupplyEquipmentTeamAlternate»

Security/Utilities Team(s)
1. «SSPItem_SecurityUtilitiesTeamLeader»
2. «SSPItem_SecurityUtilitiesTeamAlternate»

Assembly Area Team(s)
1. «SSPItem_AssemblyAreaTeamLeader»
2. «SSPItem_AssemblyAreaTeamAlternate»

Transportation
1. «SSPItem_Transportation»
2.«SSPItem_TransportationBackup»

Fire Suppression Team
1.«SSPItem_FireSuppressionHazMatTeamLeader»
2.«SSPItem_FireSuppressionHazMatTeamAlterna»

Psychological/First Aid Team(s)
1. «SSPItem_PsychologicalFirstAidPrimary»
2. «SSPItem_PsychologicalFirstAidBackup»

If no one is a assumed that that position responsibility

Request Gate Team(s)
1. «SSPItem_RequestGateTeamLeader1»
2. «SSPItem_RequestGateTeamAlternate»

Reunion Gate Team(s)
1.«SSPItem_ReunionGatePrimary»
2.«SSPItem_ReunionGateBackup»

The Incident Command System

Note: This Organization Chart is based on ICS, and adapted for LAUSD use. The Principal and School Safety Committee should use
Modifications to address specific needs of the school. The first name in the box represents the primary responsible person; the second

3.14 School Site Crisis Team Chart

This chart provides examples of crisis team positions, roles and responsibilities at the school site. "Backup" staff should be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	PRIMARY STAFF	BACKUP STAFF
Incident Commander	During a crisis, directs all crisis operations, verifies facts, contacts LD, and coordinates all crisis response & intervention services.	«SSPItem_IncidentCommander»	«SSPItem_BackupIncidentCommander»
Crisis Team Leader Operations Chief	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.	«SSPItem_CrisisTeamLeaderPrimary»	«SSPItem_CrisisTeamLeaderBackup»
Public Information Officer (PIO)	Official spokesperson for an incident. Includes preparing Blackboard Connect and other communications for staff and parents, identification of media locations and updates.	«SSPItem_PublicInformationOfficer»	«SSPItem_PublicInformationOfficerBackup»
Psychological First Aid	Provides psychological/emotional support and crisis counseling for students, staff, & parents.	«SSPItem_PsychologicalFirstAidPrimary»	«SSPItem_PsychologicalFirstAidBackup»
First Aid/Medical	Ensures that first aid supplies are available and performs medical first aid/triage.	«SSPItem_FirstAidMedicalTeamLeader»	«SSPItem_FirstAidMedicalTeamAlternate»
Security	Ensures school site security, secures gates, and performs short term repairs and shutoff of utilities as necessary.	«SSPItem_SecurityUtilitiesTeamLeader»	«SSPItem_SecurityUtilitiesTeamAlternate»
Request Gate Student Care	Processes requests for student pick-up.	«SSPItem_RequestGateTeamLeader1»	«SSPItem_RequestGateTeamAlternate»
Reunion Gate Student Care	Reunites students and parents at Reunion Gate.	«SSPItem_ReunionGatePrimary»	«SSPItem_ReunionGateBackup»
Logistics	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment and food services; includes adjusting schedules and menus, as needed.	«SSPItem_LogisticsChief»	«SSPItem_BackupLogisticsChief»
Communications Planning and Intel	Maintains log of incident actions and all documents associated with the emergency; maintains status board of incident actions, monitors phone calls, television, radio and social media for information. Radio Dispatch	«SSPItem_DocumentationPrimary»	«SSPItem_DocumentationSecondary»
*The designated Crisis Team Leader and PIO should maintain ongoing communication and collaboration with the Incident Commander throughout the crisis response.			

3.15 School Site Suicide/Threat Risk Assessment Team Chart

This chart identifies the members of the suicide/threat risk assessment team and their responsibilities at the school site. "Backup" staff should be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	PRIMARY STAFF	BACKUP STAFF
Administrator (Principal, Assistant Principal, or Administrative Designee)	Takes charge of the suicide/threat risk incident, convenes the Suicide/Threat Risk Assessment Team, designates specific roles to team members (securing campus safety, assessment, gathering information, documentation, etc). Coordinates all information, referrals, safety planning, and monitoring.	«SSPItem_Administrator»	«SSPItem_AdministratorBackup»
Mental Health Professional /Suicide Prevention Liaison (For Student Suicide/Threat Risk Assessment: Psychiatric Social Worker, PSA Counselor, School Psychologist) (For Adult/Employee Workplace Violence Risk Assessment: School Mental Health Administrator)	Assists with the risk assessment, gathering background information, including interviews and statements from the person of interest & witnesses. Identified as the Suicide Prevention Liaison. Brings mental health and trauma expertise in working with students & families.	«SSPItem_StudentMentalHealthProfessional» (Student Suicide/Threat Risk Assessment)	«SSPItem_StudentMentalHealthProfessionalB» (Student Suicide/Threat Risk Assessment)
		«SSPItem_AdultMentalHealthProfessional» (Adult Workplace Violence Risk Assessment)	«SSPItem_AdultMentalHealthProfessionalBac» (Adult Workplace Violence Risk Assessment)
Law Enforcement (Local Police Officer-resident or patrol officer; Danville/San Ramon Police Departments; Contra Costa County Sheriff's Department)	Responds to situations of risk of violence to self or others. Assists with assessment and application/ transport for a psychiatric evaluation, as needed. Determines whether threat is a criminal threat; actions may include arrest, citation, or other investigative responsibilities. Assists with identifying criminal background of person of interest.	«SSPItem_LawEnforcement»	«SSPItem_LawEnforcementBackup»

3.16 School Emergency Contacts Chart

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and employees in the event of an emergency. Administrators do not need to fill every spot if the site does not have the personnel. Please include all staff to include classified personne:

Title/Role	Name	Work Number
Principal	«SSPItem_OffHoursPrincipal»	«SSPItem_OffHoursPrincipal_WorkPhoneNumbe»
Assistant Principal 1	«SSPItem_OffHoursAssistantPrincipal1»	«SSPItem_OffHoursAssistantPrincipal1_Work»
Assistant Principal 2	«SSPItem_OffHoursAssistantPrincipal2»	«SSPItem_OffHoursAssistantPrincipal2_Work»
Assistant Principal 3	«SSPItem_OffHoursAssistantPrincipal3»	«SSPItem_OffHoursAssistantPrincipal3_Work»
Assistant Principal 4	«SSPItem_OffHoursAssistantPrincipal4»	«SSPItem_OffHoursAssistantPrincipal4_Work»
Administrator Assistant	«SSPItem_OffHoursAdminAssistant»	«SSPItem_OffHoursAdminAssistant_WorkPhone»
Cafeteria Manager	«SSPItem_OffHoursCafeManager»	«SSPItem_OffHoursCafeManager_WorkPhoneNum»
Financial Manager or Office Manager	«SSPItem_OffHoursFinancialManager»	«SSPItem_OffHoursFinancialManager_WorkPho»
Plant Manager Head Custodian	«SSPItem_OffHoursPlantManager»	«SSPItem_OffHoursPlantManager_WorkPhoneNu»
Back Up Custodian	«SSPItem_OffHoursCustodian»	«SSPItem_OffHoursCustodian_PhoneNumbe»
Custodian Closest to Site	«SSPItem_CustodianClosesttoSite»	«SSPItem_CustodianClosesttoSite_CellPhone»
First Person on Campus in AM	«SSPItem_FirstPersononCampusinAM»	«SSPItem_FirstPersononCampusinAM_WorkPhon»
Last Person on Campus in PM	«SSPItem_LastPersononCampusinPM»	«SSPItem_LastPersononCampusinPM_WorkPhone»

Title/Role	Name
Search and Rescue Team 1	
Team leader	«SSPItem_SearchandRescueTeam1Leader»
Member 2/Alternate Leader	«SSPItem_SearchandRescueTeam1Alternate»
Member 3	«SSPItem_SearchandRescueTeam1Member3»
Member 4	«SSPItem_SearchandRescueTeam1Member4»
Search and Rescue Team 2	
Team leader	«SSPItem_SearchandRescueTeam2Leader»
Member 2/Alternate Leader	«SSPItem_SearchandRescueTeam2Alternate»
Member 3	«SSPItem_SearchandRescueTeam2Member3»
Member 4	«SSPItem_SearchandRescueTeam2Member4»
Search and Rescue Team 3	
Team leader	«SSPItem_SearchandRescueTeam3Leader»
Member 2/Alternate Leader	«SSPItem_SearchandRescueTeam3Alternate»
Member 3	«SSPItem_SearchandRescueTeam3Member3»
Member 4	«SSPItem_SearchandRescueTeam3Member4»
Search and Rescue Team 4	
Team leader	«SSPItem_SearchandRescueTeam4Leader»
Member 2/Alternate Leader	«SSPItem_SearchandRescueTeam4Alternate»
Member 3	«SSPItem_SearchandRescueTeam4Member3»
Member 4	«SSPItem_SearchandRescueTeam4Member4»
Security / Utilities Team	
Team leader	«SSPItem_SecurityUtilitiesTeamLeader»
Member 2/Alternate Leader	«SSPItem_SecurityUtilitiesTeamAlternate»
Member 3	«SSPItem_SecurityUtilitiesTeamMember3»
Member 4	«SSPItem_SecurityUtilitiesTeamMember4»
First Aid / Medical Team	
Team leader	«SSPItem_FirstAidMedicalTeamLeader»
Member 2/Alternate Leader	«SSPItem_FirstAidMedicalTeamAlternate»
Member 3	«SSPItem_FirstAidMedicalTeamMember3»
Member 4	«SSPItem_FirstAidMedicalTeamMember4»
Assembly Area Team	
Team leader	«SSPItem_AssemblyAreaTeamLeader»
Member 2/Alternate Leader	«SSPItem_AssemblyAreaTeamAlternate»
Member 3	«SSPItem_AssemblyAreaTeamMember3»
Member 4	«SSPItem_AssemblyAreaTeamMember4»
Fire Suppression / HazMat Team	

Team leader	«SSPItem_FireSuppressionHazMatTeamLeader»
Member 2/Alternate Leader	«SSPItem_FireSuppressionHazMatTeamAlterna»
Member 3	«SSPItem_FireSuppressionHazMatTeamMember3»
Member 4	«SSPItem_FireSuppressionHazMatTeamMember4»
Psychological First Aid/Crisis Team	
Team leader	«SSPItem_PsychologicalFirstAidPrimary»
Member 2/Alternate Leader	«SSPItem_PsychologicalFirstAidBackup»
Member 3	«SSPItem_PsychologicalFirstAidCrisisTeamM»
Member 4	«SSPItem_PsychologicalFirstAidCrisisTeamM»
Supply / Equipment Team	
Team leader	«SSPItem_SupplyEquipmentTeamLeader»
Member 2/Alternate Leader	«SSPItem_SupplyEquipmentTeamAlternate»
Member 3	«SSPItem_SupplyEquipmentTeamMember3»
Member 4	«SSPItem_SupplyEquipmentTeamMember4»
Request Gate Teams	
Team leader	«SSPItem_RequestGateTeamLeader1»
Member 2/Alternate Leader	«SSPItem_RequestGateTeamAlternate»
Member 3	«SSPItem_RequestGateTeamMember3»
Member 4	«SSPItem_RequestGateTeamMember4»
Reunion Gate Teams	
Team leader	«SSPItem_ReunionGatePrimary»
Member 2/Alternate Leader	«SSPItem_ReunionGateBackup»
Member 3	«SSPItem_ReunionGateTeamMember3»
Member 4	«SSPItem_ReunionGateTeamMember4»
Documentation / Communication	
Team leader	«SSPItem_DocumentationPrimary»
Member 2/Alternate Leader	«SSPItem_DocumentationSecondary»
Transportation	
Team leader	«SSPItem_Transportation»
Member 2/Alternate Leader	«SSPItem_TransportationBackup»
Administrative Search Coordinator	
Team leader	«SSPItem_AdministrativeSearchCoordinatorL»
Member 2/Alternate Leader	«SSPItem_AdministrativeSearchCoordinatorB»
Manager of School Emergency Response Box	
Team leader	«SSPItem_ManagerofSchoolEmergencyResponse»
Member 2/Alternate Leader	«SSPItem_ManagerofSchoolEmergencyResponse»

4. Training and Exercises

4.1 District Documents Concerning Emergencies

SRVUSD documents relevant to school emergencies can be found on _____ page of the Emergency Services website.

4.2 Emergency Supplies and Equipment

It is the responsibility of site administration to develop and implement plans to provide a minimum of a 72-hour supply of emergency water, food, first aid, search and rescue, sanitation and other emergency supplies and equipment at school. Emergency supplies will be maintained in each classroom and in a centralized location: [indicate location]

Emergency supply checklists are found in the appendices and the _____-

4.3 Training and Exercises

The Training and Exercises section describes the critical training and exercise activities the school will use in support of the plan. This includes the core training objectives and frequency to ensure that staff members, students, faculty, parents, and community representatives understand roles, responsibilities, and expectations. This section also establishes the expected frequency of exercises to be conducted by the school. Content may be influenced based on similar requirements at the District and/or local jurisdiction level(s). Exercises may range from basic fire and shelter-in-place drills to full-scale community-wide drills that realistically portray an emergency event and show the role the school plays in school District and municipal planning.

4.4 Emergency Drills

In order to be adequately prepared, emergency drills should be executed and documented at _____. The_____has more information on emergency response actions and required emergency drills. Four types of emergency drills are required as indicated in the table below, along with the required frequencies by school level.

Drill Frequency Table:

DRILL TYPE	ELEMENTARY	MIDDLE	HIGH AND ADULT SCHOOLS
Fire	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per semester at minimum, including summer school.
Earthquake (Drop/Cover/Hold On)	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.
Lockout Take Cover or "Hold"	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.
Lockdown	Once per semester at minimum, including summer school.	Once per semester at minimum, including summer school.	Once per semester at minimum, including summer school.
Shelter-in-Place	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.	Review* once per semester at minimum, including summer school.

*An oral review of purpose and procedure may be done in lieu of actual practice.

4.4.1 Fire Drill

Signal: (Most sites) Series of three and one half second pulses of electronic emergency horns, followed by a short pause; sequence repeats for at least three minutes.

Fire Drill Procedures:

Teachers

1. Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the principal.
2. Familiarize yourself with the route your class will take before the drill begins.
3. When the signal is given, have students form a single line outside the classroom. (Form a double line for large classes.)
4. Check to see that all students are out of the classroom; take student roster and close all doors to prevent the spread of smoke or fire.

5. Have students walk quietly in single file to the Assembly Area. Teachers should walk at the rear of the line.
6. Have students form a single line in the designated Assembly Area.
7. Take attendance.
8. Wait for the "all clear" signal – one long, steady bell – then return quietly to your classroom in single file.

All Other Personnel: Report to Assembly Area for further instructions.

4.4.2 Earthquake Drill

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

Signal: The signal for the drill is the following PA announcement.

"Your attention, please. As you are aware, we are experiencing some seismic activity. For everyone's protection, all students should follow drop, cover and hold on procedures, which means you should be in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or you are given further instructions."

Earthquake Drill Procedures

1. Initiate the DROP, COVER and HOLD ON action as described in Section 4.0.
2. Drop to knees facing away from windows.
3. Get under desks or tables and hold on to the furniture where possible.
4. Fold body onto floor with arms close to knees.
5. Place head as far as is possible between knees; cover crown of the head with hands.
6. Stay in this position until shaking stops.
7. Teachers will direct students to return to their seats.

After an earthquake, students will evacuate using the safest route or evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space.

If an earthquake occurs during non-classroom hours i.e., passing periods, nutrition, or lunch, all persons will proceed to the Assembly Area and line up in the designated space.

4.4.3 Lockdown Drill

Signal: The signal for the drill is the following PA announcement.

"Your attention please. There is a threat to your safety near the school. For everyone's protection, all students should go into to the nearest classroom and lock the door. You should be in a protected position, away from doors and windows and anything that can hurt you. Hold this position until you are given further instructions."

Lockdown Drill Procedures

Quickly determine the most reasonable way to protect your own life. Remember that STUDENTS are likely to follow the lead of TEACHERS and or managers during an active threat situation.

1. RUN/Evacuate: If there is an accessible escape path, attempt to evacuate the premises.

- Have an escape route and plan in mind, and leave your belongings behind
- Evacuate regardless of whether others agree to follow
- Help others escape, if possible
- Prevent individuals from entering an area where the active threat may be
- Keep your hands visible and follow the instructions of any police officers
- Do not attempt to move wounded people
- Call 911 when you are safe

2. HIDE: If evacuation is not possible, find a place to hide where the active threat is less likely to find you. Your hiding place should:

- Be out of the active shooter's view
- Provide protection if shots are fired in your direction and locked door)
- Not trap you or restrict your options for movement (i.e., an office with a closed door)
- To prevent an active threat from entering your hiding place:
- Lock the door and Blockade the door with heavy furniture

3. DEFEND/Take action against the active threat : As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active threat by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions

HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment and may be armed with rifles, shotguns, handguns
- Officers may shout commands, and may push individuals to the ground for their safety

How to react when law enforcement arrives:

- Remain calm, and put down any items in your hands (i.e., bags, jackets)
- Immediately raise hands and spread fingers and keep hands visible at all times
- Avoid making quick movements toward officers such as holding on to them for safety
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Information to provide to law enforcement or 911 operator:

• Location of the active shooter and number of shooters, if more than one

• Physical description of shooter/s and the number and type of weapons held by the shooter/s • Number of potential victims at the location

TRAINING YOUR STAFF FOR AN ACTIVE SHOOTER SITUATION

To best prepare your staff for an active shooter situation, create an Emergency Action Plan (EAP), and conduct training exercises. Together, the EAP and training exercises will prepare your staff to effectively respond and help minimize loss of life.

Components of an Emergency Action Plan (EAP)

Create the EAP with input from several stakeholders including your human resources department, your training department (if one exists), facility owners / operators, your property manager, and local law enforcement and/or emergency responders. An effective EAP includes:

- A preferred method for reporting fires and other emergencies
- An evacuation policy and procedure
- Emergency escape procedures and route assignments (i.e., floor plans, safe areas)
- Contact information for, and responsibilities of individuals to be contacted under the EAP
- Information concerning local area hospitals (i.e., name, telephone number, and distance from your location)
- An emergency notification system to alert various parties of an emergency including: - Individuals at remote locations within premises
    - Local law enforcement
    - Local area hospitals

4.4.4 Shelter-In-Place Drill

A Shelter-In-Place indicates that an emergency that requires students and staff to remain inside.

Signal: The signal for the "Shelter-In-Place" drill is the following PA announcement:

"Your attention, please. Because we have received information regarding a hazard in the community, we are instituting shelter-in-place procedures. Remember, this means students and staff are to remain inside the building away from outside air with windows and doors securely closed and air conditioning units turned off. Please cover any cracks under door or around the windows with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you."

Shelter-in-Place Drill Procedures

1. When the announcement has been given, all classes will remain in their rooms.
2. Physical education classes will proceed into the gym, auditorium, or multi-purpose room.
3. Move students to the most protected areas in the room.
4. Have students face away from windows and keep their backs toward windows.
5. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
6. Cover any vents or holes with posters, paper or plastic. Use wet paper towels to fill gaps under doors or windows. Block the exchange of air to the outside by putting laminated posters over vents.
7. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.
8. Turn off HVAC and cover vents.

5. Authorities and References

This section contains a list of laws, statutes, ordinances, executive orders, regulations, and formal agreements relevant to emergencies. It provides for the succession of decision-making authority and operational control to ensure that critical emergency functions can be performed in the absence of the school administrator.

5.1 Legal Requirements

California Senate Bill 187 (1997) - Requires a comprehensive school safety plan with identified appropriate safety strategies relevant to the needs and resources of the school. It requires specific representatives from the school and community to be involved in the planning process, update the plan annually, and adopt emergency procedures and policies.

California Education Code Section 32282 - Requires that school safety plans include (among other items) disaster procedures and an earthquake procedure system including protective measures to be taken during an earthquake, and detailed "drop" procedures. Also requires training of school staff in the drop procedures.

California Education Code Section 35295-35297 - Specifies the components of the earthquake emergency procedure system for schools of more than 50 students, public and private: a school building disaster plan; a drop, cover, and hold on procedure; protective measures to be taken before, during, and after an earthquake; and a program for training students and staff in the adopted earthquake system.

California Education Code Section 35294.1 - School safety plans may include an action plan with input from law enforcement, and may determine the fiscal impact of implementing the plan. School safety plans are to be created using existing resources and are not to be developed with private consultants.

California Code of Regulations 560 - School principals are to formulate the disaster preparedness plan and submit it annually to the Superintendent for approval. Schools are required to test the plan twice a year, not including fire drills.

5.2 Other Related Laws

California Education Code 32040 - Requires each school to have a first aid kit.

California Government Code 3100 (Disaster Service Workers' Act) - All public personnel, including school District employees and charter school employees, can be declared Disaster Service Workers. As Disaster Service Workers, employees can be held at the work site and assigned disaster relief activities to perform until released during a disaster declared by the President or the Governor, or proclaimed by the Mayor.

California Field Act of 1933 – Specifies stricter building codes for and more frequent inspections of public school buildings. It applies to new construction of school buildings and later was amended to include mandatory retrofitting of older, existing school buildings.

No Child Left Behind (NCLB) Act of 2001 Title IV Part A (Safe and Drug Free Schools & Gun Free Requirements) – Provides funding for schools to prevent violence in and around schools; to prevent the illegal use of alcohol, tobacco and drugs; and to foster a safe and drug-free learning environment.

California Code of Regulations Title 8 Section 3221 - sets forth the procedures for Fire Protection Systems.

California Education Code 3200 - Schools must have a fire alarm system and sound the alarm and conduct a fire drill at least once every calendar month at elementary schools, at least four times a year intermediate, and not less than twice a year at secondary schools.

SRVUSD policies and guidance documents regarding emergencies can be found at _____

6. Functional Annexes

Functional annexes focus on critical operational functions and the courses of action developed to carry them out, independent of the threat or hazard requiring response. While these functions should be described separately, it is important to remember that many functions will occur consecutively. Multiple functions may be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff, and visitors function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for.

Note: Only the Superintendent of the School District has the authority to cancel or close any SRVUSD school.

6.1 Notifications

Response actions should be accompanied by the following notifications:

- 911
- San Ramon (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and
  Danville PD (925-314-3700)
- District Communications and Operations 925-552-2942
- Email messages to parents and/or staff after District approval

6.2 Accounting for all Persons

This action is taken to account for the whereabouts and wellbeing of all students, staff members and visitors and is one of the first tasks that must be accomplished in any emergency.

Note: The below procedures are used to account for everyone after evacuating from school buildings. Schools should plan how to acquire this information, including accounting for visitors, during a lockdown, shelter-in-place, or other emergency where everyone is inside. Methods may include IC (for student attendance), email, calling the office via classroom phone, or hand-collected rosters/reports. Multiple methods should be planned for due to varied technology and safety factors in an emergency.

Accounting for all Persons Procedures

1. Teachers will take student rosters when leaving the building and account for their designated groups once the class is assembled in a safe location. Teachers are to list students/others as appropriate on attendance rosters and on the Missing Persons Report, Injury Report, and/or Supplemental Attendance Report.
2. Assembly Area Team members will collect student rosters, Missing Persons Report, Injury Report, and Supplemental Attendance Report from teachers and submit them to the Assembly Area or Care Team Leader.
3. The Assembly Area Team leader will compile a master accounting of all persons on campus, and make reports available to the Operations Section Chief and Incident Commander.

6.3 All Clear

This action is taken to notify staff and students that normal school operations can resume.

All Clear Procedures

1. The Incident Commander (principal) will make the following announcement on the PA system, which signifies that the emergency is over. If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. "Your attention, please. You may now return to your classroom and resume usual activities. Thank you all for your cooperation".
2. The Incident Commander will convene the school Psychological First Aid/Crisis Team if the incident was traumatic to the school community.
3. The Incident Commander will make a final notification update to District offices and parents.
4. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

6.4 Drop, Cover, and Hold On

This action is taken to protect students and staff from flying or falling debris, and is commonly used during an earthquake or explosion.

Drop, Cover, Hold On Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander (principal) should be calm, convey reassuring comments that the situation is under control, and give clear directions. "Your attention please. We are having an earthquake. Drop, cover and hold on in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or you are given further instructions."
2. If inside, teachers will instruct students to drop under their desks and cover their heads with their arms and hold onto the desk legs.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.

4. Teachers and students should move away from windows.
5. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
6. The Incident Commander will follow drop, cover, and hold on with evacuation to the assembly area and notifications to the District and parents.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action. .

6.5 Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building. It is most commonly used in response to a fire, after an earthquake (following drop, cover, and hold on), or any emergency where the building and its contents are perceived to be a threat to student safety.

Evacuate Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control, and give clear directions. "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll book to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
2. The Incident Commander will activate the fire alarm system as a signal to evacuate.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
4. Teachers will take student rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location. List missing students on the Missing Persons Report
5. Once assembled, teachers and students will stay in place until further instructions are given.
6. The Incident Commander will make appropriate notifications to the District and parents.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

6.6 Lockdown

This action is taken when the threat of violence or gunfire is identified off campus or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering any occupied campus areas. During a lockdown, students are to remain in the locked classrooms or designated safe locations at all times.

Lockdown Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control, and give clear directions. "Your attention, please. We have an emergency and need to implement a lockdown. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside to the nearest building or classroom."

2. If inside, teachers will instruct students to stay away from doors and windows, lock all doors, sit on the floor (in some instances), and close any shades or blinds if it appears safe to do so.

3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g. auditorium, library, cafeteria, and gymnasium). Teachers are to account for any students with a cognitive disability that may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.

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

5. All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

6. The Incident Commander will call the San Ramon (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700). The Watch Commander will provide advice and support for the School Incident Commander by interfacing with municipal police and fire departments and sending an local PD officer to the school.

7. The Incident Commander will make appropriate notifications to the District and parents.

8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

6.7 Psychological Trauma/School Crisis

A school crisis is a sudden, unexpected, or unanticipated critical incident that can pose a safety threat or disrupts the school day, interfering with teaching, learning, attendance and behavior. Common reactions to a school crisis may include shock, confusion and fear.

Although individual students, staff, families or other school community members may experience each crisis differently, school crises can have a broad and immediate impact on many students and adults.

Examples of crises that may impact schools include:
● An accident on or near the school grounds
● A violent incident at or near school
● The death of a student by suicide
● A natural disaster
● An act of terrorism

As a result of such critical incidents and emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been ensured, crisis responders can focus on addressing the social-emotional needs of students and staff.

OTHER IMPORTANT DEFINITIONS

Trauma

Trauma refers to an event or a situation where an individual fears for their life. In addition, they could have been seriously injured, witnessed violence, or tragically lost a loved one. Exposure to this type of trauma overwhelms the ability of that individual to cope.

District Crisis Team

The district Crisis Team is made up of school psychologists, counselors, and social workers. They are called, based on need and on a rotational basis, by the district's SELPA Director. They are called to support students in the aftermath of traumatic events, disasters and terrorism. They are used to reduce the initial distress caused by these stressful events and to foster short-and long-term adaptive functioning and coping amongst students, staff and parents/guardians.

MULTI-TIERED CRISIS RESPONSE TEAM MODEL

There are three tiers of crisis response: school site, local district and District office. The basic structure of the multi-disciplinary support teams on all three tiers should be similar in their composition and incorporate District staff with experience in various areas of crisis. Crisis response begins at the school site level; the scope, severity and impact of an incident may activate the District office, or a combination thereof (see Attachment A, Multi-Tiered Crisis Response Flow Chart).

A. Tier I: School Site Crisis Response
School site crisis teams are responsible for initiating crisis response, assessing the range of services needed, and providing direct intervention services. The school site crisis team determines if there is a need for additional assistance from the local district crisis team. The school site crisis team may be activated as part of the Incident Command System (ICS) Team

during an emergency or disaster, or may be activated as a stand-alone team, depending on the incident.

B. Tier II: District Crisis Response
The school site administrator/designee contacts the District Operations administration or supervisor for support and assistance if the crisis response required is beyond the scope of what the school site crisis team can provide. Assistance from the District crisis response team includes: consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

Psychological Trauma/Crisis Procedures

1. As the Incident Commander, the principal or designee activates the school ICS Team, including the Crisis Team (made up of district psychologists, counselors, and social workers) which has primary responsibility for addressing the social-emotional well-being and safety of students in the aftermath of a critical incident.
2. The Crisis Team Lead will work with the Incident Commander to assess the impact and triage students, staff, and parents/guardians, as needed.
3. The Incident Commander will notify the District Administrator of Operations and/or Supervisor and request additional resources as necessary.
4. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident, documenting the actions of the Crisis Team.
5. The Crisis Team will advise and assist the Incident Commander to restore regular school functions as efficiently and quickly as possible.
6. Crisis Team members will make every effort to limit exposure to scenes of trauma, injury, and death.
7. The Crisis Team will provide on-going assessment of needs and follow-up services as required.

School Site Crisis Response

The following are general preparedness, response and recovery protocols for the administrator/ designee to implement during any crisis in a school, at District and school-related activities, and in all areas within the District's jurisdiction.

A. Preparedness
   1. Establish a school site crisis team.
       School site crisis team members should be comprised of school staff, such as administrators, school psychologists, counselors and other specialized support staff.

School site crisis team composition will vary by school and must be staffed by District employees only. Staff on the school site crisis team should be informed of their roles and have opportunities to participate in preparedness activities.

2. Schedule regular school site crisis team meetings. School site crisis teams should meet at least quarterly to review protocols and procedures regarding preparedness, response and recovery. School site crisis team meetings should be documented by maintaining agendas and sign-in sheets. Meetings should include the development of comprehensive crisis response and recovery plans that:

   a. Define the roles of the school site crisis team members and communicate this information with other staff at the school site (i.e., staff that are not identified on the school site crisis team, such as teachers, clerical, new, substitute, before and after-school staff, and volunteers).

   b. Identify common types of crises and disasters that may impact schools and develop strategies for responding appropriately to re-establish the safety and security of the school site.

   c. Discuss possible locations on the school site to provide crisis response services, such as psychological triage, assessment and reunification, utilizing the areas identified in the Safe School Plan.

   d. Provide/coordinate staff development and training on identified topics (e.g., Psychological First Aid, immediate and long-term recovery, traumatic grief, the impact of traumatic events on students, adults and school climate, and self-care). For support with staff development and training, contact District Operations administration or Supervisor

   e. Develop strategies to mitigate long-term impact on student mental health, well-being and academic achievement by re-engaging students in the learning process.

   f. Identify school and community-based resources.

B. Response

The following are general procedures for the administrator/designee to respond to crisis situations at the school site.

1. Ensure Campus/Office Safety
   a. Call 911 for immediate, emergency life threatening situations.
   b. Call San Ramon (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700) for assistance at the school site or school related activity.
   c. Secure site and implement lockdown, if necessary.
   d. Activate the ICS team, as needed.
   e. For assistance and consultation, contact LD Operations administration or School Mental Health, Crisis Counseling and Intervention Services at _____.

2. Determine Facts, consider some of the following questions when gathering information to determine the appropriate response for the situation:
   a. What happened?
   b. Who was involved?
   c. How were they involved?
   d. How did it happen?

     e.   Where and when did it happen?

     f.   What caused the crisis?

     g.   What is the condition of those involved?

     h.   Other relevant sources of information (e.g., school staff, parents/guardians, local law enforcement, medical facilities)?

3. Notify
   a. District Operations Administration/Supervisor as soon as feasible.
   b. Administrator/designee of co-located schools.
   c. Administrator/designee of other school sites that could be affected by the crisis.
   d. Other offices, as appropriate (see the Assistance section at the end of this bulletin for a list of relevant SRVUSD offices).

4. Assess
   The school site crisis team meets to assess the impact and severity of the incident and determine the level of crisis response needed. Their assessment will guide the response and recovery methods. Variables to consider when assessing the impact of the crisis include:
   a. Type of incident
   b. Number of students and staff that might be affected
   c. Emotional proximity to the crisis incident, including the relationship of the involved individual(s) to the school community. The impact to the school may be affected by the degree to which the individual(s) were active in the school community.
   d. Physical proximity to the crisis incident
   e. History of other crises at the school or for those involved in the current crisis
   f. Time the crisis incident occurred (e.g., during school hours, after school, weekend, holiday)
   g. School and community resources available

5. Develop Action Plan
   Crisis response and interventions will be determined by the impact and severity of the incident. The action plan developed by the team should be documented and managed by the school site administrator/designee.

   Actions may include:

   ● Communication
   ● Logistics/Operations
   ● Psychological Triage/Crisis Counseling
   ● Incident Debriefing
   ● Documentation
   ● Important Considerations
   ● Recommendations for Short and Long-Term Recovery

The Crisis Team will provide on-going assessment of needs and follow-up services as required.

Psychological First Aid: Responding to Crisis Incidents

1. LISTEN to what they say and how they act.
   - Address the feeling(s)/behavior(s) as soon as possible.
   - If a student wants to talk, be prepared to listen and focus on what they say and how you can be of help.
   - Observe nonverbal communication. Remember that student(s) may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.
   - Express compassion and calmness in your statements as well as nonverbal behaviors.
2. PROTECT by maintaining structure, stability, and consistency.
   - Maintain daily routines, activities, and structure with clear expectations and consistent rules.
   - Provide supervision and consistency to encourage successful outcomes.
   - Give information that is accurate and age-appropriate.
   - Keep the environment free of anything that could re-traumatize the student.
   - Validate the student's life experience.
   - Maintain confidentiality as appropriate.
3. CONNECT through interaction, activities and resources.
   - "Check in" with student(s) on a regular basis.
   - Become familiar with learning support staff at your school (Psychiatric Social Worker, School Psychologist, Counselor, Nurse) and community health/mental health services. Make referrals to the appropriate resources who may offer support to student(s).
   - Encourage interactions, activities, team projects with friends and teachers.
   - Keep communication open with others involved in the students' lives (parents, other teachers, coaches etc.).
   Note: Consult with CPS if you suspect child abuse and/or neglect.
4. MODEL calm and optimistic behavior.
   - Model healthy responses by remaining calm, courteous, organized and helpful.
   - Pay attention to your thoughts, feelings and reactions about the event. In the midst of a crisis, students are often watching for verbal and nonverbal cues by the adults they are with, which may influence how students cope and behave.
   - Take constructive actions to assure safety.
   - Monitor conversations that students may engage in or hear.
   - Acknowledge the difficulty of the situation, but demonstrate how people can come together to cope after such an event.
   - Practice self-care.
5. TEACH about normal changes that can occur when traumatized.
   - Student(s) may have different reactions even to the same event.

- Encourage students to identify and use positive coping strategies to help them after the event.
- Help your students to problem solve to get through each day successfully.
- Help students set small "doable" goals and share in these achievements as "wins."
- Note: With time and support, students generally do better. If they do not, they should be encouraged and taught to seek assistance from a parent/guardian or a school staff member.

6.8 Relocation (Off-Site Evacuation)

This action is taken after a decision is made that it is unsafe to remain on the campus and evacuation to an off-site assembly area is required, such as during an earthquake or large hazardous materials release.

Relocation Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions. "Your attention, please. We need to institute an off-site relocation. Teachers are to take their students roll book, emergency supplies, and report to their designated offsite relocation point. Students are to remain with their teacher. Teachers are to lock the classroom after all students have exited."
2. The Incident Commander will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in the Safe School Plan. Teachers and students will stay together during the evacuation.
3. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. The Incident Commander will make appropriate notifications to the District and parents.
6. Once clearance is received from appropriate agencies, the Incident Commander may authorize students and staff to return to the campus, or initiate Request/Reunion procedures from the off-site location.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

6.9 Reunification

Student reunification is implemented to reunite students with their families after a critical incident or disaster (a significant fire, natural disaster, violence, school bus accident, etc.) that prevents a normal school dismissal.

Reunification Procedures

1. The Incident Commander or designee will direct the Request and Reunion Teams to activate and report to their posts once the decision to initiate reunification procedures has been made.
2. The Request Gate Team will greet parents/guardians, check identification, check student emergency cards for authorization to pick up students, provide reunification paperwork to parents, and direct them to the Reunion Gate.
3. The Request Gate should generally remain locked during the reunification process to help control access. The Request Gate Team can pass clipboards to parents through the gaps in the gate fencing.
4. Message runners will notify the Assembly Area Team of the student(s) to be escorted to the Reunion Gate.
5. The Reunion Gate Team will check parent/guardian IDs, confirm student identification and keep accurate records of students leaving the campus.
6. Members of the Psychological First Aid Team may be asked to assist the Reunion Gate Team. In the event that a child is injured or otherwise unavailable, it is recommended that the parents be invited to a private or secluded location and, away from others, be informed of their child's condition. It is suggested that a member of the Psychological First Aid team then stay with the parent and assist them.
7. The Reunion Gate should remain locked when student reunifications are not actively taking place.
8. Members of other school emergency teams may be asked to assist with crowd control, providing information, and calming parents at either gate once finished with their primary emergency assignment.

6.10 Shelter-in-Place

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air, inclement weather, or other hazards. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and may include the shutdown of classroom and/or building heating/air conditioning systems. During a Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lockdown is that a shelter-in-place may involve the shutdown of heating and air conditioning (HVAC) systems, and allows for the free movement of students within a building. However, students in bungalows and buildings with exterior passageways will have to remain in the classroom.

Shelter-in-Place Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal) will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions. "Your attention, please. We are implementing a Shelter-in-Place, due to an air quality issue. Students and staff are to remain inside the building away from outside air with windows and doors securely closed and heating and air conditioning units

turned off. Please cover any cracks under door or around the windows with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you".

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

3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location. Teachers are to account for any students with a cognitive disability that may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.

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

5. The Incident Commander will make appropriate notifications to the District and parents.

6. The Incident Commander will monitor news media for information about the incident.

7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

6.11 Suicide Risk and Self-Injurious Behavior

Procedures for Responding to Students who Exhibit Suicidal Ideation

For support and consultation, contact District Mental Health Crisis Counseling and Special Education at Monday-Friday (8:00am-4:30pm) at (25-552-2988. After hours, contact San Ramon (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700).

A. **Respond Immediately**
1. Report concerns or incidents directly to the administrator/designee and/or Suicide Prevention Liaison(s) immediately or as soon as practically possible. For example, do not wait until the end of the day or leave a note, send an e-mail, or leave a voicemail without ensuring that the message was received.
2. Ensure that a staff member, not a student, accompany the student sent to the office for an assessment.

B. **Secure the Safety of the Student**
1. For immediate, emergency life threatening situations call 911.

2. Supervise student at all times. Ensure the physical environment the student is in is free of any items/objects that could potentially be harmful, such as scissors, letter openers, staplers, pushpins, pencils, sharpeners.
3. If appropriate, conduct an administrative search of the student to ensure there is no access to means, such as razor blades or pills.
4. If a student is agitated, unable to be contained or there is a need for immediate assistance, contact San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700).
5. District employees should not transport students. Only local law enforcement, or designated Department of Mental Health clinicians, including Psychiatric Mobile Response Team (PMRT) staff, are authorized to transport an individual for a psychiatric evaluation (5150/5585) if the current circumstances meet the criteria.
6. If the school receives information that the student may pose a danger to self and/or others but is not in attendance, contact local law enforcement to conduct a welfare check to determine the safety and well-being of the student, as well as others.

C. Assess for Suicide Risk
1. The administrator/designee or designated Suicide Prevention Liaison(s) should gather essential background information that will help with assessing the student's risk for suicide (e.g., what the student said or did, information that prompted concern or suspicion, copies of any concerning writings, drawings, text messages, social media).
2. The administrator/designee or the designated Suicide Prevention Liaison should meet with the student to complete a risk assessment. Based on the information gathered and assessment of the student, the assessing party should collaborate with at least one other designated school site crisis team member to determine the level of risk. See Attachment B - Suicide Risk Assessment Tool.
3. Any consultations made by the assessing party should be in a confidential setting and not in the presence of the student of concern. Another designated staff member should supervise the student at all times
4. If the level of risk is determined to be moderate or high, contact local law enforcement or the PMRT. Both agencies are authorized to assess, determine if the current circumstances meet the criteria, and transport an individual for a psychiatric evaluation (5150/5585), if needed. It is not necessary to call both agencies for a response.

The privacy of all students should be protected at ALL times. Disclose confidential information only on a right to know and need to know basis

D. Communicate with Parent/Guardian
The Suicide Prevention Liaison or assessing party should contact the parent/guardian or consult the emergency card for an authorized third party. When communicating with parent/guardian:

1. Share concerns and provide recommendations for establishing safety in the home with "means restriction" (e.g., securing/removing firearms, medications, cleaning supplies, cutlery, and razor blades).

2. If the student is transported to the hospital, communicate a plan for re-entry pursuant to (Attachment E) Student Re-Entry Guidelines. Complete and provide parent/guardian with Return to School Information for Parent/Guardian (Attachment H), which outlines steps to facilitate a positive transition back to school.

3. Provide school and/or local community mental health resources, including the nearest SMH Clinic or District Wellness Center. Students with private health insurance should be referred to their provider.

4. Facilitate contact with community agencies and follow-up to ensure access to services.

5. Provide Suicide Prevention Awareness for Parents/Caregivers (Attachment M) or Self-Injury Awareness for Parents/Caregivers (Attachment N)

6. Obtain parent/guardian permission to communicate with outside mental health care providers regarding their child using Attachment F Parent/Guardian Authorization for Release/Exchange of Information.

E. Determine Appropriate Action Plan

The assessing party should collaborate with at least one other designated school site crisis team member to determine appropriate action(s) based on the level of risk. Refer to Attachment C- Suicide Risk Assessment Levels, Warning Signs & Action Plan Options. There are circumstances that might increase a student's suicide risk. Examples may include suspension, expulsion, relationship problems, significant loss, interpersonal conflict, or being identified as a student of a vulnerable population (see Section VI – Considerations for Supporting Vulnerable Student Populations). The action plan determined should be documented and managed by the school site administrator/designee. Actions may include:

1. A safety plan is a prioritized list of coping strategies and resources that a student may use before, during, or after a suicidal crisis.
   a. Throughout the safety planning process, a collaborative problem solving approach should be used to assess and address any potential barriers the student may have with following through with the safety plan.
   b. If the student enrolls in a new school, the safety plan should be reviewed with the new school site crisis team to ensure continuity of care and revised as needed.

2. See Attachment E-Student Re-entry Guidelines for a checklist of action items to consider and Attachment K-Student Re-Entry/Safety Planning Meeting sign-in sheet to document participation in any meetings regarding the student.
   a. A student returning to school following psychiatric evaluation or hospitalization, including psychiatric and drug/alcohol inpatient treatment, must have written permission by a licensed California health care provider to attend school (Attachment I- Medical Clearance for Return to School)
   b. If the student is absent or out of school due to a mental health evaluation/hospitalization, the school site administrator/designee should hold a re-entry meeting with key support staff, parents/guardians, and student upon their return to facilitate a successful transition.

        c.   As appropriate, consider an assessment for special education for a student whose behavioral and emotional needs affect their ability to benefit from their educational program _____

  3.   Mobilize a support system and provide resources (Attachment R-Resource Guide).
        a.   Connect student and family with social, school and community supports.
        b.   Refer the student to the nearest SMH Clinic or District Wellness Center, a community resource provider, or their health care provider for mental/physical health services

  4.   Monitor and manage.
        a.   The administrator/designee and/or Suicide Prevention Liaison(s) should monitor and manage the case as it develops and until it has been determined that the student no longer poses an immediate threat to self.
        b.   Maintain consistent communication with appropriate parties on a need to know basis.
        c.   If the parent/guardian is not following the safety recommendations, a suspected child abuse report may be filed. _____ - Child Abuse and Neglect Reporting Requirements.

F. Important Considerations
  1.   When Certificated Staff Accompany a Student to the Hospital
If PMRT or law enforcement determines that the student will be transported to an emergency hospital/medical facility, the school site administrator should designate a certificated staff member to accompany the student if:
        a.   The student requests the presence of a staff member.
        b.   The school is unable to make contact with the parent/guardian
        c.   Parent/guardian is unavailable to meet the student at the hospital.
        d.   Deemed appropriate pursuant to circumstances, such as age, development level, or pertinent historical student information.

  2.   Providing Information for a Psychiatric Evaluation
If the student will be transported, the assessing party should complete Attachment G2-Summary of Relevant Student Information, indicating summary of incident and pertinent historical information. This document should be provided to PMRT or law enforcement prior to transporting to an emergency hospital. For information on how to complete Attachment G2, refer to Attachment G1 – Directions on How to Complete the Summary of Relevant Student Information.

G. Responding to Student Suicide Actions
In case of a student suicide attempt, the health and safety of the student is paramount. The following are important steps to consider in these situations:

1. In-School Suicide Attempt
In case of an in-school suicide attempt:
        a.   Call 911, as appropriate.
        b.   Render first aid until professional medical treatment and/or transportation can be received.

c. Supervise the student to ensure their safety.
d. Inform the school site administrator/designee and/or Suicide Prevention Liaison immediately or as soon as practically possible.
e. Clear the area by relocating nearby students and staff, as soon as practically possible.
f. Inform the parent/guardian.
g. Engage the Suicide Prevention Liaison(s) to ensure the appropriate action plan, safety plan, and re-entry guidelines are established to ensure the safety and well-being of the student and others who might have been exposed or triggered by the incident.

2. **Out-of-School Suicide Attempt**

In case of an out-of-school suicide attempt:

a. If the student contacts a staff member and expresses suicidal ideation, the staff member should attempt to maintain contact with the student (either in person, online, or on the phone). Inform the school site administrator/designee and/or Suicide Prevention Liaison immediately for support and guidance.
b. Call 911, _____, or local law enforcement to initiate a welfare check, as appropriate.
c. Inform the parent/guardian.
d. Engage the Suicide Prevention Liaison(s) to ensure the appropriate action plan, safety plan, and re-entry guidelines are established to ensure the safety and well-being of the student.

H. Document All Actions

1. The administrator/designee shall maintain records and documentation of actions taken at the school for each case by completing an incident report.
2. Notes, documents and records related to the incident are considered confidential information and remain privileged to authorized personnel. These notes should be kept in a confidential file separate and apart from the student's cumulative records.
3. If a student for whom a REPORT has been completed transfers to a school within or outside the District, the sending school may contact the receiving school to share information and concerns, as appropriate, to facilitate a successful supportive transition. To ensure a continuity of care within the District, a safety plan with the news school's crisis team should be developed, as appropriate.

Procedures for Responding to Students who Self-Injure

Self-injury is the act of deliberately harming one's own body, through means such as cutting or burning. Self-injury is an unhealthy way to cope with emotional pain, intense anger, or frustration. Although this behavior often lacks suicidal intent, it can increase the risk of suicide because of emotional problems that trigger by self-injury.   Therefore, students who engage in self-injurious behaviors should be assessed for suicide risk.

For definitions, protocol for responding to students who self-injure, as well as information about contagion and other considerations, see Attachment P – Intervention: Protocol for Responding to Students Who Self-Injure.

A. Signs and Symptoms of Self-Injury
- Frequent or unexplained bruises, scars, cuts or burns.
- Consistent, inappropriate use of clothing to conceal wounds (e.g., long sleeves or turtle necks, especially in hot weather; bracelets to cover the wrists; not wanting to change for Physical Education).
- Possession of sharp objects (e.g., razor blades, shards of glass, thumb tacks).
- Evidence of self-injury in (journals, drawings, social networking sites, etc).

B. Risk Factors of Self-Injury
Although self-injury can affect individuals at any age, there are certain risk factors that may increase the chance of someone engaging in self-injurious behavior, including the following:

- **Age**

Most people who self-injure are teenagers and young adults. Self-injury often starts in the early teen years, when emotions are more volatile and teens face increasing peer pressure, loneliness, and conflicts with parents/guardians or other authority figures.

- **Having friends who self-injure**

People who have friends who intentionally harm themselves are more likely to begin self-injuring, sometimes as a way to bond with their peers.

- **Psychosocial factors**

Some people who injure themselves were neglected or abused or experienced other traumatic events. They may have grown up and remain in an unstable family environment, or they may be young people questioning their personal identity or sexuality. Some people who self-injure are socially isolated.

- **Mental health issues**

People who self-injure are more likely to be highly self-critical and be poor problem-solvers. In addition, self-injury is commonly associated with certain mental disorders, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.

- **Alcohol or drug abuse**

People who harm themselves often do so while under the influence of alcohol or drugs.

C. Protocol for Responding Self-Injury Procedures
1. Respond immediately or as soon as practically possible.
2. Supervise the student.
3. Seek medical attention, as needed.
4. Conduct an administrative search of student for access to means, such as razor blades, shards of glass, or other sharp instruments.
5. Communicate with and involve the parent/guardian so the self-injurious behavior can be addressed as soon as possible. Provide handout Attachment N- Self-Injury

Awareness for Parents/Caregivers. For handouts in additional languages, visit
_____

6. Encourage appropriate coping and problem-solving skills; do not shame the student about self-injurious behaviors.
7. Listen calmly and with empathy; reacting in an angry, shocked, or shaming manner may increase self-injurious behaviors.
8. Develop a safety plan with the student. See Attachment D1-D4.
9. Provide resources. See Attachment R-Resource Guide

D. Self-Injury and Contagion

Self-injurious behaviors may be imitated by other students and can spread across grade levels, peer groups and schools. The following are guidelines for addressing self-injurious behaviors among a group of students:

1. Respond immediately or as soon as practically possible.
2. Respond individually to students, but try to identify peers and friends who may also be engaging in self-injurious behaviors.
3. As students are identified, they should be supervised in separate locations.
4. If the self-injurious behavior involves a group of students, the assessment of each student individually will often identify a student whose behaviors have influenced the behaviors of others in the group. The self-injurious behavior may be indicative of complex mental health issues of this student.

E. Other Considerations for Response to Self-Injury and Contagion

The following are guidelines for how to respond as a school community when addressing self-injurious behaviors among a group of students:

1. Self-injury should be addressed with students individually and never in group settings, such as student assemblies, public announcements, school newspapers, or the classroom.
2. When self-injurious behaviors are impacting a larger school community, schools may respond by inviting parent(s)/guardian(s) to an information parent meeting at the school. . The administrator/designee may decide to invite all parents/guardians from the school community, as the meeting would provide psycho-education, awareness, and tools for addressing self-injurious behaviors in youth. Limiting the invitations may inadvertently leave other parents/guardians feeling uninformed or concerned about their child. Arrangements should be made to supervise students and children during the parent/guardian meeting. See Attachment O – Sample Letter to Parent/Guardian RE: Self-Injury.
3. Consult and work with the _____ for dissemination of information regarding a parent/guardian meeting or other media matters, as needed.

Suspected Child Abuse or Neglect

Report the incident to the appropriate child protective services agency, following the District's *Child Abuse and Neglect Reporting Requirements*, if child abuse or neglect by a parent/guardian is suspected or there is reasonable suspicion that:

- contacting the parent/guardian may escalate the student's current level of risk;
- the parent/guardian is contacted and unwilling to respond; and/or
- the parent/guardian refuses treatment for the student of concern.

The report should include information about the student's suicide risk level and any concerning ideations or behaviors. The reporting party must follow directives provided by the child protective services agency personnel.

6.12 Threat to Others

For support and consultation, contact School Mental Health Crisis Counseling and Intervention Services at -_____ Monday-Friday (8:00am-4:30pm). After hours, contact the LOCAL Police Department at _____.

This procedure applies if site personnel receive or have knowledge of a threat that may target an individual, a particular group or the entire school community. Such threats may be direct, indirect, verbal, non-verbal, written, or electronic, and may target an individual, a particular group on campus, the entire school, or the community. The school administrator should ensure that all threats are properly assessed, in accordance with the guidelines and protocols indicated in the District's _____. Online training about threats is available on the Learning Zone in courses STEPS 208 and 408.

Protocol for Responding to School Violence and Threats

The following are general procedures for the administrator/designee to respond to any reports of violence or threats in schools, at District and school-related activities and in all areas within the District's jurisdiction. The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed.

A. Secure Campus/Office Safety
   1. Call 911 for immediate, emergency life threatening situations.
   2. Call San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700) law enforcement for assistance at the school site or school related activity.
   3. Secure site and/or implement lockdown, if necessary.
   4. Warn the intended victim(s) of the threat and/or take reasonable steps to protect the threatened individual(s) in the educational setting. If the targeted individual is a student, take appropriate steps to warn the parent/guardian.
   5. For assistance and consultation, contact School Mental Health, Crisis Counseling and Intervention Services at _____.

B. Notify
   1. District Operations staff.
   2. Other offices, as appropriate (see Attachment H, Resource List).

C. Investigate

Prior to convening a multi-disciplinary threat assessment team, designated staff from the team should gather background information that includes:
1. Student information (e.g., name, date of birth, address)
2. Emergency information (e.g., family contact, health care provider information)
3. Attendance records
4. Student cumulative records, including Individualized Education Program (IEP), psycho-educational assessment, prior school records
5. Student discipline records, including any history or discipline related to the incident
6. Student health information, including self-injurious behavior and/or suicidal ideation
7. Review of District computers and property (e.g., desks, books, lockers), as applicable, if reasonable suspicion exists for an administrative search
8. Personal communication devices, as applicable, if reasonable suspicion exists for an administrative search
9. Statements from witnesses (e.g., students, teachers, other staff)
10. Family situation information
11. Triggering events or other personal stressors (e.g., mental/physical health, death, divorce, economic or family stressors, relationship problems)
12. Access to weapons
13. Other pertinent information (e.g., written material, e-mails, pictures, social network postings)

The privacy of all students should be protected at ALL times, disclose information only on a need to know basis.

D. Convene a Threat Assessment Team

The multi-disciplinary team may include, but not be limited to, an Administrator, local Police Department Officer, and a mental health professional (e.g., Psychiatric Social Worker, School Psychologist, Pupil Services and Attendance Counselor). The student making the threat, the targeted individual(s) or witness(es) should not be part of the threat assessment team meeting.

Critical roles of effective teams include:
● Communication among all key stakeholders. The administrator/designee shall coordinate and document all actions.
● Collaboration with other professionals across institutional boundaries, including local law enforcement, community mental health agencies, child protective services, and probation.
● Coordination of services for prevention, early identification, and interventions.
● Sharing of confidential information shall be restricted to those persons with a need to know basis. Information must not be discussed or divulged concerning any involved parties to any other person(s).

E. Assess for Risk to Self or Others

1. The administrator /designee or the designated school site threat assessment team member will meet with the student to complete a risk assessment using the School Violence Risk Assessment Checklist and the Suicide Risk Assessment Checklist. The questions should not be read to the student, but rather should be used as a guide while assessing the student.

2. The multi-disciplinary threat assessment team will determine the level of risk by reviewing the School Violence Risk Assessment Checklist and the Suicide Risk Assessment Checklist, as needed:

- **Low Risk** - Does not pose imminent danger to self or others; insufficient evidence for violence potential.
- **Moderate Risk** - May pose imminent danger to self or others, but there is insufficient evidence to demonstrate a viable plan of action to do harm.
- **High Risk** - Poses imminent danger to self or others with a viable plan to do harm and exhibits extreme and/or persistent inappropriate behaviors; sufficient evidence for violence potential; qualifies for immediate arrest or hospitalization.

F.   Suspected Child Abuse

If child abuse is suspected or there is concern that contacting the parent may escalate the student's current level of risk, and/or the parents/guardians are contacted and unwilling to respond, report the incident to the appropriate child protective services agency.

G.   Determine Appropriate Action Plan

Interventions will be based upon the severity and potential risk of the threat. The action plan determined by the team should be documented and managed by the school site administrator/designee. Actions may include:

1. Contact with and/or apprehension of student(s) who initiated the threat.
2. Removal of student from premises.
3. Conference with student(s) initiating the threat and his/her parent(s) and consider appropriate interventions, including access to mental health services, case management, school or community resources. Other actions may include discipline, change of class(es), and/or change of school.
4. Consider the possibility that there are circumstances that might increase the likelihood of an attack that may need to be addressed. Examples of triggers may include bullying, suspension, expulsion, relationship problems, significant loss, or interpersonal conflict.
5. Warn and protect the targeted individual(s) of the threat and/or take reasonable steps to protect the targeted individual(s) in the school, when appropriate. If the targeted individual is a student, take appropriate steps to warn the parent/guardian.
6. Design support system for the targeted individual and/or student who initiated threat, if appropriate.
7. Obtain a restraining order, when appropriate.
8. Monitor progress toward reestablishing school safety.

H.   Additional Actions

Additional interventions may be required if the behavior falls under any of the following categories:

1. Criminal Threat (bodily harm or an immediate physical threat)
   a.   Call local law enforcement.

  b. Warn the targeted individual(s) and their parent/guardian of the threat and/or take reasonable steps to protect the targeted individual(s) while attending school or a school related activity/event.

  c. Notify the district's Student Discipline and Expulsion Support Unit.

 2. Disciplinary Action

  a. Contact Student Discipline and Expulsion Support Unit to discuss procedures for discipline and/or intervention.

  b. If the student has an IEP, consult the appropriate staff from the Division of Special Education.

 3. Mental Health Evaluation

  a. While in school or at a school-sponsored activity, students who present with severe mental health/behavior issues, such as depression, homicidal or suicidal ideation, should be addressed by an administrator/designee to discuss any concerns for their safety and health/mental health well-being.

   1) Determine the level of risk by reviewing Attachment B, School Violence Risk Assessment Checklist and Attachment C, Suicide Risk Assessment Checklist, as needed. If the behaviors are determined to be moderate or high risk, secure emergency services by calling 911, Contra Costa County Department of Mental Health Crisis Services (925)646-2800, and/or local Police, San Ramon (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700).

   2) Supervise and monitor the student until appropriate assistance arrives.

   3) Non-law enforcement District employees should not transport students exhibiting the behaviors noted above.

  b. Contact law enforcement to conduct a welfare check, as appropriate.

I. Student Re-entry Guidelines

 1. A student returning to school following hospitalization, including psychiatric and drug or alcohol inpatient treatment, must have written permission by the health care provider to attend school (see Medical Clearance for Return to School).

 2. If the student has been out of school for any length of time, including mental health hospitalization, the school site administrator/designee may consider holding a re-entry meeting with key support staff, parents, and student to facilitate a successful transition. See Student Re-entry Guidelines for a checklist of action items to consider.

 3. As appropriate, consider an assessment for special education for a student whose behavioral and emotional needs effect their ability to benefit from their educational program _____

 4. If the student is transferred to another school or location, the site administrator/ designee should communicate with the receiving school to assist with the transition and ensure continued support services for the student. See Student Re-entry Guidelines for a checklist of action items to consider.

J. Provide Resources (see Resource List)

1. For mental/physical health services, refer the student to School Mental Health, a community resource provider, or their health care provider.
2. For students who pose a risk to themselves, provide the National Suicide Prevention Lifeline (800)273-8255.

K. Monitor and Manage
1. The administrator/designee will monitor and manage the case as it develops and until it has been determined that the individual no longer poses an immediate threat to self or others.
2. Maintain consistent communication with appropriate parties on a need to know basis.

L. Document All Actions
1. Each administrator/designee shall maintain records and documentation of actions taken at the school for each case by completing an incident report.
2. The administrator/designee notes taken during the threat assessment meeting are for use by SRV Unified School District attorneys. No copies of the notes shall be furnished to anyone including employees, students, or parents without permission from the Office of General Counsel. Attachment G, Inter-office Correspondence, may be used to document notes during a threat assessment meeting.
3. Notes, documents and records related to the incident are considered confidential information and remain privileged to authorized personnel. These notes should be kept in a confidential file separate and apart from the student's cumulative records.

7. Threat and Hazard-Specific Annexes

The threat- and hazard-specific annexes describe the courses of action unique to particular threats and hazards. Courses of action already outlined in a functional annex need not be repeated in a threat- or hazard-specific annex. Develop these based on the prioritized list of threats and hazards determined in the assessment process. As planning teams develop courses of action for threats and hazards, they should consider the federal, state, and local regulations or mandates that often apply to specific threats hazards.

7.1 Active Shooter/Gunfire

If there is a threat of violence to campus or gunfire is heard in the area, implement Lockdown procedures.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

7.1.1 Active Shooter Procedures

1. Upon first indication of an active shooter, personnel should immediately notify the principal or designee, who becomes the Incident Commander.
2. The School Incident Commander (principal/designee) will initiate a Lockdown, the recommended appropriate Immediate Response Action.
3. The School Incident Commander will call 911 and local Police, San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700) , and provide the exact location and nature of the incident. The School Incident Commander should designate a person to remain on the phone line with police if safe to do so. If there is an assigned officer on campus, they shall be notified.
4. The School Incident Commander activates the Incident Command (ICS) Team.

5. If possible, use RUN, HIDE, DEFEND protocols, See unit 4.4.3 on Lockdowns.

The Planning and Intelligence Team Leader will:

- Notify the district and/or Operations Coordinator and request assistance.
- Prepare a message for parents to be sent on by the district.
- Prepare to communicate with classrooms using school phones, email, cell phones, or radios. Establish a means of keeping all classrooms informed.

The Operations Team Leader will:
- Ensure that perimeter gates are secured and that all students, staff and visitors are safely secured behind locked doors.
- Begin the process of accounting for all students and staff.
- Staff should take steps to calm and control students with regular PA announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.
- If there is an active shooter on campus as defined above and students are in imminent danger, the Incident Commander may initiate Rapid Relocation if that does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion.

7.1.2 Rapid Relocation Procedures
1. The School Incident Commander will:
   - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination, if the route is safe.
   - Inform the local police Call San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point.
   - Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
   - Refer to steps 6-10 below for additional Incident Commander actions.
2. In response to the school's notification, the local police will:
   - Research the nature of the event by contacting outside municipal law enforcement, county sheriff Field Units or Transportation Dispatch. Some events may be easily explained to the School Incident Commander, others may be more complex.
   - Dispatch an officer to the relocation point to advise and support the School Incident Commander.
   - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools.
   - Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the police officers dispatched to the school.
   - Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population.
   - Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.
3. Danville and San Ramon officers dispatched to the scene will:
   - Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the school and its immediate community.

- Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
- Maintain a perimeter at the offsite relocation point between the school population and others.
- Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the names and locations of anyone found and assist in rejoining those separated with the rest of the school population.

4. The Local District Operations Coordinator will:
   - Connect with the School Incident Commander in person, by phone or radio and provide resources from the district that might include the following:
     o Dispatch the Crisis Team to the school relocation point.
     o Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
     o Send out a message to parents from the District office with additional information.
     o Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the district office.
     o Assist with reunification.
5. The First Aid/Medical Team will work with first responders and local authorities to ensure injured students and staff receive medical attention.
6. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the Crisis/Psychological First Aid Team to ensure notification of parents and family members of the wounded.
7. All media inquiries will be referred to the designated Public Information Officer.
8. The School Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All Clear action.
10. The School Incident Commander will debrief with staff and school police officers.

7.2 Aircraft/Vehicle Crash

This procedure addresses an aircraft or motor vehicle crash on or near school property. If a crash results in a fuel or chemical spill on school property, refer to Utility Failure as needed.

Aircraft/Vehicle Crash Procedures

1. The principal or designee acts as the Incident Commander, activates the Incident Command Team, and initiates appropriate Immediate Response Actions, which may include Drop, Cover and Hold On, Shelter-in-Place, Evacuate Building or Relocation.
2. If the Incident Commander issues the evacuate building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call 911 and local Police, San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700) and provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Utility Failure.
6. If needed, the Incident Commander will direct the Fire Suppression/HazMat Team to organize fire suppression activities for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the incident. A LD representative will call the Office of Communications with information on this situation as appropriate.
9. Any affected areas will not be reopened until the Contra Costa County HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to reopen.
10. The Psychological First Aid/Crisis Team will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the Incident Commander will initiate an Off-Site Relocation.
12. The Incident Commander will notify and update parents via district assistance.
13. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.3 Animal Disturbance

This procedure should be implemented when a dog, coyote, mountain lion, or other wild animal threatens the safety of students and staff.

Animal Disturbance Procedures

1. The principal or designee becomes the Incident Commander, activates the Incident Command Team, and initiates appropriate Immediate Response Actions, which may include Lockdown or Evacuate Building.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Closing doors or locking gates is one means to isolate the animal.
3. If additional outside assistance is needed, the Incident Commander will call 911, local Police, San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700) , Animal Control (925) 608-8400, and provide the location of the animal and nature of emergency.
4. If a student or staff member is injured, the school nurse or First Aid/Medical Team will provide treatment and notify parents of the injured.
5. The Incident Commander will initiate an off-site relocation only if conditions are persistently dangerous at the school.
6. The Incident Commander will notify and update parents via district communication if necessary.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.4 Biochemical/Hazardous Materials

A Biological or Chemical Release involves the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Common releases within or adjacent to schools include the discharge of chemicals in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance:
● Multiple victims suffering from watery eyes
● Twitching
● Choking
● Loss of coordination
● Trouble breathing
● Other indicators may include the presence of distressed animals or dead birds.

There are three sub-categories involving the release of biochemical substances. Determine which category applies and then implement the appropriate response procedures listed below.

7.4.1 Substance Released Inside a Room or Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team and will initiate the Evacuate Building action. Staff will use designated routes or alternate safe routes to the Assembly Area, located upwind of the affected room or building. Students and staff from rooms exposed to contaminants need to be isolated from the rest of the school population.

2. The Incident Commander will call 911, local Police, San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700)

3. The Incident Commander will notify the district and/or Operations Coordinator of the incident.

4. The Incident Commander will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.

5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and the District will shut down the building's air handling system.

6. The Incident Commander will notify and update parents via district communications.

7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.

8. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain (in plastic bags) contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The First Aid/Medical Team should evaluate and monitor exposed individuals.

9. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Team will provide the list to the Incident Commander and emergency responders.

10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.

11. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery.

12. Any affected areas will not be reopened until the Contra Costa County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.

13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.4.2 Substance Released Outdoors and Localized Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS Team and will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Incident Commander will, as necessary, initiate the Shelter-in-Place or Evacuate Building action.

2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Incident Commander will call 911, local Police, San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700) and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the incident.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. The Incident Commander will notify and update parents via district.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
8. Persons who had direct contact with hazardous substances should wash affected areas with soap and water. Immediately remove and contain (in plastic bags) contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The First Aid/Medical Team should evacuate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Contra Costa County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

14.

7.4.3 Substance Released in Surrounding Community Procedures
1. The principal or designee becomes the Incident Commander, activates the ICS team, and if he/she or local authorities determine that a potentially toxic airborne substance has been released, the Incident Commander will initiate a Shelter-in-Place.
2. Follow all Shelter-in-Place procedures.
3. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
4. The Incident Commander will monitor local news for information about the incident.

5. The school will remain in Shelter-in-Place until the Contra Costa County HazMat or appropriate agency provides clearance, or staff is otherwise notified by the Incident Commander.
6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.5 Bomb Threat/Suspicious Package

Response to a bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

7.5.1 Bomb Threat by Telephone Procedures

1. The call taker should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911. The staff member calling 911 informs the operator of:
   ● Nature of threat on phone line
   ● Name of school
   ● Phone number of line receiving threat
   ● Name and contact information of staff member
2. The person answering the threat call should immediately inform the principal, and then use the Bomb Threat Form to gather and record information about the call.

3. The site administrator would then contact the District Emergency Line (925) 552-2964

Bomb Threat Form Questions include:
   ● Where is the bomb (building, location)?
   ● When is it going to explode?
   ● What kind of bomb is it? What does it look like?
   ● Who set the bomb? Why was the bomb set?
   ● What can we do for you to keep the bomb from exploding?
   ● What is your name?
   ● How old are you?
   ● Where do you live?
   ● How can you be contacted?

In addition to the above questions, evaluate the caller's voice and background noise for characteristics such as:
   ● Caller Characteristics:
     o Gender
     o Age
     o Accent
     o Slurred/impaired speech
     o Recorded/disguised voice
     o Familiarity

- o   Irrational/incoherent
- ● Background Noise:
  - o   Office
  - o   Outdoors
  - o   Traffic
  - o   Other

4. The principal or designee becomes the Incident Commander, activates the school ICS team, and calls local Police San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) who will advise the school. In most cases, School Police will direct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with School Police, will determine the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.

5. If the school is directed to search for unusual or suspicious packages, boxes or foreign objects, all cell phones and hand-held radios of searchers should be turned off, as many explosive devices can be triggered by radio frequencies. If a suspicious object is found, the discovery to the Incident Commander while the remaining team members attempt to secure the immediate area without touching or disturbing the object.

6. The Incident Commander will notify district and/or Operations Coordinator of the incident.

7. No attempt should be made to investigate or examine a discovered suspicious object.

8. The Incident Commander will notify and update parents via district.

9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.

10. After the search, the Incident Commander will consult with law enforcement to determine any alteration to the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

11. When a suspicious object or bomb is found, or if advised by Law Enforcement, the Incident Commander shall issue the Evacuate Building action. Staff and students will evacuate the building using safe routes to the Assembly Area.

12. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

13. The Psychological First Aid/Crisis Team will convene on-site and begin the process of counseling and recovery.

14. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

15. The Incident Commander may initiate an Off-site Relocation if warranted by changes in conditions.

16. After the incident is over, the Incident Commander will complete the Bomb Threat Report.

7.5.2 Suspicious Package Procedures

1. If a suspicious package or other object is found on or adjacent to campus, the principal should be immediately alerted.
2. The principal or designee becomes the Incident Commander, activates the school ICS team, and will direct volunteer members of the Security Team to attempt to secure the immediate area without touching or disturbing the object. All cell phones and hand-held radios in the vicinity of the suspicious package should be turned off, as many explosive devices can be triggered by radio frequencies.
3. The Incident Commander will call 911 and local Police San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700) and provide the exact location (e.g., building, room, area) and description of the suspicious package.
4. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the incident.
5. No attempt should be made to investigate or examine the object.
6. The Incident Commander will notify and update parents via district.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
8. The Incident Commander will consult with Law Enforcement and determine the appropriate Immediate Response Action, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
9. If Evacuate Building is initiated, staff and students will evacuate buildings using the safest routes to the Assembly Area. Routes may be different than usual evacuation routes.
10. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
11. The Psychological First Aid/Crisis Team will convene and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.
13. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions.
14. After the incident is over, the Incident Commander will complete the Bomb Threat Report of the suspicious package.

7.6 Bus Disaster

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a

school bus field trip or being transported to or from school. If there are no students on the bus, drivers should report to Bus Dispatch by radio or call 925-824-1832.

7.6.1 Bus Earthquake Procedures
1. The driver will initiate the Drop, Cover, Hold On action for all persons on the bus.
2. The driver will stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The driver will check for injuries and provide first aid as appropriate.
4. The driver will contact and update the school principal or designee and bus supervisor to report location and condition of students and the bus.
5. The principal or designee will notify the District Administrator of Operations and/or Operations Coordinator of the incident.
6. The principal or designee will notify and update parents via district.
7. If instructed by the bus supervisor to continue the route, the driver will:
   - If enroute to school, continue to pick up students.
   - If dropping students off, continue to do so, provided there is a responsible adult at the bus stop.
   - If there is no responsible adult at the bus stop or it is impossible to get to school, the driver will proceed to the nearest designated shelter indicated on the bus route map. Upon arriving at the shelter, the driver is to notify the principal and remain with the children until further instructions are received from the principal or designee.
8. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
9. The driver will account for all students and staff throughout the emergency.

7.6.2 Bus Flood/Flash Flood Procedures
1. The driver will NOT drive through flooded streets and/or roads.
2. The driver will take an alternate route or wait for public safety personnel to determine safety.
3. If the bus is disabled, the driver will stay in place until help arrives.
4. The driver will contact and update the school principal or designee and bus supervisor to report location and condition of students and the bus.
5. The principal or designee will notify the district and/or Operations Coordinator of the incident.
6. The principal or designee will notify and update parents via district.
7. In all instances, the driver will not attempt to cross damaged bridges or overpasses.
8. The driver will account for all students and staff throughout the emergency.

7.6.3 Serious Bus Crash or Bus Fire Procedures
1. The driver will park the bus in a safe location.
2. The driver will set the emergency brake and turn off the ignition.
3. The driver will initiate the Evacuation action for all persons on the bus in the event of a fire.

4. The driver will check for injuries and provide appropriate first aid.
5. The driver will call 911 and local Police San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) and provide exact location of the bus and wait for arrival of emergency responders.
6. The driver will contact and update the school principal or designee and bus supervisor to report location and condition of students and the bus.
7. The principal or designee will notify the district office and/or Operations Coordinator of the incident.
8. The principal or designee will notify and update parents via district.
9. The driver will stay with the disabled bus until help arrives.
10. The driver will account for all students and staff throughout the emergency.
11. The Bus Supervisor or other authorized user will open a report on the incident.

7.7 Demonstration/Walkout

A Demonstration/Walkout is any assemblage on or off campus by staff or students for the purpose of protest or demonstration. A demonstration or walkout that occurs without appropriate approvals is considered unauthorized, and may be unlawful. Students are sometimes encouraged by protesters (in person, or via social media) to participate in a demonstration as it passes by a school.

Demonstration/Walkout Procedures:

1. Upon indication that a demonstration or walkout is about to begin, personnel should immediately notify the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the appropriate Immediate Response Action, which may include a modified Lockdown.
3. The Incident Commander will notify local Polic, San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) to request assistance and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the district and/or Operations Coordinator of the incident.
5. The Security Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
6. If students leave the campus, the Incident Commander, in consultation with the Security Team, will designate appropriate staff members with radios and cell phones to accompany them. These staff members will attempt to guide and control the actions of students while off-site.
7. Students not participating in the demonstration/walkout should remain in their classrooms until notified otherwise by the Incident Commander. Teachers will close and lock classroom doors to protect students from a demonstration that becomes unruly.

Students and staff should be protected from broken window glass by closing available window coverings.

8. The Planning and Intelligence Team's Documentation Unit should keep accurate record of events, conversations, and actions.

9. All media inquiries will be referred to the school's designated Public Information Officer, who will also monitor local news outlets and initiate further actions as appropriate.

10. The Incident Commander will notify and update parents via district.

11. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.

12. The Incident Commander should proceed using good judgement based on law enforcement or other legal input, in taking action to control and resolve the situation.

13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.8 Disorderly Conduct

Disorderly Conduct may involve a student, staff member, or visitor exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to sections on Lockdown or Active Shooter on Campus as appropriate.

Disorderly Conduct Procedures

1. Upon witnessing disorderly conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so. Witnesses should provide written statements for follow-up by school administrator and/or School Police.

2. Staff will immediately notify the principal or designee.

3. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate Immediate Response Actions, which may include Lockdown, Evacuate Building, or Off-site Relocation.

4. The Incident Commander will call local Police, San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) , and provide the exact location and nature of the incident. If determined to be appropriate, the Incident Commander will call 911.

5. If an immediate threat is not clearly evident, the Incident Commander or other staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.

6. If the perpetrator is a student, every attempt should be made to notify the family (family members may provide useful information on handling the situation).

7. The Incident Commander will notify the district and/or Operations Coordinator of the incident.

8. The Incident Commander will notify and update parents via district, as necessary.

9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.

10. The Incident Commander and team will determine if activating the threat assessment/management team is warranted.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.9 Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation; the following procedures should be implemented in response to all earthquakes, regardless of magnitude:

7.9.1 Earthquake during School Hours Procedures

Note: Keep calm and remain where you are during the shaking. Assess the situation and then act. Remember, most injuries or deaths are caused by flying/falling debris.

1. Upon the first indication of an earthquake, teachers should direct students to Drop, Cover and Hold On.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. Students with disabilities that do not allow them to get under furniture for protection should move away from items in the room that are not secured. These students should go into a structural corner of the room (away from cabinets and shelves that can spill their contents; away from windows that can break and away from suspended items that could fall), lock the wheels on any wheelchairs and protect their head and neck with their hands.
4. When the shaking stops, the principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the Evacuate Building action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
5. In the event of an evacuation, teachers will bring their student roster and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students or any student that was left behind.
6. The Incident Commander will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
7. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
8. The First Aid/Medical Team will set up the first aid station, check for injuries and provide appropriate first aid.
9. The Incident Commander will direct the Planning and Intelligence Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
10. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.

11. The Incident Commander will contact the district and/or Operations Coordinator to determine additional actions that may be necessary. LD personnel will communicate conditions to the District's Emergency Operations Center (EOP).
12. The Planning and Intelligence Team will fill out a damage assessment report and transmit it to the local Police and Administrator of Operations.
13. The Incident Commander will contact the Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
14. Any damaged areas will not be reopened until the Facilities Team provides clearance and the Incident Commander gives authorization to do so.
15. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions at the school.
16. The Incident Commander will direct the Planning and Intelligence Coordinator or other authorized user to open a report on the incident.
17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.9.2 Earthquake during Non-School Hours Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team as necessary, and will assess damages as safe to do so with the plant manager, to determine any necessary corrective actions. The school administrator may direct the Fire Suppression/HazMat Team to participate in the assessment.
   Note: Assessments must be conducted by teams wearing appropriate safety gear. Do NOT conduct assessments alone or unprotected, due to danger from possible building damage and the potential for aftershocks. Notify the School Police, San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and Danville PD (925-314-3700) that you are on campus before beginning a site assessment.
2. The Incident Commander should confer with the district and/or Operations Coordinator and Maintenance and Operations personnel to identify the extent of damages and determine if the school can be occupied.
3. If the school cannot be occupied, the Incident Commander and district Administrator of Operations will determine an alternate location for affected buildings and programs, and the Incident Commander will contact staff members and parents via district.
4. The Planning and Intelligence Team will fill out a damage assessment report and transmit it to the School Police and LD Administrator of Operations.

7.10 Explosion/Risk of Explosion

There are four distinct incident types involving an explosion or risk of explosion. Determine which incident type applies and then implement the appropriate response procedures.

7.10.1 Explosion on School Property Procedures

1. In the event of an explosion, all persons should initiate Drop, Cover and Hold On.

2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will call 911 and local Police, San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) to provide the exact location (e.g., building, room, area) and nature of emergency.

3. The Incident Commander will notify the district and/or Operations Coordinator of the incident.

4. The Incident Commander will consult with available law enforcement and, considering the possibility of another imminent explosion, take appropriate Immediate Response Actions. Action may include Shelter-in-Place, Evacuate Building or Off-Site Relocation. Evacuation may be warranted in some buildings on a campus, and other buildings may be used as shelter.

5. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.

6. In the event of an evacuation, teachers will bring student roster and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

7. The Incident Commander will notify and update parents via district.

8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.

9. The First Aid/Medical Team will check for injuries and provide appropriate first aid.

10. The Fire Suppression/HazMat Team should attempt to suppress small fires with extinguishers, if it is safe to do so.

11. The Planning and Intelligence Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.

12. The Security/Utilities Team will secure the building entrance to prevent persons entering the school buildings.

13. If it is determined safe to enter affected areas, the Incident Commander will direct the Search and Rescue Team to initiate search and rescue activities.

14. The Incident Commander will contact the area Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression/HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.

15. The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to the local Police and district.

16. Any areas affected by the explosion will not be reopened until the Contra Costa County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.

17. The Incident Commander may initiate an Off-Site Relocation if warranted by changes in conditions.

18. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.10.2 Risk of Explosion on School Property Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include Drop, Cover and Hold On, Shelter-in-Place, Evacuate Building, or Relocation.
2. If the school administrator issues Evacuate Building action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The school administrator will call 911 and local Police, San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. The school administrator will notify the LD Administrator of Operations and/or Operations Coordinator of the incident.
6. Staff should attempt to suppress small fires with extinguishers, if it is safe to do so.
7. The Incident Commander will advise the Search and Rescue Team to initiate rescue operations.
8. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
9. The Incident Commander will notify and update parents via the district.
10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
11. All affected areas will not be reopened until the Contra Costa County HazMat or appropriate agency provides clearance and the school administrator issues authorization to do so.
12. The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to local Police and the district.
13. In the event of an explosion on campus, refer to procedures listed under Explosion on School Property.
14. The Incident Commander may initiate an Off-Site Relocation, if warranted by changes in conditions.
15. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.10.3 Explosion or Risk of Explosion in Surrounding Area Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter-in-Place response action.
2. The Incident Commander will notify 911 and local Police San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) and provide the exact location (e.g., building, area) and nature of emergency.
3. The Incident Commander will take further actions as needed or advised by authorities.
4. The Incident Commander will notify the district and/or Operations Coordinator of the incident.

5. The Incident Commander will notify and update parents via district communications.
6. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
7. The school will remain in a Shelter-in-Place condition until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues further instructions.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.10.4 Nuclear Blast or Explosion Involving Radioactive Materials Procedures

A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter-in-Place action.

1. When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
2. The Incident Commander will notify 911 and local Police San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) and provide details on the area and personnel affected at the school.
3. After the initial blast, ICS teams should provide first aid and extinguish fires. The Incident Commander will ensure the relocation of students from bungalow buildings and other non-permanent structures, upper floor(s), rooms with broken windows, and other damaged rooms without going outside if possible.
4. The Security/Utilities Team will turn off the school's main gas supply (refer to the Site Plot Plan in the Safe School Plan for gas supply shut-off valve) and fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
5. The Incident Commander will notify the district and/or Operations Coordinator of the incident.
6. The Incident Commander will notify and update parents via district communications.
7. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
8. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
9. At the Incident Commander's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water, without going outside.
10. The school will remain in Shelter-in-Place until the Contra Costa County Public Health or other appropriate agency ends the shelter-in-place or issues relocation instructions. Relocation may be advised by authorities.

11. The Planning and Intelligence team will complete a Damage Assessment Report and transmit it to local Police and the district Administrator of Operations.
12. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.11 Fire

A fire impacts a school if it occurs on campus or in an off-campus location near the school. Take appropriate Evacuate Building or Shelter in Place measures to protect students and staff.

7.11.1 Fire on School Grounds Procedures

This procedure addresses a fire discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, activate the fire alarm, and report the fire to the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will immediately initiate the Evacuate Building action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. The Incident Commander will call 911 and local Police San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) and will provide the exact location (e.g., building, room, area) of the fire.
4. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the fire. District personnel will call the Office of Communications with information on this situation.
5. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The Fire Suppression/HazMat Team will suppress fires and initiate rescue procedures as it is safe to do so until the local Fire Department arrives.
7. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The Incident Commander will notify and update parents via district communications.
10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
11. If needed, the Logistics Team Leader will notify District Bus Dispatch 925-824-1832 to request buses for staff and student evacuation.
12. Any affected areas will not be reopened until the Danville or San Ramon or County Fire Department or appropriate agency provides clearance and the school administrator issues authorization to do so.
13. For fires during non-school hours, the Incident Commander and the District Administrator of Operations will determine if the school will open the following day.

14. All fires that are extinguished by school personnel, regardless of their size, require a call to the Fire Department to indicate that the "fire is out."
15. The Planning and Intelligence Team will complete a Damage Assessment Report and transmit it to the School Police and District Administrator of Operations.
16. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.11.2 Fire in Surrounding Area Procedures

This procedure addresses a fire discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, Evacuate Building or Off-Site Relocation.
2. The Incident Commander will notify 911 and local Police San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) and will provide the location and nature of emergency.
3. The Incident Commander will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The Agency Liaison will contact the local Fire Department and will work with the Fire Department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the incident. District personnel will call the Office of Communications with information on this situation.
6. If the Incident Commander issues the Evacuate Building action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
7. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
8. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
9. The Incident Commander will notify and update parents via District communications.
10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
11. If needed, the Logistics Team Leader will notify Bus Dispatch 925-824-1832 to request buses for staff and student evacuation.
12. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.11.3 Air Quality Procedures

In recent years, we have seen increasing concern regarding air quality around and outside schools, as California is increasingly impacted by wildfires. We recognize that this creates significant concern around student activities at school and that this challenge is likely to be ongoing for the foreseeable future. The following information will help you prepared for days when the air quality is less than optimal.

During poor air quality conditions, the district will:

- Communicate in most cases via social media, on our Twitter (), Facebook() or website pages. If conditions merit, we may send an email to staff and families as well.
- Determine school closure if required, we will send an email to all groups. Local news and media may also be alerted in these rare cases.
- Monitor the air quality using a variety of data, including airnow.gov for official data from Bay Area Air Quality Management District, as well as other sources such as purpleair.com. "Unhealthy for Sensitive Groups" (101-150) range,
- Issue directives regarding activity that will be in effect throughout the SRVUSD.
- Will not issue air masks for our students, as there are no N95 masks recommended for children.

7.12 Food/Water Contamination

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees or students with unexplained nausea, vomiting, or other illnesses.

Suspected Contamination of Food or Water Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will isolate and secure the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The Incident Commander will notify:
   - 911
   - Local Police Call San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700)
   - Contra Costa County Department of Health Services925-957-5400
   - District Food Services 925-824-1808
   - District Nursing Services 925-552-5030
   - Local District Administrator of Operations and/or Operations Coordinator
3. The Planning and Intelligence Team Leader will make a list of all potentially affected students and staff, and will provide the list to responding authorities.

4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The Planning and Intelligence Team Leader will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The Incident Commander will confer with the County Department of Health Services before resuming normal operations.
7. The Incident Commander will notify and update parents via district communications.
8. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.13 Public Health Emergency

A public health emergency involves a large-scale emergency need for medical health care services, often for an influenza outbreak or other infectious disease that affects a school community. During a suspected public health emergency, the principal or designee will consult with District Nursing Services 925-552-5030.

During public health emergencies, schools will be faced with parents, teachers, and staff who are concerned about the health and safety of students. Experience has shown that public health emergencies can create a great deal of anxiety and misinformation.

Healthy Habits to Reduce Public Health Emergency Impact

Schools can reduce the impact and spread of a public health emergency by reinforcing basic healthy habits. These habits include:
- Wash hands often. Require that students wash their hands with soap and water after visiting the restroom and before and after eating. If soap and water are not available, schools can purchase non-alcohol waterless hand cleaner from the District Warehouse. Schools may not use alcohol-based hand cleaner. Schools must stock adequate hand-washing supplies for all restrooms.
- Cover nose and mouth when coughing or sneezing. Germs are spread when people cough and sneeze. Require that students cough or sneeze into a tissue or, lacking that, into a sleeve or elbow. Classrooms should be stocked with tissue to facilitate this activity. When possible, schools can practice social distancing to reduce the spread of airborne germs. Keeping students at least three feet apart greatly reduces the spread of germs from an uncovered cough or sneeze.
- Exclude students and staff that are symptomatic. In the event of any public health outbreak, limit contact with people who are symptomatic. This means that students and staff who come to school with obvious symptoms such as an elevated temperature, cough, runny nose, or other symptoms, should be separated from the general population and sent home until they recover. Students who develop these symptoms at

school should be isolated to contain germs, and then sent home with a parent or guardian.

- Activate the School's Continuity-of-Service Plan in the event of a wide-scale or pandemic illness, critical school employees could be absent for days, weeks, or months. Such a reduction in available staff will challenge the continuity of school operations and services because there will not be enough substitutes for absent employees. Site administrators must consider how to carry on school operations without, for example, their Office Manager, Custodian, Cafeteria Manager, Coordinator, or Assistant Principal. Every school should have a plan to make sure that important tasks normally performed by critical employees can still be done when those employees are absent. School sites are asked to cross-train on basic operations at least two people to fill in for missing co-workers.

Develop Alternate Lessons. During major health emergencies, students may be absent for weeks. Schools should have lesson plans for students who will be home for extended periods of time, as well as multiple means of communicating lesson content to students and parents. Methods may include the following:

- Allowing students to take home school books and class materials
- Posting lesson on school websites with materials
- Using telephone messages to homes
- Use of other approved internet education websites
- Mailing home printed materials
- Having printed materials available for families to pick up at school

7.15 Utility Failure
A utility failure is a situation involving a loss of water, power or other utility on school grounds.

7.15.1 General Loss or Failure of Utilities Procedures
1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the school administrator immediately.
2. If a gas leak is suspected or the loss of utilities poses a risk of explosion, refer to Explosion/Risk of Explosion on School Grounds.
3. Upon notice of loss of utilities, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include Shelter-in-Place, or Evacuate Building.
4. The Incident Commander will notify the Local District Maintenance Area or Local Police Call San Ramon PD (925-973-2700), Alamo (CCC Sheriff 925-837-2902) and or Danville PD (925-314-3700) (at all other days/hours) and will provide the location and nature of emergency. Other personnel will be notified at the discretion of the Incident Commander.

5. Local Maintenance Area personnel, working with the Incident Commander, will contact the affected utility company to determine whether their assistance is required, recommended actions, and the potential length of time service will be interrupted.

6. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the loss of utility service.

7. If the Evacuate Building action is initiated, teachers will take student rosters and any classroom emergency supplies when leaving the building, and take attendance once the class is assembled in a safe location.

8. The Incident Commander will notify and update parents via District Communications.

9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.

10. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.

11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

12. In addition to the procedures listed above, the Incident Commander will implement the protocols for specific concerns below as needed.

7.15.2 Loss of Water Supply Procedures

The following operational items apply at a school that has lost its water supply. Many can be easily solved if the school has adequate emergency supplies:

1. **Bathrooms** - School personnel can make a regular toilet work by pouring a half-bucket (about 2.5 gallons) of water into the toilet to provide the "flush". Water stored in emergency barrels can be used for this purpose. This method is often easier than setting up toileting stations of 5 gallon buckets with plastic bags in them. Standard toilets can also be lined with plastic bags. Bucket toilets generate bags of hazardous waste that need to be disposed of properly. One disposal method is to dump the contents of the bags into the standard toilets when they are returned to service. Be advised that this method is messy at best. Schools must also provide toilets that are accessible to students with specific needs.

Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies, waterless hand cleaner, or wipes will fulfill that requirement and both should be stored with the other emergency supplies.

If Porta-Potties are delivered, schools must make sure that there are also hand cleaning stations set up, as well as accessible ones for students with specific needs. Mark at least two of the Porta-Potties for faculty use.

2. **Cafeteria** - To keep the cafeteria open, cafeteria staff must have clean water to wash hands and clean surfaces. Water can be pumped from the emergency water barrels into a plastic water carrier. The water carrier can be taken to the kitchen, and cafeteria staff can use the water at their sink. If the cafeteria staff needs hot water, they can heat it.

3. **Drinking Water** - Drinking water can be addressed many ways. Students will usually have milk and juice with their lunches, which will provide hydration. Additional water can be distributed in cups or individual bottles/pouches, depending on what was stored. Often Maintenance and Operations will obtain bottled water for the school.

If schools are using the emergency water, they must re-chlorinate the water 30 minutes before it is put out for consumption.

4. **Fire Suppression** - The fire code requires that if the automatic fire sprinklers are disabled for any reason, schools must post a fire watch. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the Fire Department and alert and evacuate the building occupants. The San Ramon Fire Department 925-838-6600 must be notified and logs should be kept documenting who patrolled the building, where they went and when they made their rounds. Schools shall notify the Fire Department to request permission to implement the fire watch at the following numbers:

   - San Ramon Fire Department, 925-838-6600.
   - CA Fire Department

Only the Fire Department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the Fire Department to ensure they followed the Fire Code.

5. **Other Concerns** - At secondary schools, there may be a request to use the showers, but that cannot be accommodated. The nurse may also ask for water to wash hands. She may be able to use waterless hand cleaner, but she will still need water for cleaning wounds, etc. Schools can pump the emergency water into a water carrier for her to use at the sink in the Health Office, or provide bottled water.

7.15.3 Loss of Power Procedures
The following are concerns that need to be addressed at a school that has lost electrical power.

1. **Lights** - Schools are built to take advantage of natural light. Classrooms often have one wall of windows, so there should still be visibility, even without electric lights. Classroom emergency kits typically include flashlights that can provide additional illumination. In many cases, the loss of electricity is minimally disruptive to education; it is common practice for students to remain in classrooms during a power outage.

Almost all schools have emergency lights on battery back-up. These lights will allow students and staff to safely exit the building if it is dark outside. These lights illuminate hallways, stairwells and exit signs. In most schools, emergency lighting operates on a series of large batteries and have the capacity to run for about an hour, so that everyone will have adequate time to exit the building. Some schools have hardwired emergency

generators instead of batteries. These generators are sized to run emergency egress lighting only, and do not power other items such as elevators and air conditioning.

Some schools have portable generators in the emergency supply bin that can power lighting in the assembly area, charge batteries on radios, and other power needs. Generators are also to be used to supplement battery-powered medical devices for students with special needs.

In a prolonged power outage, the Maintenance and Operations Department is sometimes able to provide a generator to power the cafeteria. The cafeteria has food that needs to be kept a specific temperature and to preserve food safety; the generator will be used to run the refrigerators and freezer.

2. **Phone Systems** - School IP phone systems have a battery back-up because they run on computers. This will allow the phones to operate without electricity. In addition, each school has a fax machine on a separate, direct, outside line that does not go through the IP phone system. In the event of a power outage, the fax line will still work and schools should keep a single line handset that can be plugged into this line during a loss of utilities (Red Phone). In the event of a major disaster such as an earthquake, these phone lines have been listed with the phone company as "essential service lines" and will be restored first.

3. **School Two-Way Radios** - Each school has a two-way radio system that allows the school to communicate with people on that campus, a neighboring campus, and ultimately with school police. The radios will still operate during a power outage or when phone systems are down.

Every year schools test the ability of elementary schools to contact a secondary school, and the ability of secondary schools to talk directly with school police dispatch. During a disaster, the District will use this system to compile damage and injury assessments from schools.

Cell phones, text messages, and public access communication tools can supplement two-way radio communications.

4 **Students On Ventilators** - The students who use ventilators are provided with a small, portable generator to recharge the ventilator battery during a power outage. Typically, these students are dependent on medical devices to live. Schools that have students who use ventilators and do NOT have a generator should contact the Office of Emergency Services.

5 **Fire Alarms and Suppression Systems** - During a power outage, fire alarms and notification systems will not work. The Fire Code requires that if the automatic fire alarms are disabled, schools must post a fire watch. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the

fire watch procedures, should have a radio, be able to notify the Fire Department, and alert and evacuate the building occupants.

The San Ramon Fire Department and Denalect Alarm Company must be notified and logs should document who patrolled the building, where they went and when they made their rounds. Schools shall notify the Fire Department to request permission to implement the fire watch at the following numbers:

- San Ramon Fire Protection Department 925-838-6600
- Denalect Alarm Company 925-932-2211

Only the Fire Department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the Fire Department to insure they abided the Fire Code.

6 **Food Service** - The cafeteria staff may not be able to heat food without electricity. If the loss of power is expected to last through Nutrition or Lunch, immediately contact your Cafeteria Manager and your Area Food Services Director. They can arrange for food to be brought in from an offsite location. In a prolonged power outage, the Maintenance and Operations Branch is sometimes able to provide a generator to power the cafeteria. The cafeteria has food that needs to be kept a specific temperature and to preserve food safety; the generator will be used to run the refrigerators and freezer.

7.15.4 PSPS Site Checklist and Procedures

In the event of a sitewide loss of power in the Bay Area, Principals should use the following guidelines for site safety. Guidelines and items in bold below should be implemented as soon as possible and prior to a PSPS:

Safety
- Conduct a survey of usable and unusable areas during a PSPS. Relocate student areas which cannot be used without electricity to those that can be.
- Custodians should deploy provisional lighting to areas in order of necessity. Restrooms and dark hallways should be prioritized.
- Emergency plans should be updated to include provisional plans for a loss of power.
- Designate a staff member who will be able to implement firewatch protocol in the event of a PSPS.
- Keep all radios on site charged at all times

Internal Communication
- Ensure that red landline phones are working whenever possible.
- Encourage staff and families to have emergency contact information updated in Infinite Campus.
- In the event of a PSPS, please hold a staff meeting 15 minutes prior to the start of school to review: Emergency and firewatch procedures, communication

procedures, instructional procedures. Debrief meetings with staff should be held in order to ascertain future improvements.

- Ensure all staff has a paper tablet in order to 'run' messages to the office when necessary.
- District and site administration should be circulating, visible and available for teachers when possible

Instruction

- Teachers should have emergency power outage plans in place which will be usable in a PSPS event. Prepare all necessary materials in advance.
- Schools will be paired with another site in order to provide instructional materials when possible.

Nutrition

- Staff and students will be encouraged to bring snacks and food from home. Or have snacks available
- Discuss plan for PSPS with child nutrition staff
- Prepare outdoor areas for students in the case the MPR cannot safely accommodate students without power.

Attendance

- Prepare paper rosters in advance for attendance purposes.
- Families will be notified that attendance during a PSPS is at their discretion, however, student attendance should always be called in as a safety measure.

Other

- Review reunification plans and post
- Notify supervisor of any immediate and urgent safety concerns.
- Notify custodial department of any custodial needs which may arise as a result of a PSPS.

Plan for a Loss of Water:
Toilets: «SSPItem_WaterPlanToilet»
Drinking Water: «SSPItem_WaterPlanDrinkingWater»
Food Service: «SSPItem_WaterPlanFoodService»
Fire Suppression System (if applicable): «SSPItem_WaterPlanFireSuppression»

Plan for a Loss of Electricity:
Ventilation: «SSPItem_ElectricityVentilation»
Electric Lights: «SSPItem_ElectricityElectricLights»

Plan for a Loss of Natural Gas:
Food Service: «SSPItem_NaturalGasFoodService»

Plan for a Loss of Communication:
Telephone Service: «SSPItem_CommunicationTelephoneService»
Intercom: «SSPItem_CommunicationIntercomService»

7.16 Weather

Schools may implement general inclement weather procedures during heavy rain, flooding, hail, or high winds.

7.16.1 General Inclement Weather Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate Immediate Response Actions, which may include Shelter-in-Place, Evacuate Building, or Off-Site Relocation.
2. The Incident Commander will notify 911 and Local Police and will describe the nature and extent of the incident.
3. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the emergency situation. District personnel will call the Office of Communications with information on the situation.
4. The Incident Commander will direct the Security/Utilities Team or other available staff to secure any lightweight, unstable, or fragile items on campus and bring indoors any equipment that may become damaged by weather conditions.
5. The Incident Commander or Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
6. If the Incident Commander issues the Evacuate Building or Off-Site Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
7. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies, and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
8. The First Aid/Triage Team will monitor students who were exposed to adverse weather conditions (such as extreme cold, heat, or rain) as necessary.
9. The Planning and Intelligence Team will consider the impact of weather (including travel) on field trips and extracurricular activities, and advise the Incident Commander if activities should be curtailed.
10. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
11. The Incident Commander will notify and update parents via District Communications.
12. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.16.2 Rain Procedures

Rain can cause sudden or gradual flooding, impede driving conditions, and/or be accompanied by lightning. Before every rainy season, school plant managers should be reminded to:

- Check all ground-level drains and drainage areas to make sure they are free of debris and work properly. Clogged drains should be reported for repair since they can cause flooding and building damage.

- Inspect roof scuppers and drains to make sure they work properly.
- Request sand bags and plastic sheeting from the operational area that can be used to divert water away from doors.

Flood/Flash Flood

A Flash Flood may accompany rain, or may appear suddenly as a result of storm conditions elsewhere in Northern California, and may impede driving.

Hail

Hail can damage buildings and equipment, possibly injure students (depending on the size of the hailstones), and may be accompanied by unusually cold weather.

Wind

High winds can create power outages, knock down trees and utility lines, and remove exterior building materials (such as gutters and shingles).

7.16.3 Funnel Clouds Procedures

Funnel clouds and tornadoes are usually not possible in the Bay Area. But if a funnel cloud is sighted or a tornado warning is issued, immediately move all students indoors. Basements offer the best protection. Schools without basements should use interior rooms and hallways on the lowest floor, away from windows and other sources of glass. Rooms with large roof spans (e.g., gymnasiums, cafeterias, and auditoriums) offer little or no protection from tornado-strength winds. Students should sit facing an interior wall, elbows to knees, with hands over the back of their heads, and remain in position until an all-clear is sounded.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate Immediate Response Action, Shelter-in-Place.
2. The Incident Commander makes the following announcement over the PA system, or using an alternate method of communication: "Your attention please. We are implementing a Shelter-in-Place, due to severe weather. Students and staff are to remain inside the building away from windows. Sit on the floor with your back to the wall, and protect your head with your arms. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you."
3. If inside, teachers will keep students in the classroom until further instructions are given.
4. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers are to account for any students with a cognitive disability that may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.
5. The Incident Commander will notify 911 and Local Police and will describe the nature and extent of the incident.

6. The Incident Commander will notify the District Administrator of Operations and/or Operations Coordinator of the emergency situation. District personnel will call the Office of Communications with information on the situation.
7. The Incident Commander or Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
8. Teachers will take attendance to account for students, and notify the office of missing students.
9. The Incident Commander will direct the Planning and Intelligence Team Leader or other authorized user to open a report on the incident.
10. The Incident Commander will notify and update parents via District Communications.
11. The Incident Commander will initiate an Off-Site Relocation if warranted by changes in conditions.
12. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

7.16.4 Heat Procedures

The intensity of exercise activities must be limited or they must be modified whenever the Heat Index (table attached, tap paperclip to view) is above 95°. A useful resource that calculates the heat index and offers heat safety tips is the OSHA smartphone app, the OSHA Heat Safety Tool. Air Quality Advisories issued by the South Coast Air Quality Management District (SCAQMD) must be obeyed.

Modifying Athletic Activities During Excessive Heat

During times of excessive heat, the following precautions need to be taken for outdoor physical activity which includes recess, physical education, recreation, and competitive sports:

● Adequate water must be available. If adequate water is not available, physical activity must be modified. During the activity, periodic drinking of water every 15 to 30 minutes should be encouraged.
● Staff and all personnel supervising physical activities, including Youth Services personnel, should observe students during activity periods and modify activities. Students known to have health problems should be closely observed and their activity modified or restricted.

Strategies for Preventing Heat Stress During the School Day

● A "cool room" should be established for use by students showing early signs of heat stress. This room should provide maximum coolness possible. During excessive heat the "cool room" should be available for use at all times during the school day.
● Hold events indoors when possible.
● Use current medical health history and physical to identify students susceptible to or at high risk for heat related injuries. Students identified as high risk should be removed from participation at a lower Heat Index. These would include:
  o Students with history of previous heat illness
  o All current illnesses and/or health sensitive medical conditions
  o Students who have experienced recent injuries

7.16.5 National Weather Service Hazardous Weather Alert Definitions and Procedures

The National Weather Service issues three distinct categories of hazardous weather alerts, covering all manner of weather events. Schools will receive weather alerts via NOAA weather radios or mass media outlets.

Watch - used when the risk of hazardous weather has increased significantly, but its occurrence, location or timing is still uncertain. A "watch" is intended to provide enough lead time to set emergency plans in motion. A watch means that hazardous weather is possible, and schools need to listen for later information and possible warnings. If a weather watch is issued, schools in the affected area should:
- Review the Safe School Plan and confirm staff assignments for emergency positions
- Review field trips and extracurricular activities
- Review Blackboard Connect emergency contact lists for staff and students
- Monitor local weather via www.weather.gov and/or a NOAA weather radio
- Inspect the campus for conditions that could cause damage

Advisory - issued when a hazardous weather event is occurring, imminent or likely. Advisories are for less serious conditions than warnings that cause significant inconvenience. If caution is not exercised, conditions could lead to situations that may threaten life or property. If a weather advisory is issued, schools in the affected area should:
- Review the Safe School Plan
- Check emergency supplies
- Examine extracurricular activities, field trips, and after-school programs
- Plan for modified activity schedule
- Move outdoor equipment out of harm's way
- Monitor local weather via www.weather.gov and/or a NOAA weather radio
- Check school site for hazards and exposures that can be mitigated
- Send a message if extracurricular activities may be impacted

Warning - issued when a hazardous weather event is occurring, imminent or likely. A warning means weather conditions pose a threat to life or property. People in the path of the storm need to take protective action. If a weather warning is issued, schools in the affected area should:
- Activate Safe School Plan
- Stage emergency supplies in a location protected from weather
- Send message and update school website and school social media accounts to notify parents
- Notify District Operations of actions
- Take proactive steps to protect students and staff
- Cancel activities, field trips and after-school programs if expedient to do so

8. Appendices

Contacts

Maps
«Image:SitePlan»

«Image:VicinityMap»

Primary Off-Site Assembly Location:

Primary Address: «SSPItem_PrimaryOffsiteLocation»

Primary Contact: «SSPItem_PrimaryOffsiteContact»   Primary Phone #: «SSPItem_PrimaryOffsiteContactNumber»

Backup Off-Site Assembly Location:

Backup Address: «SSPItem_BackupOffsiteLocation»

Backup Contact: «SSPItem_BackupOffsiteContact»   B «SSPItem_BackupOffsiteContactNumber»

ICS Definitions for Schools

Incident Commander – responsible for directing emergency operations

Public Information Officer (PIO) – Official spokesperson for an incident

Agency Liaison – coordinates with outside agencies

Safety Coordinator – ensures that emergency operations are conducted safely

Operations Section Chief - responsible for managing all tactical operations at an incident.

Planning Section Chief - responsible for collecting and evaluating information.

Logistics Section Chief - provides all incident support needs such as facilities, transportation, communications, supplies/equipment and food services.

Finance/Administration Section Chief - responsible for managing all financial aspects and paperwork of an incident.

Emergency Teams:

First Aid/Medical – ensures that first aid supplies are available and performs first aid/triage

Security/Utilities – ensures school site security and performs short-term repairs and shutoff of utilities

Fire Suppression/Hazmat – extinguishes fires and evaluates chemical spills

Request Gate – processes requests for student pick-up

Reunion Gate – reunites students and parents at Reunion Gate

Search and Rescue – performs search and rescue operations

Assembly Area – ensures safe evacuation and accounting for all students, staff and visitors

Psychological First Aid/Crisis – provides psychological/emotional support for students and staff

Supply/Equipment - ensures adequate equipment and supplies

Documentation – maintains emergency log

Communication – analyzes situation and updates Incident Commander

Forms

EMERGENCY HAZARD ASSESSMENT SUMMARY

School   Location Code

Name   Position

Date

On-Site Hazard:
[List any unusual on-site hazards which are unique to   storage
  the school, e.g., underground tanks, unusual

chemicals]

D   o

Off-Site Hazards:
[List any unusual off-site hazards unique to the school, e.g. freeways, railroads, pipelines, power transmission lines, industrial facilities]

BOMB THREAT REPORT

School   Location Code

Date of Call   Time of Call

Person Receiving Call

D   O

I. REPORT OF PERSON RECEIVING CALL	
A. Ask the caller the following questions	
Where is the bomb (building, location)?	
What time is it set to go off?	
What kind of bomb is it? What does it look like?	
Who set the bomb? Why was the bomb set?	
What is your name?	
How old are you?	
Where do you live?	

B. Evaluate the voice of the caller, and check the appropriate spaces below:			
	Male		Intoxicated
	Female		Speech Impediment
	Child		Special Ethnic Characteristics
Age (Approx.)			
		Other	

C. Listen for any background noise. (Check appropriate spaces below, if applicable):					
	Music		Babies or children	☐	Airplane
	Conversation		Cars/trucks		
				Other	
	Typing		Machine noise		

II. REPORT BY PRINCIPAL		
A. The police were contacted by (Name of person)		
Date		Time ☐
Police personnel taking call		
Officer responding to call		

B. Was a search made for the bomb?		Yes		No
If "yes," give details regarding search				

C. Was an evacuation conducted?		Yes	☐	No
If "yes," indicate buildings or areas evacuated				

D. Remarks:

This form shall be completed in duplicate (submit original to Educational Service Center Operations Coordinator and copy for school files).

INJURY REPORT

School   Room Number

Teacher's Name   Date

INJURED NAME	D TYPE OF INJURY	O LOCATION OF PERSON

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT		

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

MISSING PERSONS REPORT

School   Room Number

Teacher's Name   Date

MISSING PERSONS D	O
NAME	**LAST SEEN LOCATION**

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT	

STUDENT RELEASE LOG

NOTE: Schools may only release students to individuals who have been designated by the custodial parent/guardian.

School

Date

STUDENT'S NAME	RELEASE TIME	NAME OF PERSON RELEASED TO	ADULT SIG

[Note: Maintain the original in the emergency document file.]

SCHOOL/SITE PRELIMINARY ^D DAMAGE REPORT (PDR)

(Please use this form to report your status to the Educational Service Center)

School/Site:					Location Code:	

Date:		Time:		Person in Charge:	

Contact information (How the school can be reached for additional information):	

Please answer the following: s   e

Number of deaths	# of Students		# of Staff		None	☐
Number of injuries	# of Students		# of Staff		None	

How many buildings at your site are visibly damaged?		☐

Describe the type and extent of damage you observe:

Summarize emergency response actions already taken:

Do you have the following capabilities?

Power		Yes		No	Landline Phone	Contact #			Yes		No
Water		Yes		No	Cellular Phone	Contact #			Yes		No
Natural Gas		Yes		No	Two-way Radio				Yes		No

Location of evacuated students	
List critical issues on site	
List other issues	
List assistance requested	

EMERGENCY DRILL DATA WORKSHEET

Use this form to record your drill information; then enter the data at http://emergencydrills.lausd.net and receive your emailed certificate.

School/Site:		Location Code:	
Name:		Position:	
E-Mail:		Date:	

Drill Type -- Choose one

Fire
Earthquake drill with evacuation
Shelter in Place

Drop/Cover/Hold on or Drop
Lockdown

1. What type of alert system did you use to alert students/staff of the drill?			
☐ Fire Alarm/Bell	☐ Voice through Intercom/PA	☐ Bull Horn	☐ Whistle

(Omit #2 for Drop/Cover/Hold or Drop)

2.Time Drill Started:		☐ am	☐ pm	Time Drill Completed:		☐ am	pm
3. Total number of staff involved in the drill activity?							
4. Total number of students involved in the drill activity?							
5. Did any students with special needs participate in the drill? If yes, about how many?							
6. Did you encounter any challenges with students with special needs? (Y/N)							
7. If yes, Please describe challenges:							

(Omit #8 for

Drop/Cover/Hold or Shelter-in-Place, Drop & Lockdown)
8. How long did it take to evacuate all buildings? (minutes)
(Time from START of drill to the time when last staff or student arrived at the staging area.)

(Omit #9 for Drop/Cover/Hold or Drop)

9. Did you establish an Incident Command Post?		Yes	No
10. Did staff bring the School Emergency Response Box to the assembly area?(Y/N)		Yes	No
11. Did you use the District's Safe School Plan, Volume 2 - Emergency Procedures during: (Check all that apply)			
Yes, during the planning of the drill		Yes, during the execution of drill.	
Yes, after the drill.		No, we did not use the Safe School Plan.	

(Omit #12, 13&14 for Drop/Cover/Hold or Drop)

12. Did you use any supplies during the drill? (Check all that apply)		OFFICE OF EMERGENCY SERVICES	
	Yes, our staff took supplies out of their storage area.		
	Yes, our staff used the supplies during the drill.		
	No, we did not use emergency supplies.		
13. Were parents notified either before or after the drill? (Y/N)		Yes	No
14. How were parents notified? (method)			
15. Did any parents participate in drill? If yes, about how many?		Yes	
16. What did parents do?			

EMERGENCY DRILL DATA ^{D} WORKSHEET (CONTINUED)

17. Did you encounter any behavioral problems (non-participation, student/staff distractions, etc.) during the drill? If yes, please briefly describe any problems.

18. Did you encounter problems with any of the following?
(Omit# d, e, & f for Drop/Cover/Hold or Drop)
(Omit # f for or Lockdown)

	Yes	No	Briefly describe these problems:
a. Alert system	☐	☐	
b. Students	☐	☐	
c. Staff	☐	☐	
d. Parents			
e. Supplies			
f. Evacuation route			

19. Using a grading scale from A through F, please grade the following:
(Omit a, b, & c for Drop/Cover/Hold or Drop)
(Omit a for Campus Protection or Lockdown)

	A	B	C	D	F
a. Student behavior during evacuation procedure	☐	☐	☐	☐	☐
b. Student accounting	☐	☐	☐	☐	☐
c. Staff accounting	☐	☐	☐	☐	☐
d. Performance of alert system					
e. Performance of members of the school safety team					
f. Overall student performance					
g. Overall staff performance					

20. Did you debrief after the drill? (Y/N)	Yes	No

21. What were the three top lessons learned?

22. How can this drill be improved in the future?

BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST

School   Location Code

Location of Release

Name   Position

Date

	Yes	No	Note
	☐	☐	
Have unexposed students, staff and others been evacuated from area of contamination?			
Have staff, students, or others who came in contact with the area of contamination been isolated and quarantined in a safe and separate location and cleaned their hands with soap and water?	☐	☐	
Have all students and staff been accounted for?			
Has the area of contamination been cordoned off and secured?			
Has the area of contamination been affixed with conspicuous signs reading: "DO NOT ENTER"?			
Have the doors and windows to the area of contamination been closed and locked?			
Have fans and ventilators serving the area of contamination been turned off?			
Comments			

D

☐ ☐

☐ ☐

☐ ☐

☐ ☐

☐ ☐

SUPPLEMENTAL ATTENDANCE REPORT

NOTE: Used to account for anyone not found on student/staff rosters

School

Date

Name	ID NUMBER	STATUS (CHECK ONE)					
		☐ Student	☐ School Staff	☐ LAUSD Employee	☐ Visitor	☐ Other	
		☐ Student	☐ School Staff	☐ LAUSD Employee	☐ Visitor	☐ Other	
		☐ Student	☐ School Staff	☐ LAUSD Employee	☐ Visitor	☐ Other	
		Student	School Staff	LAUSD Employee	Visitor	Other	
		Student	School Staff	LAUSD Employee	Visitor	Other	
		Student	School Staff	LAUSD Employee	Visitor	Other	
		Student	School Staff	LAUSD Employee	Visitor	Other	
		Student	School Staff	LAUSD Employee	Visitor	Other	
		Student	School Staff	LAUSD Employee	Visitor	Other	
		Student	School Staff	LAUSD Employee	Visitor	Other	
		Student	School Staff	LAUSD Employee	Visitor	Other	
		Student	School Staff	LAUSD Employee	Visitor	Other	
		Student	School Staff	LAUSD Employee	Visitor	Other	
		Student	School Staff	LAUSD Employee	Visitor	Other	
		Student	School Staff	LAUSD Employee	Visitor	Other	
		Student	School Staff	LAUSD Employee	Visitor	Other	
		Student	School Staff	LAUSD Employee	Visitor	Other	
		Student	School Staff	LAUSD Employee	Visitor	Other	
		Student	School Staff	LAUSD Employee	Visitor	Other	

Assessment Checklists

Please check the online ISSP for completed assessment checklists. They are available in the Planning view as part of Step 2.