

Comprehensive School Safety Plan

Woodward Leadership Academy

1777 W. Baseline St. San Bernardino CA 92411
909-266-1762

A meeting for public input was held on July 22, 2024

Plan approved by Woodward Leadership Academy Governing Board on
August 26, 2024.



This document is available for public inspection during regular business hours at
7:30 AM to 3:30 PM.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

**Woodward Leadership Academy
Comprehensive School Safety Plan - Signature Page
2024-2025**

The undersigned members of the Woodward Leadership Academy certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

Maisha Turner, Board President	Date
Teacher's Representative	Date
Parent	Date
Classified Employee Representative	Date
Student	Date
Law Enforcement Agency	Date
Fire Department	Date
Cesar Becerra , Security	Date

School Site Mission

The mission of Woodward Leadership Academy is to provide an excellent education, equip students to have strong morals and be responsible community members, create a foundation for life-long learning, and develop students' capacity to reach their highest potential in every area of life. Through a community-wide collaborative effort, we will serve underserved students and families.

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A. Safety Assessment

Assessment of the Current Status

A. Attendance Rates

Woodward Leadership Academy maintains a 94% attendance rate for the 2024-2025 school year. The attendance team regularly sends SART letters home to students who have a high rate of absences and/or tardies.

B. Suspension/Expulsion Data

In the 2024-2025 school year, Woodward Leadership Academy has expelled zero students, and has suspended zero students.

C. Climate Survey

Woodward Leadership Academy administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the local educational agency serves (e.g., K-6), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

The local educational agency was asked to provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-6).

Woodward Leadership Academy administered our annual LCAP survey in May of 2024 to students, parents, and staff in order to gather important feedback. This feedback is used each year to make improvements where needed, and to focus on maintaining areas of strength. The following topics were addressed in the surveys: Welcoming environment and overall school climate, student achievement, student engagement, Common Core Standards and course access, and parental involvement. The following is an analysis of the results of the student survey administered. Of the 86 students who participated; 84% agree/strongly agree that the school has a welcoming environment; 91% agree/strongly agree that their teachers encourage them to succeed; 95% agree/strongly agree that they need to work hard to get good grades; 82% agree/strongly agree that their teachers help them to develop challenging academic goals; and 82% agree/strongly agree that their teachers make sure they understand the material they are learning in class. Woodward Leadership Academy will continue to maintain high standards for student achievement, a welcoming environment for all students, staff, and parents, and will strive to increase the percentages listed above with a goal of 95-100% "agree/strongly agree" in all categories.

D. Office Referrals

Woodward Leadership Academy staff is required to follow a low level referral procedure where students receive three low level referrals before filling out an administration referral form on Google Forms. The following forms are below:

E. Safety Assessment

Woodward Leadership Academy has its charter through San Bernardino City Unified School District. The following assessment is conducted annually to ensure that all safety measures are taken at all times.

Building and Grounds

School Interior	Yes	No	N/A
If a classroom is vacant, students are restricted from entering unsupervised.	x		
The bathroom walls are free of graffiti.	x		
The entrance lobby is visible from the main office.	x		
Chemical storage areas are locked	x		
Hallways are free of travel impediments	x		
Restrooms are inspected for cleanliness and safety on a regular basis	x		
Surveillance cameras and monitors are installed in strategic locations	x		
<i>Lighting</i>			
The hallways are properly lighted	x		
Bathrooms are properly lighted	x		
Access to electrical panels is restricted	x		
Hallways have emergency lighting	x		
<i>Doors</i>			
Faculty members are required to lock classrooms upon leaving	x		
Multiple entries to the building are controlled and supervised	x		
Doors accessing internal courtyards are locked to prevent outside entry	x		
Mechanical rooms/hazardous material storage areas are kept locked	x		
School has a record of maintenance work orders on doors/windows	x		
Areas accessible to intruders are secure	x		
<i>Signage</i>			
Exit signs are clearly visible and lighted	x		
Visitor signs are posted	x		

Weapons law signs/stickers are posted	x		
Tobacco free campus signs/stickers are posted	x		
Choking guidelines posted in serving area	x		
Lab safety procedures are posted and reviewed	x		
Fire extinguisher locations are clearly marked and regularly inspected	x		
School staff is trained on the use of fire extinguishers.	x		

School Exterior	Yes	No	N/A
<i>Extracurricular/Play Areas</i>			
Play areas are fenced	x		
Good visual surveillance of play equipment is possible	x		
Vehicular access to play areas is restricted	x		
Play/extracurricular areas are supervised	x		
The school ground is free of obstacles, graffiti, trash and debris	x		
Emergency vehicles can access play and athletic fields easily	x		
Surveillance cameras are installed in strategic locations	x		

<i>Signage</i>			
	Yes	No	N/A
School Safety Zone signs are posted	x		
Clearly marked visitor entrance to main office	x		
Visitor and handicapped parking areas are clearly marked	x		
<i>Lighting</i>			
	Yes	No	N/A
There is adequate lighting around the building	x		
Lighting is provided at the entrances	x		
Directional lights aimed at the building	x		
<i>Windows and Doors</i>			

Windows and doors are in good repair	X		
Windows and doors are adequately secured after hours	X		
<i>Student Transportation Issues</i>			
Staff members are assigned to student drop off/pick up	X		
An area is designated as the pick-up/drop-off zone	X		
An emergency dismissal procedure is in place	X		

School Policies

Procedures/Guidelines	Yes	No	N/A
<i>Security</i>			
Unused areas of the school can be closed off during after school activities	X		
There is two-way communication possible with administrators	X		
Teachers have the capability of communicating to office from classroom	X		
There is a central alarm system	X		
Photo ID cards/badges are issued to all employees and are visible on staff uniforms	X		
Visitors are required to sign in and out	X		
Visitor/guests badges are issued	X		
Shrubbery and trees do not block sight lines of campus	X		
Law enforcement monitors schools grounds after regular school hours and can contact school administrator(s)	X		
Security alarms are tested on a regular basis	X		
Proper photo ID is required of vendors, repairmen, etc.	X		
<i>Law Enforcement Role</i>			
An inhouse armed security guard is assigned to the school	X		
Incidents of crime that occur on school property/events are reported to law enforcement and other appropriate agencies	X		
Law enforcement personnel are involved in the development of school safety plan	X		

The school and law enforcement have an agreement of understanding that defines the roles and responsibilities of each group	x		
An armed security guard through a private security firm provides after hours patrols of the school site	x		

<i>Emergency/Crisis Plan</i>			
	Yes	No	N/A
The school has an Emergency/Crisis Plan	x		
The plan includes all categories as required by California law	x		
The Emergency/Crisis Plan is reviewed and updated each year	x		
The staff has received training on emergency procedures	x		
The staff has access to the Emergency/Crisis Plan	x		
The Emergency/Crisis Plan has been approved by the Board of Directors	x		
Primary and secondary evacuation sites have been pre-determined for fire, active shooter, and bomb threat	x		
Table top exercises and/or practices have been conducted with staff	x		
A reunification site has been established in case of emergency evacuation	x		
School staff is aware of proper response to blood and body fluid spills	x		
An appropriate number of staff members are trained in CPR	x		
Fire/earthquake drills are conducted as required by California law	x		
Intruder alert drills are conducted	x		
Evacuation routes are posted	x		
<i>Administrative Procedures</i>			
The administrative staff are highly visible	x		
The Student Code of Conduct is revised and reviewed annually (students/staff)	x		
Students and/or parents sign for receipt of Student Code of Conduct	x		
Behavioral expectations and consequences for violations are clearly outlined	x		

A chain-of-command has been established when the administration is away	X		
Disciplinary consequences are fairly and consistently enforced	X		
Security measures/administrative supervision is established for extracurricular activities	X		
Staff members are assigned to supervise students (halls/restrooms/eating areas)	X		
Student medicines are secured (locked cabinet/desk)	X		
Student check-out procedures are in place; only to an authorized adult	X		
Teachers/administrators are aware of mandatory reporting requirements (weapons, drugs, child abuse, etc.)	X		
Federal/state laws regarding students with disabilities are followed	X		
School personnel know the location of shutoffs for gas, water, HVAC, etc.	X		
School files and records are maintained in locked, fireproof containers or vaults	X		
There is a control system in place to monitor keys and duplicates and/or card access systems	X		
<i>Data Collection and Reporting</i>			
An incident reporting database has been established	X		
Discipline incidents are accurately recorded	X		
Discipline incidents are regularly monitored	X		
Administrators are aware of mandatory reporting requirements (weapons, drugs, child abuse, etc.)	X		

	Yes	No	N/A
Chronic discipline procedures have been developed concerning students with recurring problems	X		
Students are referred to a disciplinary tribunal hearing for serious violations of school rules	X		
The outcome of disciplinary tribunal hearings are recorded in the student's discipline record	X		
<i>Prevention and Intervention</i>			

Students have access to conflict resolution/peer mediation programs	x		
Diversity awareness is emphasized	x		
Academic programs are available for "at risk students"	x		
Students and parents are aware of school student support resources	x		
Counselors facilitate student assistance programs/groups	x		
Students have opportunities to be actively involved	x		
Parents are encouraged to volunteer and play an active role in the school	x		
Bullying prevention programs or strategies are in place	x		

B. Child Abuse Reporting Procedures

Woodward Leadership Academy is dedicated to the safety of all of our students. The following procedures have been put in place to ensure that proper procedures are followed.

IMPORTANT NOTE: With the passage of **AB 1432** in September, 2014, all school districts, county offices of education, and charter schools are required to:

1. Annually train, using the **online training module** provided by the State Department of Social Services, or other training, employees and persons working on their behalf who are mandated reporters, as defined in **Penal Code 11165.7**, on the mandated reporting requirements.
2. Develop a process for all persons required to receive training under the bill to provide proof of completing this training within the first 6 weeks of each school year or within 6 weeks of that person's employment.

The training method and process used to assure compliance with **AB 1432** should be outlined in this section, in addition to the procedures your school uses for reporting cases of suspected child abuse or neglect.

What Must be Reported:

Any of the below acts involving anyone under the age of 18:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Neglect

The mandated reporter must only have reasonable suspicion that a child has been mistreated; no evidence or proof is required prior to making a report. The case will be further investigated by law enforcement and/or child welfare services.

How to Report:

By Phone:

Immediately, or as soon as possible, make a telephone report to child welfare services and/or to a Police or Sheriff's department.

1. Child Welfare Services phone # 909-388-0242
2. Police Department phone # 909-384-5742
3. Sheriff's Department phone # 909-387-3545

In Writing:

Within 36 hours, a written report must be sent, faxed or submitted electronically. The written report should be completed on a state form called the 8572, which can be downloaded at http://ag.ca.gov/childabuse/pdf/ss_8572.pdf

What Must be Reported:

Any of the below acts involving anyone under the age of 18:

- Physical Abuse
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- Emotional Abuse
- Neglect

The mandated reporter must only have reasonable suspicion that a child has been mistreated; no evidence or proof is required prior to making a report. The case will be further investigated by law enforcement and/or child welfare services.

Other information:

- Safeguards for Mandated Reporters:
- The Child Abuse and Neglect Reporting Act (CANRA) states that the name of the mandated reporter is strictly confidential, although it is provided to investigative parties working on the case.
- Under state law, mandated reporters cannot be held liable in civil or criminal court when reporting as required; however, under federal law mandated reporters only have immunity for reports made in good faith.

Failure to report:

Failure to report concerns of child abuse or neglect is considered a misdemeanor and is punishable in California by six months in jail and/or up to a \$1,000 fine. For the complete law and a list of mandated reporters refer to California Penal Codes 11164 -11174.3.

SUSPECTED CHILD ABUSE REPORT

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

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

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

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

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

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

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

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

I. MANDATED CHILD ABUSE REPORTERS

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

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

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

III. REPORTING RESPONSIBILITIES

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

IV. INSTRUCTIONS

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

IV. INSTRUCTIONS (Continued)

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

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	20 Other Pac Islndr	26 White	31 White-Romanian

C. Disaster Response Procedures

Woodward Leadership Academy has created a response for numerous types of emergency situations. These situations include, but are not limited to:

Plans shall address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff
2. Earthquake or other natural disasters
3. Environmental hazards
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group
5. Bomb threat or actual detonation
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak

**Woodward Leadership Academy
1777 W. Baseline Street, San Bernardino, Ca 92411
909-266-1762**

Administrator's Redbook



**Adapted from San Diego East Region
Readiness & Emergency Management for Schools
& Marin County Schools Model Emergency Management Plan**

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EMERGENCY ACTIONS

- o All Clear
- o Emergency Damage Assessment
- o Lockdown
- o Secure Campus
- o Shelter in Place
- o Take Cover
- o Duck, Cover and Hold On
- o Evacuation
- o Off-site Evacuation
- o Structured Reunification

EMERGENCY RESPONSES (Alphabetical Index)

- o Accident at School
- o Active Shooter/Armed Assailant/ALICE
- o Aircraft Crash
- o Air Pollution Alert
- o Allergic Reaction
- o Animal Disturbance
- o Biological Agent Release
- o Bomb Threat
- o Bus Accident
- o Chemical Accident (offsite)
- o Chemical Accident (onsite)
- o Civil Disobedience
- o Death of a Student
- o Death of a Staff Member
- o Dirty Bomb
- o Earthquake
- o Explosion
- o Fire (offsite)
- o Fire (onsite)
- o Flood
- o Gas Odor/Leak
- o Hazardous Materials
- o Hostage Situation
- o Intruder
- o Irrational Behavior
- o Kidnapping
- o Medical Emergency
- o Missing Student
- o Motor Vehicle Crash
- o Pandemic Influenza
- o Poisoning / Contamination
- o Public Demonstration
- o Sexual Assault
- o Storm/Severe Weather
- o Student Riot

- o Suicide Attempt
- o Suspicious Package
- o Terrorist Attack/War
- o Threat Level Red
- o Threats/Assaults
- o Utility Failure

Woodward Leadership Academy– Administrative Regulation 4112.3

All public employees are disaster service workers. As such, before beginning employment with WLA, employees must take the oath or affirmation required by law. In the event of natural, manmade or other emergencies which result in conditions of disaster or extreme peril to life, property and resources, all WLA employees are subject to disaster service activities as assigned to them by their supervisors.

Government Code – 3100

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

(Amended by Stats. 1971, Ch. 38.)

USE OF SCHOOL FACILITIES

Woodward Leadership Academy- Board Policy 3516

The Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

2024-2025

Woodward Leadership Academy EMERGENCY PLAN

Governing Board

Maisha Turner, President
Cassandra Williams, Vice-President
Willie Love, Treasurer
Alicia Dumas-Pace, Secretary
Dr. Samuel Gibbs, Member
Jonte Johnson, Member

KEY SBCUSD DISTRICT EMERGENCY NUMBERS

Office/Department	Phone Number
Superintendent's Office	909-381-1240
Emergency Services	909-381-1192
Child Nutrition	909-881-8000
Information Technology Services	909-386-2250
Maintenance & Operations	909-388-6100
Special Education	909-880-6863
Student Support Services	909-384-1472
Transportation	909-388-6125

EMERGENCY TELEPHONE NUMBERS

EMERGENCY	911
LAW ENFORCEMENT	Phone
San Bernardino Police Department (Dispatch)	909-384-5759
San Bernardino Airport Security	909-382-3496
San Bernardino Sheriff	909-387-3545
FIRE	Phone
San Bernardino Fire Department	909-387-5974
San Bernardino Fire Station 223	909-382-7287
San Bernardino Fire Station 221	909-918-2200
San Bernardino Fire Station 226	909-384-5406
HOSPITALS	Address
Arrowhead Regional Medical Center	400 N Pepper Ave, Colton, CA 92324
	Phone
	909-580-1000

St. Bernardine Medical Center	2101 N Waterman Ave, San Bernardino, CA 92404	909-883-8711
Loma Linda University Medical Center	11234 Anderson St, Loma Linda, CA 92354	909-558-4000
OTHER SERVICES		
Animal Control		909-384-1304
Poison Control		800-222-1222
S.B. County Environmental Health		800-442-2283
S.B. County Hazardous Materials and Waste		909-382-5410
S.B. County Public Health and Human Services		909-383-9800
S.B. County Office of Education		909-888-3228
San Bernardino Gas		1-800-427-2200
Southern California Edison (Electric)		1-800-611-1911
Sewer and Water		909-384-5095

SCHOOL ADMINISTRATION PHONE NUMBERS

POSITION	NAME	OFFICE PHONE	CELL PHONE
EXECUTIVE DIRECTOR	JACQUELINE JOHNSON	101	909-561-2502
DIRECTOR OF STUDENT SUCCESS	FREDDIE LEE	102	323-702-5914
ADMINISTRATIVE ASSISTANT	LETICIA RUIZ	103	909-294-4349
DISCIPLINE COORDINATOR	MATTHEW HUDSON	—	626-731-7496

STAFF CELL PHONE LIST

This information will be used only during a school emergency and is not public.

Daisy Beltran	760-954-2709		
Claudia Perez	562-392-2563		
Alyssa Sangenito	714-318-0009		
Audrey McDonald	760-686-7239		
Cesar Becerra	626-422-5566		
Jordan Jackson	951-323-1913		
Jacqueline Johnson	909-561-2502		
Jasmine Parker	909-906-8546		
Jennifer Jefferson	626-693-1020		
Miguel Cendejas	909-507-1100		
Damien Hale	909-688-1513		
Johnny Kates	909-653-6548		
Leticia Ruiz	909-294-4349		
Matthew Hudson	626-731-7496		
Pamela Stewart	951-497-6515		
Vanessa Chamberlain	909-289-6470		
Freddie Lee	323-702-5914		
Genesis Lopez-Clavel	951-250-4082		
Seth Righter	951-663-8505		
Selena Hollins	909-470-9190		

SITUATIONAL COMMUNICATION PLANS

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

911 Calls	<ul style="list-style-type: none"> • When placing a 911 call: give your name, school name, and school address • Give specific location of shooter, intruder, fire, hazardous material or other emergency • Indicate location of incident command post
Mass Notification to Parents	<p><u>During an emergency:</u></p> <p><i>"This is an emergency notification from Woodward Leadership Academy of San Bernardino. There has been emergency services activity due to _____ that occurred on _____ at _____ am/pm. Your child's safety is our number one priority, and emergency plans have been activated to protect your child. Further information will be forthcoming."</i></p> <p><i>"Esta es una notificación de emergencia de Woodward Leadership Academy of San Bernardino. Ha habido actividad de servicios de emergencia debido a _____ que ocurrió el _____ a las _____ am / pm. La seguridad de su hijo es nuestra prioridad número uno, y los planes de emergencia se han activado para proteger a su hijo. Más información estará disponible "</i></p> <p><u>After an emergency:</u></p> <p><i>"This is an emergency notification from Woodward Leadership Academy of San Bernardino. There has been emergency services activity due to _____ that occurred on _____ at _____ am/pm. Your child's safety is our number one priority, and emergency plans have been activated to protect your child. Student pickup is at the middle school drop off located on the corner of Rialto Avenue. and Enterprise Drive. Please be sure to have your ID in order to pick up your child."</i></p> <p><i>"Esta es una notificación de emergencia de Woodward Leadership Academy of San Bernardino. Ha habido actividad de servicios de emergencia debido a _____ que ocurrió el _____ a las _____ am / pm. La seguridad de su hijo es nuestra prioridad número uno, y los planes de emergencia se han activado para proteger a su hijo. La recogida de estudiantes se realiza en la parada de la escuela intermedia ubicada en la esquina de la avenida Rialto. y Enterprise Drive. Asegúrese de tener su identificación para recoger a su hijo "</i></p>

CONTINGENCY PLANS: COMMUNICATION AND ELECTRICAL

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

PLAN FOR LOSS OF COMMUNICATION:

If no telephone service:

Walkie Talkie

Paper

If no Internet service:

Walkie Talkie

Paper

PLAN FOR LOSS OF ELECTRICITY:

List loss of services in event of electrical outage:

Lights

AC/Heat

Internet

Alarm

Refrigerators

Desktop Computers

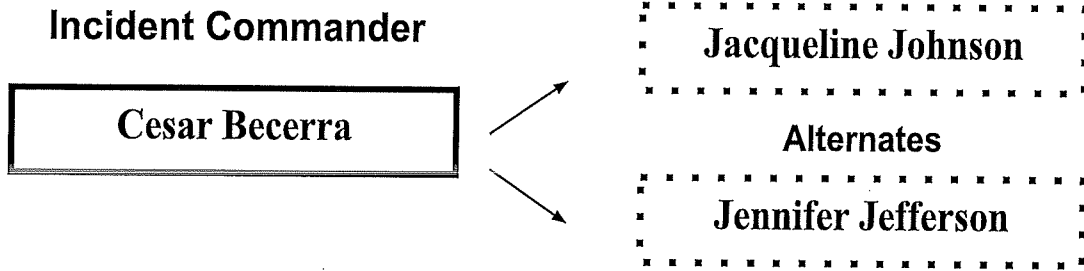
List capability of backup power:

No backup generator

Backup power for computer servers

INCIDENT COMMAND SYSTEM

School Site Assignments



Safety Officer	Public Information Officer	Liaison Officer
Cesar Becerra	Maisha Turner	Jacqueline Johnson

Alternates	Alternates	Alternates
Leticia Ruiz		
Jennifer Jefferson		

Operations	Planning	Logistics	Finance
Jacqueline Johnson	Leticia Ruiz	Leticia Ruiz	Jacqueline Johnson
Alternates	Alternates	Alternates	Alternates

OPERATIONS

Operations Chief

Jacqueline Johnson

Security, Search and Rescue Team Members

Freddie Lee

Matthew Hudson

Damien Hale

Cesar Becerra

Medical Team Members

Leticia Ruiz

Jennifer Jefferson

Student Release Team Members

Jennifer Jefferson

Pamela Stewart

Student Care and Supervision Team Members

Jennifer Jefferson

Leticia Ruiz

Pamela Stewart

Selena Hollins

INCIDENT COMMAND STAGING LOCATIONS

Identify locations on campus (or off) for each post below:

ICS Function	Primary Site	Secondary Site
Command Post	East side of Parking Lot	Overflow Parking Lot
Media Staging (PIO)	Sidewalk on Baseline St	Baseline and Madison St
Security Team	South Side of School Building	Overflow Lot
Search & Rescue	South Side of School Building	Overflow Lot
Medical	East Side of Parking Lot	Overflow Lot
Student Care	East Side of Parking Lot	Overflow Lot
Student Release Area	East Entrance to Parking Lot	Overflow Lot at Madison St
Emergency Vehicles	Baseline St	Driveway East of School Building

INCIDENT COMMAND POST

PREPARATION:

Administration, Office Staff, Support Staff

1. Update teacher Crisis Envelopes with:
 - a. Emergency evacuation plan
 - b. Evacuation Absence Lists
 - c. Class lists to be updated each trimester
 - d. ID tag
 - e. Teacher name sign
 - f. Pencil
2. Advise Staff/Parents of Emergency Plan.
3. Plan for students with special needs.
4. Meet with teachers and review duties and special assignments.
5. Conduct drills putting emergency teams into full operation.
6. Have message tapes prerecorded for use during an emergency.
7. Update Emergency Response Boxes with:
 - a. Student lists with parent phone numbers (each trimester)
 - b. Lists of students with special needs
 - c. Lists of staff members and phone numbers (cell and home).
8. Each year in October, review and update emergency plan.

EMERGENCY:

Administration:

1. Enactment of entire school emergency operation.
2. Activate emergency alarms/announcements.
3. Activate all emergency teams
4. Immediately proceed to Incident Command Post with cell phone, walkie-talkie, and district emergency radio.
5. Establish communication with the Superintendent as to the status of emergency. Report condition of students, staff, and school facilities.
6. Determine Student Release Area and communicate location to team members.
7. Responsible for all communications, bulletins, announcements both internal to staff and students as well as external to the news media and the community.
8. Phone, email and/or P.A. announcements every 15-20 minutes, if possible.
9. Maintain communication with liaison between emergency personnel and the Incident Command Post.
10. Give the directive to begin documentation of the incident to assigned personnel.

BUILDING INFORMATION

SCHOOL SITE

DOCUMENT DATE

Woodward Leadership Academy	07/22/2024
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EMERGENCY UTILITY SHUT-OFFS

Refer to campus map for additional information

UTILITY		YES	NO	LOCATION
Electrical	Total main electrical shut off?	X		Rm 18A
Gas	Total main gas shutoff?	X		North building exterior outside Rm 6
Water	Total main water shutoff?	X		North building exterior sidewalk, outside double doors
Knox Box	FD has access	X		East side of Bldg near office entrance

ALARM COMPANY INFORMATION

Company Name	Executive Security	
Office Phone	800-978-7348	
Emergency Phone	911	
Responsible Parties	Johnny Kates	Jacqueline Johnson
Locations of Control Panels	Front area outside Rm 1	Rear Entrance Gry Door

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EMERGENCY SUPPLIES

TYPE	LOCATION
Emergency Supply Kit	Earthquake supplies for each student in classrooms. First Aid kits in Red Go Bags.

SECURITY, SEARCH & RESCUE TEAM

Fire and police personnel will probably conduct the sweep team process. If site staff is directed by fire personnel to conduct the sweep team process, utilize the following procedures.

Site: Meet at evacuation site. Check in with Operations Section Leader for further direction.

PREPARATION:

1. Know the location of:
 - a. fire extinguishers
 - b. central cut-off for water and electricity
 - c. emergency supply/tool barrels

EMERGENCY:

1. Check in with Operations Section Leader for sweep area assignment and master keys.
2. Get a walkie-talkie from office staff, if available. Take all other supplies needed.
3. Initiate sweep of your designated area.
4. If possible, sweep teams will sweep the campus in pairs, checking all rooms including storage areas, bathrooms, hallways, etc.
5. Assigned areas will be explored visually, vocally, and physically.
6. Proceed as quietly as possible in order to hear calls for help.
7. Upon entering an area, call out and wait for an answer. Then proceed with inspection of that area. If safe, actively search through the rubble.
8. Upon discovery of an injured person unable to walk, one member of the team is to remain with the individual while the other summons aid.
9. If possible, maintain communication with Site Command Post and First-Aid Team in case injuries occur or are discovered and to ensure that rescue aid is provided to those most in need.
10. Clearly mark each door with an X in masking tape (white means everything okay, red means victim is in room) after inspection is completed.
11. Sweep teams should always defer to directions from emergency personnel.
12. If fatalities occur, all bodies should be moved only at the direction of the Incident Command Post.
13. When search and rescue is complete, check in at the Incident Command Post for the next assignment.

Woodward Leadership Academy

Security, Search and Rescue Area Map Primary

STUDENT RELEASE TEAM

PROCEDURES:

1. Sign-in and out at Incident Command Center.
2. Get necessary supplies from the Emergency Supplies Bin.

REQUEST GATE RESPONSIBILITIES:

1. Greet and direct parents/guardians through Request process.
2. Request identification and verify authorization on "Student Emergency Contact" Cards
3. Locate child using Student Schedule Location Roster and identify location in Emergency Assembly Area.
4. Have parent/guardian fill out "Permit for Release of Child" form.
5. Send runner with copy of Permit for Release of child" form to emergency Assembly Area.
6. Direct parent/adult to "Reunion Gate" with original copy of "Permit for Release of Child" form.

REUNION GATE RESPONSIBILITIES:

1. Reunite student with designated adult collecting matching both copies of "Permit for Release of Child" form, and confirming adult identity with student.
2. Collect and file original "Permit for Release of Child" from parent/guardian.
3. In the case of discrepancies, send parents go to request gate.

SUPPLIES/EQUIPMENT AT BOTH REQUEST AND REUNION GATES:

1. Gate keys.
2. Table, chair, desk supplies.
3. Walkie-Talkie.
4. Pens, Paper, Clipboards
5. Master list of Students.
6. Runners (10-12 Student Council Members).
7. Emergency Notebook containing the following items:
 - Faculty/Staff Roster.
 - School Emergency Operations Chart.
 - School Information Map.
 - Student Schedule locator rosters.
 - Field location grid for each class in emergency assembly area.
 - Emergency Response Team log.

REQUEST GATE ONLY:

1. Current set of Student Emergency Information Cards in alphabetical order (From Incident Command Center).
2. Clipboard with Release Procedures.
3. "Permit for Release of Child" forms in duplicate.
4. Visitor passes (colored)
5. REUNION GATE ONLY
6. Box to file original Permit for Release of Child forms in alphabetical order.

PERMIT FOR RELEASE OF CHILD

Directions: Parent/guardian/emergency contact to fill in both portions. Separate at dotted line. BOTH HALVES SHOULD BEAR SCHOOL STAMP AND SIGNATURE OF PERSON AUTHORIZING RELEASE Bottom half to be taken by school representative to Emergency Assembly Area. Top portion to remain with parent and presented at the reunification gate.

Date: _____ **Time:** _____

I _____ request the release of
(please print your name)

the student _____ from
(please print name of student)

Woodward Leadership Academy

Signature: _____

Relation to student: _____

(Parent/Guardian/Emergency Contact to take this portion to Reunification Gate)

⌘ -----

COPY OF PERMIT FOR RELEASE OF CHILD

Date: _____ **Time:** _____

I _____ request the release of
(please print your name)

the student _____ from
(please print name of student)

Woodward Leadership Academy

Signature: _____

Relation to student: _____

(This portion to be sent to Emergency Assembly Area)

MEDICAL TEAM

PREPARATION:

1. Keep all first aid kits updated and complete.
2. Develop triage procedures and forms.
3. Notify and update all team members of location of first aid supplies.

EMERGENCY:

1. Check in with evacuation area leader.
2. Report to the first aid center.
3. Take student "health logs" to the first aid/triage area.
4. Take a walkie-talkie for communication with Incident Command Post.
5. Activate triage and administer first aid as necessary.
6. Maintain communication with the Incident Command Post and notify of any staff and student injuries.
7. Assist emergency services with injured.
8. Maintain complete records of staff and/or students injured; nature or first aid administered; time, reason, destination, and names of all persons removed from site for emergency treatment.
9. Team members shall provide information regarding any first aid administered to accompany and person evacuated for further treatment.
10. Medical Team should always defer to directions given by emergency personnel.

***This page is to be revised annually.**

PERSONNEL "BUDDY" LIST

Listed below are "buddy" teachers for emergency evacuation purposes. You will be responsible for assisting in the evacuation of each others students in an emergency situation, should the need arise. Your emergency folder should contain a current class list for your class as well as your "buddy".

Buddy Assignments

Teacher	Room Number	Teacher	Room Number
Chamberlain, Vanessa	12		
Sangenito, Alyssa	9		
Perez, Claudia	7		
4th	5		
Righter, Seth	4		
Beltran, Daisy	3		

Activity/Documentation Log

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

Name: _____

Duty Position: _____

DATE	TIME	CHRONOLOGICAL LISTING OF EVENTS (Factual Information)

STUDENT EMERGENCY EVACUATION ABSENCE LIST

- Please list all students absent from your class.
- Check "Absent" if the student was absent at roll call.
- Check "No show" if the student did not show up to the evacuation area. List location if known. Include any aides or parent volunteers who may have been in your room and did not make it out to the evacuation area.
- If all students on your class roster are present and accounted for, check the box below.
- If you are the buddy teacher and do not know who is absent or missing, please check "buddy teacher" below and indicate total number of students present at evacuation site.

"Buddy Teacher"

Total # of students present _____

TEACHER _____

All students present and accounted for.

Student Name	Absent	No Show / Location?

STUDENT RELEASE SIGN OUT SHEET

This form is to be used in the event that the Student Release team **is unable** to check out students at the student release area. Should this occur, the classroom teachers will be

Woodward Leadership Academy

Evacuation Map (On-Site)

2023-2024 Emergency Drill Schedule

Date	Time	Drill Type
Monday, August 12, 2024	8:42 AM (1st)	Earthquake
Wed. August 14, 2024	8:30 AM (2nd)	Fire
Thursday, October 17, 2024	10:17 AM (3rd)	Earthquake/Fire

*All times and dates are on shared calendar.

Procedures

1. Take white copy of attendance from your red go bag; make sure you **visually verify** the student is there.
2. Give attendance to team leader (J. Johnson / F. Lee).
3. Wait for "all clear".

Earthquake Drill Procedure

Please follow the following steps during a drill or real emergency:

1. Instruct students to drop cover and hold onto their desks.
2. When the shaking has stopped (or when the all clear bell rings) **IMMEDIATELY and before you exit your room** take ten seconds to look around, make a mental note of damage and dangers, **check to see if any students are injured**. If immediate help can be given to open airway, stop serious bleeding, or put out a small fire do so. Ask responsible students to assist lightly injured. Non-ambulatory injured should be transported with class if staying would be dangerous, otherwise assure injured that help is on its way.
3. Take your **hard copy of your classroom attendance, your radio** and your **“Emergency Go bag”**. Make sure these stay with the person actually escorting the class to the Assembly Area. **DO NOT GO BACK INTO THE CLASSROOM OR SEND A STUDENT TO GO BACK INTO THE CLASSROOM TO RETRIEVE FORGOTTEN ITEMS.**
4. If your classroom has no casualties, place your exit door in the open position by propping it open with your fire extinguisher. If you have casualties, please leave your door closed and **unlocked**. This will expedite search and rescue teams.
5. Escort your class to their designated place in the assembly area. Use the suggested routes on your evacuation map or alternate route if yours is blocked or unsafe. Everyone is to stay together and to quickly and quietly evacuate. Select two responsible students to lead, carefully checking that the evacuation route is clear. You bring up the rear, seeing that everyone is together. Move directly away from the building when exiting.
EVERYONE THAT IS ABLE MUST EXIT THE BUILDINGS. IF YOU ARE ON YOUR CONFERENCE PERIOD, YOU MUST ALSO EXIT THE BUILDINGS.
6. Take your position in your assigned area, keeping classes separate and **take attendance**. If everyone in your class is accounted for, hold up your green sign. If someone is missing or injured in the classroom, hold up the red sign. The Assembly Area Team will radio to the command center to let them know the status of each area.
7. **Send your attendance IMMEDIATELY to the Assembly Area team after taking attendance. Assembly area team will be responsible for taking all attendance rosters to the command center.**
8. Check again for injuries. If any students are injured, send them with two buddies to the First Aid station, with instructions to return together immediately.
9. If you have a specific duty during the emergency, please report to your stations immediately. If you do not have a duty, please assist supervising neighbouring classes if their instructor has an assigned duty.
10. Teachers are to remain with their class **AT ALL TIMES. Students must remain together as a formation throughout the duration of the drill.** Periodically call roll as needed. Keep students quiet so that they can hear information from the public address or megaphone/bullhorn system, which will be used for announcements. Children are to be leave only in the company of Reunion gate messengers. The command center will provide updates and relieve staff of their assignments.
11. Wait for the command center to radio the all clear before going back to your classroom.

Fire Drill Procedure

In the event of a real emergency or a drill, please follow the following procedure:

At the first sign of a fire in your room or area:

1. Notify the Main Office so that they can call 9-1-1. Tell them the exact location of the fire and what is burning.
2. Extinguish small fires using nearest fire extinguisher.
3. Close windows and doors. Evacuate the area and warn others.

If you suspect that the fire is outside of your room or area:

1. Feel the door. If it is hot, DO NOT OPEN IT.
2. Notify the Main Office so they can call 9-1-1.
3. If the door is not hot, open it cautiously – stand behind the door and be prepared to close it quickly.

****In any event, do not try to put out a fire that appears out of control. Stay calm and exit the building safely.****

4. **IMMEDIATELY and before you exit your room** take ten seconds to look around, make a mental note of damage and dangers, **check to see if any students are injured**. If immediate help can be given to open airway, stop serious bleeding, or put out a small fire do so. Ask responsible students to assist injured persons outside the building.
5. Take your **hard copy of your classroom attendance AND your radio** and your “**Emergency Go bag**”. Make sure these stay with the person actually escorting the class to the Assembly Area. **DO NOT GO BACK INTO THE CLASSROOM OR SEND A STUDENT TO GO BACK INTO THE CLASSROOM TO RETRIEVE FORGOTTEN ITEMS.**
6. Place your exit door in the open position by propping it open with your fire extinguisher if there is not a fire in your room. Please leave your door closed and **unlocked**. This will expedite search and rescue teams.
7. Escort your class to their designated place in the assembly area. Use the suggested routes on your evacuation map or alternate route if yours is blocked or unsafe. Everyone is to stay together and to quickly and quietly evacuate. Select two responsible students to lead, carefully checking that the evacuation route is clear. You bring up the rear, seeing that everyone is together. Move directly away from the building when exiting.
EVERYONE THAT IS ABLE MUST EXIT THE BUILDINGS. IF YOU ARE ON YOUR CONFERENCE PERIOD, YOU MUST ALSO EXIT THE BUILDINGS.
8. Take your position in your assigned area, keeping classes separate and **take attendance**. If everyone in your class is accounted for, hold up your green sign. If someone is missing or injured in the classroom, hold up the red sign. The Assembly Area Team will radio to the command center to let them know the status of each area.
9. **Send your attendance IMMEDIATELY to the Assembly Area team after taking attendance. Assembly area team will be responsible for taking all attendance rosters to the command center.**
10. Check again for injuries. If any students are injured, send them with two buddies to the First Aid station, with instructions to return together immediately.
11. If you have a specific duty during the emergency, please report to your stations immediately. If you do not have a duty, please assist supervising neighbouring classes if their instructor has an assigned duty.
12. Teachers are to remain with their class **AT ALL TIMES. Students must remain together as a formation throughout the duration of the drill.** Periodically call roll as needed. Keep students quiet so that they can hear information from the public address or megaphone/bullhorn system, which will be used for announcements. Children are to be leave only in the company of Reunion gate messengers. The command center will provide updates and relieve staff of their assignments.
13. Wait for the command center to radio the all clear before going back to your classroom.

SITE EMERGENCY PROCEDURES FOR SPECIAL NEEDS STUDENTS

- Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
 - At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a wheelchair on a daily basis
 - specialized equipment
 - physical assistance to evacuate in a timely manner
 - Each plan requires that support staff be designated as specialized assistants during times of emergency.
 - The Site Safety Specialist is responsible for:
 - identifying all students who will require additional assistance
 - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student
 - * **Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**
5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

Student: John Doe	Room #: 15	Teacher: Smith
Designated Special Assistant: Leticia Ruiz		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner <i>(complete below)</i> Wheelchair or walker		

GENERAL EMERGENCY ACTIONS

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

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

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

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

EMERGENCY ACTION

ALL CLEAR

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

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

ANNOUNCEMENT:

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

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

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

Administration ACTIONS:

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

STAFF ACTIONS:

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

EMERGENCY ACTION

ALICE(Active Shooter)

WLA Active Shooter Policy

In the event of an active shooter on or near campus, WLA **MAY** activate the following protocol:

1. Activate ALICE. (Alert, Lockdown, Inform, Counter, Evacuate.)
2. Depending on the situation, you **MAY** choose one of the following:

Run	Hide	Fight
<ol style="list-style-type: none">1. Grab Go Bag2. Safely go to rally point and check in with a leader.3. Call 911.	<ol style="list-style-type: none">1. Lock door.2. Barricade with heavy furniture.3. Arm yourselves with counter devices. (Fire extinguisher, staplers, chromebooks.)4. Spread out.5. Call 911	<ol style="list-style-type: none">1. Swarm technique. (Attack above and below joints on extremities.)2. Arm yourselves with counter devices.3. Call 911.

*Upon calling 911, dispatchers will need to know the following:

1. What is happening.
2. When it began.
3. How (weapons).
4. Where it is happening.
5. Who is involved.

The rally point for students will be at **the parking lot.**

Parents will pick their child up at **the east gate of the parking lot.**

Parents **MUST** have their ID in order to pick up their child.

EMERGENCY ACTION

LOCKDOWN

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy.

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

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

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

ANNOUNCEMENT:

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

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

Administration ACTIONS:

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

STAFF ACTIONS:

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

STUDENT ACTIONS:

- Move quickly and quietly to the closest safe classroom.

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

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

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

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

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

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

SECURE CAMPUS:

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

ADMINISTRATIVE ACTIONS:

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

Example:

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

-REPEAT-

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

Administration ACTIONS:

- Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside as long as the threat persists
- After the emergency has been neutralized, initiate **ALL CLEAR**

- Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath

STAFF ACTIONS:

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

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

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

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

- Once inside, take attendance to ensure all present students are accounted for
- By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students
- Implement all classroom policies and procedures for **SECURE CAMPUS** status

- ❑ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander
- ❑ Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

EMERGENCY ACTION

SHELTER IN PLACE

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

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

ANNOUNCEMENT:

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

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

Administration ACTIONS:

- ❑ Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.

When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.

Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

Immediately clear students from the halls. Stay away from all doors and windows.

Keep all students in the classroom until further instructions are received. Assist those needing special assistance.

Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.

Take attendance and call report in to school secretary. Wait for further instructions.

STUDENT ACTIONS:

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

EMERGENCY ACTION

TAKE COVER

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

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

Enemy Attack

ANNOUNCEMENT:

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

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

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

Natural Disasters

ANNOUNCEMENT:

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

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

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

EMERGENCY ACTION

DUCK, COVER AND HOLD ON

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

- Earthquake
- Explosion

ANNOUNCEMENT:

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

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

STAFF AND STUDENT ACTIONS:

Inside

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

Outside

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

EMERGENCY ACTION

EVACUATION

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

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

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

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

ANNOUNCEMENT:

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

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

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

Administration:

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

STAFF ACTIONS:

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

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

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

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

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

To evacuate individuals using crutches, canes or walkers

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

To evacuate individuals using wheelchairs

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

EMERGENCY ACTION

OFF-SITE EVACUATION

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

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake
- Active Shooter (ALICE Activation)

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

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

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).

2. Make an announcement over the public address system:

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

Administration ACTIONS:

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

STAFF ACTIONS:

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

Remain in place until further instructions are given.

EMERGENCY RESPONSES

This section establishes procedures to be followed that will minimize or nullify the effects of the 44 emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- o Accident at School
- o Active Shooter/Armed Assailant
- o Aircraft Crash
- o Air Pollution Alert
- o Allergic Reaction
- o Animal Disturbance
- o Biological Agent Release
- o Bomb Threat
- o Bus Accident
- o Chemical Accident (offsite)
- o Chemical Accident (onsite)
- o Civil Disobedience
- o Death of a Student
- o Death of a Staff Member

- o Dirty Bomb
- o Earthquake
- o Explosion
- o Fire (offsite)
- o Fire (onsite)
- o Flood
- o Gas Odor/Leak
- o Hazardous Materials
- o Hostage Situation
- o Intruder
- o Irrational Behavior
- o Kidnapping
- o Medical Emergency
- o Missing Student
- o Motor Vehicle Crash
- o Pandemic Influenza
- o Poisoning / Contamination
- o Public Demonstration
- o Sexual Assault
- o Storm/Severe Weather
- o Student Riot
- o Suicide Attempt
- o Suspicious Package
- o Terrorist Attack/War
- o Threat Level Red
- o Threats/Assaults
- o Utility Failure

EMERGENCY RESPONSE

ACCIDENT AT SCHOOL

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

STAFF ACTIONS:

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

Administration ACTIONS:

- Provide appropriate medical attention. Call 911, if needed.

- Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

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

EMERGENCY RESPONSE Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

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

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

ACTIONS – ALL SCHOOL STAFF

1. Activate ALICE (Alert, Lockdown, Inform, Counter, Evacuate). All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.
 - a. **Act immediately** if you or your students:
 - hear a sound that might be gunfire.
 - see something that looks like a weapon being carried or used on or near the campus.
 - sense any other indication of active shooter / armed assailant threat.
 - b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.

- c. **Be decisive.** Communicate your plan to your students and act quickly.
- d. **Call 911 and the School Office** as soon as it is safe to do so.

2. Options: *Run, Hide or Fight*

- a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
 - Do not evacuate unless you...
 - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
 - **and** can visualize a route that will get your students and yourself safely off campus.
 - Don't carry anything with you.
 - Police may mistake an item in your hands as a weapon.
 - Leave everything behind.
 - If you encounter people along the way...
 - Adults: Warn them and take them with if you can but don't stop if they refuse to come.
 - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
 - Place terrain and buildings between you and the assailant to cover your escape.
 - Keep going until you are certain you are out of danger.
 - Call 911 as soon as it is safe to do so.
 - Keep your students with you. Call 911 to report your location and obtain instructions.

- b. **Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
 - Lock the doors
 - Close and lock windows and close blinds or cover windows;
 - Turn off lights;
 - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
 - Silence all electronic devices;
 - Remain silent;
 - Position occupants spread out and out of line of site from room entrance.
 - Prepare to take action if the assailant attempts to get in the room;
 - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
 - Call 911 as soon as it is safe to do so.
 - Remain in place until evacuated by identifiable law enforcement officers.

- c. **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**
 - If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
 - Construct a strong barricade.
 - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
 - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.

- a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

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

4. Special Topics

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

- d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. Extended Day Programs / After School Activities: (School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs.)

Administration ACTIONS:

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

DISTRICT STAFF ACTIONS

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

EMERGENCY RESPONSE

AIRCRAFT CRASH

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

Aircraft crashes into the school

STAFF ACTIONS:

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

Administration ACTIONS:

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

Aircraft crashes near school

STAFF ACTIONS:

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

Administration ACTIONS:

- Notify police and fire department (call 911).
- Initiate **SHELTER IN PLACE**, if warranted.

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

EMERGENCY RESPONSE

AIR POLLUTION ALERT

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

Administration ACTIONS:

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

STAFF ACTIONS:

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

EMERGENCY RESPONSE

ALLERGIC REACTION

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

STAFF ACTIONS:

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

Administration ACTIONS:

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

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

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

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

Administration ACTIONS:

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

STAFF/TEACHER ACTIONS:

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

EMERGENCY RESPONSE BIOLOGICAL AGENT RELEASE

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

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

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

Outside the building

STAFF ACTIONS:

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

Administration ACTIONS:

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

Inside the building

STAFF ACTIONS:

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

Administration ACTIONS:

- Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.
- Move up-wind from the potential danger.
- Call 911. Provide exact location and nature of emergency.

- Designate security team to isolate and restrict access to potentially contaminated areas.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Notify District Superintendent of the situation.
- Arrange for immediate psychological counseling for students and staff.
- Complete the Biological and Chemical Release Response Checklist
- Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

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

EMERGENCY RESPONSE

BOMB THREAT

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

PERSON RECEIVING THREAT BY TELEPHONE:

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

Telephone Bomb Threats

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

Call 911

PERSON RECEIVING THREAT BY MAIL:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the District Superintendent of the situation.
- Direct a search team to look for suspicious packages, boxes or foreign objects.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

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

STAFF ACTIONS:

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

EMERGENCY RESPONSE BOMB THREAT CHECKLIST

The following checklist can be obtained in PDF form from FEMA at:

http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf

Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

BOMB THREAT CALL PROCEDURES

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

If a bomb threat is received by phone:

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

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as neutrally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- P.O. return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Frayed handwriting
- Misspelled words
- Incorrect titles
- Foreign postage
- Restriction notes

REMEMBER:

- Use two-way radio or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Treat all packages as suspicious packages.

WHO TO CONTACT (select one)

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

BOMB THREAT CHECKLIST

Date: _____ Time: _____

Line Called _____ Phone Number Where
Hung Up _____ Call Received: _____

Ask Caller

- Where is the bomb located? (Building, floor, room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Can you pass the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of detail) _____
- Estimated age _____
- Is your company? If so, what does it sound like? _____
- Other points _____

Caller's Voice

- Accented
- Accents
- Cries
- Crying
- Deep
- Deep breathing
- Deep voice
- Dialect
- Distinct
- Female
- Loud
- Male
- Muffled
- Muffled
- Muffled
- Rapid
- Rapid
- Slow
- Soft
- Soft

Background Sounds:

- Animal noises
- Airplane noises
- Airplane noises
- Alarm
- Beach
- Car
- Clock
- Office machinery
- Factory machinery
- Loud
- Loud distance

Threat Language:

- Accented
- Accents
- Accents
- Accents
- Accents
- Accents

Other Information:



Homeland Security

EMERGENCY RESPONSE

BUS/VAN ACCIDENT

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

BUS/VAN DRIVER:

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

STAFF ACTIONS AT THE SCENE:

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

Administration ACTIONS:

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

Earthquake during bus/van trip

BUS DRIVER ACTIONS:

- Issue DUCK, COVER and HOLD ON instruction.
- Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.

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

Flood during bus/van trip

BUS DRIVER ACTIONS:

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

EMERGENCY RESPONSE CHEMICAL ACCIDENT (offsite)

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

PERSON DISCOVERING SPILL:

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

Administration ACTIONS:

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

STAFF ACTIONS:

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

EMERGENCY RESPONSE CHEMICAL ACCIDENT (onsite)

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

PERSON DISCOVERING SPILL:

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

Administration ACTIONS:

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

STAFF ACTIONS:

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

EMERGENCY RESPONSE

CIVIL DISTURBANCE

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

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

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

Inside School

STAFF ACTIONS:

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

Administration ACTIONS:

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

Outside of School

Administration ACTIONS:

- Call 911.
- Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- Cancel all outside activities.
- Maintain an accurate record of events, conversations and actions.
- Assign staff members to assist nurse as necessary.

STAFF ACTIONS:

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

EMERGENCY RESPONSE DEATH of a STUDENT

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

Administration ACTIONS:

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

impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.

- Make arrangements with the family to remove the student's personal belongings from the school.
- Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

STAFF ACTIONS:

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

EMERGENCY RESPONSE DEATH of a STAFF MEMBER

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

Administration ACTIONS:

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

- Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
- Thank all those who assisted.
- Continue to monitor staff and students for additional supportive needs.

EMERGENCY RESPONSE

DIRTY BOMB

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

Outside, close to the incident.

Administration ACTIONS:

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

STAFF ACTIONS:

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

dust. Put plastic bag away from the population where others will not touch it until authorities provide further instructions.

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

Inside, close to the incident

Administration ACTIONS:

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

STAFF ACTIONS:

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

EMERGENCY RESPONSE

EARTHQUAKE

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

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

Inside Building

Administration ACTIONS:

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

STAFF ACTIONS:

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

Outside Building

STAFF ACTIONS:

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

During non-school hours

Administration ACTIONS:

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

EMERGENCY RESPONSE

EXPLOSION

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

Administration:

- Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the District Superintendent of school status.
- Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.

- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- Initiate **DROP, COVER AND HOLD ON**.
- If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Upon arrival at assembly area, check attendance. Report status to administration immediately.
- Render first aid as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.
- If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

EMERGENCY RESPONSE

FIRE (offsite)

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

Administration ACTIONS:

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

STAFF ACTIONS:

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

EMERGENCY RESPONSE

FIRE (onsite)

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

Within School Building

Administration ACTIONS:

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

STAFF ACTIONS:

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

Near the School

Administration ACTIONS:

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

EMERGENCY RESPONSE

FLOOD

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

Administration ACTIONS:

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

STAFF ACTIONS:

- If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.

- Upon arrival at the safe site, take attendance. Report any missing students to Administration and emergency response personnel.
- Do not return to school building until it has been inspected and determined safe by property authorities.

BUS DRIVER ACTIONS:

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

EMERGENCY RESPONSE

GAS ODOR / LEAK

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

STAFF ACTIONS:

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

Administration ACTIONS:

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

EMERGENCY RESPONSE

HAZARDOUS MATERIALS

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

Administration ACTIONS:

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

TEACHER ACTIONS:

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

EMERGENCY RESPONSE

HOSTAGE SITUATION

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

Administration ACTIONS

- Call 911. Provide all known essential details of the situation:
 - Number of hostage takers and description
 - Type of weapons being used
 - Number and names of hostages
 - Any demands or instructions the hostage taker has given
 - Description of the area

- Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.
- Secure exterior doors from outside access.
- When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- Identify media staging area, if appropriate. Implement a hotline for parents.
- Account for students as they are evacuated.
- Provide recovery counseling for students and staff.

STAFF ACTIONS:

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

EMERGENCY RESPONSE

INTRUDER

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

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

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

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

Administration ACTIONS:

- Initiate **LOCKDOWN**.
- Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
"What can we do to make this better?"
"I understand the problem, and I am concerned."
"We need to work together on this problem."

- As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Take measures to keep subject away from students and building.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

- Notify the Administration. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced. _____

EMERGENCY RESPONSE

IRRATIONAL BEHAVIOR

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

Administration ACTIONS:

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

- Provide follow-up collaborative support for the student and parents (as indicated) within the school
- Develop a safety plan prior to the student's return to school.
- Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

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

EMERGENCY RESPONSE

KIDNAPPING

Administration ACTIONS:

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

STAFF ACTIONS:

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

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

Administration ACTIONS:

- Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide:
 - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
 - Exact location within the building
 - Nature of the emergency and how it occurred
 - Approximate age of injured person
 - Caller's name and phone numberDo not hang up until advised to do so by dispatcher.
- Assign staff member to meet rescue service and show medical responder where the injured person is.
- Assemble emergency care and contact information of victim
- Monitor medical status of victim, even if he or she is transported to the hospital.
- Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- Advise staff of situation (when appropriate). Follow-up with parents.

Universal Precautions when Treating a Medical Emergency

Always use non-latex or nitrile gloves and, if necessary, mask and gown, to reduce the risk of transmission of body fluids.

Wash hands thoroughly after providing care.

STAFF ACTIONS:

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

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

Administration ACTIONS:

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

STAFF ACTIONS:

- Confirm that the student attended school that day. Notify the Administrator.
- Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.

- Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

EMERGENCY RESPONSE

MOTOR VEHICLE CRASH

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

Administration ACTIONS:

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

STAFF ACTIONS:

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

EMERGENCY RESPONSE PANDEMIC INFLUENZA

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

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

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

Administration ACTIONS:

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

STAFF and STUDENT ACTIONS:

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

Respiratory Hygiene Etiquette

Cover your cough and sneeze with a tissue

Wash hands with soap and water or a waterless hand hygiene product

Place used tissues into a sealed bag

EMERGENCY RESPONSE POISONING/CONTAMINATION

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

Administration ACTIONS:

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

STAFF ACTIONS:

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

PREVENTATIVE MEASURES:

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

EMERGENCY RESPONSE PUBLIC DEMONSTRATION

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

Administration ACTIONS:

- Obtain information on when, why and how many people are expected. Identify the spokesperson for the group

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

STAFF ACTIONS:

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

EMERGENCY RESPONSE

SEXUAL ASSAULT

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

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

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

Administration ACTIONS:

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

STAFF ACTIONS:

- Determine if immediate medical attention is needed. If so, call 911.

- Isolate the victim from activity related to the incident.
- Avoid asking any questions except to obtain a description of the perpetrator.

EMERGENCY RESPONSE

Severe Weather

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

Severe Storm

Administration ACTIONS:

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

Windstorm

Administration ACTIONS:

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

STAFF ACTIONS:

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

EMERGENCY RESPONSE

STUDENT RIOT

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

STUDENT ACTIONS:

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

Administration ACTIONS:

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

EMERGENCY RESPONSE

SUICIDE ATTEMPT

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

be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

Administration ACTIONS:

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

STAFF ACTIONS:

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

<p>Steps for Suicide Intervention</p> <p>Stabilize individual</p> <p>Assess risk</p> <p>Determine services needed</p> <p>Inform</p> <p>Follow-up</p>

EMERGENCY RESPONSE

SUSPICIOUS PACKAGE

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

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

Administration ACTIONS:

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

STAFF ACTIONS if package is unopened and not leaking:

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

STAFF ACTIONS if package is leaking:

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

EMERGENCY RESPONSE

TERRORIST ATTACK / WAR

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

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

Civil Defense Warning of Possible Enemy Attack

Administration ACTIONS:

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

STAFF ACTIONS:

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

Enemy Attack Without Warning

STAFF ACTIONS:

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

EMERGENCY RESPONSE

THREAT LEVEL RED

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

During school hours

Administration ACTIONS:

- Listen to radio and TV for current information and instructions.
- Initiate **ACTION** appropriate for the situation. Action may likely involve **DUCK, COVER and HOLD, EVACUATION, SHELTER IN PLACE** or **TAKE COVER**.
- Continue to monitor the media for specific situations.
- Be alert and immediately report suspicious activity to proper authorities.
- If circumstances and time allow, move students to the closest suitable shelter.
Location: Mattel Warehouse
Procedure for movement to shelter: On the north side of the main building.
- If moving students is not advisable, remain in the building as a place of shelter.
- Close school if recommended to do so by appropriate authorities.

OFFICE STAFF ACTIONS:

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

EMERGENCY RESPONSE

THREATS / ASSAULTS

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

Administration ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
 - 1) Is the individual moving towards violent action?
 - 2) Is there evidence to suggest movement from thought to action?

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

STAFF ACTIONS:

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

EMERGENCY RESPONSE

UTILITY FAILURE

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

Administration:

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

A. Plan for Loss of Water

All students will be sent home. _____

B. Plan for Loss of Electricity

_____ All students will be sent home. _____

C. Plan for Loss of Natural Gas

Heat: None _____

Food Service: Catered food; does not affect service. _____

D. Suspension & Expulsion Policies

Woodward Leadership Academy follows the San Bernardino City Unified School District Discipline Matrix, which was adopted in September of 2013.

Discipline Matrix:

<https://goo.gl/oFercY>

E. Procedures for Notifying Teachers of Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The Woodward Leadership Academy of San Bernardino has incorporated this notification into the existing Power School software. The information provided in this manner, and easily accessible for review by the teacher. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

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

It shall be the policy of the Woodward Leadership Academy of San Bernardino Board of Director's and the implemented policy of the Woodward Leadership Academy of San Bernardino, that upon notification of a student that is considered and/or involved in dangerous activity, that teaching staff will be personally notified of the circumstances surrounding such behavior. The need in maintaining student confidentiality in obtaining this knowledge will be emphasized.

F. Discrimination & Harassment Policy

Woodward Leadership Academy follows the San Bernardino City Unified School District discipline matrix and procedures. The following is an excerpt from the Student/Parent Handbook:

Woodward Leadership Academy is a free, public charter school. WLA does not discriminate based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the California Penal Code.

Equal Employment Opportunity Policy

WLA is an equal opportunity employer. It is the policy of the academy to afford equal employment and advancement opportunity to all qualified individuals without regard to race, creed, color, religion, national origin, ethnicity, ancestry, sex, sexual orientation, age, physical or mental disability, marital status, citizenship status, medical condition, or any other legally protected status. This policy extends to all employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, WLA will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Prohibition of Harassment

Policy

WLA is committed to providing a workplace free of sexual harassment, as well as harassment or hostility based on such factors as race, religion, creed, color, ethnicity, national origin, ancestry, age, medical condition, marital status, sex, sexual orientation, citizenship status, or disability. WLA will not condone or tolerate sexual harassment or hostility of any type by any employee. This policy applies to all employee actions and relationships, regardless of position or gender.

WLA will promptly and thoroughly investigate any complaint of sexual harassment or hostility and take appropriate corrective action, when warranted.

WLA, as your employer, must take all reasonable steps to prevent discrimination and unlawful harassment from occurring. Sexual or other unlawful harassment in employment violates WLA's policy and is prohibited under Title VII of the Civil Rights Act and the California Fair Employment and Housing Act.

Definition of Harassment

Harassment includes verbal, physical, or visual conduct that creates an intimidating, offensive or hostile working environment or that unreasonably interferes with job performance. Harassment may also include unwelcome, offensive racial or ethnic slurs, jokes, or similar conduct.

Definition of Sexual Harassment

Federal law defines sexual harassment as unwanted sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexually suggestive nature constituting sexual harassment when:

- (1) Submission to such conduct is made either explicitly or implicitly a term or condition of employment; or
- (2) Submission to or rejection of such conduct is used as the basis for personnel decisions, including but not limited to appraisals, promotion, salary increases, and termination; or
- (3) Such behavior has the purpose or effect of interfering with an individual's performance on the job or creating an intimidating, hostile or offensive working environment.

California law defines sexual harassment as unwanted sexual advances or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior. The following is a non-exhaustive list:

- o Sexual flirtations, touching, advances or propositions;
- o Verbal abuse of a sexual nature;
- o Graphic or suggestive comments about dress or body;
 - o Sexually degrading words;
 - o The display in the workplace of sexually suggestive or offensive objects or pictures.

Each administrator has the responsibility to maintain a workplace free of any form of sexual harassment. Consequently, should an administrator become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address and remediate such conduct.

Any employee who has experienced or is aware of a situation, which is believed to be sexual harassment, has a responsibility to report the situation immediately. A written report, including findings related to the allegations, will be completed. In all cases, when the allegation(s) is determined to be valid, appropriate remedial action will be taken immediately and such action may include disciplinary action up to and including termination.

If the alleged sexual harassment involves the employee's manager or supervisor, or if the employee is not satisfied with the outcome of the investigation, the employee should bring the matter to the attention of the Board of Directors.

Investigations and No Retaliation Policy

All complaints of sexual harassment will be investigated promptly, objectively, and as confidentially as possible. Employees are required to cooperate in any investigation. Retaliation against any employee for filing a complaint or participating in an investigation is strictly prohibited and shall be cause for termination.

G. School-wide Dress Code Prohibiting Gang Attire

Woodward Leadership Academy maintains a gang-free educational environment and displays as much by requiring all students to follow strict uniform rules. This requirement comes from **32282(a)(2)(F)**. It reads:

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

Dress Code

All Woodward Leadership Academy students shall wear the designated uniform unless authorized to wear civilian attire. The dress code is an area in which parent cooperation is essential to students and the school. Students wearing inappropriate attire/items to school will either remove them, change into PE clothes, or will have a parent contacted to either bring them appropriate attire or take them home to change.

Students must remain in full uniform while on campus. Students may not change into civilian clothing after school.

Uniform

A student's uniform consists of a shirt, pants, belt, and shoes. The uniform is to be kept neat and clean at all times. Shirts are to remain tucked in at all times. Belts are to be worn whenever in uniform.

H. Safe Ingress and Egress

Student Pickup Information

As a reminder and acknowledgement to students, parents, guardians, or other responsible parties, school hours of operation are as follows:

Regular Schedule: 8:00am to 2:30pm

Minimum Day Schedule: 8:00am to 1:00pm

(See map on page 133.)

Supervision

Staff formally supervise the campus before and after each school day. It is important that, without prior approval, students do not arrive at school excessively early or stay late. (See map on page 133.)

Deliveries to School

The delivery of flowers, gifts, balloons, etc. is considered a disruption of classroom instruction (balloons, in general, are not allowed on campus). Such deliveries are discouraged and will be held in the office until the end of the school day. It is the student's responsibility to come to the office and retrieve his or her items. No food deliveries for students will be permitted unless approved in advance by an administrator.

Early Student Pickup

All parents are required to sign their student out from school if leaving before dismissal time.

Visitors

To ensure the safety of students, the confidentiality of personal information, and the integrity of the learning environment, visitors are limited to:

- The parent/guardian of a current student;
- Other family members of a current student at the request of the parent/guardian; or
- Individuals with official business invited by the school, including, but not limited to, community volunteers, student mentors, and guest speakers.

All visitors must sign in at the school office and obtain a visitor's badge that must be worn at all times while in the building or while on the school grounds.

Parents/guardians who request a classroom observation or a teacher conference shall provide at least 24 hours advance notice. Visitors shall not distract the teacher from instruction or otherwise interrupt the instructional process.

I. Rules and Procedures on School Discipline

In order to be the best entry level employee, in any profession, the development of certain traits is essential. Entry level employees must possess an open mindedness, which allows for their adaptability into a unique profession. They must be able to conform to established departmental rules, regulations, procedures, and traditions. They must show initiative, which will allow them to act whenever required, without direction.

It is the philosophy of WLA that all students have the right to learn in a safe and caring environment. It is important that there be a shared responsibility among students, parents, teachers and administrators in providing the most productive learning environment. WLA provides an atmosphere in which the student may learn. Student behavior, which disrupts the educational process, is not acceptable.

Parent Handbook:

<https://goo.gl/d8wCLk>

Discipline Policy

The following Discipline Policy was updated and Board-approved on December 13, 2016. This policy is as follows: Students who are insubordinate to WLA Staff and/or who fail to follow instructions will receive the following consequences listed below. For this new policy, insubordination is defined as follows:

Insubordination: Insubordination is defined as the willful or intentional failure to obey a lawful and reasonable request by staff, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Consequences for insubordination are as follows:

- **First Violation:** Verbal warning and Parent/Legal Guardian contact by either teacher or school administrator.
- **Second Violation:** Written warning, Parent/Legal Guardian contact and up to one day in-school suspension.
- **Third Violation:** Suspension not to exceed three days, implementation of Behavior Support Plan with Parent/Legal Guardian input if possible.
- **Fourth Violation:** Suspension up to five days, review of Behavior Support Plan, final warning issued in writing to both student and Parent/Legal Guardian.

****Fifth Violation:** Suspension with recommendation by Principal for expulsion.

Because WLA is a charter school, and a school of choice, these Board-approved policy changes will be strictly adhered to and students who are unable to conform to the rules and regulations may be subject to expulsion from this school.

Should you have any further questions, please contact: Jacqueline Johnson, Executive Director, at jjohnson@woodwardleadershipacademy.com

J. Hate Crime Reporting

The Woodward Leadership Academy adheres to a policy of no tolerance and will diligently enforce anti-discrimination/harassment regulations in order to provide for an environment conducive to the successful educational advancement of its student population.

Guidelines in support of appropriate student conduct are included in the student handbook, and the response and reporting of "Hate Related Incidents" are included below as incorporated in the Manual of Policy and Procedures.

(Responding to and Reporting of Hate Related Incidents)

POLICY: Woodward Leadership Academy is committed to providing a safe learning and working environment that is free from discrimination and harassment. Hate-motivated incidents and crimes jeopardize both the safety and well-being of all students and staff. Current law requires school districts to document and report any and all hate-motivated incidents and crimes to permit the development of effective programs and techniques to combat crime on school campuses.

WLA will not tolerate hate-motivated incidents/crimes based on race, color, national origin, religion, disability, sex, sexual orientation, gender identity, or retaliation in any form for reporting such incidents/crimes.

GUIDELINES:

I. Definitions

A "hate-motivated incident" means an act or attempted act which constitutes an expression of hostility against a person, property, or institution because of the target's real or perceived race, color, national origin, religion, disability, sex, sexual orientation, or gender-identity. This may include using bigoted insults, taunts, or slurs, distributing or posting hate group literature or posters, defacing, removing, or destroying posted materials or announcements, posting or circulating demeaning jokes or leaflets, or sending insulting or threatening messages by phone, e-mail, Web sites, or any other electronic or written communication.

A "hate-motivated crime" means a "hate-motivated incident" that has been investigated by law enforcement and determined to be criminal in nature and a violation of the law.

This includes any criminal action that manifests evidence of hostility toward the target because of his or her actual or perceived race, color, national origin, religion, disability, sex, sexual orientation or gender identity. Such action includes, but is not limited to, threatening telephone calls, hate mail, physical assault, vandalism, cross burning, destruction of religious symbols, or fire bombings.

This also includes threats or hate mail sent by electronic communication.

II. Indicators in Identifying Hate-Motivated Incidents/Crimes

The following questions may assist in determining whether an act or action is a hate-motivated incident/crime:

1. Was an actual crime or attempted crime, such as vandalism, assault or battery, committed? Both verbal and written threats may be included in this consideration.
2. Was the incident/crime directed at a particular person or group of persons because of the actual or perceived race, color, national origin, religion, disability, nationality, sex, sexual orientation, or gender identity of the person or group of persons (protected categories)?
3. Did the perpetrator intentionally select the target because of his or her belonging to a protected category (listed in #2 above)? There must be some indication that the perpetrator's actions were motivated by bias/prejudice against the deliberately selected target (a person who is actually, or perceived to be a member of or affiliated with one of the above-referenced "protected" categories.)
4. Was a substantial motivation for the perpetrator's action because the target was a member or perceived member of one of the "protected" classes referenced above?
5. Did the perpetrator perceive that the target fell within one of the protected categories (listed in #2 above)?

If answers to the above-listed indicators have been determined to be true, then the incident may be hate-motivated or rise to the level of a hate-motivated crime. However, conduct that does not rise to the level of a "hate-motivated crime" may still be considered to be a hate-motivated incident, unlawful discrimination, and/or inappropriate behavior, and may require follow-up, some type of corrective or administrative action, and/or discipline, as appropriate.

III. Administrative Responsibilities

Preventative Measures

The WLA Administrator, should, as part of the school's Safe School Plan, identify the individual(s) responsible to serve as complaint manager(s) and establish a systematic process to respond to and report hate-motivated incidents.

- At this time, the Operations Manager or in their absence, a designated representative, has been identified as the Complaint Manager. This process should include directions for response and assistance to the target, consultation with and/or reporting to law enforcement, use of disciplinary action, and established WLA reporting procedures.
- Communicate and ensure that staff, students, and parents are informed of WLA policy requiring the promotion of mutual respect and acceptance, and policy regarding hate-motivated behavior.
- Inform students, parents, and employees of this policy and the reporting procedures for targets of or witnesses to hate-motivated behaviors.
- Provide in-service training to certificated and classified staff to ensure that staff is clearly familiar with and able to identify the indicators of hate-motivated behavior and understand their individual responsibilities to respond, intervene, and report such behavior.
- Review on a quarterly basis all documented hate-motivated incidents/crimes in accordance with the Safe School Plan and alert school personnel of any developing trends or areas of concern that might merit further attention/response.

Immediate Responses to Hate-Motivated Incidents/Crimes

- Intervene immediately to witnessed events, respond quickly to reported incidents, and take action to stop the hate-motivated behavior.
- Ensure the safety of the target by offering any assistance that may be appropriate and by advising the target to contact the complaint manager who can stop the behavior and help if the situation continues, escalates, or arises again.
- Assure all parties involved in hate-motivated behavior that WLA takes hate-motivated behavior seriously, has a strong policy against hate-motivated behavior, and will not tolerate such behavior.
- Investigate to gain an understanding of the situation. Obtain specific information relevant to the situation, where and when the incident occurred, and whether this was an isolated incident, related to previous incidents, or suggestive of a broader pattern requiring further administrative action.
- Obtain names and statements from the target and from witnesses, as appropriate. Additionally, provide all parties involved with assurances regarding WLA policies on confidentiality and non-retaliation in the complaint investigation process.
- Under the Penal Code, notification to local law enforcement should be made under the following circumstances:
 - Assault with a deadly weapon

- Possession or sale of narcotics or a controlled substance
 - Possession of a firearm at a public school
 - Possession of a dirk, dagger, ice pick, knife having a fixed blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser or stun gun, BB or pellet or other type of air gun, or spot marker upon the grounds of any school within a K-12 school district.
- Reasonable efforts should be made to document and/or preserve evidence relating to the incident. Consult with law enforcement on the criteria in the reporting of hate-motivated incidents/crimes, as well as procedures for securing the location or the gathering of evidence.
 - For incidents involving employees as the suspected or alleged perpetrator of a hate-motivated incident/crime, the incident will be evaluated on a case by case basis in order to develop the appropriate course of action

Responding After the Incident

- Move forward with appropriate disciplinary action that is consistent with WLA student discipline policy and procedures.
- The "Incident Report Form – Complaint/Investigation Record" (Attachment A) must be used to document any incidents suspected of being or alleged to be hate-motivated, regardless of whether the incident meets the criteria of a crime, is deemed to be an act of unlawful discrimination, or is merely inappropriate behavior.
- Determine whether additional follow-up activities are necessary, for example, a staff development or student educational activity.
- Keep the originals of these forms for the quarterly review of the Safe School Plan by the Safe School Planning Committee.

IV. Staff Responsibilities

Employees shall:

- Support WLA's efforts to prevent hate-motivated incidents/ crimes by learning to recognize the indicators of such actions and effectively taking steps to intervene immediately when such actions occur.
- Understand their individual responsibility to report such situations/incidents to the site administrator and or administrator- designated Complaint Manager.
- Share responsibility for creating an environment where students and staff know that hate-motivated incidents/crimes will not be tolerated.

- Encourage anyone alleging that he or she is a target of, or a witness to, a hate-motivated incident/crime to report such an incident.
- Cooperate in any investigation of a hate-motivated incident/crime.
- Guard against any actions that could be considered retaliatory against anyone who has made a report or is participating in an investigation of a hate-motivated incident/crime.

V. Student Responsibilities

Students shall be informed that:

- They share a responsibility for creating a safe school environment and that they can do that by treating others with mutual respect and acceptance, and by being sensitive as to how others might perceive their actions and/or words.
- They are not to engage in or contribute to hate-motivated behaviors, actions or words.
- In cases where they may be a witness to or a target of a hate-motivated incident/crime, they have the responsibility to report such an incident to the site administrator or administrator-designated Complaint Manager.
- They are never to engage in retaliatory behavior or ask of, encourage, or consent to anyone's taking retaliatory actions on their behalf

VI. WLA Responsibilities

The Complaint Manager shall:

- Review all copies of the "Incident Report Form – Complaint/ Investigation Record" (Attachment A) for completeness and determine whether additional information might be needed and whether appropriate WLA policy procedures were followed.
- For example, did the reported incident also require the reporting of child abuse or sexual harassment, school police or local law enforcement contact, or any other type of action, according to WLA policy and procedures?
- Determine whether additional resources or assistance might be required or suggested to the school.
- On a quarterly basis, provide a summary of the incident reports to the WLA Administrator and Board.

**COMPLAINT/INVESTIGATION RECORD
DISCRIMINATION/HARASSMENT AND/OR HATE-MOTIVATED INCIDENT/CRIME**

I. RECORD OF INVESTIGATION:

Interview alleged target of incident/victim	Date	Interview accused person	Date
Interview witnesses (if any)	Date		
Seek assistance from supervisor, other District office, or other sources, as needed			
Person/Office			Date
Person/Office			Date
Person/Office			Date
Person/Office			Date

II. FINDINGS/DETERMINATION:

<input type="checkbox"/>	Findings indicate that discrimination/harassment occurred.
<input type="checkbox"/>	Findings indicate that act of hate-motivated incident/crime occurred.
<input type="checkbox"/>	Findings indicate that inappropriate behavior occurred.
<input type="checkbox"/>	Nature of incident/complaint (check all that apply): <input type="checkbox"/> race <input type="checkbox"/> color <input type="checkbox"/> national origin <input type="checkbox"/> Other: <input type="checkbox"/> religion <input type="checkbox"/> disability <input type="checkbox"/> sex <input type="checkbox"/> sexual orientation <input type="checkbox"/> gender identity
<input type="checkbox"/>	There are no findings of hate-motivated incident/act, discrimination/harassment, or inappropriate behavior

III. ACTIONS TAKEN:

Involving Accused Person(s)	Date	Involving Alleged Target(s)	Date
<input type="checkbox"/> Provide Copy/Explain District Non-discrimination Policy/Procedures		<input type="checkbox"/> Provide Copy/Explain District Non-discrimination Policy/Procedures	
<input type="checkbox"/> Provide Copy/Explain District Policy "Hate-Motivated Incidents and Crimes"		<input type="checkbox"/> Provide Copy/Explain District Policy "Hate-Motivated Incidents and Crimes"	
<input type="checkbox"/> Disciplinary Conference		<input type="checkbox"/> Administrative Conference	
<input type="checkbox"/> Referral for School Counseling		<input type="checkbox"/> Referral for School Counseling	
<input type="checkbox"/> Education/Behavior Contract		<input type="checkbox"/> Referral for Outside Counseling	
<input type="checkbox"/> Class Schedule Change		<input type="checkbox"/> Parents Informed of Incident <input type="checkbox"/> Conference <input type="checkbox"/> Letter <input type="checkbox"/> Telephone ** Caution: In incidents involving sexual orientation or gender identity, consult with the student as to a safe way to inform parent/guardian of the incident. Student sexual orientation and/or gender identity cannot be divulged without permission of the student.	
<input type="checkbox"/> Detention Assigned			
<input type="checkbox"/> Parent Informed of Incident <input type="checkbox"/> Conference <input type="checkbox"/> Letter <input type="checkbox"/> Telephone			
<input type="checkbox"/> Suspension			
<input type="checkbox"/> Opportunity Transfer			
<input type="checkbox"/> Expulsion		<input type="checkbox"/> Monitor to Check that Unwanted Behavior Has Stopped <input type="checkbox"/> After One Week <input type="checkbox"/> After Two Weeks	
<input type="checkbox"/> Accused Person's Parents Notified of Resolution of Incident			

IV. DESCRIBE ANY OTHER ACTIONS TAKEN OR FURTHER REMEDIAL ACTION TO BE UNDERTAKEN TO PREVENT RECURRENCE OF THE INCIDENT/BEHAVIOR:

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V. NOTIFICATION OF FINDINGS AND ACTIONS TAKEN:

Targeted Person	Date	Parents	Date
Accused Person	Date	Parents	Date

K. Bullying Prevention Policies & Procedures

In accordance with Board Policy, the Woodward Leadership Academy administration and staff members are sensitive and concerned about any kind of harassment. We can only effectively stop harassment when we are made aware of the situation as soon as possible, and/or before a situation develops. Students and parents are to report any situation involving harassment, or bullying to a staff member immediately.

The information will be forwarded to a school administrator so that the harassment can be immediately addressed. The practice of playing abusive or humiliating tricks on another student, or any group of individuals is strictly prohibited. Actions that may be classified as bullying are further activities that will not be tolerated at any level, and will be dealt with swiftly.

WLA students may be suspended and/or expelled from the school for participating in unlawful harassment by means of verbal or physical conduct based on a student's actual or perceived race, religion, color, national origin, sexual orientation, or disability. This includes any verbal or physical conduct that has the purpose or effect of interfering with a student's educational performance or creating an intimidating, hostile or offensive environment.

If your student is a victim of any type of bullying or harassment, there is a "bullying complaint" form on our website at woodwardleadershipacademy.com. You may fill out this form, contact the school directly, or both.

End of Comprehensive Emergency Report