Comprehensive School Safety Plan

2024 - 2025

The Preuss School UC San Diego
Chartered by San Diego Unified School District
with guidance from San Diego County of Education Office

Dr. Matthew Steitz, Principal
9600 Campus Point Dr.
La Jolla, CA 92037
858-822-3000

The Comprehensive School Safety Plan was last updated on:
7/17/2024

Board Members
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Dr. Cynthia Gyamfi-Bannerman
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Superintendent
Dr. Helen V. Griffith

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Main Plan

HAZARD/THREAT SPECIFIC ANNEXES

FUNCTIONAL ANNEXES

Development of the Comprehensive School Safety Plan

EDUCATION CODE 32281 BELOW DESCRIBES PARTICIPATION OF SPECIFIC MEMBERS OF THE SCHOOL COMMUNITY IN THE WRITING AND DEVELOPMENT OF THE COMPREHENSIVE SCHOOL SAFETY PLAN.

Education Code 32281

(a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.

(b) (1) Except as provided in subdivision (d) with regard to a small school district, the school site council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.

(2) The school site council may delegate this responsibility to a school safety planning committee made up of the following members:

(A) The principal or the principal's designee.

(B) One teacher who is a representative of the recognized certificated employee organization.

(C) One parent whose child attends the school.

(D) One classified employee who is a representative of the recognized classified employee organization.

(E) Other members, if desired.

(3) The school site council shall consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan. The comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.

(4) In the absence of a school site council, the members specified in paragraph (2) shall serve as the school safety planning committee.

THE FOLLOWING INDIVIDUALS CONTRIBUTED TO THE DEVELOPMENT OF THIS COMPREHENSIVE SCHOOL SAFETY PLAN:

TITLE	NAME
Principal/Designee	Dr. Matthew Steitz
Certificated Employee	Danielle Agliam
Parent	Lizbeth Garcia
Classified Employee	Karin Marsolais
Law Enforcement Agency (Consult)	University of California San Diego Police Department
Fire Department (Consult)	San Diego Fire Department
Other First Responder (Consult)	
Student (Optional/Recommended)	Fabian Garcia
Other Member (identify)	
Other Member (identify)	
Other Member (identify)	
Other Member (identify)	

Communicating the Plan to the Public

School Site Council or Safety Committee should communicate the Plan to the Public at a meeting at the School Site. Below is the date and location this meeting was held and a description of how the public was notified of the meeting.

School Site:	The Preuss School UC San Diego
Date:	October 9, 2024 approved by the School Site Council at the Oct. 9, 2024 meeting
Location:	The Preuss School UC San Diego Community Room

The School Community was notified of the review of the Comprehensive School Safety Plan through the following:
- ParentSquare notification
- Presented at the first PTA meeting
- Presented and approved by the School Site Council
- Reviewed with the faculty and staff at the Opening of School meeting

Minutes from School Site Council Approval of Plan

📕 Oct. 9, 2024 School Site Council Meeting.docx.pdf

Assessment of the Current Status of School Crime and Safety

DATA ANALYSIS

Data Source	Conclusions from Safety Committee (administration, parents, classified, certificated, students, etc.)
Suspensions	39 Suspensions in AY 2022-23
Expulsions	No Expulsions in AY 2022-23
Chronic Absences	Students absent less than 5%: 52% Students absent greater than 5% and less than 10%: 32% Students absent greater than 10% and less than 20%: 12% Students absent greater than 20%: 4%
Law Enforcement Calls for Service Report at Site	
Fire Inspection Report Data	Fire inspection report from UC San Diego Environment, Health, and Safety was issued 8/30/2023 with remaining recommendations to correct: 1) Replace all flammable liquid cabinets with current NFPA/OSHA approved cabinets (cabinets have arrived, are being installed), 2) Reduce storage to 24 inches below ceiling in non-sprinklered buildings (ordering containers for additional storage)
290 Registrants/Sexual Offenders in area around school (Meghan's Law)	Screening used at Front Desk
Community Crime data	Triton Alert System - we are notified of all reported crimes when the reports are made.
Other data	Clery Act Report UC San Diego 2023

Risk Assessment

Risk Assessment - Hazards/Threats and Vulnerabilities
Risk = Hazard/Threat (Probability) x Vulnerability x Consequence

Threat is defined by DHS as "a natural or man-made occurrence, individual, entity, or action that has or indicates the potential to harm life, information, operations, the environment, and/or property."

Hazard refers to "a natural or man-made source or cause of harm or difficulty".
Source: U.S. DHS 2013, NIPP 2013, p. 33

Natural hazards refer to potential incidents which may result from acts of nature, such as hurricanes, earthquakes, tornados, animal disease outbreaks, pandemics, or epidemics.
Source: U.S. DHS 2018, CPG201 (Third Edition)

Technological hazards result from accidents or the failures of systems and structures, such as hazardous material spills or dam failures. Technological based incidents can be caused by power loss, power spikes, equipment failures, software errors, and telecommunications network outages. Examples include server failures, security cameras, or access card readers failing due to a power outage.
Source: U.S. DHS 2018, CPG201 (Third Edition)

Human-caused incidents result from the intentional actions of an adversary, such as a threatened or actual chemical attack, biological attack, or cyber incident.
Source: U.S. DHS 2018, CPG201 (Third Edition)

Vulnerability refers to a physical feature or operational attribute that renders an entity open to exploitation or susceptible to a given hazard.
Source: U.S. DHS 2013, NIPP 2013, p. 33

Consequence refers to the effect of an event, incident, or occurrence, including the number of deaths, injuries, and other human health impacts along with economic impacts both direct and indirect and other negative outcomes to society. Potential consequences may include:
- Harm to persons
- Damage to property
- Economic disruption
- Increased liability due to negligence, and
- Loss of reputation

Source: U.S. DHS 2013, NIPP 2013, p. 29

Site Location

Name:	The Preuss School UC San Diego
Address:	Mailing Address: 9500 Gilman Dr La Jolla, CA, 92093 Physical Address: 9600 Campus Point Dr La Jolla, CA 92037
Phone Number:	858-822-3000

Include a brief summary of identified issues in site assessments:

Areas needing improvement:

Hazard/Threat (Risk)	Probability How likely or easy is this to happen?	Vulnerability How vulnerable is the campus to this? Are there precautions in place to stop it?	Consequence If this should happen/how bad will it be?	Total PxVxC	Preparedness How prepared is the campus to respond to this?

	0 = not at all likely 5 = likely to happen	0 = not at all vulnerable 5 = vulnerable	0 = no effect on campus 5 = significant consequence to campus		0 = not prepared at all (no capabilities to respond) 5 = completely prepared
Earthquake	5	5	5	125	3
Wildfire	5	3	3	45	3
Airplane crash	4	0	5	0	2
Power failure	3	5	5	75	3
*Train derailment	3	0	5	0	0
Cyber incident	4	3	5	60	3

*As it relates to the MTS trolley. Including but not limited to trolley related crimes and accidents involving the MTS rail line.

Appropriate Programs and Strategies that Provide School Safety
The Preuss School UC San Diego Specific Information

- Roles & Responsibilities of the school counselors- they provide Tier I support for all students, faculty and staff. They are the primary resource used on a daily basis for academic, mental and emotional support.
- Roles & Responsibilities of the Family Support Specialists (FSS)- they provide the Tier II supports for students who are referred through the school counselors as a high risk needs student. Family support specialists provide one-on-one therapy and small group counseling sessions for pre-identified students
- Roles & Responsibilities of the school psychologist- they provide Tier II and III supports for students who are referred through the school counselors or FSS. They also work closely with the Learning Services Department to provide counseling for students with identified needs according to their IEP goals.
- Roles & Responsibilities of the school nurse- provide daily basic health care for students, faculty and staff who are on campus, during school hours. They will refer out or to personal care providers if necessary.
- Roles & Responsibilities of the custodial team- A school custodial team plays a crucial role in maintaining the cleanliness, safety, and functionality of a school environment.
- Training for staff, students, parents on anything related to school safety/security/school climate, etc. This will be done through staff trainings, PTA meetings and emergency drills
- Emergency Cards- informational cards are organized by alpha order in the event of an emergency. There is a binder for students and one for faculty and staff
- Volunteer and Visitor Management- this will be monitored by the Alumni & External Relations Specialist
- Before & After School Programs- ARC provides before and after school activities and supervision for students in 6th grade.
- Character & Citizenship development- built in lessons within the Advisory curriculum, with targeted development using the DESSA results in the middle school.
- Digital Citizenship- The library provides lessons addressing digital citizenship to Middle School students at the beginning of each school year. These lessons are also supported throughout the school year in Advisory classes.
- Site Discipline and Positive Behavioral Support. Preuss has adapted Restorative discipline practices aligned with those from San Diego County Office of Education.
- Attendance programs- Attendance is closely monitored by our Attendance Coordinator. Annual certificates of Perfect, Great and Most Improved are awarded to those students who meet the expectations. Students who are chronically absent are referred to the SART/ SARB program and are offered intervention meetings for support with regular attendance.
- Hazard mitigation- Campus Supervision and custodial staff regularly monitor campus conditions. Faculty and Staff report any unsafe conditions or unusual occurrences.
- Graffiti removal/vandalism repair- Campus Supervision and custodial staff regularly monitor campus conditions.
- Comfortable rooms/adequate lighting- all teachers have a safe space to conduct classes in. Faculty and Staff all are provided with a work space to perform job duties and responsibilities.
- Closed campus- one gate access to campus that is monitored by the front office staff
- Emergency procedures for students with disabilities- in the event we have a student with physical disabilities, an individualized emergency plan is created to meet their needs with safety first in mind.
- Anti-Bullying/Bullying Prevention Practices- AntiBullying/ Upstander presentation is presented at the beginning of the year in each Advisory class. The "See Something, Say Something" motto is adapted for student reporting.
- Emergency Drills and exercises- Emergency drills addressing evacuation after fire or earthquake are scheduled 4 times a year. Shelter in place and lockdown drills are practiced annually.
- Active Campus Supervision- 2 Campus Supervisors actively monitor students before, after and during passing periods, along with lunch time. They report any suspicious activity to the Vice Principal for further investigation.

Child Abuse Reporting Procedures

The Preuss School UC San Diego adheres to San Diego Unified or SDCOE Child Abuse Reporting procedures as follows:

Child Abuse and Neglect Reporting Procedures Pursuant To Penal Code 11164-11174.3 and University of California policies on Reporting Child Abuse and Neglect.

A. All teachers, instructional aides, teacher's assistants, classified employees, administrative officers, supervisors of child welfare and attendance, certified scholars, personnel employees, day care center administrators, licensed day care workers, physicians, psychiatrists, psychologists, dentists, and licensed nurses are required to report suspected child abuse. Other employees may also be Mandated Reporters.

B. A Mandated Reporter must make three reports whenever they, in their professional capacity or within the scope of their employment, observe or have a Reasonable Suspicion, as CANRA defines that term, of Child Abuse or Neglect. These reports include making two external reports and one internal report.

A Mandated Reporter must immediately, or as soon as practicable:

 1. Call the Child Abuse Hotline at (800) 344-6000 / (858) 560-2191 and one of the following local law enforcement agencies:

    A. UC San Diego Police Department: 911 or (858) 534-HELP; or

    B. San Diego Police Department: 911 or (619) 531-2000 or (858) 484-3154; or

    C. San Diego County Sheriff's Department: 911 or (858) 565-5200;

AND

2. Submit Form 8572 within 36 hours to the County of San Diego, Child Welfare Services, HHSA Child Abuse Hotline using one of the following three methods:

    A. Fax to: (858) 467-0412;

    B. Mail to: Child Welfare Services/Hotline, 8911 Balboa Ave, San Diego CA, 92123; Or

    C. Via Web to: a web-based system link through the MRA (Mandated Reporter Application), which they will receive after making their phone report to the Child Abuse Hotline.

See **https://www.sdcda.org/helping/mandated-reporting** for more information.

AND

3. Report observed or suspected Child Abuse or Neglect internally to the University of California Whistleblower Hotline or to their supervisor. If reported to a supervisor, the supervisor must make the report to the University of California Whistleblower Hotline.

    A. By telephone at: (800) 403‑4744; or
    B. Online at: universityofcalifornia.edu/hotline.

The report may be anonymous; however, providing contact information for the Mandated Reporter may expedite the University's ability to follow-up on the report.

This *internal* reporting requirement applies to all Mandated Reporters, as well as (1) Faculty and Staff Assistance Programs clinicians or staff and victim advocates employed by or volunteering in the CARE at the Sexual Assault Resource Center when providing counseling services or in any other aspect of their employment; and (2) Mandated Reporters at any UC San Diego healthcare facility who observe or suspect Child Abuse or Neglect by a person they believe to be a UC San Diego Employee, Student, Volunteer or affiliate, including vendors or contractors.

Mandated Reporters at any UC San Diego healthcare facility who observe or suspect Child Abuse or Neglect in the context of their delivery of clinical services must also comply with any internal reporting obligations set forth in the facilities' local bylaws and policies, including UC San Diego Health Policy 305.4, Abuse Screening, Assessment, and Reporting.

C. Staff attends in-service workshops at our Friday Staff Development days. Scholars learn about the procedures through the University Prep curriculum, mentioned above in Criterion 1.

D. Please refer to the University of California Policy on Child Abuse and Neglect Reporting and UC San Diego Policy and Procedure Manual 200-26, Reporting Child Abuse and Neglect Procedures.

Print   **SUSPECTED CHILD ABUSE REPORT**   **Reset Form**

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166
PLEASE PRINT OR TYPE

CASE NAME: _____

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? ☐ YES ☐ NO
REPORTER'S TELEPHONE (DAYTIME) ( ) SIGNATURE		TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services)	AGENCY	
ADDRESS Street City Zip		DATE/TIME OF PHONE CALL
OFFICIAL CONTACTED - TITLE		TELEPHONE ( )

C. VICTIM
One report per victim

NAME (LAST, FIRST, MIDDLE)	BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street City Zip	TELEPHONE ( )		
PRESENT LOCATION OF VICTIM SCHOOL	CLASS		GRADE

PHYSICALLY DISABLED? ☐ YES ☐ NO	DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME

IN FOSTER CARE? ☐ YES ☐ NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME	TYPE OF ABUSE (CHECK ONE OR MORE) ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY)

RELATIONSHIP TO SUSPECT	PHOTOS TAKEN? ☐ YES ☐ NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY		NAME	BIRTHDATE	SEX	ETHNICITY
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 ☐   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 determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department;   BLUE COPY-County Welfare or Probation Department;   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 (CANRA). The provisions of CANRA may be viewed at: 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 of the requested information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities listed 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), the 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 incident 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 incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made 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, daytime telephone number, and today's date. Check yes-no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

- **SECTION C - VICTIM (One Report per Victim):** 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 to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

- **SECTION E - INCIDENT INFORMATION:** If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) 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's department, **blue copy** to county welfare or probation department, and **green copy** to district attorney's office.

ETHNICITY CODES

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

DISASTER PROCEDURES

**Hazard and Threat Specific Procedures
can be found in the Hazard Specific Annexes**

**General Response Procedures
such as Lockdown and Evacuation
can be found in the Functional Annexes**

CAMPUS OVERVIEW AND MAPS

The Preuss School UC San Diego Campus Overview

Approximate Enrollment	835
Approximate Special Education Enrollment	66
Approximate # of Staff	85
Approximate # of Bus Riders	0
Approximate # of Special Education Bus Riders	0
School Hours: Monday – Thursday (or change as needed)	8:55 am- 4:00 pm
School Hours: Friday (or change to modified day)	10:15 am – 4:00 pm
Before-School Program Hours	7:30 am- 8:25 am
After-School Program Hours	4:00 pm- 5:00 pm
Law Enforcement Agency	UC San Diego Police
Fire Agency	UC San Diego Assistant Fire Marshals

Incident Command and Other Facilities

FACILITY	PRIMARY LOCATION	SECONDARY LOCATION
Incident Command Post	Manchester Field	Front of School
Request Gate	Manchester Field Gate	South double gate outside of E 101
Release Gate	Manchester Field Gate	Single gate by elevator tower
Search & Rescue	Assemble at the custodial office to balance teams, check gear. Report to central command at Manchester Field when searches are complete.	Assemble in the Amphitheater. Report out to Manchester Field when searches are complete.
Medical/First Aid/Triage	Behind E building- outside E 102	Stage area of amphitheater
Evacuation Site	Manchester Field	Manchester Field
Off-Site Evacuation Site	North End of Parking lot 705 near corner of Genesee and Voigt	North End of Parking lot 705 near corner of Genesee and Voigt
Sister School Site(s)	La Jolla Country Day School	Nissan Design America- across Genesee
Media Staging Areas	MTS Station across the street from school	Genesee and Voigt corner
Emergency Vehicles	Bus Loading Zone	Manchester Field

| Emergency (two-way) radio | Manchester Field | Front of School |

The Preuss School UC San Diego Fire Defensibility

Year of construction	2000
Building materials	Custom-colored concrete block, exposed steel lintels and trellises over balconies, custom-finished stucco, standing seam metal roofing and operable windows. Predominantly masonry shear wall structures.
Sprinkler systems	Fully sprinklered
Defensible space	Manchester Field
Temporary buildings	T101 (Art), T102 (Music), H (Fabrication Lab)
Topography	Perimeter berm and trees to the northeast

Evacuation and Emergency Area Maps

PREUSS SCHOOL – AREA MAP
DESCRIPTION: Classrooms, Administration
Updated: 9/5/2008
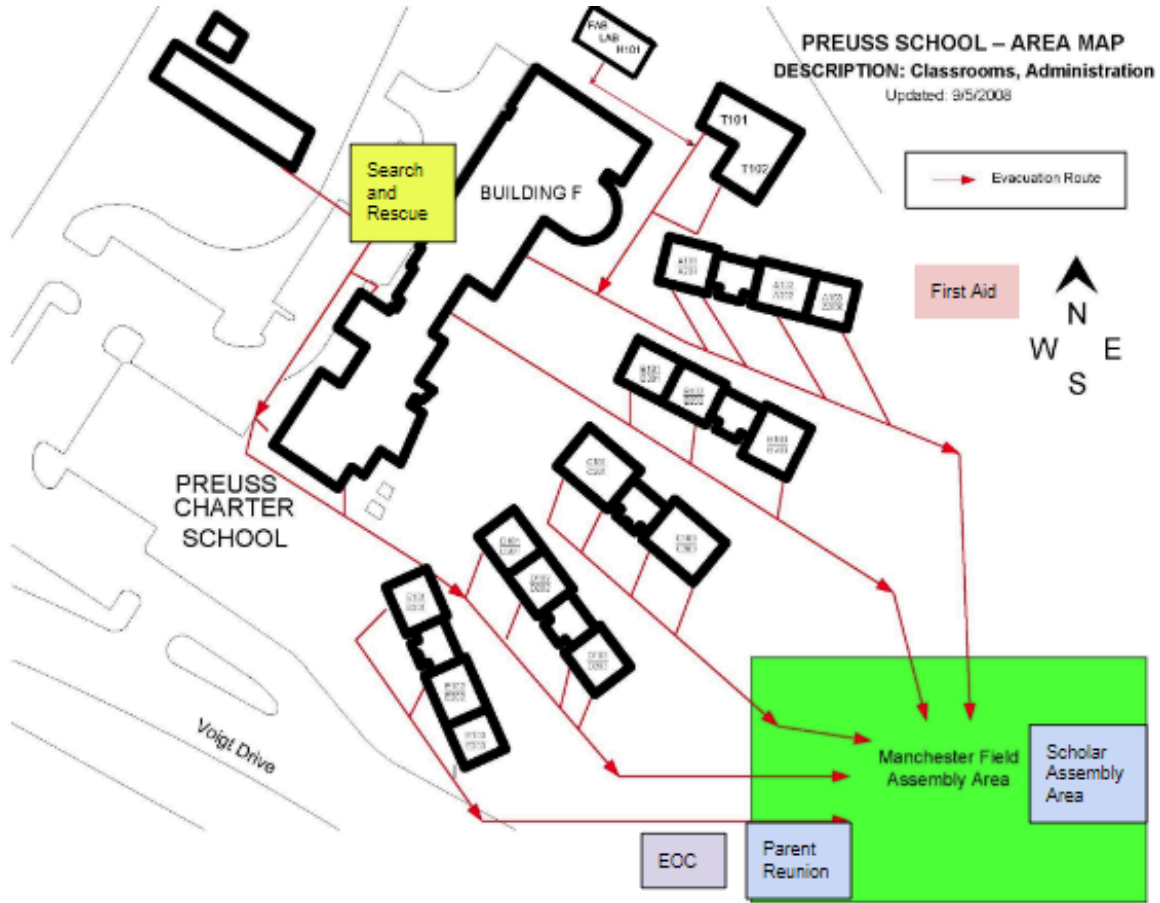
OFFSITE EVACUATION ROUTE AND EMERGENCY MAP

Manchester Field Gate-Evacuation Point

Off Campus Assembly area: North point of Parking lot 707, nearest Genesee and Campus Point Dr. intersection

Possible Sister Site #2- Nissan Design America Parking lot. If trolley collapes

Sister site #1- La Jolla Country Day School. If trolley is still in use

Emergency Operations Overview

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The disaster procedures within this Plan are designed to facilitate life safety using simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) which utilize the Incident Command System (ICS) as the basic response management structure.

Plan Maintenance

The Site Incident Commander is responsible for the maintenance of this Plan, in conjunction with the school site council and/or school site Safety Committee. The Disaster Procedures satisfies the requirement for Education Code 32280. As such, the Disaster Procedures will be reviewed on an annual basis by The Preuss School UC San Diego Safety team.

Training & Exercises

Training

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. All staff need to be trained on how to respond during a disaster. Education code 32280 states "It is also the intent of the Legislature that all school staff be trained on the comprehensive school safety plan." It is the responsibility of the school administration to provide training on the contents of the CSSP to all staff.

All Staff

All new staff assigned to the site will receive basic emergency orientation within 6 months of assignment. The orientation should include an introduction to the Comprehensive School Safety Plan and specifically the Disaster Procedures, the standardized emergency verbiage, parent reunification, and the location/contents of Disaster Container. Each site is required to conduct this orientation.

Staff Assigned to Incident Command Team

In order to satisfy state and federal training mandates, each staff member with an assignment in this plan (see Incident Command Team Organizational Chart), should receive training which coincides with the position they fill on the team. If site staff attend training which provides a certificate of completion, it is recommended that staff provide a copy of the course certificates to their principal or site administrator.

Drills and Exercises

Drills and exercises allow individuals to practice what they have been trained to do and improve their skills for an actual emergency.

The Principal/Site Incident Commander will coordinate Emergency Drills for their site, including the following:

The California Education Code requires the following drill schedule:

ELEMENTARY SCHOOLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY

Duck/Cover/Hold On (Earthquake) Drill	4 times per year	Once each school quarter
Fire Drill (Evacuation)	11-12 times per year (based on school calendar)	Once every calendar month

MIDDLE/INTERMEDIATE SCHOOLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Duck/Cover/Hold On (Earthquake) Drill	4 times per year	Once each quarter
Fire Drill (Evacuation)	4 times per year	Once every quarter

SECONDARY SCHOOLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Duck/Cover/Hold On (Earthquake) Drill	2 times per year	Once each school semester
Fire Drill (Evacuation)	2 times per year	Once each semester

Please note that ALL occupants at your site must participate in these drills

In addition to the drills mandated by the state listed above, the County Office of Education recommends the following drills:

RECOMMENDED DRILLS

TYPE OF DRILL	NUMBER PER YEAR	FREQUENCY
Shelter-In-Place Drill	1 or 2	Once - twice per school year
Secure Campus Drill	1 or 2	Once - twice per school year
Lockdown Drill	1 or 2	Once - twice per school year

Tabletop Exercises
Incident Command Team members should participate in Tabletop Exercises each year. These are discussion-based, guided reviews of policies and procedures. Scenario topics should vary to address the hazards identified in the hazard analysis.

Site administrators are encouraged to engage the staff in table-top exercises four times a year.

Drill & Exercise Compliance
School sites are asked to submit scheduled dates for all the above drills at the beginning of each year. When a drill is held, the school records the drill, time, duration and notes/comments on the Emergency Drill Report form.

Emergency Drills
2024-25

DATE	TIME	TYPE	NOTES
Wed. 9/18	2:00pm	Fire	Block 3
Thurs. 10/17	10:17am	Earthquake	Block 5
Thurs. 11/21	11:00am	Secure Campus	Block 6
Friday 1/24	11:15am	Fire	Block 1
Thurs. 2/20	1:00pm	Earthquake/ Evacuation	Block 7 w/ off campus evacuation
Mon. 3/10	1:30pm	Lockdown	Block 3

CONCEPT OF OPERATIONS

The Preuss School UC San Diego and San Diego Unified or SDCOE work under the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). As mandated by both SEMS and NIMS, The Preuss School UC San Diego and San Diego Unified or SDCOE utilize the Incident Command System to manage response activities at the field level. ICS provides for common terminology, processes, and position titles, while allowing the delegation of functions (or tasks) to subordinate positions to promote proper span of control and unity of command. ICS is applicable to any size incident and is designed to be expandable as the needs of the incident expand or contract. When utilized, the standardization of ICS principles and nomenclature can integrate large numbers of personnel from disparate organizations.

OPERATIONAL LEVELS

The basic operations of the emergency response for any given situation start at the field level and expand and move up in response levels as the severity and impact of the incident requires. There are five operational levels of emergency response in SEMS (also known as a tiered response):
- **FIELD:** After a given situation, appropriate school personnel at the specific campus(es) will respond and handle the incident. This is called the Field Response.
- **LOCAL:** If the situation response exceeds the capabilities of the normal operations of those responding personnel at the school site UCPD or the Campus Emergency Response Team (CERT), will be activated. This is the Local Jurisdiction response. Certain Preuss personnel are members of the CERT who have training and experience to manage and coordinate the overall emergency response for the University. The functions of the CERT will support the needs of the incident via an Incident Commander/EOC Director.
- **COUNTY**: For more widespread or severe situations, such as a major earthquake or flooding, the Preuss School will contact the University of California at San DIego for support. The University manages and coordinates information, resources and priorities among local governments and entities, such as The Preuss School and serves as the coordination and communications link between The Preuss School and regional level agencies.

- **REGIONAL:** Regional levels of management coordinate information and resources among the Operational Areas and between Operational Areas and State level emergency response activities.
- **STATE:** The State levels of response includes the management of resources among the mutual aid regions, and between the regional and state levels, as well as serving as the coordination and communication link with federal disaster response agencies.

STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)

SEMS is used for managing responses to multi-agency and multi-jurisdictional emergencies in California. The four major elements of SEMS are 1) the use of the Incident Command System (ICS), 2) inter-agency coordination, 3) the utilization of the State's Mutual Aid Program and 4) the coordination with and use of Operational Areas. Together they create a system for local governments or entities, such as the university, to respond to emergencies cooperatively with other agencies or jurisdictions.

SEMS is intended to be flexible and adaptable to the needs of all emergency responders.
As described in the five operational levels above, SEMS allows for entities to request and receive assistance from higher jurisdictions and agencies as the situation expands beyond the field and local levels.

Senate Bill 1841 established the Standardized Emergency Management System (SEMS) effective January 1, 1993 for all state agencies. By law, agencies must use SEMS to unify all elements of California's emergency management organization into a single integrated system. Additionally, SEMS must be used to be eligible for any reimbursement of response-related costs under the state's disaster assistance programs.

NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

Like SEMS, the National Incident Management System (NIMS) is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. It is intended to:
- Be applicable across a full spectrum of potential incidents, hazards, and impacts, regardless of size, location or complexity.
- Improve coordination and cooperation between public and private entities in a variety of incident management activities.
- Provide a common standard for overall incident management.

NIMS has two basic compliance requirements that are already incorporated into SEMS.
- The first is the adoption and use of the Incident Command System, which defines the operating characteristics, management components, and structure of incident management organizations throughout the life cycle of an incident.

- The second is the utilization of multiagency coordination systems, which define the operating characteristics, management components, and organizational structure of supporting entities. NIMS compliance also requires documented personnel certification and resource typing and inventory, which SEMS does not.

Homeland Security Presidential Directive (HSPD) - 5 "Management of Domestic Incidents," directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). State and local governments must be NIMS compliant as a condition for Federal preparedness assistance, such as grants and contracts.

The Preuss School UC San Diego and San Diego Unified or SDCOE ensure NIMS compliance by recording the training and certification of certain campus personnel. It is the responsibility of persons taking FEMA emergency management on-line courses and other training courses to send certification of course completion to the Human Resources office for record keeping. Campus resources are inventoried and categorized and available to campus response personnel.

INCIDENT COMMAND SYSTEM (ICS)

SEMS and NIMS both use the Incident Command System as their organizational management system. All levels of government and state agencies use this system. Its strength and usefulness are built upon, but not limited to, the following concepts:

- **Common Terminology** – Plain talk and common language are used so that all persons across multiple jurisdictional areas understand one another. No codes are used nor any acronyms unless they are inherent in the Incident Command System.
- **Manageable Span of Control** – Any given supervisor should have no fewer than 3 individuals and no more than 7 individuals assigned to them. Optimum number of assigned individuals is 5.
- **Unity of Command** - An employee is responsible to only one supervisor, who in turn is responsible to only one supervisor, and so on up the organizational hierarchy. This prevents an individual from being assigned to two or more supervisors which provides conflicting priorities for the employee.
- **Expandable and collapsible** – Responses are increased only as much as required and will be reduced or deactivated as the situation requires. This makes best use of personnel and equipment resources.

Incident Command Systems is structured into five functional areas: Command/Management, Operations, Planning/Intelligence, Logistics and Finance.

- **Command/Management:** This function provides for the overall management and coordination of response and recovery activities.
- **Operations:** This function is responsible for coordinating all jurisdictional operations in support of the response to the emergency through implementation of the action plan.
- **Planning/Intelligence:** This function is responsible for collecting, evaluating, and disseminating intelligence and information; developing the action plan in coordination with the other functions; and maintaining documentation.
- **Logistics:** This function is responsible for providing facilities, services, personnel, equipment, and materials.
- **Finance/Administration:** This function is responsible for financial and administrative aspects not assigned to the other functions.

EXPANSION OF ICS FUNCTIONS

ICS functions expand and contract to fit the need of the incident.

Even in small incidents, ICS is used from the beginning. The first individual responding to the incident is the Incident Commander (IC), but the IC would relinquish that role as soon as the next person with more knowledge and/or authority took command of the situation. If the media were also to respond, a Public Information Officer (PIO) would be required to field questions. A Safety Officer for crowd control and personnel safety, and a Liaison Officer to interact with other campus or outside entities may also be added. These four people are called the Incident Commander and Command Staff.

If the incident expands, persons who could obtain, operate and coordinate equipment would fill roles in Operations, Logistics and Planning Sections. The person who provides the financial support for this incident would be the Finance Section (See Incident Command Position Guides in Functional Annex C)

INCIDENT COMMAND TEAM OVERVIEW

According to the Incident Command System (ICS), the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one position. As an example: in a small incident the principal often times serves as the Site Incident Commander, Public Information Officer, Safety Officer and Liaison Officer.

Only under very unusual conditions will all the positions identified below be activated and fully staffed.

Summary of Incident Command Team Assignments

For quick and rapid response, school staff are pre-assigned to the Incident Command Team (ICT) and have specific duties during emergencies; however, it is important to remember that in Incident Command, all individuals need to be flexible. Depending on the size, complexity and needs of the event, individuals can be assigned to other positions as needed. The designated duties include:

Site Incident Commander – responsible for overseeing onsite emergency operations. Responsible for keeping the Emergency Operations Center (Operations Section) briefed on a regular basis. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties
Safety Officer - ensures all activities are conducted in as safe a manner as possible
Public Information Officer – acts as official spokesperson for the site in an emergency situation, until the University's Communications Officer is available
Liaison Officer – serves as the point-of-contact for agencies outside of the University's organization
Operations Chief – manages direct response to the onsite emergency and report status to the Site Incident Commander

- **Site Facility Check & Security –** lead damage assessment, control utilities, restrict access to unsafe areas, and provide traffic control

- **Search & Rescue Leader and Team –** conduct search and rescue operations once accountability process has identified missing persons. It's important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.

- **First Aid & Medical Leader and Team –** provide first aid and medical response including Critical Incident Stress Management (CISM). It's important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.

- **Assembly Area Leader –** ensure the care and safety of all students, staff, and visitors during an on- or offsite evacuation (except those who are in the Medical Treatment Area) and relay information regarding attendance and other information pertaining to the well-being of the evacuees.

- **Student/Parent Reunification**

  o **Request Area** – process requests by parents or authorized adults for release of students

  o **Release Gate** – release student to parent or authorized adult

Planning & Intelligence Chief – in charge of collection, evaluation and documentation of information about the incident
Logistics Chief – provide facilities, services, staff, equipment and materials to support response – including food and transportation services

Finance & Administration Chief – responsible for accountability of campus occupants (attendance) during an emergency, tracks purchases, staff hours and costs

This Plan provides position guides for each of the above assignments. The ICT will report to the Site Incident Commander at the Incident Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The University's Campus Emergency Response Team (CERT) may be activated to support onsite emergency operations. In the event that the University CERT is activated, the Site Incident Commander will establish communications and coordinate closely with the University CERT team..

UNIFIED COMMAND

Unified Command exists when two or more organizations/agencies have command authority for an incident, and they work together under a single Unified Command to manage incident response. Unified Command is an application of ICS and may be established at the field response level when more than one agency has jurisdictional responsibilities. Agencies work together through the designated members of the Unified Command to establish their designated ICs (Incident Command) (Incident Command) at the single Incident Command Post (ICP). Under Unified Command, organizations/agencies develop a common set of objectives and strategies which provides the basis for a single Incident Action Plan (IAP).

The Preuss School UC San Diego Incident Command Team Organizational Chart

	Site Incident Commander (also Liaison Officer, Public Information Officer, Safety) Principal or Vice Principal		
Operations Section Chief	**Planning & Intelligence Section Chief**	**Logistics Section Chief**	**Finance & Administration Section Chief**
Vice Principal	CAO	Systems Administrator	Financial Analyst

Site Facility Check & Security Leader	**Reunification Team Leader**	**Assembly Area Leader**
CAO	Executive Assistant/Office Manager	Vice Principal

Search & Rescue Leader	**Request Gate Leader**
Lead Custodian	Registrar

First Aid & Medical Leader	**Release Gate Leader**
School Nurse	Attendance and Transportation Coordinator

The Preuss School UC San Diego Incident Command Team Personnel

Position	Personnel
Site Incident Commander Safety Officer Public Information Officer Liaison Officer	Dr. Matthew Steitz and/or Danielle Agliam and/or Kamilah Brown
Planning Section Chief	Karin Marsolais
Logistics Section Chief	Daryl Rysberg
Finance & Administration Section Chief	Maria Ibarra and/or Veendah McCunney
Operations Section Chief	Karin Marsolais
Site Facility Check & Security	Manny Altez
Search & Rescue: Leader	Zulamita Cortez and Micheal Artinian
S&R Team A	Manny Altez (key) Zulamita Cortez (key) Maria Ibarra Karen Martinez
S&R Team B	Daryl Rysberg (key) Eliana Calderon Veendah McCunney (key) Thuy Nguyen
S&R Team C	Vanessa Gomes Karin Marsolais (key) Bonni Montevecchi Michael Artinian (key)
First Aid & Medical: Leader	Nurse Adriana
First Aid Team A	Leslie Villalobos BJ Williston
First Aid Team B	Vincent Fulchiron Eric Brazelton
Reunification Team Leader	Stephanie Tonnaer
Assembly Area Leader	Danielle Agliam
Request Gate Leader	Patty Villanueva
Request Gate Team	Allison Cobbs Sara Silva
Release Gate Leader	Allison Lee
Release Gate Team	Erin Patrick Allyson De La Rosa

Disaster Service Worker Status

All public employees are required to take an "Oath of Allegiance" (text below) which confirms compliance with California Constitution, Article II, Sec. 3 and California Government Codes Sections 3100-3109. California Government Codes 3100-3109 outline this duty as a Disaster Service Worker. All public employees should be familiar with the Disaster Service Worker mandates and ensure that their home, family and pets are prepared for a disaster.

California Government Code (Sections 3100 & 3101) declares that public employees are Disaster Service Workers (DSW), subject to such disaster service activities as may be assigned to them by their superiors or the law. The term "public employees" includes all persons employed by the state or any county, city, state agency, or public school or university. This law applies to public school employees in the following cases: 1) when a local emergency has been proclaimed, 2) when a State emergency has been proclaimed, or 3) when a federal disaster declaration has been made.

These laws have two ramifications: 1) public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and 2) in those cases, their Worker's Compensation Coverage becomes the responsibility of the state government (CalOES). The universtiy, however, pays their overtime pay. These circumstances apply only when a local or State emergency has been proclaimed.

During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an **Incident Command Team (ICT)** position, the staff will first ensure the safety of the students and accompany the students to the Evacuation Area, where the students will be reassigned to another teacher/staff member. The teacher will then immediately report to the Site Command Post and carry out their assigned ICT responsibilities.

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.)*

Under State law, Title I, Section 3100 of the California Government Code, all government employees are declared Disaster Service Workers who can be called upon in any emergency. This means that County employees are responsible to help in a disaster. Employees will perform duties as described in the Business Continuation Plans for their respective programs, or duties as assigned. Every effort will be made to permit employees time to check on and secure the safety of their families. It is possible, however, that some employees may be required to remain at work or to immediately report to work following a disaster. With this in mind, employees are encouraged to prepare a Home and Family Emergency Preparation Plan to prepare their families now for disasters. If an employee must leave the worksite to check on their family, prior to leaving the employee should work out a plan with their supervisor or designee for when to return to work and how to be contacted.

Emergency Communications

Communications before, during and after an emergency are critical. The school will use a variety of communication tools to prepare for, respond to and recover from critical incidents. Below are different tools the school will use to communicate with the different stakeholders.

COMMUNICATION TOOLS MATRIX		
MODE	**ADVANTAGES**	**DISADVANTAGES**
Preuss Email	Quick communication to large audience and staff	May not work well if information is time sensitive or there is a power outage
Web Page Post	For parents/community. Easy, quick	Requires user to visit website
MNS Text Message	For parents/community and possibly staff. Message can reach recipient immediately, regardless of location.	Requires users to update contact information. Staff may not check their phones and may not be signed up for MNS.
ParentSquare	For parents/community.	Requires users to update contact information (including personal email) and to be able to access a device.
Staff Email	Good for communicating directly with staff. Can be useful when working to get information to staff that students should not/do not need to know.	Staff may be unable to check their email during an emergency.
MNS Voice Message to all **NOT RECOMMENDED** see disadvantages	Reaches all those with phones	Requires user to listen to phone messages. The delay in reaching audiences may cause confusion as messages may be hours old.
Zoom	Able to meet virtually; large audience	Must send out link to zoom meeting; individuals must join
Microsoft Teams	Multiple communication systems, including instant phone calls, allows for teams and channels to distribute	Only those with access to Microsoft teams can benefit from any groups or channels.

	and gather information, allows for assignments to be made.	
Social Media	Facebook, Instagram and Twitter are popular with students, message can reach recipient regardless of location.	Requires user to be a "fan" or "follower" of Campus sites and have access to a wireless device.
Public Announcement System	Wide broadcast; reaches outdoor	May be hard to hear on parts of campus
Fire Alarm System	Wide broadcast; easily heard	Only alarm – no voice feature.
LCD Monitors	Visual broadcast. Supports individuals with hearing impairments.	Reaches a limited audience and not currently used for emergencies.
Bullhorns	Mobile; allows for targeted messages to different geographic audiences; doesn't require electricity or connectivity	Reaches a limited audience; time consuming
Digital Marquee	Gets message to local traffic and public before entering campus	May be difficult to post from a variety of devices.
Runners	Mobile; allows for targeted messages to different geographic audiences; doesn't require electricity or connectivity	Reaches a limited audience; time consuming
Two-Way Radios	No phone connectivity needed. Useful for on campus communication. Quick.	Battery life, especially in power outage. Limited to those who have them.
Cell phones	Provides access to text and voice messages; widely available; can be used in conjunction with other communications such as Microsoft Teams and Zoom.	Battery life, especially in power outage.
Landlines (analog or digital)	Good for one-to-one communication	Limited mobility.

Emergency Notifications to Campus

First priority during any emergency on school campus is to notify the staff and students in order to provide proper response procedures. The following systems will be used on-campus during an emergency to communicate response protocols:

EMERGENCY	PRIMARY METHOD	ALTERNATE METHODS
Evacuation	Fire Alarm	P.A. System
Duck, Cover, Hold On	P.A. System	In the case of earthquake, individuals should not wait for any notification to Duck, Cover and Hold On.
Shelter-In-Place	P.A. System	If P.A. system is not working, use email or written notes to classes
Secure Campus	P.A. System	
Lockdown	P.A. System	Evidence of gunfire or threat of violence on campus.
All-Clear	P.A. or Bell System	

All site occupants need to know the emergency terminology above and the actions to take for each.

Bells

- **Fire Procedure:**

  Intermittent short bells: Evacuate building via route posted in your classroom or workspace. If there is an all clear bell, resume school activity.

- **Earthquake/Disaster (Physical damage to school structure):**

  Alternate short/long bells: Drop and take protective position, and then evacuate the building. If there is an all clear bell, resume school activity.

- **Imminent Danger/Lock Down:**

  One continuous ringing bell: Everyone remains inside the building, locking doors and covering windows where possible. If outdoors immediately seek refuge in the nearest building or seek cover until directed by staff.

- **All Clear:**

  A series of two long bells and/or verbal communication by administrative staff.

Emergency Notifications to Outside Entities

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	- 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	During an emergency: Leadership team will produce a message of emergency conditions with actions taken by the school site and optimal reaction from parents/ families. This message should include a timeline on when parents can expect the next communication. Messages will be posted via ParentSquare and individual teacher Google Classrooms, under the direction of Leadership.
	After an emergency: Leadership team will produce a message of emergency results updating the community with emergency termination and outcomes. Messages should include next steps and course of action. Messages will be posted via ParentSquare and individual teacher Google Classrooms.

Emergency Notification Information

- The first action to occur as an emergency incident is unfolding is the need to alert or warn others. In the event of an emergency, and if circumstances allow, the Site Incident Commander will direct the Site Facility and Security Check position to conduct or delegate an initial site assessment to gather information.
- Based on the findings and if time permits, the Site Incident Commander will inform the Superintendent's Office of the recommended actions to be taken. However, if the emergency requires immediate action, the Site Incident Commander will initiate the appropriate warnings and notifications to 9-1-1 without delay.
- The very next action to occur is the need to alert or warn onsite staff. The primary methods for notifying campus occupants are summarized in the "Emergency Notifications" section. If for some reason those methods do not work or are not appropriate due to circumstances, a variety of alternative notification methods may be available on the site including: landline telephones, cellular telephone, walkie-talkies, runners, bells, or portable megaphones. The method utilized will depend upon the circumstances of the emergency and the resources available at this site.

As services are being dispatched to assist, the Site Incident Commander will begin to gather and direct resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
UCPD	858-534-4357	858-534-4357
SDFD	9-1-1	619-533-4300
San Diego County Sheriff	9-1-1	858-565-5200
San Diego Gas & Electric	619-725-5114	800-411-7343/800-611-7343
S.D. County Hazardous Materials and Waste		858-505-6657
S.D. County Public Health and Human Services		619-441-6500
S.D. County Office of Emergency Services		858-565-3490
Poison Control	800-222-1222	
S.D. County Animal Control	619-236-2341	619-757-2675
Sewer	858-534-3660	PHONE
Water	858-534-3660	PHONE

Standardized Emergency Response Actions

San Diego County Office of Education along with all the County law enforcement partners and schools developed standardized terminology for the most common types of actions necessary during an emergency. Standardized terminology is critical to promote understanding among all parties involved in managing an incident.

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.
See Functional Annex A for more information on Standardized Emergency Response Actions

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.

RE ST RI CT E D M O V E M E N T & A CC ES S	**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. ● 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 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.

	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.
	● 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.
	   ✔ 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.
	An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.

	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.
E V A C U AT IO N	**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.
	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.
	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 superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.
REUNIFICATION	**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: ● 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 of 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.

SEE FUNCTIONAL ANNEX A for more information on these standardized responses

Emergency Facilities

Incident Command and Other Facilities

FACILITY	PRIMARY LOCATION	SECONDARY LOCATION
Incident Command Post	Manchester Field	Front of School
Request Gate	Manchester Field Gate	South double gate outside of E 101
Release Gate	Manchester Field Gate	Single gate by elevator tower
Search & Rescue	Assemble at the Custodial Office. Report out to Manchester Field	Assemble in the Amphitheater. Report out to Manchester Field
Medical/First Aid/Triage	Behind A building- outside A 103	Stage area of amphitheater
Evacuation Site	Manchester Field	Manchester Field
Off-Site Evacuation Site	North End of Parking lot 705 near corner of Genesee and Voigt	North End of Parking lot 705 near corner of Genesee and Voigt
Sister School Site(s)	La Jolla Country Day School	Nissan Design America - across Genesee
Media Staging Areas	MTS Station across the street from school	Genesee and Voigt corner
Emergency Vehicles	Bus Loading Zone	Manchester Field
Emergency (two-way) radio	Manchester Field	Front of School

Emergency Supplies/Disaster Containers

Location of Emergency Supplies/Disaster Container

This site's shared Emergency Supplies/Disaster Container is located:

Preuss will be procuring its own Container to include resources needed by the ICT during activation. The following list describes the equipment and supplies that the County and University recommends be included inside the Emergency Supplies/Disaster Container:

- Command Kit
- First Aid/Medical Team Supplies
- Search & Rescue Supplies
- Crisis Response Box (1 of 2 boxes. The other is kept in the main office)
- The Preuss School container will be placed next to the Faculty/ Staff parking lot next to the East Campus Substation

EMERGENCY KIT CONTENTS

COMMAND KIT

The following items are recommended items for the Command Kit and should be located in a black duffle bag or rolling bin. The Command Kit should be kept in the main office and be available to grab and go during any emergency.

COMMAND KIT			
ITEM	**UNITS**	**ITEM**	**UNITS**
Portable Megaphones	1	Tissues/Tissue Packages	5
ICT Walkie-Talkies(check with purchasing on type allowed)	Optional	Utility/Duct Tape	2
AM/FM Solar or Battery Powered Radio	1	Caution Tape	1
Batteries for any necessary devices (radios, walkie talkies, flashlights, lanterns).	Amount Necessary	Steno Pads	5
Lanterns	2	Safety Vests	5-10
Tarps (16x20, 10x10 or other sizes)	2-6	Pens	Amount Necessary
Pop-up Tent/Canopy	Optional	Pencils	Amount Necessary

FIRST AID & MEDICAL TEAM SUPPLIES

Supplies need to be based on the population. The following are recommended items for the First Aid & Medical Team Supplies and should be located in a red duffle bag or rolling bin.

FIRST AID & MEDICAL TEAM SUPPLIES			
ITEM	**UNITS**	**ITEM**	**UNITS**
4 x 4" compress	1000	Procedure Masks	500
8 x 10" compress	150	Sanitary Napkins	100
Gauge bandages (Kling)	500	Stretchers or backboards	2
Head Immobilizer	1	Scissors, paramedic	4
Elastic Bandages (4" x 4.5 yards)	12	Tweezers	3
Elastic Bandages (2" x 4.5 yards)	12	Triage tags	50
Triangular bandage	24	Triage Kit (Tarps, Tags, etc.)	optional
Hand/wrist splint	24	Non-Latex gloves	200

FIRST AID & MEDICAL TEAM SUPPLIES

ITEM	UNITS	ITEM	UNITS
Arm splints	24	Oval eye patch	50
Leg Splint	24	Medical Tape (cloth 1" x 10 yds)	40
Steri-strips or butterfly bandages	100	Medical Tape (cloth 2" x 10 Yds)	25
Water pouches (for flushing wounds, etc)	192 (or three cases)	First Aid Books	1
Hydrogen Peroxide	10	First Aid Pocket Guide	1
Emergency Blankets (disposable)	50	Stretch Gauze Roll (2 x 4.1 Yds)	20
Mylar Blankets	500	Burn gel	2 bxs
Stretch Gauze Roll (3 x 4.1 Yds)	20	Ice packs	20
Bandages (3/4 x 3")	4 bxs	Eye Wash	5
Sting relief	2 bx	Iodine Swabs	2 bxs
Tourniquets	10	Antiseptic Hand Gel or Packets	4 bxs or 4 bottles

SEARCH & RESCUE TEAM SUPPLIES

Supplies need to be based on the population. The following are recommended items for the Search & Rescue Team kits and should be located in a rolling bin:

SEARCH & RESCUE TEAM SUPPLIES

ITEM	UNITS	ITEM	UNITS
Mylar Blankets	5	Hard Hats	6-9
Adjustable Wrench 10"	1	Hammer Claw	1
Bolt Cutter	1	Leather Palmed Gloves (Pairs)	6-9
Light Sticks	1 pkg	Linesman, Plier	1
Chalk	1 bx	Locking Grip Pliers	1
Cribbing Wood	Optional	Lumber Crayons	2-4
Digging Bar/ Pry bar	1	Pipe Wrench 14" (Utility shut off)	1
Dust Masks	18	Pliers	1
Eye Guards/Safety Glasses	9	Rope	1
Grease Markers	2-4	Batteries for Flashlight	Amount necessary
Whistles	6-9	Safety Vests	6-9

SEARCH & RESCUE TEAM SUPPLIES

ITEM	UNITS	ITEM	UNITS
Flashlights	6-9	<u>Small First Aid Kits</u> Triangular Bandages Bandages (asst.) Ice pack Gauze roll Cloth tape Tongue depressors Gauze pad Sanitary Napkin Scissors Wet-Wipe towelettes Non-latex gloves	3
D-Handle Shovel	1		
Screwdriver Set	1		
Safety Cones	Optional 3-4		
Utility Knife	1		
Steel Digging Bar	2		
Hydraulic Jack	Optional		
Wool Blanket	2		

CRISIS RESPONSE BOXES

The school recommends each site maintain two Crisis Response Boxes. State regulations require one box for the First Responder Incident Commander. The school recommends that the site maintain an identical copy for use by the Incident Command Team.

It is recommended to place the two boxes in separate areas, one in the front office near the Secretary's desk and one with the other Emergency Supplies. This provides a back-up if one area cannot be accessed during the emergency.

The Crisis Response Boxes are large file folder boxes with wheels. The boxes are clearly labeled and contain vital information needed by the ICT and First Responder Incident Commander. The following are recommended for each box:

CRISIS RESPONSE BOXES	
	Current copy of the Site Disaster Procedures (this section of the Comprehensive School Safety Plan.
	Current map of site or school layout. Map must show all buildings, classroom numbers, onsite and offsite evacuation maps.
	Most current site map (plot plans available through Facilities).
	Current roster of students and staff assigned to the site. These rosters should include information about individuals with special needs. And be available in several formats for ease of use: alphabetical, grade level, class roll and have emergency contact/release information.
	If available, a list of the site's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
	If available, current student photos or most recent class photo on external drive.
	Telephone numbers listed in order of building sequence.
	List of health concerns for students and staff.
	Staff emergency forms.

|	
Area maps and school maps.	
Safety vests, whistles, flashlights, batteries, pens and any other beneficial equipment.	

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Site Incident Commander.

CLASSROOM EMERGENCY KIT

The site is responsible for maintaining one Classroom Emergency Kit (backpack) in the office, library, lounge, and in every classroom. The recommended items for Classroom Emergency Kit include:

CLASSROOM EMERGENCY KIT			
ITEM	**UNITS**	**ITEM**	**UNITS**
Emergency Response Procedures (located in this portion of the CSSP)	1	**First Aid Supplies (put in large zip-lock bag)**	
Soft paint brush for removing glass fragments	1	● Direct pressure compress/sterile pads	4
Disposable non-latex gloves	4-6	● Triangular bandages	5
Identification vest, sash, hat, cap or visor for each teacher and aide	1	● Assorted size band aids	1 bx
Self-Stick name tags	1 per child	● Instant cold packs	2
Safety Pins	50	● Gauze bandages rolls (2")	4
Pens, pencils, small pad of paper	multiple	● Cloth Tape (1/2")	1
Whistle	1	● Splints (short enough to fit in backpack)	3
Activities for students (e.g., things for children to do while waiting for parents)	multiple	● 4 x 4" gauze pads	4
Tarp or shower curtain (to sit on)	1-2	● Tongue depressors	10
Kleenex (small individual packages)	5	● Sanitary pads (for use as large dressings)	4
Pre-moistened wipes	50	● Scissors (small classroom type)	1
Room number and teacher's name written at least 5" high on a 8 ½ x 11" piece of cardboard	1	● Flex Wrap Bandages	2

Suspension & Expulsion Policies

The Preuss School UC San Diego adheres to San Diego Unified or SDCOE Suspension and Expulsion Policies as follows:

Policies related to Suspension, Expulsion, or Mandatory Expulsion, and other School-Designated Serious Acts which would lead to Suspension or Expulsion

A. Suspension is defined as removal of a scholar from ongoing instruction for adjustment purposes.

B. Expulsion is defined as removal of a scholar from the immediate supervision and control or general supervision of school personnel as provided in California Education Code 48900.

C. The Principal / Principal's designee may suspend a scholar from school for a maximum of five consecutive days for any single cause listed on the school's suspension form. Before suspending a scholar for any of the reasons "starred" on the "Report of Suspension", the Principal or Principal's designee shall immediately notify UC San Diego Police Services, who shall initiate an investigation, and/or notify the San Diego Police Department of any assault or possession of a firearm (as defined in Penal Code Section 240). The Principal or the Principal's designee should detain the scholar at school, when feasible and without physical force, until a school police officer obtains a statement from the scholar.

Reasons for Expulsion

If a student's behavior falls under any of the outlined reasons for suspension, he or she may also be recommended for expulsion by the principal or designee. The Zero Tolerance Policy is designed to make the School safe for students and create an appropriate learning environment. "Zero tolerance" means the rules are strictly enforced for everyone: no excuses or exceptions. Under this Zero Tolerance Policy, the Principal must recommend expulsion if students engage in the following prohibited conduct on school campus or at a school-sponsored activity, whether on or off campus and whether during class time, recess or lunch or before or after school hours:

1. Use, possession or brandishing of a weapon. Examples of "weapon" include a firearm, pistol replica, starter pistol, stun gun, BB gun or pellet gun, a knife of any size or type, a dirk, dagger, razor, slingshot, or any explosives or fireworks. The Principal may determine that any other object used in a dangerous manner is a "weapon" for purposes of this rule.

2. Repeated incidents of violent acts or causing serious injury to another person.
3. Attempting to commit or committing a sexual assault and committing a sexual battery.
4. Selling, furnishing or knowingly using or possessing alcohol, tobacco or any drug other than one prescribed for the student's use.

The Principal may recommend expulsion if the student engages in prohibited conduct on the way to or from school, or to or from a school activity, on the school bus or a school van or otherwise under the auspices of the school. Expelled students will not be readmitted to the Preuss School.

Expulsion Process

Within thirty school days of the principal's or designee's determination to recommend expulsion, the student is entitled to a hearing. The student receives written notice of an expulsion hearing at least ten days prior to the hearing. This notice includes:

● Date and place of the hearing.
● The specific facts and charges upon which the proposed expulsion is based.
● A copy of the district disciplinary rules which relate to the alleged violation.
● Explanation of the right for the student or student's parent or guardian to appear in person, or to obtain and be represented by an attorney or advocate.
● Explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
● Explanation of the right to confront and question all witnesses who testify at the hearing, and to question all other evidence presented.
● Explanation of the right to present evidence on the student's behalf, including witnesses.

A student is entitled to one postponement of an expulsion hearing. Once the hearing has started, it must be conducted without any unnecessary delay. A parent or guardian may also choose to waive their rights and agree to a stipulated decision.

The Expulsion Hearing Process

School administrators appoint an Expulsion Review Panel to conduct the hearing to consider the recommendation to expel a student. The panel is made up of at least three members. These members may be UC San Diego faculty, administrators or currently employed or retired certificated staff members, such as counselors, teachers, vice principals or principals. The meeting is closed to the public unless the student or student's parent or guardian submits a written request that the hearing be conducted in public. Hearings may be taped recorded and students have access to written materials presented to the panel. At the end of the hearing, several different actions may take place:

● If the Expulsion Review Panel decides not to recommend expulsion, the proceedings are terminated and the student is immediately reinstated. The School will inform the parent or guardian of the panel's decision. A decision not to recommend expulsion is final.
● If the Expulsion Review Panel decides to recommend expulsion, the recommendation is forward to the Preuss School Board.

Upon reviewing the recommendations, the Preuss School Board will either support the recommendation and order the expulsion, or reject the recommendation and suspend the expulsion order. If the Board rejects the expulsion, the student will immediately be reinstated to the School.

No student shall be involuntarily removed by the School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to request a hearing adjudicated by a neutral officer before the effective date of the action.

The Preuss School UC San Diego has developed a scholar Safety Plan, which includes the scholar Code of Conduct, the Discipline Policy, the Honesty Policy, and the Scholar Retention Policy. The Plan delineates expectations for behavior as well as restorative strategies to correct behavior. With respect to discipline, in practice, the School follows a restorative justice and progressive discipline approach with level 4 behaviors suspension or even expulsion after appropriate investigations. No scholar can be suspended or expelled solely because of poor grades. Each scholar and parent or guardian is given a copy of the Scholar Code of Conduct. Signed acknowledgements are retained on file at the School.

Scholars suspended from the school, and recommended for expulsion, will receive due process in the form of a review panel. Following is a list of items that may lead to suspension or expulsion.

1. Level 4: A Level 4 behavior requires immediate intervention and administrative involvement with written documentation of interventions previously in place. Level 4 behaviors involve immediate suspension and a mandatory recommendation for expulsion. Formal documentation and parent/guardian communication are required. A Level 4 behavior is formally known as a Zero Tolerance behavior. A Level 4 behavior may result in an immediate suspension or expulsion.

    ○ Committed or attempted to commit a sexual assault ***^**
    ○ Continued Level 3 behavior
    ○ Possessed/sold/furnished a firearm **^**
    ○ Possessed/sold/furnished an explosive **^**
    ○ Brandished a knife to another person **^**
    ○ Unlawful possession or sale of a controlled substance **^**

    * Should also be reported to San Diego's OPHD
    ^ MUST be reported to UC San Diego Police Department

Procedures for Notifying Teachers of Dangerous Pupils

The Preuss School UC San Diego adheres to the San Diego Unified or SDCOE Procedures for Notifying Teachers of Dangerous Pupils as follows:

Notification to Teachers Pursuant to Education Code 49079

A. The Preuss School shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in Education Code 49079 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The Preuss School shall provide the information to the teacher based upon any records that The Preuss School maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

Any information transmitted pursuant to Education code 49079 shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the recipient of such information.

B. The Preuss School UC San Diego Procedures:

1. The Principal, upon receipt of information, will notify the Vice Principal. The Vice Principal will notify the counselor and the appropriate teachers with a written copy notification. Specifics related to the stated will be given to all school personnel who need to know.

2. The administration, counselors, and parents of the scholar, will meet to formulate a Support Plan for the identified scholar. The plan will consist of expectations in behavior and support by the parents. The school will list appropriate supports and interventions to assist scholars in being successful and to protect the safety and rights of staff and other scholars.

3. If the identified scholar is being served under a current Individual Education Program (IEP) all proper procedures will be followed to adhere to the intent of the law and the rights of the individual scholar. Staff and scholar safety will be of paramount concern while ensuring the IEP rights of the scholar. In the event that staff and scholar safety are compromised by the IEP, a representative from the school's Special Education Department will be consulted to investigate the situation and recommend alternative placement for the scholar.

Discrimination & Harassment Policy

The Preuss School UC San Diego adheres to the San Diego Unified or SDCOE Discrimination and Harassment Policy

Sexual Harassment Policy

NOTICE OF SCHOLAR NONDISCRIMINATION

The Preuss School UC San Diego is committed to equal opportunity for all individuals in education. The Preuss School's programs and activities shall be free from harassment, discrimination or bullying based on sex, sexual orientation, gender, gender expression, gender identity, ethnic group identification, race, ancestry, national origin, religion, color and mental or physical disability or any other unlawful consideration. The Preuss School shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to ensure that the lack of English proficiency will not be a barrier to admission and participation in school programs.

Any scholar who engages in prohibited harassment, discrimination or bullying of another scholar or anyone from The Preuss School may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in harassment, discrimination or bullying of a scholar may be subject to disciplinary action up to and including dismissal.

Any scholar or parent/guardian who feels that harassment, discrimination or bullying has occurred should immediately contact a teacher or the Principal for resolution at The Preuss School.

SCHOLAR SEXUAL HARASSMENT POLICY

The Preuss School is committed to making the school free from sexual harassment. This means that The Preuss School prohibits harassment by someone from or in the educational setting. Sexual harassment can include such actions as unwelcome sexual advances, requests for sexual favors, or verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational setting.

The Preuss School prohibits conduct that has the purpose or effect of having a negative impact on the scholar's academic performance, or of creating an intimidating, hostile, or offensive educational environment.

The Preuss School further prohibits sexual harassment in which a scholar's grades, benefits, services, honors, program or activities are dependent on submission to such conduct.

Scholars should report any sexual harassment to the school Principal, Vice Principal, counselor, or teacher. Scholars who violate this policy shall be disciplined appropriately. This includes suspension or possible expulsion.

The Preuss School encourages reporting of any harassment, discrimination or bullying issues and will attempt to resolve issues promptly and fairly.   For questions or additional information please call **(858) 822- 3000**.

EMPLOYEE SEXUAL HARASSMENT POLICY

Employees are governed by the [University of California's Policy on Sexual Violence and Sexual Harassment](#).

TO FILE A DISCRIMINATION OR SEXUAL HARASSMENT COMPLAINT

1. **Filing a complaint:** A complaint may be filed by a scholar or parent/guardian by contacting The Preuss School Principal for resolution of the complaint at the school. Alternatively, a complaint may be filed by contacting Helen Kaiser, Associate Director and Deputy Title IX Officer at UC San Diego Office for the Prevention of Harassment & Discrimination. (858) 534-8298 or OPHD@ucsd.edu

2. **Investigation:** The Preuss School will immediately undertake a thorough and objective investigation of a complaint of harassment, discrimination or bullying and provide a written response within sixty (60) days of when the complaint is filed.

3. **Action:** If the school determines that its policies prohibiting harassment, discrimination, bullying or retaliation have been violated, disciplinary action, up to and including expulsion will be taken.

The person filing the complaint may also pursue action in civil court.

The Preuss School prohibits retaliation against any participant in the complaint process. Each complaint shall be investigated promptly and in a way that respects the privacy of all parties concerned.

School-wide Dress Code Prohibiting Gang Attire

School Wide Dress Code Pursuant to Education Code 35183

A. The Preuss Board finds the wearing of gang-related signs, insignia, distinctive modes of dress denoting gang affiliation, and gang related behaviors by scholars constitute a substantial disruption of school and school-related activities; a regulation of scholar dress is necessary for the health and safety of the school environment. In conformance with the school's discipline policy, each school community shall establish a school dress and behavior code which will eliminate gang-related behavior.

The purpose of the Preuss School dress code is to establish a neat appearance and avoid disruptions in the school environment. The dress code also establishes a sense of community and team spirit. To belong to The Preuss School is to identify you as a motivated individual willing to work harder to achieve your dreams. Each scholar is provided a Preuss polo upon enrollment. No pupil shall be penalized academically or otherwise discriminated against or denied attendance to school if the pupil's parents choose not to have the pupil comply with the school dress code policy. An opt-out form is available in the front office.

Dress Code

The Preuss School UC San Diego has a dress code to establish a professional appearance and avoid disruptions in the school environment. The dress code also establishes a sense of community and team spirit. Each scholar is provided a Preuss polo upon enrollment. No pupil shall be penalized academically or otherwise discriminated against or denied attendance to school if the pupil's parents choose not to have the pupil comply with the school dress code policy. An opt-out form is available in the front office. **All components of your chosen attire should comply with the school colors (blue, maroon, khaki) and be non-distracting to our school culture.**

Tops: Scholars must wear a maroon or navy polo or white button-down shirt containing The Preuss School UC San Diego embroidery.

Bottoms: Scholars can wear slacks, shorts, skorts, skirts, or capri pants in **khaki** (a light tan), **or navy.** Bottoms must fit in such a way that natural/normal movement is not prohibited or restricted. Bottoms must be of a length and fit that undergarments remain completely covered at all times.

Shoes and Socks: Shoes must be closed-toed and heeled for safety reasons.

Outer garments (jackets, coats, sweaters, sweatshirts, etc.):
- Must be navy or maroon in color with "The Preuss School UC San Diego" embroidered on the front or plain without name brand logo
- School-approved outer garments for clubs and activities are allowed.

Headwear (including hoods): May be worn for religious or weather-related needs. Hoods should not be worn indoors

All new, incoming scholars are provided with a free set of uniforms upon enrollment.

If during the school year a family needs financial assistance with uniforms, they are directed to contact the front office.

All dress code concerns are recorded in our Scholar Information System and shared with parents, administration, and teachers as necessary.

Safe Ingress and Egress

The Preuss School UC San Diego Specific Information

Safe ingress and egress procedures are critical for school sites. In this section, school sites should list how they facilitate safe ingress and egress for pedestrians, cyclists, and vehicles during daily operations, and also how this is facilitated during emergency situations or extreme weather.

Describe school procedures for creating safe ingress and egress for normal day operations.

Procedures for Safe Ingress and Egress of Pupils, Parents, and School Employees to and from School

Reference Emergency/Disaster Procedures, and Site Maps at each exit of the school classrooms, common rooms, and offices, as well as on the outside of each building.

A. Site Emergency preparedness plans shall include site map, which designates planned evacuation routes, assembly areas, utilities shut-off valves, first aid/supply stations, and designated areas for prolonged scholar/staff care.

B. As required by state law, each Principal/Site Administrator shall conduct safety drills (including fire, earthquake/disaster preparedness, bus safety, and campus emergencies) and maintain a record of each drill.

C. All scholars and staff shall review site evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and action to take.

Describe school procedures for creating safe ingress and egress during an emergency situation.

Refer to the Site Emergency/Disaster Plan in Appendix B for emergency procedures, maps, and evacuation routes

Safe and Orderly Environment

The Preuss School UC San Diego Specific Goals, Objectives and Action Steps

School Mission Statement:

THE MISSION OF THE PREUSS SCHOOL UC SAN DIEGO IS…

…to graduate scholars as productive and influential members of a global and multicultural society through developing ethical leadership and an in-depth understanding of all disciplines in preparation for academic excellence at four-year universities in pursuit of lifelong learning and civic leadership.

Policies & Procedures on Positive School Climate

Safe and Orderly School Environment

A. Teachers shall be responsible for classroom discipline, which will ensure a proper learning environment for all scholars. Every teacher in the public schools shall hold pupils to a strict account of their conduct on the way to and from school, on the campus, during breaks, and in the classroom.

B. All pupils shall comply with regulations, pursue the required course of study, and submit to the authority of the teachers of the school. (Education Code Section 48908)

C. Scholars are to be under direct supervision of a staff member at all times while in school, or while attending a school directed activity.

D. All scholars enrolled at The Preuss School UC San Diego are expected to adhere to the guidelines of "The Preuss School Scholar Code of Conduct". The Preuss School Scholar Code of Conduct and The Discipline Policy are located in Appendix D.

E. It is the Principal's responsibility to maintain good discipline in accordance with the Education Code, California Administrative Code, and school-wide regulations and procedures promulgated by the Superintendent for measurement of citizenship and development of good discipline. The Principal may delegate to the Vice Principal or to any teacher those duties necessary for maintenance of good scholar conduct.

F. Parents are expected to cooperate with school authorities in maintaining and encouraging proper standards of behavior for their children.

G. The Discipline Policy is reviewed with scholars in their University Prep classes. Scholars review the policy with their parents, and their parents are required to sign that they have reviewed the policy with their child.

Tactical Response

1. Violence Prevention efforts:

- University Prep Program and smaller learning communities
- Commitment to Trauma Informed Care and Restorative Practices embedded in WASC action plan

2. Proactive Steps:

- Positive School Culture
- Mental Health Staffing
- Restorative Approach
- Bullying Prevention Policy

3. Reactive Steps:

- Lockdown
- 911

4. Staff and Scholar Training/Exercises

- Lockdown Drill annually
- Stay Put/Secure Campus Drill starting in 2020
- Run, Hide, Fight Training with UC San Diego Police starting in 2020

5. First Responder Collaboration

- Campus walkthrough with UC San Diego Police
- Campus walkthrough with Fire Department

Rules and Procedures on School Discipline

The Preuss School UC San Diego adheres to the San Diego Unified or SDCOE Policies on School Discipline

DISCIPLINE POLICY AND CODE OF CONDUCT

Scholar Code of Conduct   Revised: May 2021

(Developed by Preuss scholars)

Individually, we strive for achievement. Together, we are The Preuss School. We, the Scholars of Preuss, have goals to succeed and have the persistence to do quality work in a rigorous academic atmosphere. The quality of our leadership allows us to be our own role models, which helps us to become motivated as a student body. As scholars of The Preuss School:

- ❖ We respect ourselves and don't put others down.
  - ➢ Respect your mind and body and encourage yourself to be the best.
  - ➢ Don't put yourself or anyone else down in any way.
- ❖ We are positive leaders and not negative followers.
  - ➢ Try to set positive examples for others and be your own leader.
- ❖ We never give up.
  - ➢ Strive to achieve goals without quitting. Give everything your best shot.
- ❖ We treat staff and parents with the utmost respect.
  - ➢ Listen to parents and staff without back talk or negative attitude.
- ❖ We are persistent with our quality work.
  - ➢ Enforce good work habits and do high-quality work.
- ❖ We do not slack off.
  - ➢ Be persistent with turning in homework, stay on task, pay attention, etc.
- ❖ We take the responsibility to be on time.
  - ➢ Tardiness is not accepted.
- ❖ We lend a helping hand to those who need it.
  - ➢ Be helpful to peers in need of help.
- ❖ We can achieve what we put our minds to.
  - ➢ If you set a goal, you can achieve it with effort.
- ❖ We solve our disagreements in a calm and civil manner.
  - ➢ No fights, no verbal abuse, no physical confrontations, etc.
- ❖ We know when it's time to work, and when it's time to play.
  - ➢ Class time is used for working. Class time is educational, not a time to banter with others.
- ❖ We don't exclude others from our groups, under any circumstance.
  - ➢ Cliques and groups will not exclude scholars in any way.
- ❖ We are well organized and prepared for class.
  - ➢ Come to school ready to learn with proper materials (pencil, pen, paper, etc.).
- ❖ We follow the dress code.
  - ➢ The selected dress code colors are khaki (a light tan) for skirts, shorts, or pants and maroon or navy for polo shirt tops. Outer garments (such as jackets and sweaters) are also to be navy blue, and must be embroidered with "The Preuss School UC San Diego" or have prior administration approval. White, black, or brown shoes, without open toes, must be worn.
- ❖ We respect others' property and do not do graffiti of any kind.
  - ➢ Do not vandalize, or disrespectfully abuse the property of others.

We are proud to represent The Preuss School.
The Principal's Advisory Council developed this Code of Conduct.

Framework for a Positive School Environment

Self-Discipline, Courtesy, Commitment to Learning, Honesty, Respect, and Appreciation**:** These are qualities that will create a community at The Preuss School UC San Diego in which all scholars, parents, and staff can achieve their best.

1. All members of The Preuss School UC San Diego community are expected to show RESPECT for themselves, peers, school, and the community at all times.
2. Scholars are expected to show RESPECT and cooperate with all school adults. They should follow any directions given by school adults.
3. Scholars are expected to show RESPECT for people and property. This includes using appropriate language at all times and keeping the campus clean and neat.
4. Scholars are expected to RESPECT the right of others to learn without distraction or disruption.
5. Scholars are expected to be where they are supposed to be at all times.
6. Scholars are expected to be in class on time and prepared to work.

Scholar Expectations and Commitments
1. All people will behave appropriately
2. Behavior is a matter of choice
3. A scholar will accept responsibility for his/her actions
4. Teachers have the right to teach
5. Each scholar has the right to learn
6. No scholar should prevent a teacher from teaching or another scholar from learning

Staff Expectations and Commitments
1. Offer an academically rigorous curriculum based on standards
2. Guide scholars to make appropriate choices
3. Communicate with scholars and parents in a positive manner
4. Formulate and implement classroom rules and consequences
5. Review the assignment calendar on a weekly basis
6. Prepare and distribute a course syllabus

Parent Expectations and Commitments
1. Reinforce your scholar's desire to learn
2. Know, understand, and support the rules your scholar is expected to follow
3. Ensure that your child is at school
4. Provide a quiet place at home for your child to study, read, and complete homework assignments
5. Review homework each night and signing the planner each day
6. Send your child to school with a good night's sleep, in good health, and with a clean dress code attire
7. Seek school assistance if you have questions or concerns about your scholar's progress or about our policies

Ability is what you're capable of doing. Motivation determines what you do.
Attitude determines how well you do it.
- Raymond Chandler

Restorative Responses and Preventative Practices

*This policy was adopted and revised from the SDUSD's Restorative Discipline Policy (BP 5144)

School Site Implementation

In order to successfully implement and maintain restorative communities, sites will uphold the following principles:

- Engaging scholars in relevant instruction, with clear agreements about interactions with one another.
- Creating safe spaces throughout the campus and in classrooms for all scholars and using a restorative justice approach after incidents take place that threaten their sense of safety.
- Repairing and restoring relationships between scholars and/or adults after harm has taken place to re-establish safe spaces for all.
- Encouraging all school staff to build positive relationships with scholars and be actively engaged in their scholars' academic lives and learning.
- Increasing awareness of scholar behaviors that are associated with trauma, crisis, disabilities, cultural norms or medical conditions, and understanding the triggers for those behaviors in order to better address the needs of the scholar.
- Promoting high standards of behavior by teaching, modeling, and monitoring behavior.
- Pairing school discipline with meaningful social emotional learning that offers scholars the necessary guidance to learn from their mistakes and positively contribute to their school community.
- Ensuring scholars have a trusted adult "champion" to support them through a restorative suspension or expulsion process that is fair, thorough and involves parents. Champions are side by side with scholars every step of the way and receive training on restorative practices as well as trauma-informed care.
- Promoting safe and respectful use of technology, both on campus and at home

Office/ Leadership	Office/ Admin	Classroom

● Alternative-to-suspension Programs
● Anti-bias training
● Community partnerships
  ○ Restorative Justice Partners
● Counseling services
● Culturally responsive practices & implicit bias training
● Mental health supports
● MTSS systems and structures
  ○ Breathing
  ○ Check in/Checkout
  ○ Conflict Resolution
  ○ Coping Skills
  ○ Group based contingency
  ○ Problem Solving
	● Active supervision
	● Administrators visible and available to scholars and parents
	● Review discipline policy at Opening of School and at Back-to-School Night
	● Counseling interventions
	● Inclusive solution-seeking process
	● Parents as partners
	● Peer mentors
	  ○ Peer Mediation
	  ○ Chelsea's Light Peer Counselors
	● Positive reinforcement system
	  ○ Praise/Appreciation
		● Grade level/classroom explicit teaching of social emotional learning (SEL) in pursuit of academic achievement:
		  ○ Integration of SEL into academics
		  ○ Instruction of SEL competencies integrated with each other
		  ○ Reflective activities
		  ○ Behavior Reflection
		  ○ Past Self Reflection
		  ○ Social Media
		● Opportunities for leadership
		● Positive reinforcement system
		  ○ Praise/Appreciation
		  ○ Positive notes or phone calls to parents/guardians
		● Restorative community building:

○ Role Play ○ Self-Monitoring ○ Social Stories ○ Taking a Break ○ Visual supports ● Restorative justice training 　○ Affective Statements 　○ Community Partners 　○ Empathetic Listening 　○ Restorative Questions 　○ RJP Readings & Excerpts 　○ SEL Centered RJP Activities 　○ Virtual Community Circles ● Trauma-informed care training ● Wrap around supports	● Relaxation Room or Wellness Center ● School-wide explicit teaching and reinforcement of digital citizenship ● School-wide explicit teaching and review of social emotional learning competencies: 　○ Assemblies 　○ Morning messages 　○ Monthly themes ● School-wide PBIS ● Site staff mentors ● Scholar-led climate & culture initiatives ● Therapy ● Trauma-informed care response from educators ● Wellness check	○ Community Circles ○ Empathetic Listening ○ Knowing scholar name ○ Greeting scholars at the door ○ Giving scholars opportunities to share about themselves ○ Goal Setting and reflection ● Scholar-developed social contracts and classroom rules: 　○ Clearly defined/posted 　○ Written in positive language 　○ Explicit teaching/review of agreements and/or expectations 　○ Visual supports (daily schedules, visual boundaries) 　○ Teacher-initiated reminders and redirection ● Wellness check

The Restorative Response Matrix was developed to assist school administrators and educators and provides general guidance for supportive practices and responses to behavior.

Levels of Support:

- Level 1: A Level 1 behavior is one which requires low level interventions that can be provided by the classroom teacher or support staff member. Behaviors are typically addressed at the time that they occur, and do not require immediate Administrative notification. Aeries documentation and parent/guardian communication by a certificated staff member involved in the event is recommended.

- Level 2: A Level 2 behavior is one which requires more intensive interventions than a Level 1 behavior, and which may or may not require administrator involvement. Formal documentation should be utilized through site referral procedures (Aeries and/or email) and parent/guardian communication is required to ensure scholars receive the support needed to understand and correct behavior. A Level 2 behavior may result in a class or school suspension.

- Level 3: A Level 3 behavior is one which requires immediate administrative involvement and written documentation in Aeries. Level 3 behaviors violate municipal codes and/or laws, are severe, or pose a threat to the physical safety of the individual scholar and/or others. Written formal documentation describing interventions initiated, conducted or attempted, and parent/guardian communication is required. A Level 3 behavior may result in a suspension or expulsion.

- Level 4: A Level 4 behavior requires immediate intervention and administrative involvement with written documentation of interventions previously in place. Level 4 behaviors involve immediate suspension and a mandatory recommendation for expulsion. Formal documentation and parent/guardian communication are required. A Level 4 behavior is formally know as a Zero Tolerance behavior. A Level 4 behavior may result in an immediate suspension or expulsion.

Scholar Behavior Incidents - Behaviors demonstrated by the scholar that require intervention. These will be logged in Aeries.

Level 1
Restorative Response Matrix

Defining the Behavior - A Level 1 behavior is one which requires low level interventions that can be provided by the classroom teacher or support staff member. Behaviors are typically addressed at the time that they occur, and do not require immediate Administrative notification. Aeries documentation and parent/guardian communication by a certificated staff member involved in the event is recommended.

Scholar Behavior Incident	Supportive Practices and Response

● Academic dishonesty
● Disruption
● Inappropriate cell phone use
● Inappropriate use of technology
● Lack of understanding of physical boundaries
● Lying
● Minor conflict (verbal, no contact or bodily harm)
● Minor interruptions/distractions
● Misuse of school property or equipment
● Not following classroom agreements/procedures
● Not having classroom materials
● Off task behavior
● Tardiness
● Use of profanity, not directed at individual
	● Check in/Checkout
	● Correction techniques:
	  ○ Prompt
	  ○ Redirect
	  ○ Reteach
	  ○ Provide choice
	● Mindfulness strategies/ curriculum
	● Peer mentors
	● Restorative conferencing
	● Role-play
	● Seat change
	● Scholar and parent/guardian interviews
	● Social Stories
	● Teaching of self-regulation strategies:
	  ○ Breathing
	  ○ Individual reflective time
	  ○ Journaling
	  ○ Peer support
	  ○ Problem solving strategies
	  ○ Speaking to an adult
	  ○ Taking a break
	  ○ Thinking of alternative solutions
	● Use of affective statements by educator and/or scholar
	● When-then strategies

Level 2
Restorative Response Matrix

Defining the Behavior - A Level 2 behavior is one which requires more intensive interventions than a Level 1 behavior, and which may or may not require administrator involvement. Formal documentation should be utilized through site referral procedures (Aeries and/or email) and parent/guardian communication is required to ensure scholars receive the support needed to understand and correct behavior. A Level 2 behavior may result in a class or school suspension.

The reporting staff member may:

1) Request a correction that involves other staff members OR
2) Request administrative input on the incident OR
3) Notify the administrator

Scholar Behavior Incident	Supportive Practices and Response

• Attempted to cause property damage^
 • Caused minor injury, except in self-defense^
 • Caused or attempted to cause damage to school property or private property^
 • Committed an obscene act or engaged in habitual profanity or vulgarity^
 • Committed sexual harassment (1st offense)*^
 • Continued Level 1 behavior^
 • Engaged in an act of bullying/cyberbullying (1st offense)^
 • Habitual disruption
 • Habitual inappropriate use of technology
 • Harassed, threatened or intimidated peers^
 • Harassed, intimidated, or threatened pupil or School personnel^
 • Knowingly received stolen school property or private property^
 • Possessed or used tobacco, or products containing tobacco or nicotine (1st & 2nd offense)^
 • Stolen or attempted to steal school or private property^
 • Under the influence of a controlled substance or an alcoholic beverage, or an intoxicant of any kind (1st offense)^
 	
 ^Requires administrator involvement and a Discipline incident code entered in Aeries
	• Any lower-level interventions from Level 1
	 • After school counseling or support group
	 • Classroom suspension - 1 to 2 days
	   ○ Administrator-assigned intervention
	 • Change in schedule/class (when applicable)
	 • Create a safety plan
	 • Daily report card on behavior
	 • Loss of privilege
	 • Mini-course/training (e.g., conflict resolution, anger management)
	 • Modification of IEP, if applicable
	   ○ Create a behavior intervention plan (BIP)
	 • No contact agreement
	 • Parent/guardian outreach
	 • Participation in mentoring program
	 • Peer mediation
	 • Referral to after-school program
	 • Referral to community-based services
	 • Referral to school-based health/mental health clinics
	 • Referral to support staff (e.g. counselor, psychologist, nurse)
	 • Saturday Enrichment Academy
	 • Self-charting of behaviors
	 • Short-term behavioral progress reports
	 • Social skills training
	 • Scholar/teacher/parent or guardian conference
	 • Substance-use intervention group or module
	 • Teacher/scholar Conference
	 • Written apology

*Must be reported to UC San Diego's OPHD	

<u>Level 3</u>
Restorative Response Matrix

Defining the Behavior - A Level 3 Behavior is one which requires immediate administrative involvement and incident log in Aeries. Level 3 Behaviors violate municipal codes and/or laws, are severe, or pose a threat to the physical safety of the individual scholar and/or others. Written formal documentation describing interventions initiated, conducted or attempted, and parent/guardian communication is required. A Level 3 behavior may result in a suspension or expulsion.

Scholar Behavior Incident	**Supportive Practices and Response**
● Aids or abets infliction or attempted infliction of physical injury ● Assault/battery on a school employee^ ● Caused, attempted to cause, threatened or participated in an act of, hate violence ● Caused, attempted to cause, or threatened to cause physical injury to another person, except in self-defense (non-deadly force) ● Caused major property damage ● Committed or attempted to commit robbery or extortion^ ● Committed sexual harassment (2nd or continuing offense)* ● Continued Level 2 behavior^ ● Engaged in, or attempted to engage in, hazing ● Engaged in an act of bullying/ cyberbullying (2nd+ offense)^ ● Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding ● Made terroristic threats against school officials or school property, or both ● Possessed/sold/furnished a knife/dangerous object ^ ● Possessed an imitation firearm ● Possessed or used tobacco, or products containing tobacco or nicotine (3rd offense) Under the influence of a controlled substance or an alcoholic beverage, or an intoxicant of any kind ● Unlawfully offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished an imitation of it ● Unlawfully possessed or unlawfully offered, vapes, arranged, or negotiated to sell drug paraphernalia ● Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma ● Willfully caused serious injury, except in cases of demonstrated self-defense (no-lethal force)	● Any lower-level interventions from Level 1 or 2 ● Community service ● Functional behavioral assessment, if applicable ● Implementation of restorative conferencing with scholar champion ● In-school counseling ● Increase access to mentor ● Re-entry practices ● Substance-use intervention group When Level 3 behaviors occur and alternative-to-suspension programs or other lower level interventions have been utilized, an out-of-school suspension can be assigned: ● Out-of-School Suspension—1 to 5 days ^Indicted Level 3 behaviors can be recommended for Expulsion and MAY be reported to UCSD Police *Must be reported to UC San Diego's OPHD

Level 4
Restorative Response Matrix

Defining the Behavior - A Level 4 Behavior is one which requires immediate intervention and administrative involvement with written documentation of interventions previously in place. Level 4 Behaviors require a mandatory recommendation for expulsion. Formal documentation in Aeries and parent/guardian communication is required. A staff member observing or being informed of a level 4 incident will notify administration immediately to start a process that compiles all interventions provided to the scholar and initiates investigation. <u>A Level 4 behavior is formally know as a Zero Tolerance behavior. A Level 4 behavior may result in an immediate suspension or expulsion.</u>

Scholar Behavior Incident	Supportive Practices and Response
○ Committed or attempted to commit a sexual assault*^ ○ Continued Level 3 behavior ○ Possessed/sold/furnished a firearm^ ○ Possessed/sold/furnished an explosive^ ○ Brandished a knife to another person^ ○ Unlawful possession or sale of a controlled substance^ *Should also be reported to San Diego's OPHD ^ MUST be reported to UC San Diego Police	○ Conference with scholar, parent and administrator to explain options for scholar ○ Intervention program ○ Outside counseling and services ○ Recommendation to alternative educational placement ○ Referral to UCSD Police supports When scholars have been provided with information on the expulsion process, supports available, and information on alternative instructional options, the following shall take place: ○ Mandatory 5-day suspension and ○ Recommendation for expulsion

Procedures for Conducting Tactical Responses to Criminal Incidents

The Preuss School UC San Diego adheres to the University of California- San Diego Procedures for conducting tactical responses to criminal incidents.

NOTES ABOUT THIS SECTION

FOR FRONT OFFICE

This section should remain confidential and should be omitted in any documents printed for public record requests.

Before providing the CSSP template to schools, insert any university rules and procedures on conducting tactical responses to criminal incidents, including individuals with guns on school campuses and at school-related functions and procedures to prepare for active shooters or other armed assailants based on specific needs.

For procedures on conducting tactical responses to criminal incidents, this may include the duties of:
- School Administration
- School Threat Assessment & Management Team
- School Mental Health Professionals
- School Security Team Members

And how the school will work with:
- University Law Enforcement & Partners
- Child Protective Services
- County Office of Education
- County Threat Assessment Team

Samples of Procedures to prepare for active shooters and other armed assailants can be found in the template under the Functional and Hazard Specific Annexes, specifically lockdown procedures under Functional Annexes and Active shooter/Armed Assailant procedures under Hazard Specific Annexes. The Preuss School and University can simply reference those procedures in this section.

NOTES ABOUT THIS SECTION

FOR SCHOOL

Use this page to introduce this section to the reader. Include a brief introductory statement connecting University level materials to your school site practices. Be sure to include your school name in this statement.

At the beginning of each school year The Preuss School UC San Diego partners with the UC San Diego Police to have Active Shooter Training. Active Shooter Survival Education and Response Training (ASSERT) prepares and empowers individuals to react to a critical incident, such as an active shooter. This training raises awareness and provides valuable skills needed to respond to critical incidents before law enforcement or other first responders arrive.

Although these events are unpredictable, the concepts and techniques taught can better prepare you to react when a critical incident occurs. Training also teaches basic bleeding control techniques in conjunction with the Stop-the-Bleed national awareness campaign.

(Optional) Bullying Prevention Policies & Procedures

The Preuss School UC San Diego adheres to the San Diego Unified or SDCOE Policies on Bullying Prevention

Bullying Prevention Policy

The Preuss School believes that all scholars have a right to a safe and healthy school environment.

Our school community has an obligation to promote mutual respect, tolerance, and acceptance.

The Preuss School will not tolerate behavior that infringes on the safety of any scholar. A scholar shall not intimidate, harass, bully or cyberbully another scholar through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

The Preuss School expects scholars and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to scholars on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on the school campus, the Preuss School will provide staff development training in bullying prevention and cultivate acceptance and understanding in all scholars and staff to build the school's capacity to maintain a safe and healthy learning environment

Teachers should discuss this policy with their scholars in age-appropriate ways and should assure them that they need not endure any form of bullying. Scholars who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

The Preuss School has a Scholar Code of Conduct to be followed by every scholar while on school grounds, or when traveling to and from school or a school-sponsored activity, and during lunch period, whether on or off campus.

 The Scholar Code of Conduct includes, but is not limited to:

 ❖ Any scholar who engages in bullying may be subject to disciplinary action up to and including expulsion.
 ❖ Scholars are expected to immediately report incidents of bullying to the principal or designee.
 ❖ Scholars can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
 ❖ If the complainant scholar or the parent of the scholar feels that appropriate resolution of the investigation or complaint has not been reached, the scholar or the parent of the scholar should contact the principal. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- ❖ All staff, scholars and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the scholar handbook and/or information packet, as part of new scholar orientation, and as part of the school system's notification to parents.
- ❖ The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- ❖ Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

Outside Agency Use of Facilities

The Preuss School UC San Diego values the partnerships of outside agencies that provide emergency services on behalf of individuals and families who are victims of disaster.   The school has a Memorandum of Understanding (MOU) established with the agency(ies) outlined below, and will follow the guidelines set forth in the memorandum to determine the extent of facility use and support to the agency.

While it is preferred that outside agencies develop a Memorandum of Understanding with the University wishing to use school facilities for disaster services prior to any need, the University will consider requests by non-profit agencies during a disaster, if necessary, even if an MOU has not been established. Outside agencies wishing to request facility use should contact the on site CAO to open discussions.

If a school site is contacted by an outside agency requesting use of the facility, the site administrator should contact the leadership team and custodial crew immediately for assistance and guidance.

American Red Cross

In July 2013, The Preuss School UC San Diego and American Red Cross (San Diego/Imperial Counties Chapter) entered into a Shelter Agreement, which is on file in the Office of the Deputy Superintendent. The following outlines the agreement.

Use of Facility: Upon request and if feasible, The Preuss School UC San Diego will permit the Red Cross to use the requested facility on a temporary basis as an emergency public shelter.

Shelter Management: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. The Preuss School UC San Diego will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.

Condition of Facility: The Preuss School UC San Diego Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will use the first page of the *Facility/Shelter Opening/Closing Form,* (available on file in the Office of the Deputy Superintendent) to record any existing damage or conditions. The Preuss School UC San Diego Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of The Preuss School UC San Diego.

Food Services: Upon request by the Red Cross, and if such resources exist and are available, The Preuss School UC San Diego will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Preuss School UC San Diego Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs: and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.

Custodial Services: Upon request by the Red Cross and if such resources exist and are available, The Preuss School UC San Diego will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Preuss School UC San Diego Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.

Security: In coordination with the The Preuss School UC San Diego Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.

Signage and Publicity: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the The Preuss School UC San Diego Facility Coordinator and will remove such signs when the shelter is closed. The Preuss School UC San Diego will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. The Preuss School UC San Diego will refer all media questions about the shelter to the Shelter Manager.

Closing the Shelter: The Red Cross will notify the The Preuss School UC San Diego Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and The Preuss School UC San Diego Facility Coordinator will jointly conduct a post-occupancy survey, using the second page of the *Shelter/Facility Opening/Closing Form* to record any damage or conditions. The Shelter Manager and C The Preuss School UC San Diego Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.

Reimbursement: The Red Cross will reimburse the The Preuss School UC San Diego for the following:

a)   *Damage to the Facility or other property of Owner,* reasonable wear and tear excepted, resulting from the operations of the Red Cross. Reimbursement for facility damage will be based on replacement at actual cash value. The Red Cross will select from among bids from at least three reputable contractors. The Red Cross is not responsible for storm damage or other damage caused by the disaster.

b)   *Reasonable costs associated with custodial and food service personnel* which would not have been incurred but for the Red Cross's use of the Facility for sheltering. The Red Cross will reimburse at per-hour, straight-time rate for wages actually incurred but will not reimburse for (i) overtime or (ii) costs of salaried staff.

c)   *Reasonable, actual, out-of-pocket operational* costs, including the costs of the utilities indicated in the Shelter Agreement, to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises {both parties must initial all utilities to be reimbursed by the Red Cross).

The Preuss School UC San Diego will submit any request for reimbursement to the Red Cross within 60 days after the shelter closes. Any request for reimbursement for food, supplies or operational costs must be accompanied by supporting invoices. Any request for reimbursement for personnel costs must be accompanied by a list of the personnel with the dates and hours worked at the shelter.

Insurance: The Red Cross shall carry insurance coverage in the amounts of at least $1,000,000 per occurrence for Commercial General Liability and Automobile Liability. The Red Cross shall also carry Workers' Compensation coverage with statutory limits for the jurisdiction within which the facility is located and $1,000,000 in Employers' Liability.

Indemnification: The Red Cross shall defend, hold harmless, and indemnify Owner against any legal liability, including reasonable attorney fees, in respect to bodily injury, death and property damage arising from the negligence of the Red Cross during the use of the Premises.

Term: The term of the Shelter agreement begins on the date of the last signature on the agreement (July 8, 2013) and ends 30 days after written notice by either party.

HAZARD/THREAT SPECIFIC ANNEXES

OVERVIEW

These annexes focus on special planning needs generated by a specific type of threat, hazard, or incident. Courses of action already outlined in a functional annex are not repeated in a threat- or hazard-specific annex.

Refer to functional annexes for specifics on the following general emergency responses:
- Evacuation (On-Site and Off-Site)
- Reunification (See also Functional Annex B – Reunification Plan)
- Shelter-In-Place
- Secure Campus
- Lock Down
- Drop, Cover, and Hold
- All Clear

DISCLAIMER

The material presented in these annexes have been written in accordance with federal and state guidelines and makes every effort to be in compliance with local, state and federal mandates, guidelines, regulations, laws, and current standards. It is not the intent of these annexes to replace or void other mandated plans or operational directives. For example, these annexes are not a tactical manual for law enforcement or an operations manual for fire fighters or hazardous materials specialists responding to events at any university or school campus. These annexes cannot anticipate all possible emergency events or situations and emergency responses, but they do provide a reference point and procedures to protect lives and property within the university. Conditions may develop during operations where standard methods will not suffice and nothing in these templates shall be interpreted as an obstacle to the experience, initiative, and ingenuity of the team members in overcoming the complexities that exist under actual emergency conditions. These annexes do not replace, nor are intended to replace any training mandated by local, state and federal mandated, including Incident Command System (ICS), National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS).

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.

BEFORE	
Goal:	1. Deter and detect possible active shooters/armed assailants and prepare to delay and defeat an active shooter or armed assailant 2. Develop the capacity of staff to lead students through appropriate response options 3. Provide developmentally appropriate training to familiarize students with emergency responses

Objective(s):	Goal 1 Objectives
	a) Identify and correct/improve:
	    • Potential gaps in campus access controls
	    • Problems with securing classrooms, offices, and buildings
	    • Internal and external emergency communication protocols
	b) Achieve consistent implementation and site procedures to assess and manage student threats of violence using Comprehensive Student Threat Assessment Guidelines
	c) Ensure all staff, including before- and after-school staff have the skills to recognize and respond appropriately to suspicious activity that could pose a threat to students, staff or others
	Goal 2 Objectives
	a) Equip all staff, including before- and after-school staff, to evaluate and enact the option (run-hide-fight) that will best protect them and the children they are with
	b) Equip all staff, including before- and after-school staff, and students to recognize and report potential warning signs that could lead to an escalation toward violence
	c) Equip local response agencies with the knowledge they need to facilitate their response to the incident
	
	Goal 3 Objectives

	a) Equip students with an understanding of the "run" and "hide" responses, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Conduct a Risk Assessment to determine school site's vulnerability to a shooter/assailant b) Implement "doors locked even when open" policy c) Develop comprehensive Visitor Management Procedures, including ways to determine visitors on campus (such as badges) d) Schedule training to ensure all staff understand their role in enforcing Visitor Management Procedures, and on immediately reporting unauthorized access e) Assess current practices on threat assessment and management, identify gaps, and implement measures to assure regular and consistent use of the Comprehensive Student Threat Assessment Guidelines f) Schedule training to assure all staff recognize and know how to report warning signs and understand their role in the threat assessment process. g) Hold a training/exercise with local responding agencies to ensure a cohesive and coordinated response h) Train staff on procedures for deterring and detecting possible shooters/assailants, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don't have a visitor or staff badge Goal 2 Actions i) Develop, implement, or refine Threat Assessment and Management procedures based on assessment of current level of functioning j) Train staff on procedures for deterring and detecting possible shooters/assailants, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don't have a visitor badge Goal 3 Actions a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the "run" and "hide" responses, using developmentally appropriate methods b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence

DURING

Goal:	1. Prevent an armed intruder from gaining access to potential victims 2. Alert law enforcement as soon as possible 3. Gather and provide accurate and actionable information to law enforcement, the university, and school staff in lockdown

Objective(s):	**Goal 1 Objectives**
	a) Enact a campus-wide Lockdown and initiate Options-Based Response procedures - run, hide and/or fight as appropriate
	
	Goal 2 Objectives
	a) Alert law enforcement
	b) Activate school and university Incident Command Team
	
	Goal 3 Objectives
	a) Gather information on the shooter and provide to law enforcement
	    ● Last known location
	    ● Physical description
	    ● Weapons observed
	b) Gather information on the location of injured, and their condition, and provide to law enforcement
	c) Gather information on the location and names of staff, students, and visitors in lockdown
	d) Provide approved updates to staff in lockdown through silent means (text, email, or other electronic means)
	e) Direct staff and students who have left campus to the reunification area

Courses of Action:	**ACTIONS – ALL SCHOOL STAFF**
	
	Goals 1 Actions
	a) **Initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Tell individuals to Run, Hide, Fight. Include as much actionable information on the announcement as possible
	    ● *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus near room 304. LOCKDOWN now."*
	
	Goal 2 Actions
	b) If you are with individuals, ask one to call 9-1-1 while the Lockdown announcement is being made. If not, initiate the lockdown and then call 9-1-1.
	    ● Provide as much information as possible (slow down – be calm):
	        ○ State the emergency: "I hear gunfire." "I saw..."
	        ○ Give information on people who are wounded
	        ○ Location of the assailant (if known)
	        ○ Description of the assailant (if known)
	        ○ Your precise location: "room __"
	        ○ The number of children with you
	    ● Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call

c) 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

d) **Act immediately** if you or your students:
- o hear a sound that <u>might be</u> gunfire
- o see something that <u>looks like</u> a weapon being carried or used on or near the campus
- o sense any other indication of active shooter / armed assailant threat.
- o **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students
- o **Be decisive.** Communicate your plan to your students and act quickly.
- o **Call 911 and the School Office** as soon as it is safe to do so

e) Options: *Run, Hide or Fight*
- ● **Run:** If you can get yourself and your students safely away from danger, do so immediately
  - o Do <u>not</u> 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
  - o Don't carry anything with you
    - ▪ Police may mistake an item in your hands as a weapon
    - ▪ Leave everything behind
  - o If you encounter people along the way…
    - ▪ <u>Adults</u>: Warn them and take them with if you can but don't stop if they refuse to come
    - ▪ <u>Students</u>: 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*
  - o Place terrain and buildings between you and the assailant to cover your escape
  - o Keep going until you are certain you are out of danger
  - o Call 911 as soon as it is safe to do so
  - o Keep your students with you. Call (<u>858-534-4357</u>) to report your location and obtain instructions
- ● **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
  - o **Lock the doors**
  - o Close and lock windows and close blinds or cover windows
  - o Turn off lights
  - o Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door
  - o Silence all electronic devices
  - o Remain silent
  - o Position occupants spread out and out of line of site from room entrance.
  - o Prepare to take action if the assailant attempts to get in the room
  - o 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
  - o Call 911 as soon as it is safe to do so

- Remain in place until evacuated by identifiable law enforcement officers
- **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 <u>and</u> running for the exit as soon as the assailant enters the room. 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

f) Special Topics
- <u>Injuries</u>: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in
- *Run* – If you encounter injured persons while you are trying to get out of danger…
  - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety
  - And you are alone and the individual can run with help, and it is safe, help them escape
- *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded
  - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding
- *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so
  - If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan
  - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control
- <u>Law Enforcement</u>: 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
- <u>Weapons</u>: 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
- <u>Ongoing Communication</u>: School and university staff should develop means to safely provide updates to staff to keep them informed during the incident

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
Follow the "All Staff" guidance described above

Goal 2 Actions
a) Notify the front office after you call 911
b) If possible assist emergency personnel
- Assist police in entering the school
- Provide officers with keys, maps and any other information requested

Goals 3 Actions
a) Gather as much information as possible regarding the following:
- Information on the shooter and provide to law enforcement
  o Last known location
  o Physical description
  o Weapons observed
- Information on the location of injured, and their condition, and provide to law enforcement
- Information on the location and names of staff, students, and visitors in lockdown
b) Provide approved updates to staff in lockdown through silent means (text, email, or other electronic means)
- Give as much information as possible to help staff make appropriate options-based response actions
- Tell them to ONLY communicate back 1) if it is safe to do so and 2) if they:
  o Can provide you with information regarding the suspect (location, name, clothing, etc.)
  o (They) Or someone with them needs immediate medical attention
- After working with Law enforcement to determine the location, direct staff and students who have left campus to the reunification area

STAFF ACTIONS

Goal 2 Actions
a) **Emergency Operations Center (EOC)**
- Activate the school'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

b) **Offsite Reunification**
- The Operations Section should prepare an off-site evacuation site for reunification
  o This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids Movie theater complexes work well for this type of emergency
  o 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
	
	c) 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

AFTER

Goal:	1. Establish Reunification procedures 2. As quickly as possible, return school to an emotionally, mentally and physically safe place for students to learn 3. Conduct an after-action report
Objective(s):	Goal 1 Objectives a) Identify needs of Reunification with Unified Command b) Reunification areas (notification, release, etc.) c) Area for law enforcement to interview witnesses before release d) Activate Reunification Plan (Functional Annex B) as directed by Unified Command Goal 2 Objectives a) Assess situation to determine priorities for care (victims, witnesses, those on campus during the incident, but did not witness) b) Determine and acquire facility needs to continue education process (new facility, share another school's facility, partial current facility use) c) Activate the school's Crisis Response Team or engage in Mutual aid with other agencies to implement Critical Incident Stress Debriefing and counseling services for students, staff and the community d) Work with staff to return to school routines as soon as possible Goal 3 Objectives a) Gather stakeholders to provide input b) Involve necessary stakeholders to ensure an effective recovery and improved future responses

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR EOC ACTIONS**
	Goal 1 Actions
	a) Work with law enforcement or the "Unified Command" to determine best steps for reunification.
	b) Activate the school Reunification Plan (Functional Annex B) as directed by Unified Command
	c) Consider necessary investigation needs, such as an area for interviews of witnesses, etc.
	Goal 2 Actions
	a) Work with Unified Command/Law Enforcement to determine priorities for care (victims, witnesses, those on campus during incident but did not witness, etc.) This may include the following:
	   ● Family assistance
	   ● Victim assistance
	   ● Coroner procedures
	   ● Funerals (who goes/who stays and works)
	   ● Memorials
	   ● Anniversaries
	   ● Mental Health support
	   ● Employee & Staff meetings
	   ● Grief
	b) Work with Unified Command to determine and acquire facility needs to continue education process. This may include:
	   ● Biohazard clean-up
	   ● Utilizing another school/building for short term
	   ● Restoring/reorganizing current buildings
	   ● Demolition of building where individuals became victims
	   ● Rebuilding campus
	c) Ensure activation of the school's Crisis Response Team or call upon any Mutual aid with other agencies to implement Critical Incident Stress Debriefing and counseling services for students, staff and the community:
	   ● Determine a safe, inviting area for counseling/debriefing to occur
	   ● Provide food, water, sanitation for workers and those provided services
	   ● Develop a plan for media staging
	   ● Ensure workers receive adequate break time and are provided a debriefing before leaving for the day
	d) Work with school site staff to return to the educational process as soon as possible
	e) Determine which staff may not be able to return due to trauma
	f) Identify substitute staff for any positions not able to return
	g) If another school site and staff will be used for a short-term solution. develop a workable schedule for both staff and students (am/pm class switches, T/Th and M/W cohorts, remote learning, etc.)
	h) Provide training to any staff working with the affected students on recognizing trauma/grief and provide information on availability of counselors/psychologists
	i) Provide debriefing for staff who may be affected by students or other staff telling stories
	j) Ensure teachers provide a classroom structure and curriculum that will provide normalcy for students
	Goal 3 Actions

	a) Conduct an after-action report process and implement necessary actions for improving future responses
	b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
	c) Identify steps to improve future responses
	d) Implement steps to improvement
	STAFF ACTIONS:
	Follow directives of the administration and responding agencies to assist with recovery efforts

REFERENCES

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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.

BEFORE	
Goal:	1. Develop the capacity to effectively work with law enforcement during a bomb threat 2. Prepare staff and school site to initiate Bomb Threat Procedures efficiently and effectively
Objective(s):	Goal 1 Objectives a) Meet and train with local law enforcement to ensure an effective response to a bomb threat b) Develop a clear chain of command with staff c) Prepare for analyzing threat details to determine if the threat is transient or substantive Goal 2 Objectives a) Determine search, shelter-in-place and evacuation procedures b) Determine specifics on alerting staff and students to implement bomb threat procedures
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** Goal 1 Actions a) Meet with local law enforcement agency to determine specific procedures to follow should the school receive a bomb threat b) Develop site specific procedures should the school receive a bomb threat c) Ask law enforcement partner to conduct a short training to staff or provide information on bomb threats that can be disseminated to staff d) Conduct a Bomb Threat emergency exercise with law enforcement e) Ensure staff are trained on basics of incident command and how to report a bomb threat. This can be done during the annual Comprehensive School Safety Plan training f) Identify individuals (law enforcement, contractors or school/ university employees) who are able to help analyze the threat details to determine if the threat is most likely transient or if it is substantive Goal 2 Actions a) Ensure staff are trained on how to conduct a search for suspicious items b) Hold evacuation and shelter-in-place drills c) Ensure staff have a copy of the Bomb Threat Checklist and keep it next to phone **STAFF ACTIONS** Goal 1 Actions a) Be familiar with the Incident Command System b) Follow the Chain of Command during emergency situations

	Goal 2 Actions a) Review Bomb Threat procedures quarterly b) Participate and lead students through evacuation and shelter-in-place drills c) Keep Bomb Threat Checklist by class or office phone
DURING	
Goals:	1. Document Bomb Threat appropriately 2. Make proper notifications 3. Assess the situation 4. Conduct appropriate response procedure: Shelter-in-Place or Evacuation
Objective(s):	Goal 1 Objectives a) Have proper tools to document at hand b) Effectively gather information when receiving the threat Goal 2 Objectives a) Notify University law enforcement b) Notify SDPD c) Notify other necessary entities Goal 3 Objectives a) Work with law enforcement and other responders trained in analyzing bomb threats to determine the criticality of the response b) Conduct a search for suspicious item c) Implement response procedures based on the analysis Goal 4 Objectives a) Evacuate or shelter-in-place in a timely manner b) Conduct accountability procedures in a timely manner

Courses of Action:	ALL STAFF ACTIONS
	Goal 1 Actions
	a) If a bomb threat is received via phone, and if available, use the Bomb Threat Checklist to indicate any specifications of the threat
	b) 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 site administrator immediately after completing the call
	c) PERSON RECEIVING THREAT BY MAIL/WRITTEN THREAT:

- Note the way 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 principal or site administrator

Goal 2 Actions
a) Call 911 providing as much information as possible obtained during the call or that is on the written threat

Goal 4 Actions
a) Follow the directions of the site administrator or law enforcement
b) If necessary, evacuate students as quickly as possible, using primary or alternate routes
c) Upon arrival at the designated safe site, take attendance
d) Notify the principal/site administrator of any missing students
e) Do not return to the building until emergency response officials determine it is safe.
f) If necessary, shelter-in-place, following specific instructions of law enforcement and site administration, per the Chain of Command

PRINCIPAL/SITE ADMINISTRATOR ACTIONS
Follow "All Staff" instructions as appropriate

Goal 2 Actions
a) 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
b) Call or assign someone to call 911 providing as much information as possible obtained during the call or that is on the written threat
c) Notify UCPD of situation and request any necessary assistance

Goal 3 Actions
a) Work with law enforcement or threat experts to analyze the details of the threat
b) 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
c) Based on assessment, determine whether to evacuate the threatened building and adjoining buildings or to Shelter-in-place. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor
d) Direct a search team to look for suspicious packages, boxes or foreign objects

Goal 4 Actions
a) Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms
b) If it is necessary to evacuate the entire school, use the fire alarm

	c) Do not return to the school building until it has been inspected and determined safe by proper authorities d) Avoid publicizing the threat any more than necessary **SEARCH TEAM ACTIONS** Goal 3 Actions a) Per training, use a systematic, rapid and thorough approach to search the building and surrounding areas b) 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) c) If a suspicious item is found, make no attempt to investigate or examine the object. Report to law enforcement immediately

AFTER

Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	Goal 1 Objectives a) Provide information to staff, parents, and students b) Provide information to university c) Provide information to media Goal 2 Objectives a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** Goal 1 Actions a) Provide critical information to the front office in order to develop effective key messages b) Work with appropriate leadership members to write messages to inform parents, staff and the community about what happened c) Work with appropriate leadership members to draft talking points for phone calls and media requests Goal 2 Actions a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS** Goal 2 Actions a) Participate in the after-action report process

	b) Participate in any determined corrective actions discovered in the after-actions process

REFERENCES

COPS Problem-Specific Guide Series: Bomb Threats for Schools
https://rems.ed.gov/docs/COPS_Bomb_Threats_in_Schools.pdf

CISA What to Do – Bomb Threat
https://www.cisa.gov/what-to-do-bomb-threat

REMS Bomb Threat Table-Top Exercise
https://rems.ed.gov/docs/2017Toolbox/IA_Bomb%20Threat%20Tabletop.pdf

REMS Bob Threat Drill Observation Checklist
https://rems.ed.gov/docs/2017Toolbox/NJ_Bomb%20Threat%20Drill.pdf

EARTHQUAKE

BEFORE

Goal:	1. Develop the capacity of staff to lead students through appropriate response action and capacity of students to respond 2. Prevent and mitigate injury, death and damage to property during an earthquake
Objective(s):	Goal 1 Objectives a) Provide training on how to mitigate damage from an earthquake to staff b) Hold Drop, Cover and Hold-On Drills and Evacuation Drills c) Ensure proper maintenance of emergency supplies and command kits d) Implement mitigation strategies to prevent injury from flying and falling objects Goal 2 Objectives a) Stock emergency supplies and command kits annually b) Mitigate and prevent injury, death and damage to property during an earthquake by securing objects and locking cabinets
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** Goal 1 Actions a) Provide earthquake prevention materials to staff and provide a brief training on mitigation strategies at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Hold Drop, Cover and Hold-On and Evacuation drills c) Familiarize staff with emergency supplies and command kits to make use easier should a disaster occur. This can be done through drills using the supplies/kits or conducting training Goal 2 Actions

	a) Ensure classroom and office staff use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) b) Ensure emergency supplies and command kits are stocked **STAFF ACTIONS** Goal 1 Actions a) Participate in Drop, Cover and Hold-On drills Goal 2 Actions a) Secure heavy furniture, store heavy objects low to the ground, lock cabinets or secure items in cabinets
DURING	
Goal:	1. Make proper notifications 2. Assess the situation 3. Conduct appropriate response procedures
Objective(s):	Goal 1 Objectives a) If possible, make notify to staff and students to Drop, Cover and Hold-On and any other required emergency procedures b) Call 9-1-1 if necessary c) Notify UCPD of school preliminary status d) Staff provides accountability report and situation status of any hazards Goal 2 Objectives a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Work with UC office for assistance needed c) Implement other emergency procedures based on the analysis Goal 3 Objectives a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS**
	Goal 1 Objectives
	a) If possible, notify staff and students to Drop, Cover and Hold-On.
	    ● Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris
	b) Call 9-1-1 if necessary
	c) Notify UCPD of situation and any significant injuries or damage
	    ● Determine who will inform the public information media as appropriate.
	d) Determine whether to close school. If school must be closed, notify staff members, students and parents
	
	Goal 2 Actions

a) Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations, and call for evacuation and activation of Incident Command Team if required
b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation and other necessary emergency procedures

Goal 3 Actions
a) Ensure staff and students implement Drop, Cover and Hold-On, evacuation and other important emergency procedures
b) Implement accountability procedures
c) If there is evidence of a gas leak, designate someone to turn off gas valves
d) Activate the Incident Command Team, if necessary
   ● Search and Rescue
   ● First Aid/Medical
   ● Reunification Team
e) Upon arrival of First Responders, coordinate the Initial Damage Assessment (See Functional Annex D) and decide upon a course of action to render the situation safe. Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders
f) Implement Reunification Plan as necessary (See Functional Annex B)
g) Post guards a safe distance away from building entrances to assure no one re-enters
h) Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector

STAFF ACTIONS:
Goal 1 Actions
a) Provide accountability report to Incident Command/administration.
b) Provide a report of any hazards or situations that need attention to Incident Command/administration
c) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting and provide a report of any hazards to Incident Command

Goal 2 Actions
a) Determine the need for evacuation or other emergency actions by quickly assessing the situation
b) Notify Incident Command of any assistance needed to perform emergency actions

Goal 3 Actions – Inside Buildings
a) Give Drop, Cover and Hold-On commands. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows
b) Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person
c) Keep students in protected position for at least two minutes (following first quake and aftershocks) before assessing for damage or injuries
d) Check for injuries and render First Aid
e) After the first quake, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the

PA system. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation

f) Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack

g) Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris

h) If Incident Command Team is activated, fill designated position

i) Extinguish any flames and turn off power to equipment and electrical appliances, if possible

j) Classrooms should not be reoccupied until authorized site building inspectors/facilities/custodian can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official

Goal 3 Actions – Outside Buildings

a) Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury

b) Once in the open, students and staff should drop to the ground onto their hands and knees before the earthquake knocks them off their feet

c) After shaking stops, check for injuries, and render first aid

d) Check attendance. Report any missing students to principal/site administrator

e) Stay alert for aftershocks

f) Keep a safe distance from any downed power lines

g) Do NOT re-enter building until it is determined to be safe

h) If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then students and staff should drop down to the ground onto their hands and knees, cover their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area

i) If Incident Command Team is activated, fill designated position

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

a) Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions

b) Confer with Leadership and UC Facilities if damage is apparent to determine the advisability of closing the school

c) Notify fire department and utility company of suspected breaks in utility lines or pipes

d) 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 e) Notify the University, who will inform public information media as appropriate

AFTER

Goal:	1. Effectively communicate to all stakeholders 2. Engage in physical, academic, business and social/emotional recovery 3. Determine campuses' response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> Provide information to staff, parents, and students Provide information to front office Provide information to media <u>Goal 2 Objectives</u> Determine needs in physical/structural, academic, business and social/emotional recovery Coordinate with the superintendent and/or UC to implement recovery efforts to restore school operations <u>Goal 3 Objectives</u> Conduct After-Action Report process

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**
	<u>Goal 1 Actions</u>
	a) Provide critical information to the leadership team in order to develop effective key messages
	b) Work with appropriate departments to write messages to inform parents, staff and the community about what happened
	c) Work with appropriate leadership representatives to draft talking points for phone calls and media requests
	
	<u>Goal 2 Actions</u>
	a) Conduct assessment of the needs for physical/structural, academic, business and social/emotional recovery
	b) Coordinate with Preuss faculty and staff and/or UC to implement any necessary recovery actions. These may include:
	   • Academics recovery
	     o Share classrooms or use other school buildings—such as the gymnasium—or other facilities for instruction
	     o Adjust the class schedule so that, for example, students attend classes either in the morning (starting earlier) or in the afternoon (finishing later)
	     o Re-evaluate the curriculum
	     o Integrate students into other schools
	     o Use distance or blended learning through both traditional and information technology (IT)–based instruction, student work, and assessment

- Physical and structural recovery
  - Assess and repair structural and physical damage
  - Clean the facility(ies)
  - Remove health and safety hazards
  - Coordinate donations and volunteers
  - Restore equipment and processes, such as IT equipment, software, books, and instructional materials
  - Resume other school support, such as full transportation and food services
- Business functions recovery
  - Create agreements for prioritized services during and after an emergency
  - Ask for resources via mutual aid agreements to help with immediate needs. Access backup IT and business services
  - Restore business services, such as payroll, accounting systems, and personnel records
  - Register displaced students in other schools
  - Securely share relevant education records with schools receiving students displaced by the emergency
  - Request emergency funding to pay for immediate cleanup and repair Access long term recovery funding through loans, community grants or federal support
- Social, emotional, and behavioral recovery
  - Provide Psychological First Aid for Schools (PFA-S)
  - Conduct ongoing assessment/monitoring of students', teachers', and staff's mental/behavioral health
  - Monitor attendance, grades, and counselor's visits
  - Ensure that staff and teachers have access to Employee Assistance Programs
  - Make individual and group crisis counseling available
  - Refer students, teachers, and staff to long-term interventions, if needed
  - Provide trauma- and grief-focused school-based mental/behavioral health programs
  - Provide support to caregivers to help prevent or reduce compassion fatigue

Goal 3 Actions
a) Conduct an after-action report process and implement necessary actions for improving future responses
b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
c) Identify steps to improve future responses
d) Implement steps to improvement

STAFF ACTIONS:
Goal 2 Actions
a) Participate in the after-action report process
  - Participate in any determined corrective actions discovered in the after-actions process

REFERENCES

FIRE

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".

BEFORE	
Goals:	1. Prevent fire on campus 2. Reduce or prevent the risk of injury to individuals and damage of property from fire
Objective(s):	Goal 1 Objectives a) Store combustible materials in fireproof containers b) Follow Fire Code and UCSD rules regarding fire prevention. Goal 2 Objectives a) Provide fire prevention training to staff b) Hold Fire Drills c) Maintain an adequate supply of fire extinguishers d) Ensure proper maintenance of fire prevention equipment.
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Review school fire codes annually b) Send list of school fire codes to staff annually, including before/after school program staff c) Ensure teachers and staff are using Fire Marshall approved fire retardant classroom decorations, including before/after school classrooms d) Ensure combustible materials are stored in fireproof containers Goal 2 Actions a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Provide fire prevention materials to before/after school program staff. c) Hold fire extinguisher training for staff d) Ensure adequate supply of fire extinguishers are appropriately maintained on campus e) Hold required number of fire drills and vary the situation to improve staff and student response **STAFF ACTIONS:** Goal 1 Actions

	a) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus
	b) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations
	<u>Goal 2 Actions</u> a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher b) Read any fire prevention materials provided by administration c) Participate and lead students in fire drills

DURING

Goals:	1. Protect life and implement Evacuation 2. Prevent property damage by preventing spread of fire
Objective(s):	<u>Goal 1 Objectives</u> a) Evacuate individuals from school buildings in a timely manner b) Conduct accountability procedures in a timely manner c) Provide First Aid/Medical d) Alert Fire Department <u>Goal 2 Objectives</u> a) Implement strategies while evacuating which will prevent the spread of fire b) Notify Fire Department and other entities of hazards and vulnerabilities c) Notify UCSD facilities

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**
	
	<u>Goal 1 Actions</u>
	a) Sound the fire alarm to implement evacuation of the building
	b) Immediately evacuate the school using the primary or alternate fire routes
	c) Notify the Fire Department (call 911)
	d) Ensure all staff and students are accounted for
	e) Activate the Incident Command Team
	   ● Direct search and rescue team to be sure all students and personnel have left the building
	   ● Activate First Aid/Medical/Triage team as necessary
	f) Ensure that access roads are kept open for emergency vehicles
	g) If needed, notify bus dispatch for off – site evacuation
	h) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so
	
	<u>Goal 2 Actions</u>

	a) Remind staff to close doors when exiting classrooms/offices
	b) Notify the appropriate utility company of suspected breaks in utility lines or pipes.
	c) Notify the fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.)
	● Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival
	d) Notify UCSD of situation
	STAFF ACTIONS:
	Goal 1 Actions
	a) Evacuate students from the building using primary or alternate fire routes
	b) When evacuating, take emergency backpack and student kits
	c) Maintain control of the students a safe distance from the fire and firefighting equipment
	d) Take attendance. Report missing students to the Principal/designee and emergency response personnel
	e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building
	f) Serve in any position assigned on the Incident Command Team
	Goal 2 Actions
	a) Shut classroom or office door after all individuals have exited
	b) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:	1. Provide necessary attention to people and property to ensure continued safety and security 2. Determine campuses' fire response strengths, areas for improvement and steps to improvement

Objective(s):	Goal 1 Objectives
	a) Implement Reunification Plan if necessary
	  ● Assess needs of individuals and campus including:
	  ● Mental health care
	  ● Debris removal
	  ● Soot/smoke (odor) removal including HVAC system
	  ● Restoration/fixes
	b) Based on needs assessment establish and implement plan to provide care for people and restore the property
	
	Goal 2 Objectives
	a) Conduct After-Action Report

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** Goal 1 Actions a) Activate the Reunification Plan if necessary b) Conduct an assessment of needs of campus individuals and buildings c) Determine whether mental health services need to be provided d) Determine the restoration, debris removal and soot/smoke removal needs e) Based on assessment, implement needed services Goal 2 Actions a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future response d) Implement steps to improvement **STAFF ACTIONS** Goal 1 Actions a) Implement Reunification Plan if necessary b) Assist in identifying needs for mental health, restoration, debris removal, etc. c) Facilities/maintenance should contact physical recovery company to clean and remove debris d) Assist in identifying any damaged equipment, specifically specialized equipment that may be hard for others to 1) know the function/importance of and 2) know the cost of replacement e) Crisis Response Team/Counselors/Psychologist should initiate mental health services as necessary Goal 2 Actions a) Participate in after-action report process

FIRE (WILDFIRE)

Should a wildfire endanger the students or staff, it is important to work with the local fire department act quickly and decisively to prevent injuries and damage to property.

In evolving situations, local authorities may not issue an evacuation warning or order early in the event, only to do so later when the event poses a greater threat. To best ensure the safety of your staff and students, school administrators should work in conjunction with local fire and law enforcement to evaluate these events relative to your school's unique characteristics, such as facility age and construction, transportation dependencies, ingress and egress options and capacity, level of defensible space around your structures, and surrounding topography. It may be best for some schools to issue an early dismissal and voluntarily evacuate due to unique characteristics and circumstances.

If a wildfire is near campus, fire personnel may suggest a voluntary evacuation or call for a mandated early dismissal, external evacuation, shelter-in-place or a campus closure. Schools should have procedures in place for each of these possibilities.

BEFORE	
Goals:	1. Coordinate with local fire department to develop procedures that facilitate an effective and efficient wildfire response 2. Develop the capacity of staff to lead students through appropriate response options 3. Prevent the risk of injury to individuals and damage of property from wildfire
Objective(s):	**Goal 1 Objectives** a) Coordinate with local fire department to ensure an effective response to a Wildfire b) Develop procedures for voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure c) Develop a clear chain of command with staff **Goal 2 Objectives** a) Train staff on the different wildfire response actions: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure **Goal 3 Objectives** a) Store combustible materials in fireproof containers b) Follow Fire Code and UCSD rules regarding fire prevention c) Provide fire prevention training to staff d) Hold Fire Drills e) Maintain an adequate supply of fire extinguishers f) Ensure proper maintenance of fire prevention equipment
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Meet, plan and train with the local fire department to ensure an effective response to a Wildfire. Plan for potential voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure b) Develop site specific procedures to engage in a voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure

	c) Use the San Diego County "School Protection and Evacuation Plan (SPEP), available on the San Diego County Office of Education website, to develop site specific plans Goal 2 Actions a) Provide training to staff on wildfire response actions including: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure Goal 3 Actions a) Provide fire prevention materials to staff and provide a brief fire prevention training at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Ensure combustible materials are stored in fireproof containers c) Provide fire prevention materials to before/after school program staff d) Hold fire extinguisher training for staff e) Ensure adequate supply of fire extinguishers are appropriately maintained on campus f) Hold required number of fire drills and vary the situation to improve staff and student response **STAFF ACTIONS** Goal 2 Actions a) Take fire extinguisher training or read about/watch video on how to use a fire extinguisher b) Read any fire prevention and wildfire response materials provided by administration Goal 3 Actions a) Participate and lead students in fire drills b) Refrain from bringing unapproved combustible materials (cleaning and other chemicals) onto campus c) Become familiar with and only use Fire Marshall approved fire retardant classroom decorations

DURING

Goals:	1. While coordinating with local fire department/jurisdiction's incident command, protect life and implement appropriate wildfire response actions
Objective(s):	Goal 1 Objectives a) Conduct appropriate wildfire response actions in a timely manner b) Conduct accountability procedures in a timely manner c) Activate school site Incident Command Team, as necessary

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**
	Goal 1 Actions a) Work with the universtiy, local fire department and other responders to determine best course of action b) Use the "Wildfire Evacuation Decision Tree" following this section. c) Use the "Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire Smoke" in Hazard Annexes d) Communicate plan of action to staff and students: - voluntary evacuation - early dismissal - mandatory evacuation - shelter-in-place - campus closure e) Consider the following while implementing response action - Supplies (have staff bring emergency supplies, especially first aid kits and communication devices) - Food and water - Transportation - Security and Safety - Communications f) Contact families to notify of planned course of action g) Activate school Incident Command Team, as necessary - Reunification Team h) Ensure all staff and students are accounted for i) Ensure that access roads are kept open for emergency vehicles j) Based on the situation, delegate staff to turn off and unplug any electrical devices left behind and/or have facilities turn off electricity k) Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so Goal 2 Actions a) Remind staff to close doors when exiting classrooms/offices b) Notify appropriate utility company of suspected breaks in utility lines or pipes. c) Notify fire department of any hazards or vulnerabilities that could hinder their response or cause further damage (chemicals, wires, equipment, etc.) - Provide SDS sheets of any chemicals on campus/in the area of the fire to the fire department upon arrival d) Notify UCSD facilites of situation **STAFF ACTIONS:** Goal 1 Actions

	a) Follow the directions of the Incident Command to carry out necessary response action: voluntary evacuation, early dismissal, mandatory evacuation, shelter-in-place and campus closure b) If evacuating or sheltering-in-place, take emergency backpack and student kits c) Maintain control of the students a safe distance from the fire and firefighting equipment d) Take attendance. Report missing students to the Principal/designee and emergency response personnel e) Maintain supervision of students until the Fire Department determines it is safe to return to the school building or they are reunified with family f) Serve in any designated position on the Incident Command Team c) Shut classroom or office door after all individuals have exited d) Provide information to principal/site admin regarding any hazards or vulnerabilities noticed while evacuating (chemicals, exposed wires, equipment that might be hazardous, etc.)

AFTER

Goals:	1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	<u>Goal 1 Objectives</u> a) Provide information to staff, parents, and students b) Provide information to front office c) Provide information to media <u>Goal 2 Objectives</u> a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Provide critical information to the leadership team in order to develop effective key messages b) Work with appropriate departments to write messages to inform parents, staff and the community about what happened c) Work with appropriate leadership members to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS**

	Goal 2 Actions a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

WILDFIRE EVACUATION DECISION TREE

Have Local Authorities Issued an Evacuation Order?

- **YES** → Evacuate or Shelter-in-Place
- **NO** → **Is the Building Unsafe?**
  - **YES** → Evacuate or Shelter-in-Place
  - **NO** → **Do Fire Conditions OR Transportation Issues OR Ingress and Egress Limitations pose potential threat if fire approaches?**
    - **YES** → Evacuate or Shelter-in-Place
    - **NO** → **Stay in Session and Maintain Situational Awareness (repeat evaluation)** → (back to Have Local Authorities Issued an Evacuation Order?)

Evacuate or Shelter-in-Place →

Are conditions so severe that evacuating would put students and staff at greater risk AND is school designed to withstand heat and flames from approaching wildfire?

- **YES** → Shelter-in-Place
- **NO** → **Activate school emergency evacuation plan.**

Are School Grounds Unsafe?

- **YES** → Go to Designated Safe Off-Site Location
- **NO** → Go to Normal Outside Assembly Areas

Go to Normal Outside Assembly Areas → **Dismissal and/or Family Reunification — Release Students to Parents or Buses Per Protocol**

Go to Designated Safe Off-Site Location → **Dismissal and/or Family Reunification — Release Students to Parents or Buses Per Protocol**

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.

BEFORE	
Goal:	1. Develop the capacity to deter and detect possible intruder 2. Develop the capacity of staff to lead students through appropriate response options 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	Provide training for staff on procedures for deterring and detecting possible intruders Keep intruder away from staff and students Goal 1 Objectives a) Identify and correct/improve: • Potential gaps in campus access controls • Problems with securing classrooms, offices, and buildings • Internal and external emergency communication protocols b) Develop comprehensive Visitor Management Procedures with staff trained in those procedures c) Achieve consistent implementation of site procedures to assess and manage student threats of violence using Comprehensive Student Threat Assessment Guidelines d) Ensure all staff, including before- and after-school staff have the skills to recognize and respond appropriately to suspicious activity that could pose a threat to students, staff or others Goal 2 Objectives

	a) Equip all staff, including before- and after-school staff, to evaluate and enact options (de-escalation, lockdown, etc.) that will best protect them and the children they are with
	b) Equip all staff, including before- and after-school staff, and students to recognize and report potential warning signs that could lead to an escalation toward violence
	c) Equip local response agencies with the knowledge they need to facilitate their response to the incident
	Goal 3 Objectives a) Equip students with an understanding of how to report suspicious individuals or individuals who make them feel uncomfortable using mentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Conduct a Security Risk Assessment to determine school site's vulnerability to an intruder ● Based on the identified areas of weakness develop strategies to harden the security of the school site b) Implement "doors locked even when open" policy c) Develop comprehensive Visitor Management Procedures, including ways to determine visitors on campus (such as badges) d) Schedule training to ensure all staff understand their role in enforcing Visitor Management Procedures, and on immediately reporting unauthorized access e) Schedule training to assure all staff recognize and know how to report warning signs and understand their role in the threat assessment process. f) Hold a training/exercise with local responding agencies to ensure a cohesive and coordinated response g) Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don't have a visitor or staff badge Goal 2 Actions

	a) Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious activity and out of the ordinary actions, individuals loitering near campus, students who are posturing or costuming, and individuals who are on campus and don't have a visitor badge b) Train staff on ensuring security protocols are followed Goal 3 Actions a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the "run" and "hide" responses, using developmentally appropriate methods ● Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence ● Ensure entrances such as doors and gates are secure and in proper working order ● Train staff on procedures for deterring and detecting possible intruders, including looking for suspicious people and out of the ordinary actions, individuals loitering near campus, confronting individuals who are on campus and don't have a visitor badge, etc.

DURING

Goal:	1. Prevent an intruder from gaining access to staff, students and buildings 2. Alert law enforcement and UCPD as soon as possible
Objective(s):	Goal 1 Objectives a) Enact a campus-wide Lockdown b) De-escalate the situation c) Get intruder to leave with no incidents of violence Goal 2 Objectives a) Alert law enforcement
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** Goal 1 Actions a) Initiate **Lockdown**. b) Designate someone to call 9-1-1 c) 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"
d) Take measures to keep subject away from students and building
e) 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
f) When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present

Goal 2 Actions
a) As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intrude
b) Keep subject in view until police or law enforcement arrives

STAFF ACTIONS:

Goal 1 Actions
a) Notify the principal/site administrator of intruder. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon
b) If able, initiate a lockdown from your classroom/office
c) Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder
d) 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
e) Keep classroom and office doors locked

Goal 2 Actions
a) Call 9-1-1 or ensure someone else has called 9-1-1 |

AFTER

Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	Goal 1 Objectives a) Provide information to staff, parents, and students b) Provide information to front office c) Provide information to media Goal 2 Objectives a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS: PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Provide critical information to the leadership team to develop effective key messages

| | b) Work with appropriate departments to write messages to inform parents, staff and the community about what happened
c) Work with appropriate departments to draft talking points for phone calls and media requests
<u>Goal 2 Actions</u>
a) Conduct an after-action report process and implement necessary actions for improving future responses
b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response
c) Conduct an assessment of vulnerabilities to determine how the intruder gained access to campus and how one might gain access in the future.
d) Identify steps to improve future responses
e) Implement steps to improvement

STAFF ACTIONS:
<u>Goal 2 Actions</u>
a) Participate in the after-action report process
b) Participate in any determined corrective actions discovered in the after-actions process |

Unplanned Power Outage

This procedure addresses situations involving

BEFORE	
Goals:	1. Prevent the risk of injury to individuals and damage of property from Power Outage 2. Develop the capacity of staff to lead students through appropriate response options 3. Develop capacity for educational process to continue in power outages
Objective(s):	<u>Goal 1 Objectives</u> a) Conduct a Risk Assessment to determine hazards, vulnerabilities, and consequences in a power outage b) Ensure portable lighting (i.e., flashlights and batteries is available at school site c) Always keep hallways and pathways clear <u>Goal 2 Objectives</u> a) Train staff on response actions during a power outage <u>Goal 3 Objectives</u> a) Develop a continuity of education plan for both short- and long- term power outages b) In Risk Assessment determine facilities which will be conducive to teaching during a power outage
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** <u>Goal 1 Actions</u> a) Conduct a Risk Assessment to determine what hazards and vulnerabilities the school has in regard to power outages and the subsequent consequences.

	b) Based on the assessment determine areas for improvement and implement steps to improve c) Ensure portable lighting is available (i.e. flashlights and batteries available at the school). Especially ensure any areas that have no windows or natural sunlight sources have some sort of emergency lighting. d) To prevent injury, ensure staff and students keep hallways and pathways clear Goal 2 Actions a) Provide training to staff on responding during a power outage Goal 3 Actions a) Work with the faculty and staff to develop a continuity of education plan for both short- and long-term power outages b) In Risk Assessment determine which facilities are subject to total blackouts (no windows or sources of natural sunlight), and develop a contingency plan for these room occupants to relocate to a facility where the educational process can continue **STAFF ACTIONS** Goal 1 Actions a) Ensure any assigned emergency supplies are maintained, especially batteries and flashlights Goal 2 Actions a) Read any emergency power outage materials provided by administration. b) Participate and lead students in emergency drills Goal 3 Actions a) Develop plans to provide lessons during a power outage

DURING

Goals:	1. Assess the situation 2. Make necessary notifications 3. Implement response actions
Objective(s):	Goal 1 Objectives a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Consider weather conditions in assessment, including wind, rain, extreme low or extreme high temperatures c) Work with university facilities office for assistance needed d) Implement other emergency procedures based on the analysis Goal 2 Objectives a) Make notifications to the staff and students. b) Notify Superintendent's Office c) Staff provides accountability report and situation status of any hazards

	Goal 3 Objectives a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** Goal 1 Actions a) Determine the need for evacuation and other emergency procedures by assessing the situation, relying on staff reports or personal observations b) Contact the university for any necessary assistance c) Based on the assessment implement any other emergency procedures necessary, including possible evacuation Goal 2 Actions a) Notify staff and students of emergency procedures to implement ● Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris b) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage c) Determine whether to close school. If school must be closed and an early dismissal organized, notify staff members, students, and parents Goal 3 Actions a) Ensure staff and students implement evacuation or other important emergency procedures b) Recommend staff ensure their flashlights/emergency lighting is out and available c) Move any classrooms/office occupants where a complete blackout exits (no windows or natural light) d) Implement accountability procedures e) Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector **STAFF ACTIONS** Goal 1 Actions a) Follow the directions of the Incident Command to carry out necessary response action b) If evacuating or sheltering-in-place in another room, take emergency backpack and student kits c) Take attendance. Report missing students to the principal/designee and emergency response personnel d) Continue teaching/office work if possible e) Serve in any designated position on the Incident Command Team. e) Gather any emergency lighting to have on hand. f) Provide information to principal/site admin regarding any hazards or vulnerabilities

AFTER	
Goals:	1. Effectively communicate to all stakeholders 2. Determine campuses' bomb threat response strengths, areas from improvement and steps to improvement
Objective(s):	Goal 1 Objectives a) Provide information to staff, parents, and students b) Provide information to front office c) Provide information to media Goal 2 Objectives b) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** Goal 1 Actions a) Provide critical information to the leadership team in order to develop effective key messages b) Work with appropriate departments to write messages to inform parents, staff and the community about what happened c) Work with appropriate departments to draft talking points for phone calls and media requests Goal 2 Actions a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS** Goal 2 Actions a) Participate in the after-action report process. c) Participate in any determined corrective actions discovered in the after-actions process.

Air Quality & Wildfire Smoke Annex

Get Smart about Wildfire Smoke – Clear Guidelines for Schools and Wildfire

This section was created and provided by the following agencies:

Get Smart about Wildfire Smoke
Clear Guidelines for Schools and Wildfire Smoke

Over the last decade, devastating wildfires have ravaged communities and school districts in every corner of this state.

These massive disasters impacted tens of thousands of Californians in the communities they call home and blanketed entire regions of California with thick, unhealthy smoke.

When a wildfire occurs nearby, the decision to close or evacuate a school is straightforward. However, as we have seen over the past several years, wildfire smoke can settle in communities hundreds of miles from the location of the fire and impact the health of students and school operations.

Without clear state guidelines, charter schools have been forced to make difficult, last-minute decisions on whether to cancel classes, remain open, or modify school events.

Therefore leaders from the education, air quality, and public health communities established a working group to develop state guidance regarding air quality for California's 1,026 school districts during wildfire smoke days.

The guidelines attached to this message are intended to advance local conversations between school, public health officers, air districts, and the community, and provide educational leaders with the data they need to make informed decisions when their communities are inundated with wildfire smoke.

The guidelines are not meant to supersede any protocols or guidelines school may have already adopted.

We encourage schools that haven't already addressed this issue to begin the conversation now, prior to the start of the 2019-20 school year. California's next big wildfire is not a matter of if, but when.

For questions on how to track air quality in your community, please contact your local air district. To find which air district serves your community, visit https://www.arb.ca.gov/app/dislookup/dislookup.php.

Thank you for your partnership on this critical issue.

Air Quality Index (Rev 7/2019)

School Air Quality Activity Recommendations

PROTECT STUDENT HEALTH DURING POOR AIR QUALITY

Air quality is an important consideration for schools in terms of student activities. Local air districts are available to assist schools with understanding local air quality concerns and actions they can take to protect student health. To find out more, contact your local air district. Visit this page to learn which District serves your area:

www.arb.ca.gov/app/dislookup/dislookup.php

The following school activity recommendations are based on consultation with health researchers and several important principles drawn from recent studies.
Modify these levels to correspond with the AQI, emissions concentration, or other air district recommended method for your region.

Air Quality Level

Activity	Level 1	Level 2	Level 3	Level 4	Level 5 *School districts may consider school closures based on site-by-site concerns.*
Recess (15min)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or avoid vigorous outdoor activities. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
P.E. (1hr)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Sensitive individuals should exercise indoors or avoid vigorous outdoor activities.*	Exercise indoors or limit vigorous outdoor activities to a maximum of 15 minutes. Sensitive individuals should remain doors.*	No outdoor activity. All activities should be moved indoors.

Athletic Practice & Training (2-4hurs)	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Reduce vigorous exercise to 30 minutes per hour of practice time with increased rest breaks and substitutions. Ensure that sensitive individuals are medically managing their condition.*	Exercise indoors or reduce vigorous exercise to 30 minutes of practice time with increased rest breaks and substitutions. Sensitive individuals should remain indoors.*	No outdoor activity. All activities should be moved indoors.
Scheduled Sporting Events	No restrictions	Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.*	Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure that sensitive individuals are medically managing their condition.*	Event must be rescheduled or relocated.

* Sensitive Individuals include all those with asthma or other heart/lung conditions   ** California Interscholastic Federation
*** To meet the conditions for approval of a waiver due to emergency conditions (Form J-13A) from the State Superintendent of Public Instruction poor air quality must be shown to be caused by an emergency event such as a wildfire.

Air Quality Guidance Template for Schools

About the Guidelines:
- These guidelines are based on the United States Environmental Protection Agency (U.S. EPA) and Centers for Disease Control's Air Quality and Outdoor Activity Guidance for Schools and Wildfire Smoke: A Guide for Public Health Officials. The guidelines are designed to assist in your decision-making process
- Modify the template and chart as needed after consultation with your local county office of education, local schools, local air district, and local public health experts to determine which air quality monitoring methodology, such as Air Quality Index, total emissions concentration, or other air district-recommended method best applies in your school.
- This template and chart are not intended to supersede existing guidelines and policies developed by local authorities, including the schools or air districts
- These guidelines are intended to assist school in making decisions when air quality is poor. *School closure and event cancellation is ultimately a school district-by- school district decision based on local conditions*
- The impact of smoke depends on the sensitivity of the person and the length of exposure, as outlined in the sample chart below. Children with respiratory or heart conditions are vulnerable to poor air quality and may require extra precautions. Schools should advise parents to consult with their family health care provider

Using the Guidelines:
- The Preuss School will need to monitor local air quality conditions using air quality tracking tools recommended by their local air district. One example of such a tool is U.S. EPA's air quality index (AQI) available at AirNow.gov. However, because other air quality tracking methodologies may be used in your jurisdiction, it is highly recommended to contact your local air district for advice on the most appropriate tools to use for your region
- The Preuss School should make decisions about school activities and closures based on air quality measurements and local conditions, such as the availability and quality of school building air filtration and direct observation of onsite indoor/outdoor air quality
- The Preuss School may wish to consult with their local air district regarding outdoor air and their local public health official regarding indoor air before making a final determination
- The Preuss School should report any school closures to their County Office of Education for media notification as well as announce closures to families using normal school closure procedures

Additional Air Quality Information & Resources

About AirNow.gov:
- A network of monitors maintained and operated by trained government agencies
- It is recommended by many air districts, the California Air Resources Board, and U.S. EPA
- AirNow monitors form a network to track regional air quality. Pollutants like smoke tend to be well-mixed in the atmosphere and may be adequately represented by these monitors, even if a monitor is not in the same neighborhood as a school
- Uses highly accurate tools that are regularly monitored for quality control by U.S. EPA. Tools remain accurate at all levels as opposed to personal sensors like Purple Air, which overestimate (especially at AQI of 150 or higher)
- Although AirNow is relied on by many jurisdictions, please consult with your local air district about resources schools can use that will best represent local air quality

About Masks:
- When air is unhealthy, the best option is to reduce physical activity and stay indoors with windows/doors closed. If indoor temperature is high, get to a location with clean filtered air such as a public library, shopping mall or other building with heating, ventilation, and air conditioning (HVAC) system filtration
- Masks have limitations. Surgical gauze masks provide no protection from smoke. N95 respirator masks are designed for professional use by trained adults and are not intended for children. Therefore, masks are not recommended for children by air quality districts/public health agencies
- N95 masks require a perfect seal to be effective. If these masks are not fitted correctly, they will provide little if any protection
- Masks can exacerbate breathing difficulty for sensitive breathers or potentially cause deeper breathing, which draws particulates deeper into the lungs if they are not fitted correctly
- Masks must be kept clean and replaced frequently to be effective. If a mask is used, please refer to the mask manufacturer's recommendations on cleaning and replacement intervals

Recommendations for Ensuring Cleaner Air at School:
- Install and maintain HVAC air conditioning system with medium or high-efficiency filtration. Install high efficiency particulate air (HEPA) filters if possible. See below for

U.S. EPA recommendations for air filtration. https://www3.epa.gov/airnow/smoke_fires/indoor-air-filtration-factsheet-508.pdf
- Install portable HEPA filters in classrooms where possible
- Approved filters: https://www.arb.ca.gov/research/indoor/aircleaners/certified.htm
- Be sure that portable filters are sized correctly for the room
- Ensure doors and windows are sealed tightly. Minimize air movement in and out of room

Considerations for Schools from CDE: Before You Make a Decision to Close a School

Outdoor air quality is one factor local educational agencies (LEAs) need to consider when making a school closure decision. LEAs should consider the factors below, in addition to any other relevant local conditions or concerns, when deciding to close school

Health and Safety:

- **Indoor air quality.** Ventilation and filtration systems at schools may offer a higher level of protection than residential systems
- **Supervision.** The school environment provides appropriate student supervision by trained and caring adults who can ensure students remain indoors
- **Student support services.** School may be the primary place where students receive needed health and counseling services
- **Nutrition services.** Schools serve healthy meals to a significant proportion of students. If school is closed, it is a substantial challenge at best for LEAs to feed students

Using an Equity Lens:

- Socioeconomically disadvantaged families may not have options for alternate child care
- Working parents and guardians are disproportionately affected by school closure and could suffer significant professional or economic consequences as a result
- Students receiving free or reduced-price meals may not have a reliable alternate source of healthy food
- Students with Individualized Education Programs (IEPs) may not have access to needed services during school closure
- Schools provide safe and supportive environments for their students; our most vulnerable students rely on them most

Instructional Time:

- Instructional time is foundational to students' academic achievement. LEAs should consider adding instructional days or minutes to the school calendar when time is lost due to school closure
- LEAs that have a foreseeable loss of instructional time due to a history of school closures should consider adding "built-in emergency" days to the annual school calendar
- Information on requesting credit for lost attendance and instructional time during an emergency is available on the California Department of Education's website at https://www.cde.ca.gov/fg/aa/pa/j13a.asp.

National School Lunch Program Meal Reimbursement:

Education Code Section 49505 allows for LEAs to submit an application for meal reimbursement during a disaster

The disaster would require a state or federal declaration for the county affected by the disaster.

The application is available on the California Department of Education's website at
https://www.cde.ca.gov/ls/nu/sn/documents/disastermealapp.doc.

Guidance for Families When Schools are Closed:

- Stay indoors
- Keep doors and windows closed
- Consult a Physician if you have concerns about your child's health

FUNCTIONAL ANNEXES
MOST PREVALENT GENERAL EMERGENCY RESPONSE PROCEDURES
FUNCTIONAL ANNEX A

Most emergencies will lead to one or more general response actions. Once the type and extent of an emergency has been identified, personnel can determine if an immediate response action is required. For school sites the most common immediate response actions initiated during emergencies are as follows:

- Evacuation (On-Site and Off-Site)
- Reunification (See also Functional Annex B – Reunification Plan)
- Shelter-In-Place
- Secure Campus
- Lock Down
- Drop, Cover, and Hold

The following emergency response actions are designed for the Incident Command Team and other employees.

ON-SITE EVACUATION

Definition

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. 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

BEFORE	
Goal:	1. Coordinate with local fire and law enforcement to develop evacuation routes, assembly areas on-site and accountability procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	Goal 1 Objectives a) Meet, train and drill with local fire and law enforcement to ensure an effective evacuation b) Develop at least two viable evacuation routes, a primary and secondary Goal 2 Objectives a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to evacuation emergencies
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Meet with local fire and law enforcement agencies to determine best evacuation routes and assembly areas. Consider the different types of hazards that might require evacuation b) Determine two on-site evacuation routes, one primary and one secondary. Appropriate locations of on-site evacuation areas are open areas away from buildings and structures (e.g., playground, parking lot, etc.). The onsite evacuation areas must be within the boundaries of the facility c) Determine accountability procedures d) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training Goal 2 Actions a) Ensure staff are trained on evacuation procedures

b) Hold evacuation drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an evacuation

c) Post appropriate maps and directions are posted near each door to ensure occupants are aware of possible exits

d) Ensure staff are trained to conduct a rapid visual assessment of their assigned areas as they exit and share their findings when arriving in the assembly area

e) Ensure staff are familiar with special needs evacuation planning (See Functional Annex E)

STAFF ACTIONS:

Goal 1 Actions
a) Be familiar with the Incident Command System and designated role on the Incident Command Team
b) Follow the Chain of Command during emergency situations
c) Be familiar with primary and secondary routes and assembly areas
d) Be familiar with the accountability procedures

Goal 2 Actions
a) Review evacuation procedures quarterly
b) Participate and lead students through evacuation drills
c) Understand that situations may occur that will prevent the class/office from evacuating via the prescribed route or meet in the designated assembly areas
d) Be resourceful, flexible and proactive in determining different courses of actions that can be taken to keep staff and students safe
e) Be familiar with special needs evacuation plans (See Functional Annex E)

DURING

Goals:	1. Quickly assess the situation 2. Make proper notifications. 3. Conduct appropriate evacuation response procedure
Objective(s):	Goal 1 Objectives a) Quickly assess the situation and determine the need for evacuation. If available, work with law enforcement and other responders to determine evacuation needs b) Implement evacuation procedures based on the analysis Goal 2 Objectives a) Notify staff and students to evacuate d) Call 9-1-1 if necessary e) Notify Superintendent's Office f) Staff provide accountability report and situation status of any hazards Goal 3 Objectives d) Implement evacuation procedures e) Ensure every student and staff members is accounted for f) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**
	Goal 1 Actions
	a) Determine the need for evacuation by assessing the situation, relying on staff reports of the situation or personal observations
	b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation procedures and location
	c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in an active shooter, hazmat, terrorist, or hostage situation
	Goal 2 Actions
	a) Make notification to staff and students
	• The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when an Evacuation is necessary
	• The signal for Evacuation is the fire alarm (bell or horn signal)
	• If the primary emergency notification system fails to activate, the secondary notification method will be the PA System
	• If a controlled Evacuation is required (e.g., one classroom at a time), and an alternative method of notification is required (e.g. received credible bomb threat), then notification can be made by telephone or runners
	• Provided time is available, make an announcement over the public address system:
	• ***Announcement 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."
	• *To alert visually impaired individuals*
	o Announce the type of emergency
	o Offer your arm for guidance
	o Tell person where you are going, obstacles you encounter
	o When you reach safety, ask if further help is needed
	• *To alert individuals with hearing limitations*
	o Turn lights on/off to gain person's attention -OR-
	o Indicate directions with gestures –OR-
	o Write a note with evacuation directions
	b) Call 9-1-1 if necessary
	c) Notify the Superintendent's Office of situation.
	Goal 3 Actions
	a) Ensure staff and students evacuate
	b) Implement accountability procedures
	c) Activate the Incident Command Team, if necessary
	• Search and Rescue
	• First Aid/Medical
	• Reunification Team
	d) Activate Reunification Plan if necessary
	STAFF ACTIONS:
	Goal 1 Actions
	a) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting

	b) If situation requires an alteration of evacuation procedures to keep students and staff safe, alter your evacuation routes to get to assembly area
	Goal 2 Actions
	a) Provide accountability report to Incident Command/administration
	b) Provide a report of any hazards or situations that need attention to Incident Command/administration
	Goal 3 Actions
	a) Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area
	b) Consider persons with special needs
	   ● *To evacuate individuals using crutches, canes or walkers*
	     ○ Evacuate these individuals as injured persons
	     ○ Assist and accompany to evacuation site, if possible -OR-
	     ○ Use evacuation chair or 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
	c) Take the emergency backpack and student roster when leaving the building
	d) Take attendance before leaving campus and again when the class is reassembled at the external evacuation location. Report attendance to the Incident Commander/designee
	e) Remain in the Assembly Area until further instructions are given.
	f) Wait for another ACTION or all clear instruction to return to school buildings and normal class routine
	g) If Incident Command Team is activated, serve in designated position.
	h) Participate in the reunification process, if necessary

AFTER

Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	Goal 1 Objectives a) Provide information to staff, parents, and students b) Provide information to frontt office c) Provide information to media Goal 2 Objectives a) Conduct After-Action Report process

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Provide critical information to the leadership in order to develop effective key messages b) Work with appropriate departments to write messages to inform parents, staff and the community about what happened c) Work with appropriate departments to draft talking points for phone calls and media requests Goal 2 Actions a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement. **STAFF ACTIONS:** Goal 2 Actions a) Participate in the after-action report process. b) Participate in any determined corrective actions discovered in the after-actions process.

OFF-SITE EVACUATION

Definition

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

BEFORE	
Goal:	1. Coordinate with local fire and law enforcement to develop off-site evacuation routes, assembly areas, sister site (for further evacuation options) and accountability procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	Goal 1 Objectives a) Meet, train and drill with local fire and law enforcement to ensure an effective evacuation b) Develop at least three viable off-site evacuation routes, a primary, secondary and a sister school site Goal 2 Objectives a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to evacuation emergencies
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Meet with local fire and law enforcement agencies to determine best evacuation routes and assembly areas. Consider the different types of hazards that might require evacuation b) Determine three off-site evacuation routes, primary, secondary and one sister school. Determining an appropriate Offsite Evacuation Area should be coordinated with on-scene First Responders. Location should be in an open area or building at least one block away from dangers associated with the site where students can be contained (e.g., nearby church, nearby school, nearby fenced parking lot, etc.) c) Determine accountability procedures d) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training Goal 2 Actions

	a) Ensure staff are trained on evacuation procedures b) Hold evacuation drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an evacuation c) Post appropriate maps and directions are posted near each door to ensure occupants are aware of possible exits d) Ensure staff are trained to conduct a rapid visual assessment of their assigned areas as they exit and share their findings when arriving in the assembly area e) Ensure staff are familiar with special needs evacuation planning (Functional Annex E) **STAFF ACTIONS:** Goal 1 Actions a) Be familiar with the Incident Command System and designated role on the Incident Command Team b) Follow the Chain of Command during emergency situations c) Be familiar with primary and secondary routes and assembly areas d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification Goal 2 Actions a) Review evacuation procedures quarterly b) Participate and lead students through evacuation drills c) Understand that situations may occur that will prevent the class/office from evacuating via the prescribed route or meet in the designated assembly areas d) Be resourceful, flexible and proactive in determining different courses of actions that can be taken to keep staff and students safe. e) Be familiar with special needs evacuation plans (Functional Annex E)

DURING

Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate evacuation response procedure
Objective(s):	Goal 1 Objectives a) Quickly assess the situation and determine the need for evacuation. If available, work with law enforcement and other responders to determine evacuation needs b) Work with the University for assistance needed c) Implement evacuation procedures based on the analysis Goal 2 Objectives a) Notify staff and students to evacuate b) Call 9-1-1 if necessary g) Notify Superintendent's Office h) Staff provide accountability report and situation status of any hazards Goal 3 Objectives a) Implement evacuation procedures b) Ensure every student and staff members is accounted for. c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**
	Goal 1 Actions
	a) Determine the need for evacuation by assessing the situation, relying on staff reports of the situation or personal observations
	b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation procedures and location
	c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in an active shooter, hazmat, terrorist, or hostage situation
	Goal 2 Actions
	a) Make notification to staff and students
	    ● The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when an Evacuation is necessary
	    ● The signal for Evacuation is the fire alarm (bell or horn signal)
	    ● If the primary emergency notification system fails to activate, the secondary notification method will be the PA System
	    ● If a controlled Evacuation is required (e.g., one classroom at a time), and an alternative method of notification is required (e.g. received credible bomb threat), then notification can be made by telephone or runners
	    ● Provided time is available, make an announcement over the public address system:
	    Announcement 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."
	    ● *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
	b) Call 9-1-1 if necessary
	c) Notify the Superintendent's Office of situation
	Goal 3 Actions
	a) Ensure staff and students evacuate
	b) Implement accountability procedures
	c) Activate the Incident Command Team, if necessary
	    ● Search and Rescue
	    ● First Aid/Medical
	    ● Reunification Team
	
	STAFF ACTIONS:
	Goal 1 Actions
	a) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting

	b) If situation requires an alteration of evacuation procedures to keep students and staff safe, alter your evacuation routes to get to assembly area
	Goal 2 Actions
	a) Provide accountability report to Incident Command/administration
	b) Provide a report of any hazards or situations that need attention to Incident Command/administration
	Goal 3 Actions
	a) Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area
	b) Consider persons with special needs
	● *To evacuate individuals using crutches, canes or walkers*
	○ Evacuate these individuals as injured persons
	○ Assist and accompany to evacuation site, if possible -OR-
	○ Use evacuation chair or 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
	c) Take the emergency backpack and student roster when leaving the building
	d) Take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee
	e) Remain in the Assembly Area until further instructions are given
	f) Wait for another ACTION or the all clear instruction to return to school buildings and normal class routine
	g) If Incident Command Team is activated, serve in designated position

AFTER

Goal:	1. Effectively communicate to all stakeholders
	2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	Goal 1 Objectives
	a) Provide information to staff, parents, and students
	b) Provide information to front office
	c) Provide information to media
	al 2 Objectives
	a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**
	Goal 1 Actions
	a) Provide critical information to the leadership team in order to develop effective key messages
	b) Work with appropriate departments to write messages to inform parents, staff and the community about what happened

	c) Work with appropriate departments to draft talking points for phone calls and media requests <u>Goal 2 Actions</u> a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** <u>Goal 2 Actions</u> a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Structured Reunification

Comprehensive Reunification Plan is available in Functional Annex B

Definition

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. If it is necessary to go through the reunification process, assurances must be made to protect the students and ensure release to parents and designated guardians as per The Preuss School's attendance policy. Following any emergency action, there may be a need to reunite students with parents or authorized guardian. This is often a difficult and somewhat chaotic event, requiring planning and resources. Structured Reunification requires:

- 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

The following site procedure was developed to ensure a safe reunification of students with their parents or designated guardians.

See Functional Annex B for comprehensive Reunification Plan

Shelter-In-Place

Definition

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 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.

BEFORE	
Goal:	1. Coordinate with local fire to develop viable Shelter-In-Place procedures 2. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	<u>Goal 1 Objectives</u> a) Meet, train and drill with local fire to ensure an effective Shelter-In-Place procedures, including accountability procedures, effective rooms/areas to use and strategies to implement, specifically in a hazardous material release or wildfire b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command <u>Goal 2 Objectives</u> c) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with d) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them e) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Shelter-In-Place
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** <u>Goal 1 Actions</u> a) Meet with local fire department to determine rooms/areas to conduct Shelter-In-Pace, identify any internal hazards to be aware of, and identify specific procedures to implement, specifically in a hazardous material release or a wildfire. Consider the different types of hazards that might require Shelter-In-Place b) Determine accountability procedures c) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training <u>Goal 2 Actions</u> <u>a)</u> Ensure staff are trained on Shelter-In-Place procedures <u>b)</u> Hold Shelter-In-Place drills as required. Vary the times, days and possible hazard in order to provide realistic situations which schools might experience during an emergency requiring Shelter-In-Place <u>c)</u> Ensure staff are familiar with special needs planning (Functional Annex E)

STAFF ACTIONS:

Goal 1 Actions
a) Be familiar with the Incident Command System and designated role on the Incident Command Team
b) Follow the Chain of Command during emergency situations
c) Be familiar with Shelter-In-Place areas and procedures
d) Be familiar with the accountability procedures
e) Be familiar with reunification plan and designated roles in reunification

Goal 2 Actions
a) Review Shelter-In-Place procedures quarterly
b) Participate and lead students through Shelter-In-Place drills
c) Be familiar with special needs emergency planning (Functional Annex E)

DURING

Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Shelter-In-Place response procedure
Objective(s):	Goal 1 Objectives a) Quickly assess the situation and determine the need for Shelter-In-Place. If available, work with law enforcement, fire and other responders to determine Shelter-In-Place needs b) Work with the university for assistance needed c) Implement Shelter-In-Place procedures based on the analysis Goal 2 Objectives a) Notify staff and students to Shelter-In-Place b) 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards Goal 3 Objectives a) Implement Shelter-In-Place procedures b) Shut down HVAC system, as necessary c) Ensure every student and staff members is accounted for d) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Determine the need for Shelter-In-Place by assessing the situation, relying on staff reports of the situation or personal observations b) If law enforcement or fire are on-site, work collaboratively to decide on Shelter-In-Place procedures and locations c) If it is a critical incident that requires law enforcement or fire to control the situation, take directives from appropriate agency(ies). This might be the case in a hazmat or wildfire situation Goal 2 Actions a) Make notification to staff and students

- The Site Incident Commander (administrator) is responsible to notify the ICT and the rest of staff when a Shelter-In-Place is necessary
- The signal for Shelter-In-Place is a verbal command (Shelter-In-Place) utilizing the P.A. System
- If the primary emergency notification system fails to activate, the secondary notification method will be handheld megaphones found in the Disaster Container
- Make an announcement in person directly or over the public address system:
- ***Announcement 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."*
- *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

b) Call 9-1-1 if necessary

c) Notify the Superintendent's Office of situation

<u>Goal 3 Actions</u>

a) Ensure staff and students Shelter-In-Place by remotely (phone/email) checking on each class/office. Remain inside away from any hazards

b) Make arrangements for central HVAC shutdown, as necessary
- Contact Facilities to inform them that you are sheltering-in-place and direct them to turn off the HVAC systems that are controlled by their computer system

c) Implement accountability procedures remotely

STAFF ACTIONS:

<u>Goal 2 Actions</u>

a) Provide accountability report to Incident Command/administration, most likely this will be provided remotely (email or phone), for all individuals to remain in shelter

b) Provide a report of any hazards or situations that need attention to Incident Command/administration

<u>Goal 3 Actions</u>

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

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

c) 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

d) Wait for another ACTION or all clear instruction to return normal operations and normal class routine

e) If Incident Command Team is activated, serve in designated position

AFTER	
Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	Goal 1 Objectives a) Provide information to staff, parents, and students b) Provide information to front office c) Provide information to media Goal 2 Objectives a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Provide critical information to the leadership team to develop effective key messages b) Work with appropriate departments to write messages to inform parents, staff and the community about what happened c) Work with appropriate departments to draft talking points for phone calls and media requests Goal 2 Actions a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** Goal 2 Actions a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Secure Campus

Incident/Threat Off Campus – School Takes Precautionary Measures

Definition

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.

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

This response is considered appropriate for, but not limited to, the following types of emergencies:
- Potential threat of violence in the surrounding community
- Barricaded suspect/hostage situation in neighborhood home
- Law Enforcement is conducting a search or serving a warrant nearby
- 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.

BEFORE	
Goal:	1. Coordinate with local law enforcement to develop Secure Campus procedures, train and exercise for Secure Campus incidents 2. Develop the capacity of staff to lead students through appropriate response actions 3. Provide developmentally appropriate training to familiarize students with emergency responses

Objective(s):	Goal 1 Objectives
	a) Meet, train and drill with local law enforcement to
	   • Ensure an effective Secure Campus response
	   • Determine strategies for accounting for all students and staff
	   • Determine effective rooms/areas to use in Secure Campus situations
	   • Determine strategies law enforcement will use to keep the campus safe
	   • Determine strategies recommended by law enforcement for staff to take
	b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command
	Goal 2 Objectives

	a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Secure Campus Goal 3 Objectives a) Equip students with an understanding of Secure Campus response, using developmentally appropriate methods b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS**
	
	Goal 1 Actions
	a) Meet with local law enforcement to
	    ● Ensure the agency and responders know the standardized language and when they should call for a Secure Campus rather than a LockDown
	    ● Determine rooms/areas best suited for Secure Campus situations
	    ● Identify specific procedures the law enforcement agency will implement which will be helpful to know and understand
	    ● Identify specific strategies that the law enforcement agency recommends in working with them to conduct a Secure Campus response
	    ● Develop accountability procedures which will work for law enforcement and the campus
	    ● Consider the different types of hazards that might require Secure Campus
	b) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training
	Goal 2 Actions
	a) Ensure staff are trained on Secure Campus procedures. Especially emphasize the difference between a Lockdown and Secure Campus
	b) Hold Secure Campus drills. Vary the times, days and possible situation in order to provide realistic scenarios which schools might experience during an emergency requiring Secure Campus
	c) Ensure staff are familiar with special needs planning (Functional Annex E)
	Goal 3 Actions
	a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Secure Campus responses, using developmentally appropriate methods
	
	b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence
	
	STAFF ACTIONS:
	
	Goal 1 Actions
	a) Be familiar with the Incident Command System and designated role on the Incident Command Team
	b) Follow the Chain of Command during emergency situations

	c) Be familiar with Secure Campus procedures and best locations to conduct Secure Campus procedures. Understand the difference between a Secure Campus and a LockDown d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification <u>Goal 2 Actions</u> a) Review Secure Campus procedures quarterly b) Participate and lead students through Secure Campus drills c) Be familiar with special needs emergency planning (Functional Annex E)

DURING

Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Secure Campus response procedures
Objective(s):	<u>Goal 1 Objectives</u> a) Quickly assess the situation and determine the need for Secure Campus. If available, work with law enforcement, and other responders to determine Secure Campus needs. b) Work with the university for assistance needed. c) Implement Secure Campus procedures based on the analysis <u>Goal 2 Objectives</u> a) Notify staff and students to Secure Campus b) Notify 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards. This may be done remotely via email or phone calls, to ensure all individuals, including office staff remain in Secure Campus <u>Goal 3 Objectives</u> a) Implement Secure Campus procedures b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**
	<u>Goal 1 Actions</u>
	a) Determine the need for Secure Campus by assessing the situation, relying on law enforcement, staff reports or personal observations
	b) If law enforcement is on-site, work collaboratively to decide on Secure Campus procedures and locations
	c) If it is a critical incident that requires law enforcement to control the situation, take directions for the law enforcement incident command
	<u>Goal 2 Actions</u>
	a) Make notification to staff and students
	   • The Site Incident Commander is responsible for notifying the school when Secure Campus is necessary
	   • The Site Incident Commander can provide as much information as possible without bringing undue stress to students and staff
	   • If there is something that is more sensitive in nature and should not be announced to students, the Incident Commander can send an email to staff, make the

announcement for the Secure Campus and then tell staff to check their emails for more details

- The signal for Secure Campus is a verbal command (Secure Campus) utilizing the P.A. System
- Include details such as:
  - Calmly walk to or remain in school buildings
  - Lock all exterior doors
  - Close blinds
  - Continue the education process
- Make an announcement in person directly or over the public address system:
- *Announcement Example:* *"Your attention please. Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately. Calmly report to your classroom or remain in the room you are in. Lock all doors, close blinds. You can continue your teaching and learning activities. Do not go outside. Further Instructions will come. Staff please check your email periodically for more information."*
  -REPEAT-
- *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 directions

b) Call 9-1-1 if necessary
c) Notify the Superintendent's Office of situation. Ask for assistance as needed.
d) 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

Goal 3 Actions

a) Designate assigned individual to close all entrance and exit points on the campus perimeter
b) Designate assigned individual to lock all doors leading into administration building and other common areas
c) Ensure staff and students Secure Campus by remotely (phone/email) checking on each class/office. Remain inside
d) If law enforcement is on campus, they may be able to provide escort for a in-person check to ensure all classrooms are securely locked
e) Implement accountability procedures remotely. Notify staff of how to submit accountability reports (phone/email)

	f) Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to lockdown
	g) 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
	h) 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
	i) After the emergency has been neutralized, initiate All Clear
	STAFF ACTIONS: Goal 2 Actions j) Provide accountability report to Incident Command/administration, most likely this will be provided remotely (email or phone), in order for all individuals to remain inside k) Provide a report of any hazards or situations that need attention to Incident Command/administration
	Goal 3 Actions a) Move to the door and instruct any passing students to return to assigned classroom immediately b) Close and lock the door c) Continue class instruction or activity as normal D) Enforce the no entrance, no exit protocol. Remain in classroom or secured area and wait for further instructions E) Be alert to the possibility that response may elevate to LockDown f) Do NOT call office to ask questions; Incident Command will send out periodic updates. As Secure Campus is a precautionary measure, there is no reason to communicate with the front office staff except for day-to-day operations or if you see something suspicious or if an unknown individual tries to access your room g) 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 or Other Activity)
	Goal 3 Actions a) Gather students together and organize into an orderly formation b) Inform students that as part of Secure Campus procedures, the class will move immediately to a predetermined classroom location c) Proceed to on-campus shelter location as quickly as possible d) Once inside, take attendance to ensure all present students are accounted for e) 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 f) Implement all classroom policies and procedures for Secure Campus status g) Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander h) Wait for another action or, if All Clear announcement is issued, return to normal class routine

AFTER

Goal:	1. Effectively communicate to all stakeholders

	2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	Goal 1 Objectives a) Provide information to staff, parents, and students b) Provide information to front office c) Provide information to media Goal 2 Objectives a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Provide critical information to the leadership team in order to develop effective key messages b) Work with appropriate departments to write messages to inform parents, staff and the community about what happened c) Work with appropriate departments to draft talking points for phone calls and media requests Goal 2 Actions a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** Goal 2 Actions a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Lockdown

Threat of Violence on Campus/Immediately off Campus
See also Active Shooter and Other Active Assailant Procedures

Definition
Lockdown means imminent danger is on or approaching campus. Lockdown is initiated to isolate students and school staff from danger when movement within the school and within rooms on the campus will 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 always remain in the classrooms or designated locations. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area.

It may also require employees to initiate Options Based Response Actions (Run, Hide Fight; Escape Barricade Defend; etc.). Lockdown is used to prevent intruders from entering occupied areas of the buildings.

Lockdown may not be preceded with an announcement. Lockdown may be initiated over the intercom system or undertaken when the threat of violence or gunfire is identified on the campus.

It is important to note that if law enforcement contacts the campus and places the campus on Lockdown, it provides the school with two clear pieces of information:
● Law Enforcement is aware of the situation
● Law Enforcement is most likely already on campus or on the way to campus to prevent violence from happening
This differs from the situations where the school must place itself on Lockdown due to an imminent threat that is already present on or directly outside campus.

This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:
● Gunfire
● Extreme violence outside the classroom

BEFORE	
Goal:	1. Coordinate with local law enforcement to develop Lockdown procedures, train and exercise for Lockdown incidents 2. Develop the capacity of staff to lead students through appropriate response actions 3. Provide developmentally appropriate training to familiarize students with emergency responses
Objective(s):	Goal 1 Objectives

	a) Meet, train and drill with local law enforcement to:
	    ● Ensure an effective Lockdown and Active Shooter/Armed Assailant response
	    ● Determine strategies for accounting for all students and staff
	    ● Determine effective rooms/areas to use in Lockdown situations
	    ● Determine strategies law enforcement will use to keep the campus safe
	    ● Determine strategies recommended by law enforcement for staff to take during Lockdown situations
	b) Develop a clear chain of command with staff to facilitate functioning in an incident command or unified command
	
	Goal 2 Objectives
	a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with
	b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them
	c) Hold drills and exercises including different hazards and threats to provide varied experiences in responding to emergencies requiring Lockdown
	
	Goal 3 Objectives
	a) Equip students with an understanding of Lockdown response, using developmentally appropriate methods
	b) Equip students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS**
	
	Goal 1 Actions
	a) Meet with local law enforcement to:
	    ● Ensure the agency and responders know the standardized language and when they should call for a "Lockdown" rather than a "Secure Campus"
	    ● Determine rooms/areas best suited for Lockdown situations
	    ● Identify specific procedures the law enforcement agency will implement which will be helpful to know and understand
	    ● Identify specific strategies that the law enforcement agency recommends in working with them to conduct a Lockdown response
	    ● Develop accountability procedures which will work for law enforcement and the campus
	    ● Consider the different types of threats that might require Lockdown
	    ● Procedures for All Clear in Lockdown situations
	b) Ensure staff are trained on basics of incident command. This can be done during the annual Comprehensive School Safety Plan training
	Goal 2 Actions
	a) Ensure staff are trained on Lockdown and Active Shooter/Armed Assailant procedures. Especially emphasize the difference between a Lockdown and Secure Campus and that being on a Lockdown does not necessarily mean that there is an active shooter on campus. Emphasize that should individuals hear shooting, screaming or other major indicators of violence, that the situation most likely requires Options-Based Response procedures (run-hide-fight). Let staff know that the incident command will provide as

much information as possible in order for an effective response without causing undue panic

b) Hold Lockdown drills with just staff or both staff and students. Vary the times, days and possible situation in order to provide realistic scenarios which schools might experience during an emergency requiring Secure Campus

c) Ensure staff are familiar with special needs planning for emergencies (Functional Annex E)

Goal 3 Actions

a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Lockdown responses, using developmentally appropriate methods

b) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students, using developmentally appropriate methods, with the knowledge and skills they need to recognize and report potential warning signs that could lead to an escalation toward violence

STAFF ACTIONS:

Goal 1 Actions

a) Be familiar with the Incident Command System and designated role on the Incident Command Team

b) Follow the Chain of Command during emergency situations

c) Be familiar with Lockdown procedures and best locations to shelter during a Lockdown procedures

d) Understand the difference between a Lockdown and a Secure Campus

e) Be Familiar with Active Shooter/Armed Assailant procedures

f) Be familiar with the accountability procedures

g) Be familiar with reunification plan and designated roles in reunification

Goal 2 Actions

a) Review Secure Lockdown procedures quarterly

b) Participate and lead students through Lockdown drills, using developmentally appropriate methods for students

c) Be familiar with special needs emergency planning (Functional Annex E)

DURING

Goals:	1. Quickly assess the situation 2. Make proper notifications 3. Conduct appropriate Lockdown response procedures
Objective(s):	Goal 1 Objectives a) Quickly assess the situation and determine the need for Lockdown b) If available, work with law enforcement, and other responders to determine Lockdown needs c) Work with the university to obtain needed assistance d) Implement Lockdown procedures based on the analysis Goal 2 Objectives a) Notify staff and students to Lockdown b) Notify 9-1-1 c) Notify Superintendent's Office.

	d) Staff provide accountability report and situation status, if safe to do so. This should be done remotely via email or text messages, to ensure all individuals, including office staff remain in Lockdown Goal 3 Objectives a) Implement Lockdown procedures b) If safe to do so, ensure every student and staff members is accounted for

Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS**
	 Goal 1 Actions
	 a) Quickly determine the need for Lockdown by assessing the situation, relying on law enforcement, staff reports or personal observations
	 b) If law enforcement is on-site, work collaboratively to decide on Lockdown procedures and locations
	 c) If it is a critical incident that requires law enforcement to control the situation, take directions for the law enforcement incident command
	 Goal 2 Actions
	 a) Make notification to staff and students
	    ● The signal for Lockdown is a verbal command (Lockdown) utilizing the P.A. System or when the threat of violence or gunfire is identified by individuals on campus
	    ● Make an announcement in person directly or over the public address system:
	    ● Announcement 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"
	    ● If practical, the Site Incident Commander will direct office personnel to use staff email distribution list to send updates to staff as they are available. Office staff should monitor email system and update classrooms and Superintendent's Office, if possible. Circumstances may prevent regular communications with the classrooms
	    ● All staff should put life safety as priority and only engage in communications if they are in a secure area AND
	      ○ Know where the threat is and/or can describe to law enforcement how get to the threat
	      ○ Can describe the perpetrator(s)
	      ○ Are in dire need of medical services
	      ○ With someone in dire need of medical services
	    ● *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 directions
	 b) Call 9-1-1 if necessary
	    ● Provide as much information about the situation/threat:
	      ○ Location
	      ○ Description: clothing, age, etc.
	      ○ Weapons
	 c) Notify the Superintendent's Office of situation. Ask for assistance as needed.

Goal 3 Actions

a) Designate assigned individual to lock all doors leading into administration building and other common areas, if safe to do so

b) Ensure staff and students Secure Campus by remotely (phone/email) checking on each class/office

c) If law enforcement is on campus, they may be able to provide escort for an in-person check to ensure all classrooms are securely locked

d) Provide master key to law enforcement if they don't already have one or do not have access to the Knox box.

e) Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to Active Shooter/Armed Assailant Response

f) If students are out at break, recess, or lunch and situation is deemed imminent, announce Lockdown status and ask that all students return to assigned classrooms immediately

g) After the emergency has been neutralized, initiate All Clear per procedures developed

STAFF ACTIONS:

Goal 2 Actions

a) Provide accountability report to Incident Command/administration, if safe to do so. This will be provided remotely (email or phone), in order for all individuals to remain inside

b) All staff should put life safety as priority and only engage in communications if they are in a secure area AND
   o Know where the threat is and/or can describe to law enforcement how get to the threat.
   o Can describe the perpetrator(s).
   o Are in dire need of medical services.
   o With someone in dire need of medical services.

Goal 3 Actions - Inside buildings

a) Move to the door and instruct any passing students to return to assigned classroom immediately

b) Close and lock the door

c) Be alert to the possibility that response may elevate to Active Shooter/Armed Assailant response, and Options-Based (run-hide-fight) response actions.

d) If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom

e) Immediately lock doors and instruct students to get out of line of sight from windows, if possible

f) Close any shades and/or blinds if it appears safe to do so

g) Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement

h) Turn-off/silent all cellular phones. Leave **one** cell phone on silent and accessible at all times for communication with law enforcement or administration. All other phones should not be used in order to cut down on phone traffic

i) The only reason individuals in the classroom should use a phone is to provide information on the following:
   ● Location of the perpetrator
   ● Can describe the perpetrator
   ● Someone in the area needs *immediate* medical assistance

	j) If safe to do so, monitor email, texts and/or website for updated information
	k) Do not open the door for anyone. Law Enforcement will have keys or methods of breaching the door
	l) If in doubt as to whether the person opening is a law enforcement officer, ask for their name/badge number and get on the phone with dispatch to confirm their identity
	m) Law Enforcement may come in with their guns drawn. Tell all students and staff, if law enforcement enter to have arms raised above head and to not make any sudden movements
	n) Do NOT call office to ask questions; Incident Command will send out periodic updates, if safe to do so
	o) Wait for another action or, if All Clear is issued, return to normal class routine
	
	Goal 3 Actions – If Outside Buildings
	a) Staff will determine the best course of action, based on the location of the threat. Staff may:
	    ● Move to first available lockable building (e.g., classroom, auditorium, library, cafeteria). Occupants will remain in the secured area until further instructions are given
	    ● Run/Escape off campus with students relocating in a safe location. Staff who decide to engage in this option will call the administration to report their location and the number of children with them

AFTER

Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	Goal 1 Objectives a) Provide information to staff, parents, and students b) Provide information to front office c) Provide information to media Goal 2 Objectives a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Provide critical information to the leadership team to develop effective key messages b) Work with appropriate departments to write messages to inform parents, staff and the community about what happened c) Work with appropriate departments to draft talking points for phone calls and media requests Goal 2 Actions a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** Goal 2 Actions

	a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

Drop, Cover, Hold On Procedure

Definition

Earthquakes occur without notice and generally have aftershocks which are just as dangerous as the initial quake. 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.

BEFORE	
Goal:	1. Develop the capacity of staff to lead students through appropriate response actions and provide developmentally appropriate training to familiarize students with emergency responses 2. Provide developmentally appropriate training to familiarize students with emergency responses 3. Implement mitigation strategies to prevent injury from flying and falling objects
Objective(s):	Goal 1 Objectives a) Train all staff, including before- and after-school staff, to respond with the best actions to protect them and the children they are with b) Train all staff, including before-and after-school staff to assist individuals with special needs with the best actions to protect them c) Hold drills and exercises including different hazards requiring Drop, Cover and Hold-On procedures to provide varied experiences in responding to emergencies Goal 2 Objectives a) Equip students with an understanding of Drop, Cover and Hold-On response, using developmentally appropriate methods Goal 3 Objectives a) Provide training to staff on strategies to prevent or mitigate flying and falling objects and implement strategies in the school to prevent injury or damage
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS** Goal 1 Actions a) Provide prevention materials to staff and provide a brief training on mitigation strategies at the beginning of the year as part of training on the Comprehensive School Safety Plan b) Hold Drop, Cover and Hold-On and Evacuation drills. c) Familiarize staff with emergency supplies and command kits to make use easier should a disaster occur. This can be done through drills using the supplies/kits or conducting training Goal 2 Actions a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Drop, Cover and Hold-On responses, using developmentally appropriate methods Goal 3 Actions

	a) Ensure classroom and office staff use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) b) Ensure emergency supplies and command kits are stocked **STAFF ACTIONS:** Goal 1 Actions a) Be familiar with the Incident Command System and designated role on the Incident Command Team. b) Follow the Chain of Command during emergency situations. c) Be familiar with Drop, Cover and Hold-On procedures d) Be familiar with the accountability procedures e) Be familiar with reunification plan and designated roles in reunification. f) Participate and lead students through Drop, Cover and Hold-On drills. g) Be familiar with special needs emergency planning (Functional Annex E) Goal 2 Actions a) Work with team of school professionals, including counselors, psychologists and other mental health professionals to train students with an understanding of the Drop, Cover and Hold-On responses, using developmentally appropriate methods Goal 3 Actions a) Use appropriate mitigation strategies (securing heavy furniture, storing heavy objects low, lock cabinets) in classrooms and offices

DURING

Goals:	1. Make proper notifications. 2. Assess the situation 3. Conduct appropriate response procedures
Objective(s):	Goal 1 Objectives a) Make notify to staff and students to Drop, Cover and Hold-On b) Call 9-1-1 if necessary c) Notify Superintendent's Office d) Staff provide accountability report and situation status of any hazards Goal 2 Objectives a) Quickly assess the situation and determine the need for further emergency procedures including evacuation. If available, work with first responders to determine emergency procedure needs b) Work with the university for assistance needed c) Implement other emergency procedures based on the analysis Goal 3 Objectives a) Implement evacuation and other emergency procedures as needed b) Ensure every student and staff members is accounted for c) Activate members of the Incident Command Team as necessary (fire suppression, search & rescue, medical first aid)
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Make notification to staff and students • In a real event, the shaking of the ground is the signal to Drop, Cover, Hold On

- During an earthquake drill, the signal for Drop, Cover, Hold On is a verbal command (Drop, Cover, Hold On) over the P.A. System
- The following announcement will be made over the public address system and by teachers in classrooms:
- *Announcement 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"*
- Remind staff and students to cover heads/necks with a book or other hard surface if they must evacuate, in case of aftershocks or falling debris

b) Call 9-1-1 if necessary
c) Notify the Superintendent's Office or EOC of situation of any significant injuries or damage

Goal 2 Actions

a) Determine the need for evacuation by assessing the situation, relying on staff reports or personal observations, and call for evacuation and activation of Incident Command Team if required
b) If law enforcement or fire are on-site, work collaboratively to decide of evacuation and other necessary emergency procedures

Goal 3 Actions

a) Ensure staff and students implement Drop, Cover and Hold-On, evacuation and other important emergency procedures
b) Implement accountability procedures
c) If there is evidence of a gas leak, designate someone to turn off gas valves
d) Activate the Incident Command Team, if necessary
   - Search and Rescue
   - First Aid/Medical
   - Reunification Team
e) Upon arrival of First Responders, the Site Incident Commander will coordinate Initial Damage Assessment (See Functional Annex D) and decide upon a course of action to render the situation safe
f) Implement Reunification Plan as necessary (See Functional Annex B)

STAFF ACTIONS:

Goal 1 Actions

a) Provide accountability report to Incident Command/administration.
b) Provide a report of any hazards or situations that need attention to Incident Command/administration.
c) As evacuation is in process, conduct a rapid visual assessment of assigned areas as exiting and provide a report of any hazards to Incident Command

Goal 2 Actions

a) Determine the need for evacuation or other emergency actions by quickly assessing the situation
b) Notify Incident Command of any assistance needed to perform emergency actions

Goal 3 Actions – Inside Buildings

a) Direct students to get to safety under tables, desks, or other supporting objects. Hold onto the object to keep it over your body. If it's not possible to get under a supportive object, then make an effort to protect at least head/neck with book or other hard surface

	b) Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person c) Keep students in protected position for at least two minutes (following first quake and aftershocks) before assessing for damage or injuries d) After the first quake, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation by announcing the evacuation on the PA system. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation e) Have all individuals cover their heads with book or other hard surface as they evacuate, in case of aftershocks or falling debris f) If Incident Command Team is activated, fill designated position g) Extinguish any flames and turn off power to equipment and electrical appliances, if possible. h) Classrooms should not be reoccupied until authorized site building inspectors/facilities/custodian can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official. Goal 3 Actions – Outside Buildings a) Direct students to move away from buildings, trees, streetlights, signs, vehicles, windows and overhead utility wires that could fall and cause serious injury b) Once in the open, students and staff should drop to the ground onto their hands and knees before the earthquake knocks them off their feet c) If students and staff are unable to safely move away from buildings, trees, streetlights, signs, vehicles and overhead utility wires during the earthquake, then students and staff should drop down to the ground onto their hands and knees, cover their head, neck and face with their arms as best they can until the shaking stops. When the shaking subsides move to an open area d) If Incident Command Team is activated, fill designated position

AFTER

Goal:	1. Effectively communicate to all stakeholders 2. Determine campuses' evacuation response strengths, areas from improvement and steps to improvement
Objective(s):	Goal 1 Objectives a) Provide information to staff, parents, and students b) Provide information to front office c) Provide information to media Goal 2 Objectives a) Conduct After-Action Report process
Courses of Action:	**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:** Goal 1 Actions a) Provide critical information to the leadership team in order to develop effective key messages b) Work with appropriate departments to write messages to inform parents, staff and the community about what happened

	c) Work with appropriate departments to draft talking points for phone calls and media requests Goal 2 Actions a) Conduct an after-action report process and implement necessary actions for improving future responses b) Gather stakeholders to debrief and engaged in process to identify strengths and weaknesses (areas for improvement) of response c) Identify steps to improve future responses d) Implement steps to improvement **STAFF ACTIONS:** Goal 2 Actions a) Participate in the after-action report process b) Participate in any determined corrective actions discovered in the after-actions process

REUNIFICATION PLAN
FUNCTIONAL ANNEX B

NOTES ABOUT THIS SECTION
FOR FRONT OFFICE
Schools should have standardized procedures for parent/student reunification for any emergency. The following functional annex should be reviewed and modified by the school as necessary. These procedures are simply an idea of methods of reunification. These may not work for every school.

REUNIFICATION PLAN

Purpose

The purpose of the Reunification Plan is to provide for the orderly and coordinated reunification of students and families of all or any part of the school population. if an emergency situation occurs that warrants evacuating and/or closing the school early.

This plan is to be used in conjunction with the Site Comprehensive School Safety Plan and University's Emergency Operations Plan.

NOTE: For brevity, this plan will refer to "parents," which includes parents, guardians and individuals listed on the emergency card as authorized to pick up children in the absence of a parent or legal guardian.

Situation and Assumptions

Situation

There are a wide variety of emergency situations that might require student/parent reunification. Student/parent reunification may be needed if the school is evacuated or closed as a result of a hazardous materials, transportation accident, major fire, natural gas leak, localized flash flooding, school violence, bomb threat, or terrorist attack. Reunifications can occur on campus or at another location.

Assumptions

Some parents/guardians will refuse to cooperate with the student/parent reunification process. Parents/guardians may be emotional when arriving at the school.
While some emergency situations are slow to develop, others occur without warning. Hence, there may be time for deliberate student/parent reunification, or a student/parent reunification may have to be conducted with minimal preparation time. In the case of short notice, there may be little time to obtain personnel and equipment from external sources to support reunification operations.
Persons other than those on the student's emergency Request & Release Form will try to pick up students during an emergency.
Staffing may be limited; some duties may need to be modified based on the amount of staffing available.
Office staff may need to assist with the reunification process.

Disclaimer

The Reunification Plan has been written making every effort to be accurate, using best practices used by K-12 institutions for situations that require parent/student reunification. Where requirements exist, this Plan has been written with the intent to be in compliance. It is not the intent of this Plan to replace, supersede or void other mandated plans or operational directives but rather to be part of the site's Comprehensive School Safety Plan. This Plan cannot anticipate all possible emergency events or situations and necessary responses; therefore, it should be reviewed, verified and corrected where appropriate. Sites should test this Plan and its various elements through training and exercises and review annually. Conditions may develop during 'real world' events and resulting operations where standard methods will not suffice and nothing in this Plan shall be

interpreted as an obstacle to the experience, initiative, and ingenuity of the team members in overcoming the complexities that exist under actual emergency conditions.

Concept of Operations

General

- Student/parent reunification is the means for safe and orderly reunion of students and families in the event of an emergency evacuation or school closing. In planning for student/parent reunification, the characteristics of the hazard and its magnitude, intensity, speed of onset, and anticipated duration are all significant factors. These will determine the number of people to be reunited, the need for reception facilities, and the extent of traffic control and security required
- Schools must be prepared to conduct both small-scale and large-scale reunification at all times from known hazard areas and from unexpected incident locations
- Incident Command Team (Reunification Team) members may be located in several areas, depending on the type of reunification
    o The Assembly Area, which will be where students can wait for their parents/guardians
    o The Request Gate where parents/guardians fill out reunification documentation and provide identification
    o The Notification area where parents are notified if their child is missing, injured, deceased, arrested or being interviewed as a witness
    o The Reunification Area where parents/guardians, will be escorted to and reunified with their student
    o The Release Gate where parents and students leave the area
- The Request, Release and Reunification areas may be distinctly separate areas or, depending on the type of reunification, can all be the same area
- Volunteer assistance, if available, will be utilized to increase staffing, improve the communications capabilities, improve conditions at both areas, and to make refreshments at both areas, if available. Volunteers may be used as runners or greeters
- If the reunification will take place at an offsite location, make sure that the student bus entrance is separate and away from the parent/guardian area(s)

Basic Operations

- **Assembly Area**: Managed by Assembly Area Leader**.** Unless classroom teachers are otherwise assigned, they will remain with students in the assembly area keeping students calm and occupied. Staff members will be assigned to assist students with access and functional needs. The Assembly Area will have the list of the students assigned under their supervision, including the exact name of their parents/guardians. The Assembly Area is responsible for student accountability. Anyone who was absent at the start of the school day or who departed prior to the incident will be noted

- **Request Gate:** Managed by Request Gate Leader**.** When a parent/guardian arrives at the request gate, s/he will fill out the Student Request & Release Form, which asks for the name of the student(s) being picked up. The parent/guardian will then be required to show proof of their identification (driver's license or other government issued photo identification)

- **Release Gate:** When child arrives at Release Gate, parent/guardian again show ID and sign for the student(s) on Student Release Log and the Release Gate member will make a notation on the Student Request Form. Student(s) are released to the parent/guardian

- **Reunification Area:** This location is where the parent is reunified with their child(ren). Depending on how the operations are established, parent/student reunification can take place at the release gate, at an internal location on campus, or even at the request gate

- **Notification Area:** This location is where parents are notified if their student is injured, missing, arrested, a witness, dead, etc. It is a private area staffed by individuals who are sensitive to and trained to handle mental health needs. If Crisis Response Team members or other mental health professionals are available, they should staff this area

- **Security:** Managed by Site Facility Check & Security Leader or law enforcement on scene. Security is responsible for providing security at the Request and Release Gate, Assembly Area and Notification Room (if necessary). This group is responsible for traffic control. The number of staff will be determined by the security officer depending on the type of incident requiring reunification

- **Greeters:** If staff or volunteers are available to serve as greeters, they will be outside the request and release gate or at internal locations, handing out forms, providing critical information and answering questions

- **Runners:** If runners are available they can assist in running forms between the request and release gates, picking up students and delivering them to reunification area

On-Scene Parent Notification

If the parent/guardian must be notified that their child has been injured or for some other reason are not available for release to them, the staff member at the release point will not indicate the status of the child but will have the parent/guardian escorted by the Release Team to the Notification Room for further processing.

Notification Room Operations:

Managed by Mental Health Professional, if available. The notification room will be staffed with available mental health counselors, Assistant Principal/designee, and security officers. They will be responsible for notifying parents that their child is not available for pick-up for any of the following reasons: injured, dead, arrested, witness, etc. The staff member will:

- Provide available information regarding the child in a sensitive way

- Will assure the parent that everything possible is being done to safeguard their child or their child's remains
- Will inform the parent where they are to await further information about how they will be reunited with their child or the remains of their child
- Will assist the parent with their trauma
- Will make available to the parent means for communicating with other family members and supporters
- Will shelter the parent from media representatives
- Assign a school employee to serve as liaison to the family, if necessary

End of Operations

- At the end of the Operational Period (designated time frame), teachers will call all those parents who have not yet picked up their child to come to the Reunification Site
- If the parent/guardian cannot come to the school because of transportation issues or the student must use special transportation services because they have special functional needs, the student will be transported to his or her home by school personnel making sure that the parent will meet the bus at its normal drop off for the student. The parent will show identification and sign off on the student Request & Release Form
- In the event that no one is at the home to receive the student, the school shall maintain the custody of the student until as such time as a parent can be located or other arrangements can be made

Reunification Considerations General

The Incident Commander shall assess the need for evacuation, plan evacuations, or school closures that may require activating the student/parent reunification process. Student/Parent Reunification planning should resolve the following questions:

- Does the site need help from the University?
- How will parents/guardians be advised of what to do?
- What do evacuees need to take with them?
- What travel routes should be used by parents/guardians?
- What transportation support is needed?
- What traffic control is needed?
- How much security will be needed to begin with?
- Will food and drinks be needed?
- Who will maintain accountability of children and staff members sent to other offsite locations such as hospitals or shelters?
- Does the anticipated duration of the evacuation make it necessary to request activation of shelter and mass care facilities?

Reunifications conducted without warning may have to be planned quickly and carried out with only those resources that can be mobilized rapidly.

Traffic Control

- Traffic will be controlled by the local law enforcement if available
- If at all possible, two-way traffic will be maintained on all routes to allow continued access for emergency vehicles
- When time permits, traffic control devices, such as signs and barricades, will be provided
- Law enforcement will request tow truck services needed to clear disabled vehicles from traffic routes

Warning & Public Information

- The Incident Commander or Public Information Officer will normally arrange for dissemination of information on the reunification process
- For slowly developing emergency situations, advance warning should be given to parents/guardians as soon as it is clear that early school closure may be required. Such advance notice is normally disseminated through the media

Reunification Notification

Reunification notification should be disseminated through all available warning systems.

Emergency Public Information

- Brief and direct warning messages disseminated through warning systems alert the public to a threat and provide basic instructions. The public will often require additional information on what to do during the reunification process
- The Public Information Officer (PIO) will ensure that such information is provided to the media on a timely basis for further dissemination to the public
- Provisions must be made to disseminate information to individuals with special needs, including the visually and hearing impaired
- Additional instructions for reunification may include information on specific traffic routes
- When the incident that generated the need for reunification is resolved, parents/guardians must be advised when schools will reopen

Access Control & Security

During reunification, security is extremely important. Staff and students must be removed from any and all danger. Law enforcement and Site Security should establish access control points to limit entry into Assembly Areas.

Law Enforcement

- Assist in reunification by providing traffic control
- Provide security at the Reunification Area
- Coordinate law enforcement activities with other emergency services
- Inform the incident PIO of additional information in regard to traffic flow and how parents/guardians can get to the Reunification location

The Fire Service

- May lead the evacuation of students if necessary or make recommendations on alternative locations, if reunification cannot occur on school site
- Assist in warning the staff, students, and family
- Assist in evacuating the disabled and other special needs groups to the assembly area

The Public Information Officer (PIO)

- Disseminate emergency information advising the public of reunification actions to be taken
- Coordinate with area news media for news releases

Administration and Support

Reporting

Need for student/parent reunification should be reported to the university and request for support made through the Superintendent's Office. School site staff should be notified through identified emergency communication processes (intercom, email, text trees, bull horn, etc.). Law Enforcement notification should be made through 9-1-1 or through the non-emergency number, depending on the situation.

Activity Logs

The Finance and Administration staff shall ensure the recording of reunification decisions, significant activities, and the commitment of resources to support operations. If Finance and Administration section does not record the information, the section staff will provide guidance to those who are documenting the activities.

Documentation of Costs

Expenses incurred in carrying out reunification for certain hazards, such as radiological accidents or hazardous materials incidents, may be recoverable from the responsible party and in significant disasters such as floods and earthquakes through FEMA or the State. Hence, all departments and agencies will maintain records of personnel and equipment used and supplies consumed during the reunification process.

After Action Reporting

For small scale reunifications, the Incident Commander shall organize and conduct a review of emergency operations with those involved, using an "Abbreviated After Action Report" Form. If a larger scale reunification takes place, then The Preuss School will lead the efforts on the After-Action Report. The purpose of this review is to identify needed improvements in plans, procedures, facilities, and equipment.

Exercises

Local drills, tabletop exercises, functional exercises, and full-scale exercises shall periodically include a reunification scenario based on the hazards faced by the school.

Site Based Planning

- The school site planning team is responsible for developing and maintaining their site-specific plans for reunification. This will include predetermined locations that can be used in a reunification, with the understanding that all emergency plans are flexible based on the incident and the needs identified
- School sites should work with partnering agencies to conduct drills and exercises that will test both the procedures outlined in this plan and site-specific procedures

TWO-GATE REUNIFICATION

With Reunification Taking Place AT RELEASE GATE

This type of reunification is recommended when there are NO injuries, arrested or missing students. Students have been evacuated out of the classrooms and are in the assembly area.

CONTACT ADMINISTRATION FOR SUPPORT

☐ Reunification Team and Crisis Response Team at the school will be alerted by multiple means to either:
- o *Standby* or
- o *Report*

REUNIFICATION SAFETY CONCERNS

☐ Secure area against unauthorized access. Mark gates with signs

☐ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests

☐ Follow specific procedures outlined below to ensure the safe reunification of students with their parents or guardians

☐ Refer all requests for information to the Public Information Officer. Do not communicate unverified information or spread rumors

START UP

☐ Put on vest, badge, or position identifier

☐ Assign volunteers to assist

☐ Set up tables at the Request Gate and Release Gates

☐ Make alphabetical grouping signs based on roster alpha distribution and place them at the Request Gate

☐ Have Emergency Cards, Student Request & Release Forms, Rosters and Logs available at Request Gate

☐ Set up Release Gate outside away from the Request and Assembly areas

☐ Use buddy system to implement procedure: process may be aided by available staff, trained emergency volunteers, and/or student runners

☐ No person should be allowed to directly approach a student. Be alert to members of the media who may have left the media staging area in search of information or interviews

REQUEST GATE

☐ Have Parent fill out student information of Student Request & Release Form then show photo identification

- ☐ Verify Parent identification against information on Student List, Emergency Card or through other means and put the time, site official's name and signature

- ☐ Ask Parent to proceed to the Release Gate

- ☐ File the Emergency Card in an "out box" and document in the activity log or highlight names on a list

RADIO COMMUNICATION OR RUNNER TO STUDENT ASSEMBLY

- ☐ Radio the Assembly Area for student to report to Release Gate and send the Student Request & Release Form to Release gate **OR**

- ☐ Direct runner to the Assembly Area with the Student Request & Release Form, have Assembly leader locate requested student, and escort student to the Release Gate with runner. Teacher of Assembly Area Leader completes section of the form

- ☐ **IF STUDENT IS IN ASSEMBLY AREA**
  - o Runner shows Student Request & Release Form to the Assembly Area Leader
  - o Teacher/Staff marks box, "Sent with Runner"
  - o Runner walks student to Release Gate
  - o Runner hands paperwork to Release Staff
  - o Release Staff verifies student ID and concludes release process to Parent/Guardian

- ☐ **IF STUDENT IS NOT IN ASSEMBLY AREA**

  Although this type of reunification is not recommended for emergencies where we have students who are injured or missing, it may be necessary for this type of reunification be used. If a student is missing or injured, please attempt to separate the parents of the child without causing concern to all others.
  - o Assembly Area Leader makes appropriate notation on Student Request & Release Form
    - ● "Absent" if student was not in school that day
    - ● "First Aid" if student is known to be receiving Medical Treatment
    - ● "Missing" if student was in school but now cannot be located
  - o Runner takes Student Request & Release Form to Release Gate Leader
  - o Release Gate Leader verifies student location, if known, and directs runner accordingly
    - ● If student is in First Aid, escort parent to Medical Treatment Area
    - ● If student was marked absent, notify parent accordingly
    - ● If student is not available for release due any reason other than absent, escort parent to the NOTIFICATION AREA to provide information, assist with follow up and provide Crisis Response Team support as appropriate

RELEASE GATE

- ☐ Runner provides form to Release Gate staff who check Parent ID again

- ☐ Release Gate staff document student release

- ☐ Parent signs student out, then immediately departs the area with student to reduce congestion

Two Gate Reunification
With Reunification at Release Gate

Students

ASSEMBLY AREA

RELEASE GATE

Runner

Parents

REQUEST GATE
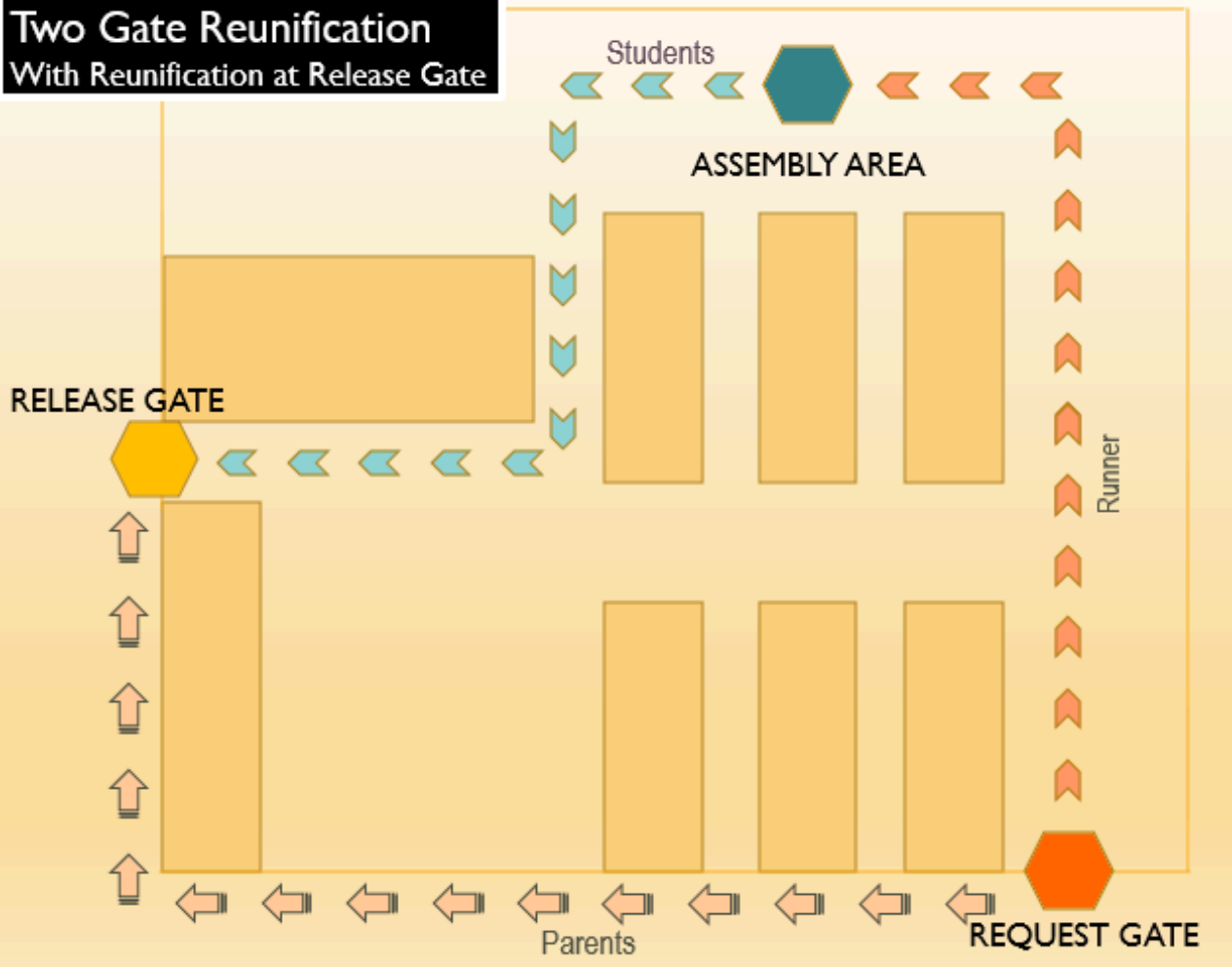
TWO-GATE REUNIFICATION
With INTERNAL Reunification and Notification Area

This type of reunification is recommended when there ARE injuries, arrested or missing students and the students had to be evacuated out of the classrooms and are in the assembly area.   The internal reunification allows the school to bring parents and children together while providing privacy for those parents who are notified of injured/missing students, when notification was not able to take place before arrival.

CONTACT THE ADMINISTRATION FOR SUPPORT

- ☐ Reunification Team and Crisis Response Team at the school will be alerted by multiple means to either:
  - o *Standby* or
  - o *Report*

REUNIFICATION SAFETY CONCERNS

- ☐ Secure area against unauthorized access. Mark gates with signs

- ☐ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests

- ☐ Follow specific procedures outlined below to ensure the safe reunification of students with their parents or guardians

- ☐ Refer all requests for information to the Public Information Officer. Do not communicate unverified information or spread rumors

START UP

- ☐ Put on vest, badge, or position identifier

- ☐ Assign volunteers to assist

- ☐ Set up tables at the Request Gate and Release Gates

- ☐ Make alphabetical grouping signs based on roster alpha distribution and place them at the Request Gate

- ☐ Have Emergency Cards, Student Request & Release Forms, Rosters and Logs available at Request Gate

- ☐ Set up Release Gate outside away from the Request and Assembly areas

- ☐ Use buddy system to implement procedure: process may be aided by available staff, trained emergency volunteers, and/or student runners

- ☐ No person should be allowed to directly approach a student. Be alert to members of the media who may have left the media staging area in search of information or interviews

- ☐ Notification Area, like the Reunification Area, if at all possible, should out of "line of sight" of the Request Gate
- ☐ Notify Request Gate, Reunification Area and Notification Area Staff of any injured, missing or arrested students, so they can be proactive in providing privacy when giving notification and receiving services

NOTIFICATION AREA SET-UP

- ☐ Private area with individual rooms, and external private access to transportation of premises, if possible
- ☐ Power supply and Internet access
- ☐ Radio to communicate with Student Assembly Area, Release Gate, Request Gate and Reunification Area
- ☐ Telephone to communicate with outside agencies and area hospitals
- ☐ Counselors and/or trained mental health professionals to provide notification and support to families
- ☐ Get names and contact information for personnel who will serve as the Family Liaison, if the child is injured, missing or deceased
- ☐ Water and snacks

REQUEST GATE

- ☐ Have Parent fill out student information of Student Request & Release Form then show photo identification
- ☐ Verify Parent identification against information on Student List, Emergency Card or through other means and put the time, site official's name and signature
- ☐ Have staff escort parents as individuals or groups to the reunification area
- ☐ If notification was not made to a parent(s) of missing, injured or arrested students prior to arrival, when the parent approaches the Request Gate, have staff escort them to Notification Area
- ☐ File the Emergency Card in an "outbox" and document in the activity log or highlight names on a list

RADIO COMMUNICATION OR RUNNER TO STUDENT ASSEMBLY

- ☐ Radio the Assembly Area for student to report to Reunification Area and send the Student Request & Release Form to Reunification Area **OR**
- ☐ Direct runner to the Assembly Area with the Student Request & Release Form, have Assembly leader locate requested student, and escort student to the Reunification Area with runner. Teacher of Assembly Area Leader completes section of the form
- ☐ **IF STUDENT IS IN ASSEMBLY AREA**
  - o Runner shows Student Request & Release Form to the Assembly Area Leader
  - o Teacher/Staff marks box, "Sent with Runner"
  - o Runner walks student to Release Gate

- o Runner hands paperwork to Release Staff
- o Release Staff verifies student ID and concludes release process to Parent.
- ☐ **IF STUDENT IS NOT IN ASSEMBLY AREA**
  - o Assembly Area Leader makes appropriate notation on Student Request & Release Form Comments
    - ● "Absent" if student was not in school that day
    - ● "First Aid" if student is known to be receiving Medical Treatment.
    - ● "Missing" if student was in school but now cannot be located
  - o Runner takes Student Request & Release Form to Reunification Area Leader
  - o Reunification Area Leader verifies student location, if known, and directs runner accordingly
    - ● If student is in First Aid, escort parent to Medical Treatment Area or Notification Area.
    - ● If student was marked absent, notify parent accordingly
    - ● If student is not available for release due any reason other than absent, escort parent to the Notification Area to provide information, assist with follow up and provide Crisis Response Team support as appropriate

REUNIFICATION AREA

- ☐ Has tables or barriers established to ensure safety and security when greeting parents and accepting students
- ☐ Monitor flow of traffic
- ☐ Accepts Student Request & Release Forms from incoming parents, requests students to come to the area by runner, radio or other method
- ☐ Double checks child's name with Student Request & Release Form
- ☐ Documents reunification on student lists or other developed method
- ☐ Escorts parents and students to the Release Gate, reminding parents to have ID out for last check. Sends the Student Request & Release Form to Release Gate with parent
- ☐ If parent comes into Reunification are whose student has been identified as missing, absent, injured or arrested, Reunification Area Leader will escort parent to Notification Area

NOTIFICATION AREA

Mental Health Professionals with the assistance of the Assistant Principal or Designee will:

- ☐ Greet parents or legal guardians
- ☐ Verify the name(s) of the student(s) they are requesting
- ☐ Verify the status of the student(s) being requested
- ☐ Only provide parents or legal guardians with accurate information regarding the status of their student(s). **Note:** A neighbor or relative may be authorized to pick up a student, but only parents or guardians should be informed of injuries or death
- ☐ Arrange for assistance in the way of transportation, faith-based assistance, or other support.

- ☐ Assign an employee to serve as a liaison to the family

- ☐ Inform the parent where they are to await further information about how they will be reunited with their student(s) or the remains of their student(s)

- ☐ Assist the parent with their trauma

- ☐ Make communication devices available to the parent/guardian means for contacting other family members and supporters

- ☐ Shelter the parent from media representatives

RELEASE GATE

- ☐ Reunification area sends Student Request & Release Form with parents to Release Gate and staff check Parent ID again before releasing parent/student

- ☐ Release Gate staff document student release

- ☐ Parent signs student out, then immediately departs the area with student to reduce congestion

Two Gate Reunification
With Internal Reunification

Students

ASSEMBLY AREA

REUNIFICATION

NOTIFICATION

Parents

RELEASE GATE

Runner
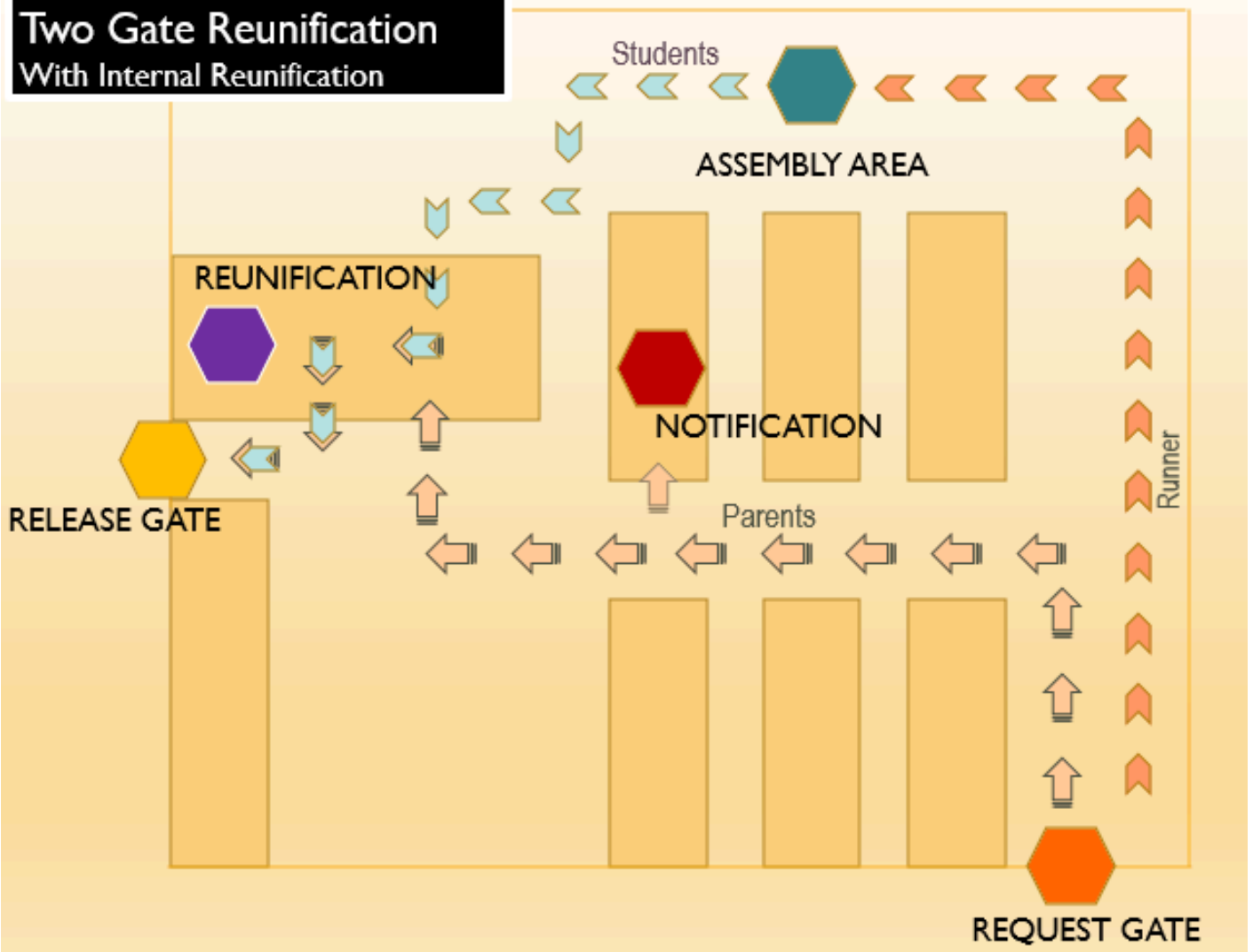
REQUEST GATE

ONE-GATE REUNIFICATION

This type of reunification is recommended when there are NO injuries, arrested or missing students. In this type of reunification there is one gate for both request and release. The recommended use for this type of process would be for incidents where there are few students to be reunified. An incident may start out as a two-gate reunification process and then shift to a one gate as the flow of traffic diminishes.

One Gate Reunification
With Reunification at Gate

Students

ASSEMBLY AREA

Parents

REQUEST & RELEASE GATE

Runner
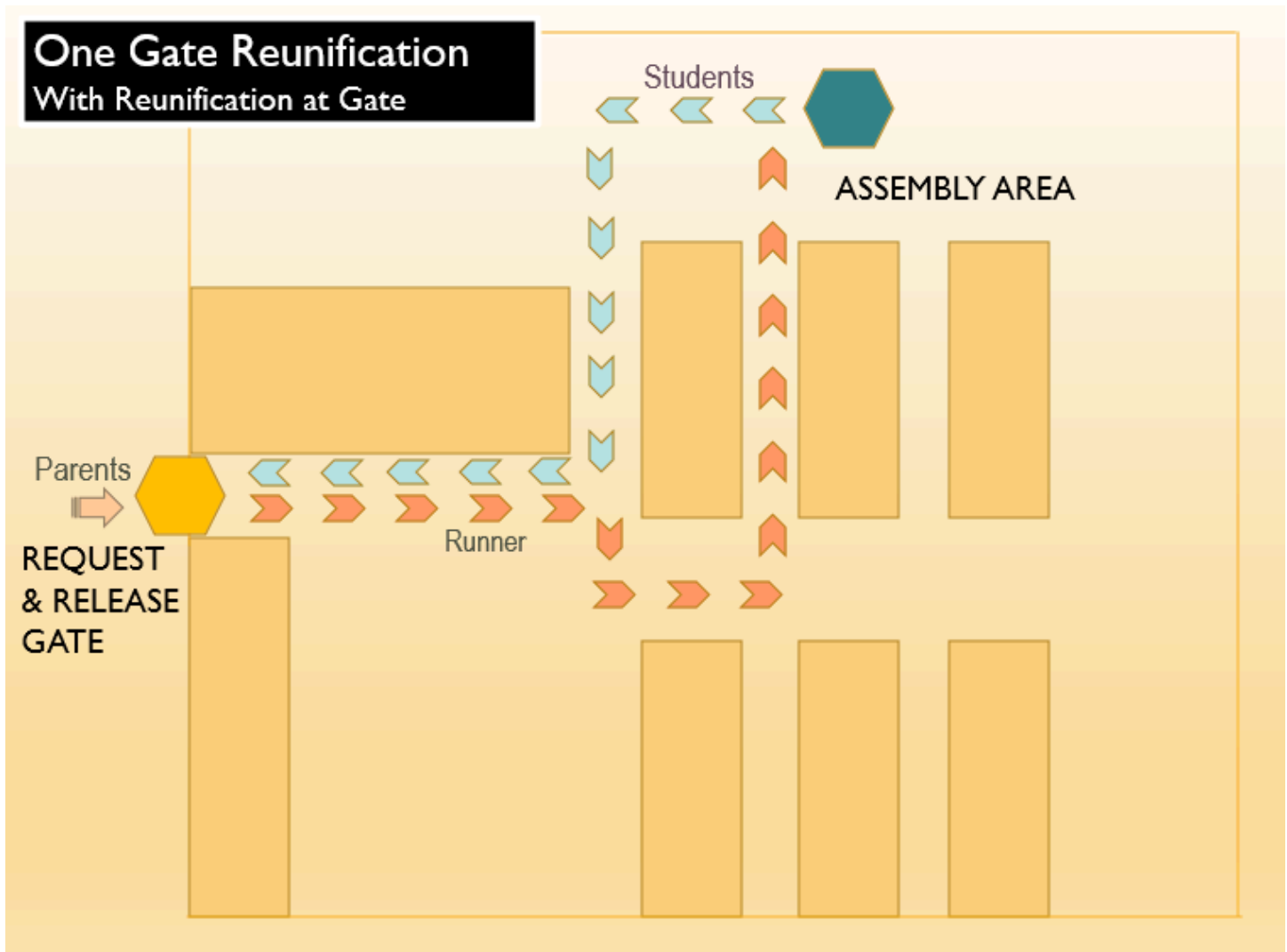
CLASSROOM REUNIFICATION

Classroom reunifications is recommended for incidents where students have remained in the classrooms. Examples of this type of situation would be in shelter-in-place or secure campus incidents.

REUNIFICATION SAFETY CONCERNS

☐ Secure area against unauthorized access. Only have one entrance for parents. Mark gates with signs.

☐ If a parent is uncooperative, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests

☐ Follow specific procedures outlined below to ensure the safe reunification of students with their parents or guardians

☐ Refer all requests for information to the Public Information Officer. Do not communicate unverified information or spread rumors

START UP

☐ Assign volunteers to assist

☐ Make signs with classroom numbers and teacher's name to have at the Request Gate.

☐ Have Student Request & Request & Release Forms for each parent

☐ Provide Emergency information to each teacher in their classroom via PDF or hard copy

☐ No person should be allowed to directly approach a student. Be alert to members of the media who may be in search of information or interviews

☐ Set-up Release Gate, for double checking ID

REQUEST GATE

☐ Have Parent fill out student information of Student Request & Release Form

☐ Line parents up according to classroom

☐ Escort parents to classroom

REUNIFICATION AREA (CLASSROOM)

☐ Has tables or barriers established to ensure safety and security when greeting parents. Students are behind the table/barrier, so parents do not take the child without going through proper accountability methods

☐ Accepts Student Request & Release Forms from incoming parents, checks ID and Student Emergency Card for verification

- ☐ Documents reunification on student lists or other developed method

- ☐ Reminds parents to have ID out for last check at the Release Gate

- ☐ Sends the Student Request & Release Form to Release Gate with parent

RELEASE GATE

- ☐ Reunification area sends Student Request & Release Form with parents to Release Gate and staff check Parent ID again before releasing parent/student

- ☐ Release Gate staff document student release

- ☐ Parent signs student out, then immediately departs the area with student to reduce congestion

OFF-SITE REUNIFICATION

Off-Site reunifications will have extensive staff support.

School site staff should expect to:

- ☐ Account for students. Let Incident Commander know of any missing, injured or deceased students

- ☐ Notify Incident Commander if any students are witnesses or possible suspects in any criminal behavior and keep those students separate from others

- ☐ Keep children calm and silently occupied while evacuating, on the bus and at the external evacuation site

- ☐ Help protect students while boarding and disembarking the bus – possibly creating protective lines on either side of the children as they walk

- ☐ Help with various other tasks such as distributing food or water to students, identifying special needs individuals, etc

Incident Commander should expect to:

- ☐ Account for students. Let Law Enforcement and Administration know of any missing, injured or deceased students

- ☐ Work with Law Enforcement and/or EMS to confirm injured, deceased, perpetrators, or witnesses so notifications can be made to parents as soon as possible

- ☐ Be available to office staff, to assist with reunification once at external location

- ☐ Serve as Incident Commander of school operations until handed over to another individual, either law enforcement, fire or administrator

REUNIFICATION SUPPLY CONSIDERATIONS

- ☐ Roller Boxes and/or Rubbermaid Containers for all equipment

- ☐ Alpha Student/Parent Roster with phone numbers or Student Emergency Contact Cards

- ☐ Student Request & Release Forms

- ☐ Alpha Signs to Organize Request Lines

- ☐ Tables and Chairs

- ☐ Bull Horns

- ☐ Caution tape

- ☐ Boxes to Organize Emergency Cards and Student Request & Release Forms

- ☐ Signs for way-finding (Request Gate, Release Gate, This Way, Parking, etc.).

- ☐ Vests

- ☐ ICS Assignment Badges

- ☐ Folders and organizers for rosters, student Request & Release Forms, etc.

- ☐ Pens and markers

- ☐ Map with Release Area and Parking

- ☐ Clipboards or extra tables along line for Parents to use

- ☐ Staplers

- ☐ Duct Tape

- ☐ Painter's Tape

- ☐ Zip-lock large bags

- ☐ Radios and extra batteries

STUDENT REQUEST & REQUEST & RELEASE FORM

Parent/Guardian: **Please complete section 1 of this form**. You will need to show your photo ID twice: when you check in and when you are reunited with your student. Thank you for your patience as we work to safely reunite you with your student.

Padres/Guardianes: **Por favor complete esa seccion1 de esta forma**. Usted tiene que mostrar su identificación dos veces: cuando usted se presenta y cuando usted se reúne con su alumno/estudiante. Gracias por su paciencia mientras trabajamos con seguridad para reunir a usted y a su estudiante.

PLEASE PRINT
(List siblings on the same form ONLY if they have the SAME LAST NAME)

PARENT - GUARDIAN SECTION / SECCIÓN DE PADRES

1

1)			
STUDENT Name Last	First Name	Teacher	Grade
2)			
	First Name	Teacher	Grade
3)			
	First Name	Teacher	Grade

PRINT NAME of Authorized Adult
(Must be listed as an emergency contact)

Cell Phone Number

STAFF COMPLETE SECTIONS 2 & 3

REQUEST GATE

2

Yes	No	
❑	❑	Is the person requesting the student on the Emergency Contact List STAFF INITIALS_____
❑	❑	On the Emergency Contact List paperwork, circle the name of the person picking up the student.
❑	❑	Did you verify Photo I.D.? If not, was identity verified through another means? (describe):
❑	❑	Direct the person to the Release Gate or Reunification Gate (where the reunification will take place).
❑	❑	Staff - give this form to a "staff runner" to retrieve the student.

RELEASE GATE OR REUNIFICATION AREA

3

Yes	No	
❑	❑	Receive/get student from Assembly Area.
❑	❑	Call out the name of the adult listed in Section 1 on this form who is approved to pick up the student.

❑   ❑   Verify Photo I.D. again. Have them sign below to indicate where they are going next.

Signature of person releasing student to:
Firma de la persona liberando al estudiante:

Next Destination:
Proximo destino:

Staff Signature: _____   **Time of Release:** _____

NOTES from Request Gate, Assembly Area or Release Gate ON BACK OF FORM

Student Release Log

School   The Preuss School UC San Diego   Date _____

	Student's Name	Teacher/Room Number	Release Time	Name of Person Released to	I.D. Verified (Staff Initials)	Signature of Adult Receiving Student
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

[If the Campus Emergency Response Team (CERT) is activated, report this information to the Operations Section. If it not activated, report to Superintendent's Office]

ABBREVIATED
AFTER-ACTION REPORT
(for small scale events and drills)

DATE :		TIME :	
SCHOOL/SITE	The Preuss School UC San Diego	BUILDING/AREA:	
TYPE OF INCIDENT:			
INDIVIDUALS CONTRIBUTING TO AAR:			
AAR TYPED BY:			

AREAS OF SUCCESS

AREAS FOR IMPROVEMENT

PROPOSED STEPS TO IMPROVEMENT	PERSON(S) TO COMPLETE	PROJECTED DATE FOR COMPLETION

Add rows to table as necessary

STEP-BY-STEP FOR INDIVIDUAL APPOINTED TO COMPLETE ABBR. AAR
1) Don't panic or put undue stress on yourself when working with individuals to complete the Abbr. AAR. This is simply a tool to identify what we are doing well, where we may need to improve and what steps will help us improve.

2) Meet with teachers, secretaries, custodians and others who were involved with the incident and brainstorm what we did well, what we need to improve and some suggested steps for improvement.
3) Complete this form using the information gained from the Brainstorm session.
4) Provide completed copies of this form to those who have been given duties for improvement and anyone who participated in the after- action report process.
5) Keep a copy of this completed form for your records.

INCIDENT COMMAND TEAM POSITION GUIDES

FUNCTIONAL ANNEX C

The following Position Guides outline the roles and responsibilities of the site Incident Command Team

NOTES ABOUT THIS SECTION
FOR OFFICE
This section includes the Position Guides for each of the Incident Command Team positions. If the school will not be using these positions, then then position guides need to be removed and the Incident Command Organization charts in the "Disaster Procedures" section of the Comprehensive School Safety Plan.

Site Incident Commander

Reports to:	**Superintendent (or designee)**
Staffing Characteristics:	Principal or Site Administrator
Responsibility:	The Site Incident Commander is solely responsible for disaster operations and shall remain at the Site Command Post to observe and direct all operations. Ensure the safety of students, staff and others on campus.
	Lead by example: your behavior sets the tone for staff and students.

Special Equipment:

- Crisis Response Boxes
- Emergency Supplies/Disaster Container
- Campus map
- Master keys
- Position-Specific forms
- AM/FM radio (battery)
- Site Command Post Tray (pens, etc.)
- Site Emergency Procedures Plan
- Tables & chairs (if Site Command Post is outdoors)
- Megaphones
- Staff rosters (2 sets)
- Campus Emergency Radio
- Copies of Forms

Start-Up:

- Assess type and scope of emergency
- Determine threat to human life and structures
- **Implement Site Emergency Response Procedures**
- Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives
- Activate functions (assign positions) as needed
- Fill in Position Assignment Log as positions are staffed
- Appoint a backup Site Incident Commander in preparation for long-term operations

During Event:

- Continue to monitor and assess total school situation

- View site map periodically for damage assessment information and status of Search & Rescue operations

- Check with Sections Chiefs for periodic updates

- Reassign personnel as needed

- Use Emergency Radio to relay information to the Campus Emergency Operations Center on status of staff, campus as needed

- Develop and communicate revised incident action plans as needed

- Authorize release of information

- Plan and take regular breaks, 5 minutes each hour - away from the Site Command Post

- Plan regular breaks for all staff and volunteers. Take care of your caregivers!

- Release staff as appropriate per school and university guidelines. By law, during a disaster, all staff become "Disaster Service Workers" and can be deployed by the Superintendent

- Remain on and in charge of your site until redirected or released by the Superintendent

After:

- Authorize deactivation of sections or units when they are no longer required

- At the direction of the Superintendent, deactivate the entire emergency response. If Law Enforcement, Fire Department or other outside agency calls an "All Clear," contact the University before taking any further action

- Ensure that any open actions not yet completed will be taken care of after deactivation

- Ensure the return of all equipment and reusable supplies to Logistics

- Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Planning & Intelligence Section Chief

- Proclaim termination of the emergency and proceed with recovery operations if necessary

Safety Officer

Reports to:	**Site Incident Commander**
Staffing Characteristics:	**These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.**
Responsibility:	The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Special Equipment:

- Hard hat (if available)

Start-Up:

- Assess type and scope of emergency

- Determine threat to human life and structures.

- Implement Site Emergency Procedures Plan

- Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives

- Activate functions (assign positions) as needed

- Fill in Position Assignment Log as positions are staffed

- Appoint a backup Site Incident Commander in preparation for long-term operations

During Event:

- Monitor drills, exercises, and emergency response activities for safety

- Identify and mitigate safety hazards and situation

- Stop or modify all unsafe operations

- Ensure that responders use appropriate safety equipment

- Think ahead and anticipate situations and problems before they occur

- Anticipate situation changes, such as severe aftershocks, in all planning

- Keep the Site Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions

Public Information Officer

Reports to:	**Site Incident Commander**
Staffing Characteristics:	**These duties are typically carried out by the Site Incident Commander or the School's Communications Officer. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.**

Responsibility: Staff, students, parents and the public has the right and need to know important information related to emergencies/disaster at the school site **as soon as it is available.**

The Public Information Officer acts as the official spokesperson for the school site in an emergency situation. If the school's Communications Officer is available, he/she will be the official spokesperson. A school site-based Public Information Officer should only be used if the media is at the campus and the Communications Officer is not available or forthcoming.

Special Equipment:

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms:
  - Public Information Release Worksheet
  - School Accountability Report
- Scissors
- School site map(s) and area map(s):
  - 8-1/2 x 11 handouts
  - Laminated display
- Digital recorder/voice recorder

Start-Up Activities:

- Determine a possible "news center" site as a media reception area (located away from the Site Command Post and students). Get approval from the Site Incident Commander
- Consult with Superintendent to coordinate information release
- Assess situation and obtain statement from the Site Incident Commander. Tape-record, if possible
- Advise arriving media that the site is preparing a press release and approximate time of its issue
- Open and maintain a Team Member Log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- Keep up-to-date on the situation
- Statements must be approved by the Site Incident Commander and should reflect:
  - Reassurance - "Everything's going to be OK."
  - Incident or disaster cause and time of origin

- Size and scope of the incident
- Current situation - condition of school site, Evacuation progress, care being given, injuries, student release location, etc. Do not release any names
- Resources in use
- Best routes to school if known and appropriate
- Any information school wishes to be released to the public
- **Read** statements if possible

- When answering questions, be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase "no comment."

- **Remind school site staff and volunteers to refer all questions from media or waiting parents to the Public Information Officer**

- Update information periodically with Site Incident Commander

- Ensure announcements and other information is translated into other languages as needed

- Monitor news broadcasts about incident. Correct any misinformation heard

Liaison Officer

Reports to:	**Site Incident Commander**
Staffing Characteristics:	**These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.**
Responsibility:	The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the school and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.
During Event:	

- Brief Agency Representatives on current situation, priorities, and incident action plan

- Ensure coordination of efforts by keeping Site Incident Commander informed of agencies' action plans

- Provide periodic update briefings to Agency Representatives, as necessary

Operations Section Chief

Reports to:	**Site Incident Commander**
Staffing Characteristics:	The Operations Chief should be a staff member familiar with the site and be trained in response skills.
Responsibility:	The Operations Chief manages the direct response to the disaster, which may include Site Facility Check & Security, Search & Rescue, and First Aid & Medical, as well as functional support units.

Special Equipment:

- Maps: See Crisis Response Box

During Event:

- Assume the duties of all operations positions until staff is available and assigned

- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists

- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed

- Communicate with Finance & Administration Section Chief as to whether or not there are any "missing". If it has been determined that there are "missing" occupants, appoint Search & Rescue Team Leader to direct search and rescue operations. Do not initiate search and rescue operations until it has been determined that there are in fact "missing" individuals.

- As information is received from the Operations staff, update the Site Incident Commander

- Inform the Site Incident Commander regarding tasks and priorities

- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities

- Schedule breaks and reassign Operations staff as needed

Site Facility Check & Security

Reports to:	**Operations Chief**
Staffing Characteristics:	Custodian or others familiar with the site's facilities.
Responsibility:	Primary responsibility is to conduct initial damage assessment. Also controls utilities, and restricts access to unsafe areas. Assists with traffic control for First Responder vehicles, parent pick-up and the media.

Special Equipment:

- Hard hat

- Work gloves

- Whistle

- Master keys

- Bucket or duffel bag with goggles

- Flashlight

- Dust masks

- Yellow caution tape

- Utility shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools

During Event:

- Observe the campus and report any damage by radio to the Site Command Post

- Lock or open gates and major external doors appropriate for the situation

- Locate/control/extinguish small fires as necessary

- Check gas meter and, **if gas is leaking**, shut down gas supply

- Shut down electricity only if building has clear structural damage or advised to do so by Site Incident Commander

- Post yellow caution tape around damaged or hazardous areas

- Verify that campus gates are secured and report same to Site Incident Commander

- Advise Site Incident Commander of all actions taken for information and proper logging

- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety

- Direct traffic of vehicles of parents, First Responders, and media on and off campus as appropriate

Search & Rescue Team Leader

Reports to:	**Operations Chief**
Staffing Characteristics:	Trained in Search & Rescue
Responsibility:	Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief. Search & Rescue operations are focused on finding and rescuing "missing" occupants. **Operations should not begin until it is clear who if any is missing. Otherwise, Search & Rescue Teams could be vulnerable to unnecessary risk and injuries.**

Special Equipment:

- Search & Rescue Team Member Backpacks for Buddy Teams
- Disaster Container

Start Up Activities:

- **Anyone entering damaged buildings and surround areas must be wearing sturdy shoes and long sleeves**
- Put batteries in flashlight
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, missing, or other situations requiring response
- **Each Buddy Team will consist of 3 persons.**

During Event:

- **Buddy system: 3 persons per Buddy Team.**
  - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first
  - **Follow all operational and safety procedures**
- Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking gas or extinguish fires, if possible
- Before entering a building, inspect complete exterior of building. Report structural damage to Team Leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged building**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk to mark slash "/" on door when entering room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark slash "\" on door to create an "X". This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: "Room A-123 is clear")*
- When injured victim is located, Buddy Team transmits location, number, and condition of injured to the Operations Chief who will inform the First Aid & Medical Team Leader. Do not use names of students or staff

- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information

- Keep radio communication brief and simple. No codes

Search & Rescue Team

Reports to:	**Search & Rescue Team Leader**
Staffing Characteristics:	Trained in Search & Rescue
Responsibility:	Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief.

Special Equipment:

- Search & Rescue Team Member Backpack
- Disaster Container
- Walkie-Talkies for Buddy Teams to communicate with the Team Leader

Start Up Activities:

- **You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight
- First to arrive temporarily assumes role of Search & Rescue Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response
- **Each Buddy Team will consist of 3 persons**

During Event:

- **Buddy system: 3 persons per Buddy Team**
    - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation firs
        - **Follow all operational and safety procedures**
- Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking gas or extinguish fires, if possible
- Before entering a building, inspect complete exterior of building. Report structural damage to Team Leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk to mark slash "/" on door when entering room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark slash "\" on door to create an "X". This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: "Room A-123 is clear")*
- When injured victim is located, Buddy Team transmits location, number, and condition of injured to the Operations Chief who will inform the First Aid & Medical Team Leader. Do not use names of students or staff
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information

- Keep radio communication brief and simple. No codes

First Aid & Medical Team Leader

Reports to:	**Operations Chief**
Staffing Characteristics:	Trained as a leader in providing emergency medical and psychological aid (i.e., School Nurse).
Responsibility:	Leads First Aid & Medical Teams in providing emergency medical response, first aid, and psychological or Critical Incident Stress Management (CISM) counseling.

Special Equipment:

- Marking pens
- First aid supplies: stretchers, blankets, vests (if available), quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms: Notice of First Aid Care Provided
- Medical Treatment Log

Start Up Activities:

- The following standards are recommended for establishing First Aid & Medical Teams: Sites with less than 500 students = 2 Buddy Teams; Sites with greater than 500 students = 3 Buddy Teams
- Establish scope of disaster with the Site Incident Commander and determine probability of outside emergency medical support and transport needs
- Request assistance from the Student Services Team for psychological staff and student needs
- Activate Buddy Team, as necessary
- Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container
- Assess available inventory of supplies and equipment
- Review safety procedures and assignments with personnel
- Establish point of entry ("triage") into treatment area
- Establish "immediate" and "delayed" treatment areas
- Set up a separate Psychological First Aid area with staff trained in CISM from the Student Services Team

During Event:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
    - Non-latex gloves for protection from body fluids; replace with new gloves for each new patient

- Make sure that accurate records are kept

- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance

- If needed, request additional personnel from Logistics

- Brief newly assigned personnel

- Report deaths immediately to Operations Section Chief.
  After pronouncement or determination of death:
  - **Do not** move the body until directed by Site Incident Commander
  - **Do not** remove any personal effects from the body. Personal effects must remain with the body **at all times**
  - As soon as possible, **notify Operations Section Chief**, who will notify the Site Incident Commander, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner
  - Keep accurate records and make available to law enforcement and/or the Coroner when requested
  - Write the following information on two tags:
    o Date and time found
    o Exact location where found
    o Name of decedent, if known
    o If identified—how, when, by whom
    o Name of person filling out tag
    o Attach one tag to body

- If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Place any additional personal belongings found in a separate container and label as above. Do not attach to the body - store separately near the body

- Keep Operations Section Chief informed of overall status

- Stay alert for communicable diseases and isolate appropriately

After:

- Conduct a Critical Incident Stress Debriefing for staff

First Aid & Medical Team

Reports to:	**First Aid & Medical Team Leader**
Staffing Characteristics:	Trained in First Aid and Critical Incident Stress Management (CISM)
Responsibility:	Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- First Aid & Medical Team supplies

- Marking pens

- Stretchers, blankets, vests (if available)

- Quick reference medical guides

- Tables, chairs, ground cover/tarps, medication from health office

- Forms:
  - o Medical Treatment Log
  - o Notice of First Aid-Care Provided

Start Up Activities:

- Obtain and wear personal safety equipment including latex gloves

- Use approved safety equipment and techniques

- Check with First Aid & Medical Team Leader for assignment

During Event:

- Administer appropriate first ai

- **Keep accurate records of care given**

- Continue to assess victims at regular intervals

- Report deaths immediately to First Aid & Medical Team Leader

- If and when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim**

- Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available

Buddy Teams:
- Deploy Buddy Teams when a victim has been identified. Provide care as appropriate and transport to the Medical Treatment Are

Triage Entry Area:
- Staffed by the First Aid & Medical Team Leader and Buddy Team members not on deployments
- Confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged

- Logs victims' names on form and sends forms to the Operations Section Chief as completed. Do not transmit victim names over the radio or walkie-talkie

Treatment Areas ("Immediate" & "Delayed")
- Completes secondary head-to-toe assessment
- Records information on triage tag and onsite treatment records
- Follow categories: Immediate, Delayed, Dead
- When using 2-way radio, do not use names of injured or dead

After:

- Clean up first aid area. Dispose of hazardous waste safely

- Assist in the Critical Incident Stress Debriefing for the staff

Reunification Team Leader

Reports to:	**Operations Chief**
Staffing Characteristics:	Highly organized. A calm, command presence. Principal, Associate Principal or Administrative Designee. If reunification is the only operation being performed, the RTL can be the incident commander.
Responsibility:	Lead the entire reunification process. Ensure the timely and organized reunification of children with parents. Support Reunification team.

Special Equipment:

- Signs for way-finding (Parking, Request Gate, Release Gate, Have Photo ID ready, etc.)
- Clipboard
- Phone or radio to communicate with team
- Forms: to provide to team
    - Student Accountability Report
    - Notice of First Aid-Care Provided

Start Up Activities:

- Request additional personnel, if needed
- Ensure signage for way-finding and instruction is posted throughout the school
- Assign staff as needed to reunification locations/roles (request gate, release gate, notification area, runners, greeters, etc.
- Ensure team members/locations have all necessary equipment (tables, forms, etc.)
- Refer to School Site Reunification Plan when necessary

During Event:

- Monitor the safety and well-being of the parents, students and staff
- Mitigate any identified problems
- Ensure team members are getting breaks
- Maintain order
- Work with security on any safety issues
- Direct all requests for information to the Public Information Officer

Assembly Area Leader

Reports to:	**Operations Chief**
Staffing Characteristics:	Trained in managing large groups of students - Associate Principal or Administrative Designee
Responsibility:	Ensure the care and safety of all students on campus (except those who are in the Medical Treatment Area).

Special Equipment:

- Ground cover and tarps

- First aid kit, water, food, sanitation supplies

- Student activities: books, games, coloring books, etc.

- Forms:
    - Student Accountability Report
    - Notice of First Aid-Care Provided

Start Up Activities:

- Request additional personnel, if needed

- If school is evacuating:
    - Verify that the Evacuation Area and routes to it are safe
    - Count or observe the classrooms as they exit, to make sure that all classes evacuate
    - Initiate the set-up of portable toilet facilities and hand washing stations

During Event:

- Monitor the safety and well-being of the students and staff in the Evacuation Area

- Administer minor first aid as needed

- Support the Release Gate process by releasing students with appropriate paperwork

- When necessary, provide water and food to students and staff

- Make arrangements through the Logistics Section for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease

- Make arrangements to provide shelter for students and staff

- Arrange activities and keep students reassured

- Update records of the number of students and staff in the Evacuation Area (or in the buildings)

- Direct all requests for information to the Public Information Officer

Section: Operations

Request Gate

Reports to:	**Operations Chief**
Staffing Characteristics:	School staff or volunteers
Responsibility:	Assure proper processing of reunification requests at the Request Area. Also, process requests from volunteers.

Special Equipment:

- Stapler
- Box(es) of Emergency Cards
- Signs: Parent Request Gate
- Empty file boxes to use as out boxes
- Pens for parents' to complete forms
- Forms:
    - Student Release Form
    - Volunteer Assignment Log

Start Up Activities:

- Secure area against unauthorized access. Mark gate with sign
- Set up Request Area inside the fencing at the main student access gate. Use alphabetical grouping signs to organize parent requests
- Pass Student Release Forms through the fence to the parents or guardians. Assign volunteers to assist
- Ensure an adequate distance between the Request Area and the Release Gate – 100 feet or more is recommended

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians
- **Refer all requests for information to the Incident Commander**
- If volunteers arrive to help, have them report to the Request Area to be registered

Reunification Procedures:

- Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification
- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card
- Staff instructs the requester to proceed to the Release Gate

- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box

- Runner takes form(s) to the designated classroom

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

If student is with class:
- Runner shows Student Release Form to the teacher
- Teacher marks box, **"Sent with Runner"**
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner
- Runner walks student(s) to Release Gate
- Runner hands paperwork to staff at Release Gate

If student is not with the class:
- Teacher makes appropriate notation on Student Release Form:
  - **"Absent"** if student was never in school that day
  - **"First Aid"** if student is in Medical Treatment Area
  - **"Missing"** if student was in school but now cannot be located
- Runner takes Student Release Form to the Operations Chief
- Operations Section Chief verifies student location if known and directs runner accordingly.
- **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Operations Chief for verification**

Release Gate

Reports to:	**Operations Chief**
Staffing Characteristics:	School staff or volunteers
Responsibility:	Assure proper reunification of student with parent or authorized adult at the Release Gate.
Special Equipment:	

- Stapler
- Pens for parents to sign Student Release Log
- Student Release Log
- Signs: Release Gate
- Empty file boxes to use for processed Student Release Forms

Start Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Release Gate away from the Request Area.
- Assign volunteers to assist, as needed.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- **Refer all requests for information to the Incident Commander.**

If student is with class:
- Runner shows Student Release Form to the teacher
- Teacher marks box, **"Sent with Runner"**
- If appropriate, teacher sends parent copy of Notice of First Aid Given Form with the runner.
- Runner walks student(s) to Release Gate
- Runner hands paperwork to staff at Release Gate
- Release Gate staff matches student to requester, verify proof of identification, ask requester to sign the Student Release Log, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable

If student is not with the class:
- Teacher makes appropriate notation on Student Release Form:
  - **"Absent"** if student was never in school that day
  - **"First Aid"** if student is in Medical Treatment Area
  - **"Missing"** if student was in school but now cannot be located

- Runner takes Student Release Form to the Operations Section Chief
- Operations Section Chief verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Operations Section Chief for verification
- Parent should be notified of missing student status and escorted to Crisis Counselor
- If student is in first aid, parent should be escorted to Medical Treatment Area
- If student was marked absent, parent will be notified by staff member

Planning & Intelligence Section Chief

Reports to:	**Site Incident Commander**
Staffing Characteristics:	Resource Teacher
Responsibility:	Collection, evaluation, documentation, and use of information about the incident.
Equipment:	

- File box(es)
- Dry-erase pens and eraser
- Large site map of campus, laminated or covered with Plexiglas
- Forms:
- Team Member Activity Log

During:

- **Gather information about the incident and post it for use by rest of the ERT**
- Assist the Site Incident Commander in writing Incident Action Plan

Records:
- Maintain time log of the Incident, noting all actions and reports
- Record content of all radio communication with school Emergency Operations Center (EOC)
- Record verbal communication for basic content
- Log in all written reports
  - **Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents**
- File all reports for reference

Student and Staff Accounting:
- Report first aid and medical needs to First Aid & Medical Team Leader
- File forms for reference
- Track regular and overtime of all staff

Situation Status Map:
- Collect, organize and analyze situation information
- Mark site map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus
- Preserve map as legal document until photographed
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:
- Provide current situation assessments based on analysis of information received
- Develop situation reports for the Site Command Post to support the action planning process
- Think ahead and anticipate situations and problems before they occur

Logistics Section Chief

Reports to:	**Site Incident Commander**
Staffing Characteristics:	Administrative skills
Responsibility:	The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Equipment:

- Cargo container or other storage facility with all emergency supplies stored on site
- Forms
- Site Status Report
- Volunteer Assignment List

Start Up Activities:

- Ensure that the Site Command Post and other facilities are setup as needed

Special Equipment:

- Cargo container or other storage facility and all emergency supplies stored on site

Start-Up Activities

- Set up the Site Command Post (including Crisis Response Boxes and Disaster Container)
- Begin distribution of supplies and equipment as needed
- Review staff roster and begin call-back, as required

During Event:

- Maintain security of cargo container, supplies and equipment
- Distribute supplies and equipment as needed
- Assist team members in locating appropriate supplies and equipment
- Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed
- Coordinate with the Site Incident Commander on establishing the need for future work shifts and related staffing needs
- Coordinate supplies, equipment, and personnel needs with the Site Incident Commander
- Maintain security of cargo container, supplies and equipment

After:

- Secure all equipment and supplies

Finance & Administration Section Chief

Reports to:	**Site Incident Commander**
Staffing Characteristics:	Familiar with common financial record keeping standards. Office staff.
Responsibility:	Most immediate duty is to account for all occupants. This is accomplished by gathering attendance information immediately following the emergency in order to determine who, if any, are missing. Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, and recovering school records following an emergency.

Special Equipment::

- None

During:

- Receive, record, and analyze Student Accounting Forms

- Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically

- **Report missing persons and site damage to Planning & Intelligence Section Chief**

- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials

- Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the school or university level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly

- Manage and analyze timekeeping records for emergency responders

- Determine process for tracking regular and overtime of staff

- Ensure that accurate records are kept of all staff members, indicating hours worked

- If University personnel not normally assigned to the site are working, be sure that records of their hours are kept

- Determine process for tracking purchases

- Support Logistics in making any purchases which have been approved by the Site Incident Commander

After:

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Planning & Intelligence Section Chief to gather all pertinent documents and records

INITIAL DAMAGE ASSESSMENT

FUNCTIONAL ANNEX D

NOTES ABOUT THIS SECTION
FOR FRONT OFFICE

The Preuss School may already have an initial or preliminary damage assessment form. It is recommended that schools have some process for collecting damage reports from school sites in the event of a large-scale disaster. This process will be critical if the jurisdiction and/or the school are eligible for FEMA or State reimbursement of disaster funds.

CONDUCTING AN INITIAL DAMAGE ASSESSMENT

Initial damage assessment – The effort by local authorities to collect data related to the extent of damage within a jurisdiction.

In a large-scale disaster, schools may have to conduct their own Initial Damage Assessment to send to the university office for compilation. Administration will then forward a damage assessment to the local jurisdiction (city/county). Damage assessments are critical as they help to determine whether the jurisdiction will receive state and federal reimbursement.

- The primary focus is on condition of physical assets of the campus
- When documenting damage, it is critical to be as specific as possible
- If necessary, when there is extensive damage in multiple buildings, schools can use one sheet per building

BUILDING INITIAL DAMAGE ASSESSMENT

If description of damage, include Building and/or Room references. Be specific of location of all damage

School The Preuss School UC San Diego	DATE:

Buildings Damaged

Space is (check all that apply)				
□ Not usable	□ Usable	□ Wet/Damp	□ Dry	□ Unknown

Utilities are operational (check all that apply)				
□ Phone	□ Internet	□ Electrical Power	□ Water	□ Sewer

Ceiling (e.g wet, sagging, collapse)

Walls (e.g. cracks, watermarks, soot)

Floor/Carpet (e.g. wet, burnt, torn, mildew)

Water Leaks (e.g. from roof, through walls, windows)

Doors/Windows (e.g. broken locks, hinges, awnings)

Fixtures (e.g. electrical outlets, lighting)	
Equipment/Furniture (e.g. lab equipment, PE Equipment, office equipment)	
Other	

Evacuation Planning for Special Needs

FUNCTIONAL ANNEX E

For People with Disabilities and Special Needs

The Preuss School UC San Diego uses this document which is based on and modified from the National Fire Protection Association Emergency Evacuation Guide in planning for special needs individuals during an emergency.

NOTES ABOUT THIS SECTION

FOR OFFICE

This document was modified from the National Fire Protection Emergency Evacuation Guide and has been made more school oriented.

Before providing the CSSP template to schools, The Preuss School should review this Functional Annex to determine any modifications and/or additions to procedures. The form at the end of the Annex can be used by schools to assess their ability to assist individuals with special needs.

Although this Functional Annex is not mandatory, The Preuss School should ensure that planning for special needs are considered within the CSSP.

Contents

CONTENTS

General Categories of Functional and Special Needs

- Mobility Impairments
- Visual Impairments
- Hearing Impairments
- Speech Impairments
- Cognitive Impairments
- Other Impairments, Emotionality, or Multiple Impairments

Elements of Needed Evacuation Information

- Notification/Communication (What is the emergency?)
- Orientation (Where is the way out?)
- Accessible and Safe Routes (Can I get out by myself, or do I need help?)
  - Self
  - Self with device
  - Self with assistance
- Personal Assistance (What kind of assistance might I need?)
  - Who
  - What
  - Where
  - When
  - How

Service Animals

Service animals assist people with disabilities in their day-to-day activities. While most people are familiar with guide dogs trained to assist people with visual impairments, service animals can be trained for a variety of tasks, including alerting a person to sounds in the home and workplace, pulling a wheelchair, picking up items, or assisting with balance.

The ADA defines a service animal "as any guide dog, signal dog, or other animal individually trained to provide assistance to a person with a disability." Service animals do not have to be licensed or certified by state or local government. Under the ADA, they are permitted in private facilities that serve the public, including shelters, hospitals, and emergency vehicles; in state and local government facilities; and in the workplace.

Only under the following rare and unusual circumstances can a service animal be excluded from a facility:
- The animal's behavior poses a direct threat to the health or safety of others.
- The animal's presence would result in a fundamental alteration to the nature of a business or a state or local government's program or activity.
- The animal would pose an "undue hardship" for an employer. Such instances would include a service animal that displays vicious behavior toward visitors or co-workers or a service animal that is out of control. Even in those situations, the public facility, state or local government, or employer must give the person with a disability the opportunity to enjoy its goods, services, programs, activities, and/or equal employment opportunities without the service animal (but perhaps with some other accommodation).

A person with a service animal should relay to emergency management personnel his or her specific preferences regarding the evacuation and handling of the animal. Those preferences then need to be put in the person's evacuation plan and shared with the appropriate building and management personnel.

People with service animals should also discuss how they can best be assisted if the service animal becomes hesitant or disoriented during the emergency situation. The procedure should be practiced so that everyone, including the service animal, is comfortable with it.

First responders should be notified of the presence of a service animal and be provided with specific information in the evacuation plan. Extra food and supplies should be kept on hand for the service animal.

Standard Building Evacuation Systems

A standard building evacuation system has three components:
- The circulation path
- The occupant notification system(s)
- Directions to and through the circulation paths

Circulation Path

A circulation path is a continuous and unobstructed way of travel from any point in a building or structure to a public way.

The components of a circulation path include but are not limited to rooms, corridors, doors, stairs, smoke-proof enclosures, horizontal exits, ramps, exit passageways, escalators, moving walkways, fire escape stairs, fire escape ladders, slide escapes, alternating tread devices, areas of refuge, and elevators.

A circulation path is considered a usable circulation path if it meets one of the following criteria:
- A person with disabilities is able to travel unassisted through the circulation path to a public way.
- A person with disabilities is able to travel unassisted through that portion of the circulation path necessary to reach an area of refuge. (See 7.2.12 of NFPA 101¨, Life Safety Code¨ for more information.)

An area of refuge serves as a temporary haven from the effects of a fire or other emergency. The person with disabilities must have the ability to travel from the area of refuge to the public way, although such travel might depend on the assistance of others. If elevation differences are involved, an elevator or other evacuation device might be used, or the person might be moved by other people using a cradle carry, a swing (seat) carry, or an in-chair carry or by a stair descent device. (See 7.2.12 of NFPA 101¨, Life Safety Code¨ , for more information.)

A usable circulation path would also be one that complies with the applicable requirements of ICC/ANSI A117.1, American National Standard for Accessible and Usable Buildings and Facilities, for the particular disabilities involved.

Occupant Notification System

The occupant notification systems include but are not limited to alarms and public address systems. NFPA 72¨, National Fire Alarm Code, defines a notification appliance as "a fire alarm system component such as a bell, horn, speaker, light, or text display that provides audible, tactile, or visible outputs, or any combination thereof."

Directions to and through the Usable Circulation Path

Directions to and through the usable circulation path include signage, oral instructions passed from person to person, and instructions, which may be live or automated, broadcast over a public address system.

Personal notification devices, which have recently come onto the market, can be activated in a number of ways, including but not limited to having a building's alarm system relay information to the device. The information can be displayed in a number of forms and outputs. Because this technology is new to the market, such devices and systems are not discussed here; however, emergency evacuation personnel and people with disabilities may want to investigate them further.

Mobility Impairment

OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with mobility impairments can hear standard alarms and voice announcements and can see activated visual notification appliances (strobe lights) that warn of danger and the need to evacuate. No additional planning or special accommodations for this function are required, unless the individual has multiple impairments.

ORIENTATION/WAYFINDING

Is There a Usable Circulation Path?
Can People with Mobility Impairments Use the Usable Circulation Path by Themselves?
People with mobility impairments need to know if there is a usable circulation path from the building they are in. If there is not a usable circulation path, then their plans will require alternative routes and methods of evacuation to be put in place.

Not all people using wheelchairs or other assistive devices are capable of navigating a usable circulation path by themselves. It is important to verify that each person using any assistive device can travel unassisted through the usable circulation path to a public way. Those who cannot must have the provision of appropriate assistance detailed in their emergency evacuation plans. Additionally, the plans should provide for evacuation of the device or the availability of an appropriate alternative once the person is outside the building. Otherwise, the person with the mobility impairment will no longer have independent mobility once he or she is out of the emergency situation.

Which Circulation Paths Are Usable Circulation Paths?

Exits, other than main exterior exit doors that obviously and clearly are identifiable as exits, should be marked by approved signs that are readily visible from any direction of approach in the exit access.

Where not all circulation paths are usable by people with disabilities, the usable circulation path(s) should be clearly identified by the international symbol of accessibility.

Locations of exit signs and directional exit signs are specified by model codes. Usually the signs are placed above exit doors and near the ceiling.

Supplemental directional exit signs may be necessary to clearly delineate the route to the exit. Exit signs and directional exit signs should be located so they are readily visible and should contrast against their surroundings.

People with mobility impairments should be provided with written directions, a brochure, or a map showing all directional signs to all usable circulation paths. For new employees and other regular users of the facility it may be practical to physically show them the usable circulation paths as well as provide them with written information. In addition, simple floor plans of the building that show the locations of and routes to usable circulation paths should be available to visitors with mobility impairments when they enter the building. Site staff should be trained in all the building evacuation systems for people with disabilities and be able to direct anyone to the nearest usable circulation path.

Can the Person with a Mobility Impairment Use Stairs?

Not all people with mobility impairments use wheelchairs. Some mobility impairments prevent a person from using building features that require the use of one's arms, hands, fingers, legs, or feet. People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms. The evacuation plans for these people should address alternative routes, alternative devices, or specific provisions for assistance.

Are There Devices to Help People with Mobility Impairments Evacuate?

Can the Elevators Be Used?

Although elevators can be a component of a usable circulation path, restrictions are imposed on the use of elevators during some types of building emergencies. Elevators typically return to the ground floor when a fire alarm is activated and can be operated after that only by use of a "firefighters" keyed switch. This may not be true in the event of non-fire emergencies requiring an evacuation. Consider what types of emergencies elevators can still be used.

Are Lifts Available?

If available, lifts generally have a short vertical travel distance, usually less than 10 feet, and therefore can be an important part of an evacuation. Lifts should be checked to make sure they have emergency power, can operate if the power goes out, and if so, for how long or how many uses. It is important to know whether the building's emergency power comes on automatically or a switch or control needs to be activated.

What Other Devices Are Available?

Some evacuation devices and methods, including stair-descent devices and the wheelchair carry, require the assistance of others. Determine whether the locations with elevators have Evacuation Chairs for use if elevators are not working.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?
Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders?

People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms can be assisted by anyone. A viable plan to address this situation may be for the person with the disability to be aware that he or she will need to ask someone for assistance with a particular door or a particular device. It is important to remember that not everyone in a building is familiar with all the various circulations paths everywhere in the building and they may have to use an unfamiliar one in the event of an emergency.

How Many People Are Necessary to Provide Assistance?
One Person

When only one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, an off-site meeting, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a more reliable plan

Multiple People

When more than one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least twice the number of people required who are willing and able to provide assistance. Common sense tells us that one or more specific people may not be available at any given time due to illness, vacation,

off-site meetings, and so on. The identification of a pool of people who are likely to have different working and traveling schedules provides a more reliable plan.

What Assistance Will the Person(s) Provide?
Guidance
- Explaining how and where the person needs to go to get to the usable circulation path
- Escorting the person to and/or through the usable circulation path
- For students with Autism, are they hypersensitive to noise, light, crowds, touch, etc. that may affect their evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any augmentative communication device the student will need to carry with him/her during the evacuation to meet his/her communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual and verbal warnings of upcoming fire drills, recording of the alarm sound in short burst, and later longer intervals on a recording, social stories about loud noises and fire drills and why it is important not to hide, etc.)
- Does the student IEP and/or BSP Include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Minor Physical Effort
- Offering an arm to assist the person to/through usable circulation path
- Opening the door(s) in the usable circulation path

Major Physical Effort
- Operating a stair-descent device
- Participating in carrying a wheelchair down the stairs
- Carrying a person down the stairs

Waiting for First Responders
Waiting with the person with the impairment for first responders would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way of predicting how long any given area will remain a safe haven under emergency conditions.

This topic should be discussed in the planning stage. Agreement should be reached regarding how long the person giving assistance is expected to wait for the first responders to arrive. Such discussion is important because waiting too long can endanger more lives. If someone is willing to delay his or her own evacuation to assist a person with an impairment in an emergency, planning how long that wait might be is wise and reasonable.

Where Will the Person(s) Start Providing Assistance?
Does the person providing assistance need to go where the person with the mobility impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)?

Visual Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with visual impairments can hear standard building fire alarms and voice announcements over public address systems that warn of a danger or the need to evacuate or that provide instructions, unless the individual has multiple impairments. Please consult the sections that address each area of need. Refer to the IEP and Special Education team for specialized planning.

ORIENTATION/WAYFINDING

Is There a Usable Circulation Path?
Can People with Visual Impairments Use the Circulation Path by Themselves?

In addition to identifying usable circulation paths, sites should also:
- Locate or identify these paths.
- Put signs up in alternative formats
- Identify all students and staff with visual impairments
- Develop evacuation plans for different abilities

A person with a visual impairment needs to know if there is a usable circulation path from the building. If there is not a usable circulation path, then the personal emergency evacuation plan for that person will require that alternative routes and methods of evacuation be put in place.

Which Circulation Paths Are Usable, Available, and Closest?

Exits should be marked by tactile signs that are properly located.

Where not all circulation paths are usable by people with disabilities, the usable paths of circulation should be identified by the tactile international symbol of accessibility:

The location of exit signage and directional signage for those with visual impairments is clearly and strictly specified by codes.

It may be practical to physically take new students (yearly) and employees with visual impairments to and through the usable circulation paths and to all locations of directional signage to usable circulation paths. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path. Rope should be available to assist the visually impaired.

Will a Person with a Visual Impairment Require Assistance to Use the Circulation Path?

Not all people with visual impairments are capable of navigating a usable circulation path. It is important to verify that a person with a visual impairment can travel unassisted through the exit access, the exit, and the exit discharge to a public way. If he or she cannot, then the emergency evacuation plan will include a method for providing appropriate assistance.

Generally, only one person is necessary to assist a person with a visual impairment. A practical plan is to identify at least two, ideally more, people who are willing and able to provide assistance. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders

People with visual impairments who are able to go up and down stairs easily but simply have trouble finding the way or operating door locks, latches, and other devices can be assisted by anyone. A viable plan may simply be for the person with a visual impairment to be aware that he or she will need to ask someone for assistance.

What Assistance Will the Person(s) Provide?
Guidance
- Explaining how to get to the usable circulation path
- Escorting the person with the visual impairment to and/or through the circulation path
- For students with behavior disabilities, or Autism, does their IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation.
- Please note that any assistant for those with visual impairment should be CPI trained.

Minor Physical Effort
- Offering the person an arm or allowing the person to place a hand on your shoulder and assisting the person to/through the circulation path
- Opening doors in the circulation path

Waiting for First Responders
Generally speaking, a person with a visual impairment will not need to wait for first responders. Doing so would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way to predict how long any given area will remain a safe haven under emergency conditions.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the visual impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

Hard of Hearing or Deaf

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

Visual Devices for the Fire Alarm System
People with hearing impairments cannot hear alarms and voice announcements. Many codes require new buildings to have flashing strobe lights (visual devices) as part of the standard building alarm system, but because the requirements are not retroactive many buildings don't have them. In addition, strobes are required only on fire alarm systems and simply warn that there may be a fire. Additional information that is provided over voice systems for a specific type of emergency such as threatening weather event, or that directs people to use a specific exit, are unavailable to people with hearing impairments.

It is extremely important for people with hearing impairments to know what, if any, visual notification systems are in place. They also need to be aware of which emergencies will activate the visual notification system and which emergencies will not. Alternative methods of notification need to be put into the emergency evacuation plans for people with hearing impairments so they can get all the information they need to evacuate in a timely manner.

Devices or Methods for Notification of Other Emergencies
The following is a partial list of emergencies that should be considered in the development of alternative warning systems:
- Natural Events
  - Storms (hurricanes, tornadoes, floods, snow, lightning, hail, etc.)
  - Earthquakes (Although a system would provide only a few seconds' notice, it may lessen anxiety and prevent panic.)
- Human-Caused Events (robbery, hostile acts, random violence, etc.)

  Scrolling reader boards are becoming more common and are being applied in creative ways. In emergency situations, they can flash to attract attention and provide information about the type of emergency or situation. The Office will have control over the boards in the classrooms and around campus. Some major entertainment venues use this technology to provide those with hearing impairments with "closed captioning" at every seat, for very little cost. A reversed scrolling reader board is mounted in the back of the room. Guests with hearing impairments are provided with small teleprompter-type screens mounted on small stands. The guests place the stands directly in front of themselves and adjust the screens so they can see the reader board reflected off the screens. The screens are transparent, so they don't block the view of guests behind the screen users.

If a person with a hearing impairment is likely to be in one location for a significant period of time, such as at a desk in an office, installation of a reader board in the work area might be considered to provide appropriate warning in an emergency.

Personal notification devices are also coming on the market. Such devices can be activated in a number of ways, including having a building's alarm system relay information to the device. Information can be displayed in a variety of forms and outputs.

E-mail and TTY phone communications are other alternative methods of notification for people with hearing impairments.

Another option is the use of televisions in public and working areas with the closed caption feature turned on.

ORIENTATION/WAYFINDING

Is Prior Knowledge of the Circulation Path Location(s) Necessary?

No Special Requirements. Once properly notified by appropriate visual notification devices of an alarm or special instructions, people with hearing impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with hearing impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building.

Elevators are required to have both a telephone and an emergency signaling device. People with hearing or speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, many people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance in areas of low or no light where their balance could be affected without visual references. In this event, the functional team should be taught signs or have pictures/pen and paper to communicate with the hearing impaired.

OTHER CONSIDERATIONS
- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any, augmentative communication device does the student need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- What behavioral supports and rewards are needed to encourage cooperation and compliance?
- What personnel will assist in transition and monitoring for student throughout situation?

Speech Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with speech impairments can hear standard alarms and voice announcements and can see visual indicators that warn of danger and the need to evacuate. Therefore, no additional planning or special accommodations for this function are required, unless the individual has multiple impairments. Please consult the sections that address each area of need.

ORIENTATION/WAYFINDING

Is Prior Knowledge of the Location of the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Signs in alternative formats should be posted at the building entrances stating the availability of the floor plans and where to pick them up. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

The only standard building egress system that may require the ability to speak in order to evacuate a building is an emergency phone in an elevator. Elevators are required to have both a telephone and an emergency signaling device. People with speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance with voice communication devices in an elevator.

OTHER CONSIDERATIONS
- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?

- • What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).

Cognitive Impairment

Cognitive impairments prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use the features. Cognitive impairments are caused by a wide range of conditions, but all result in some decreased level of ability to process or understand information or situations. An individual may have multiple disabilities. Please consult the sections that address each area of need.

All standard building egress systems require the ability to process and understand information in order to safely evacuate.

Possible accommodations for people with cognitive impairments might include the following:
- Providing a picture book of drill procedures
- Color coding fire doors and exit ways
- Implementing a buddy system
- Using a job coach for training

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with cognitive impairments can hear standard alarms and voice announcements and see visual indicators that warn of danger and the need to evacuate. However, the ability of a person with a cognitive impairment to recognize and understand a fire alarm or other emergency notification systems and what they mean should be verified. If the person does not recognize and understand alarms, then plans for assistance need to be developed.

ORIENTATION/WAYFINDING

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use them without assistance, then plans for assistance need to be developed.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Building security personnel, including those staffing the entrances, should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders? Do the people identified have to have special training or skills? Should the helper be known to the person with cognitive impairments?

Generally, only one person is necessary to assist a person with a cognitive impairment. A practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

What Assistance Will the Person(s) Provide?
- Ensuring that the person with the cognitive impairment is aware of the emergency and understands the need to evacuate the building
- Guidance to and/or through the means of egress

Where Will the Person(s) Start Providing Assistance?
Does the person providing assistance need to go where the person with the impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

OTHER CONSIDERATIONS
- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- Does the student IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Classroom Evacuation Planning Checklist for Functional & Access Needs

Teacher Name:		Room #:	

Building (home, office, etc.):		Primary Phone:	

Are Service Animals Present:	Yes	No

COMMUNICATION/OCCUPANT NOTIFICATION

Type of Emergency	Method or Device for Notification
Fire:	
Earthquake:	
Flood:	
Storm:	
Attack:	
Other (specify):	

	YES	NO	N/A	Comments
Are there emergency notification devices (alarms, etc.) appropriate for students/occupants?				
Does the teacher/aides know the location of each emergency notification device/system and do students understand its meaning/function?				
Does the teacher/aides know how to sound the alert for emergencies (manual pull box alarms, public address systems, radio, telephones)?				
If telephones are used to report emergencies, are emergency numbers posted near telephones, on next to classroom phone or in other conspicuous locations?				
Is there a way for a person with a hearing or speech impairment to report an emergency?				
If the communication system also serves as an alarm system, do all emergency messages have priority over all non-emergency messages?				
Is there a unique signal (sound, light, header) to indicate an emergency message?				

ACCESSIBLE AND SAFE ROUTE/USE OF THE WAY

	YES	NO	N/A	Comments
Are evacuation paths always free of obstructions, including furniture and equipment, so everyone can safely exit the building during an emergency?				
Do all interior doors, other than fire doors, readily open from the inside without keys, tools, or special knowledge and require less than 5 pounds of force to unlatch and set the door in motion?				

Are exit signs *not* obstructed or concealed in any way, particularly for people with vision impairments who need to find and feel the sign?				
Are exit doors kept free of items that obscure the visibility of exit signs or that may hide visual, tactile, or Braille signage?				
Is the emergency escape path clear of obstacles caused by construction or repair ?				
Are usable evacuation paths at least 32 inches wide for any segment less than 24 inches in length and 36 inches for all segments 24 inches or longer?				
Is each usable evacuation path a permanent part of the facility?				
If the circulation path is not substantially level, are occupants provided with appropriate stairs or a ramp?				

ORIENTATION/WAYFINDING

	YES	NO	N/A	Comments
How do staff communicate the evacuation path to individuals with functional and special needs?				
Is the usable evacuation path clearly marked to show the route to leave the building or to relocate to some other space within the building in an emergency?				
Do doors to an evacuation path have proper maneuvering clearances?				
Can the doors be easily unlatched?				
Is each exit marked with a clearly visible sign reading "EXIT" in any necessary forms (visual, tactile, Braille)?				
Is every doorway or passage that might be mistaken for an exit marked "NOT AN EXIT" or with an indication of its actual use in any necessary forms (visual, tactile, Braille)?				
Are signs posted and arranged along evacuation paths to adequately show how to get to the nearest exit?				
Do the signs clearly indicate the direction of travel in any necessary forms (visual, tactile, Braille)?				
Do brightly lit signs, displays, or objects in or near the line of vision *not* obstruct or distract attention from exit signs, particularly for people with low vision?				

TYPE OF ASSISTANCE NEEDED

	YES	NO	N/A	Comments
Can the students evacuate themselves with a device or aid?				
What are the specific devices or aids?				
Where are the devices or aids located?				
Do the students need assistance to evacuate?				
What do the assistant(s) need to do?				
Do the assistant(s) need any training? (i.e. CPI)				
Has the training been completed?				
Have the assistants been made aware of the students' sensory needs (if applicable) to develop an awareness of any particular accommodations that the student(s) may need during the evacuation.				
Where will the assistant(s) meet the student(s) requiring assistance?				
When will the student(s) requiring assistance contact the assistant(s)?				

Number of Assistants Needed

How many assistants are needed?	
How will the assistant(s) be contacted in an emergency?	

	Name	Phone	Cell Phone	E-mail
Assistant 1				
Assistant 2				
Assistant 3				
Assistant 4				
Assistant 5				
Assistant 6				

SERVICE ANIMAL

	YES	NO	Comments
Have the families discussed with the classroom staff their preferences with regard to evacuation and handling of the service animal(s)?			
Have the classroom staff thought about under what circumstances a decision may have to be made about leaving the service animal behind?			
What is the best way to assist the service animal if it becomes hesitant or disoriented?			
Do first responders have a copy of the detailed information for the service animal?			
Where are extra food and supplies kept for the service animal?			