



# Bayhill High School

## Emergency Management Plan

Mitigation · Preparedness · Response · Recovery

Updated: 8/2021

IV-1

## STAFF ASSIGNMENTS

**Command:** Donna Austin, Vanessa Brown

**Utilities:** David Dawson, Jason Bystrom

**First Aid:** Osiah Carbonneau, Holly Storey, Rachel Rudolph

**Search and Rescue:** David Dawson, Jason Bystrom, Ken Kreider

**Assembly Supervision and Release:** Gregory Trevigne, Mele Satini, Laura O'Brien, Elaine Brown

**Survival:** Jackie Whitwill, Sofia Bell, Brian DeShay

**Parent Communication:** Kimberly Chao, Alexis Coulter, Ruthe Ann Garner

## **EMERGENCY INFORMATION**

**EMERGENCY: 911**

**FIRE DEPARTMENT: 510.981.3473**

**PGE: 1-800-743-5000**

**BERKELEY OFFICE OF EMERGENCY SERVICES:  
510.981.5605**

**CLOSEST EMERGENCY SHELTER:**

**FIRE STATION 2: 2029 BERKELEY WAY  
GATHERING PLACE: OHLONE PARK (MILVIA  
AND HEARST AVE)**

**RADIO: 1610 AM (EMERGENCY INFORMATION)**

**KPFB 89.3 FM**

**KCBS 740 AM**

**KQED 88.5 FM**

## DISASTER SUMMARY

**SAFETY:** The primary objective is the safety of students and school personnel. Do remain calm, exercise caution and good judgment, provide strong leadership and stop rumors. Don't panic, light matches or tie up phone lines.

**COMMAND CENTER:** the command center is in the gym and attached courtyard. Emergency supplies are stored in the closet directly inside room 201 and is marked accordingly.

**COMMUNICATION:** One Call can be administered by Kim, Donna or Greg; PA System has battery back up; our phones are programmed for loudspeaker communication with all phones.

**EVACUATION:** Staff must take their emergency first aid kit and student roster.

**ASSEMBLY AREA:** Across street from school or Ohlone park (Milvia and Hearst); once all clear, students assemble in the gym.

**FIRE:** Direct your students to the nearest outside exit and follow our fire evacuation plan to the north side of Virginia (teachers stop traffic for crossing the street).

**EARTHQUAKE:** Direct your students to "drop and cover" until the quake is over, then safely exit the building. All teachers take their emergency first aid kits and class roster.

**SHELTER IN PLACE/LOCKDOWN:** Doors closed and locked, remain in classroom, hide under tables; wait for direction from administration or law enforcement.

\*Once all students are safely in the assembly area, staff should report to their emergency assignments.

**ASSEMBLY AND RELEASE:** Direct your students to the assembly area. once roll has been taken it should be communicated to the command center. Students are to remain in the assembly area supervised by teachers at all times. Await word from the command center regarding release of students.

**FIRST AID:** Provide any immediate first aid if necessary. Contact the command center to report any injuries. Take the injured individual to the first aid station which is located in the closet in room 201 plainly marked.

**SEARCH AND RESCUE:** Immediately contact the command center to relay information regarding individuals who may need to be rescued

**SURVIVAL:** If necessary, ensure that all emergency supplies have been removed from the building. In charge of dissemination of emergency supplies.

# CONDUCTING DRILLS

## MANDATED DRILLS

In accordance with state law:

- Fire drills will be conducted on a twice yearly basis (Bayhill is a high school).
- An earthquake "Drop, Cover and Hold" drill will be held once each semester. (EC 35297)
- Test earthquake plan, or portions thereof, on a rotating basis, at least two times during the school year. (Section 560, Title V, California Administrative Code)
- Lockdown/Shelter in Place drill will be held 3 times in the school year

**All students and staff will participate in these mandated drills.**

## **OPERATION: SEARCH AND RESCUE**

**Objectives:** Sweep quickly through the school buildings to identify location of trapped or injured students and staff. Rescue those who are trapped and injured. Coordinate with First Aid team for treatment of the injured.

**Safety Rules:** Buddy system: 2-3 persons per team; team leader identified. Take no action that might endanger you. Do not work beyond expertise. Use appropriate safety gear. Size up the situation first. Follow all operational and standard safety procedures. Team members should be certified in First Aid.

**Check at Command Center for assignment. (gym)**

### **Operational Duties:**

Before entering a building, walk around and 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.

## **OPERATIONS: FIRST AID**

**Objectives:** Establish the First Aid treatment area, triage, emergency medical response and counseling. Ensure that appropriate actions are taken in the event of deaths. Coordinate with the Search and Rescue Team and inform the Operations Chief when the situation requires health or medical services that staff cannot provide.

**Personnel:** First-aid trained staff and volunteers

### **Operational Duties**

- Admit injured students/staff to First Aid Station, listing name on master log
- Administer appropriate first aid.
- Keep accurate records of care given.
- Continue to assess victims at regular intervals.
- Report deaths immediately to First Aid Team Leader. Relocate to morgue area
- 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.
- A copy of the Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available.

### **First Aid Stations**

**Triage** - Locate triage (injury sorting area) at the entry of the First Aid Station. This area is for the injured to be quickly evaluated for severity of injury and directed to the appropriate treatment area.

**Immediate Care** - For people with life and limb threatening injuries that require immediate attention, such as difficulty breathing, severe bleeding, major burns and shock. Locate immediate care in an area out of sight of most students and staff but accessible to emergency vehicles.

**Delayed Care** - For injured individuals who do not require attention within the first hour. Such people may have lacerations, broken bones or need medication. Locate near the immediate care area, but shield from the sight of the injured in immediate care area.

**Minor Care** - Avoids overloading first aid station for those needing immediate care. Some can be treated in class lines.

**Crisis Counseling** - Mild to moderate anxiety is best handled by teachers in class groups. Severe anxiety warrants special attention in a secluded area away from other First Aid areas, since the sight of injured people may worsen the hysteria. This area should be away from the student population because hysteria can rapidly get out of control.

## **OPERATIONS: STUDENT RELEASE**

**Objective:** Assist teachers and staff in the release of students from the campus to parents and designated adults.

**Personnel:** Office Manager, available staff and disaster volunteers.

### **Start-Up Actions:**

Have Student Release Forms available. Assign volunteers to assist.

### **Operational Duties**

- Do not release students unless you have communicated directly with a responsible adult.
- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to Command Center. Do not spread rumors!
- Requesting adult fills out Student Release Form, gives it to staff member, and shows photo identification.
- Bullhorn is used to communicate with Assembly Area
- Staff matches student to register, asks parent/requester to sign student out via the Release Form, and requests both to leave the campus area to reduce congestion.

**Note:** If a parent is hostile or refuses to wait in line, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests. Document.

### **If student is not with the class:**

- Teacher makes appropriate notation on Student Log.
- "Absent" if student was not in school that day.
- "First Aid" if student is at First Aid Station.
- "Missing" if student was in school but now cannot be located.
- Planning verifies student location if known.
- If student is in First Aid, parent should be escorted to Medical Treatment Area.
- If student was marked absent, parent will be notified by a staff member.

### **Closing Down**

- At the direction of the Operations Chief, return equipment and unused supplies to Logistics.
- Complete all paperwork and turn into the Documentation Unit.



# COMMUNICATIONS

## COMMON TERMINOLOGY

One of the most important reasons for schools to use Incident Common System is that it provides common terminology. Response agencies will communicate more effectively with schools if similar roles are described with similar wording.

## COMMUNICATION TECHNOLOGY

During an emergency, telephones and cell phones will only be used to report emergency conditions or to request emergency assistance. In the event that telephone and/or electrical service is interrupted, other means must be relied upon to relay information. The school PA system has battery back up for four (4) hours.

## COMMUNICATION TOOLS

**Standard telephone** – A standard telephone plugged into a standard jack may work even when the electrical power is off. Designate a school telephone number as a recorded “hot line” for parents to call for information during emergencies. The goal is to keep other telephone lines free for communication with first responders and others.

**Cellular telephones** – These phones may be the only tool working when electric service is out; they are useful to administrators and staff who may be en route to or from a site.

**Intercom systems** – Our phone systems includes the ability to communicate with the office as well as make an announcement to the entire school.

**Bullhorns and megaphones** – A battery-powered bullhorn or megaphone is located in the Main Office. This is to be used to address students and staff who are assembling outside the school.

**Computers** – A wireless laptop computer may be used for communication both within the school and to other sites. E-mail may be a useful tool for updating information for staff. Post information such as school evacuation, closure or relocation on the home page of the school and district website.

## COMMUNICATING WITH PARENTS

An important aspect of managing emergencies is dealing effectively with parent reactions and community agencies. One Call is the service we use to inform parents about the school’s emergency plan, its purpose and objectives.

## **STAFF PERSONAL PREPAREDNESS**

When a major emergency occurs, every staff member should be prepared and committed to serving their students. Per California Government Code Section 3100, during a disaster, public employees become “Disaster Service Workers”. As Disaster Service Workers, school staff and teachers will be called upon to serve at their school sites, unless otherwise directed by authorities. This means faculty must remain on site to assist students until dismissed by Administration

## **EMERGENCY SUPPLIES AND EQUIPMENT**

All emergency supplies are in the closet in room 201.

## RESPONSE

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize resources needed to address the emergency at hand. In any emergency situation, get help right away. Alert someone immediately—a school administrator, school nurse, the 911 Dispatcher, local fire department or police department, as appropriate.

### A. CALLING 911

911 is a telephone number dedicated to calls for emergency assistance, such as a traffic accident, fires, paramedic service, crime in progress, bodily injury, imminent threat to life, or major property damage or loss.

The 911 Dispatcher is a trained dispatcher who will prompt what additional information is needed, based on the type of emergency (e.g., what the scene looks like, number of injuries or deaths). In order to complete an assessment on the telephone, the 911 Dispatcher may have many questions to ask depending upon the nature of the problem. It is very important for the dispatcher to obtain as much information as possible, in the interests of responder safety and to dispatch the correct level of medical response.

The 911 Dispatcher may ask you to stay on the line until responders arrive. This will assist the dispatcher in keeping the fire, police or rescue squad updated as the situation being reported unfolds.

#### WHEN CALLING 911

- Remain calm.
- Speak slowly and clearly.
- Clearly state name and location of incident and your calling phone #.
- State your emergency
- Listen to all instructions. Allow 911 Dispatcher to direct conversation.
- Answer all questions completely.
- Remain on the line as long as Dispatcher instructs you to do so.

### WHEN REPORTING AN EMERGENCY

- Remain calm and speak slowly and clearly while explaining the type of emergency you are reporting.
- Provide your name, location of the incident and your location, if different from the scene of the emergency.
- Though the technology exists which presents address and phone number data immediately to the 911 Dispatcher it is not available in all locations. The 911 Operator is trained to confirm and verify the phone number and address for EVERY call received. The dispatcher will ask questions concerning the type of emergency being reported. The answers you provide will be relayed to the responding emergency personnel.
- Answer all questions asked by the 911 Dispatcher, even those that seem repetitious.

- Stay on the line while the 911 Dispatcher processes the call. You may need to provide additional information or to receive instructions from the 911 Dispatcher. Do not hang up until the Dispatcher says to do so.
- No matter what the situation, try to remain calm. Be sure to speak slowly and clearly.

## **CALLING 911 FROM A CELL PHONE**

911 calls from cellular phones are answered by California Highway Patrol (CHP) personnel and routed to the proper agency. 911 personnel do not know the location from where you are calling. It is important to know your cell phone number, and be aware of your surroundings so you can tell the dispatcher where you are. Ideally, street names and addresses should be provided. Since many cell phone calls are made from moving vehicles, callers should inform the dispatcher when they change locations.

Time is of the essence. Every 911 Operator knows that. It hampers response when a 911 operator has to ask the caller for information several times over because he/she couldn't comprehend what was being said. Try to be as calm as possible and speak slowly and clearly. This ensures the 911 operator has the correct information the first time he/she asks for it.

## **B. ACTIVATING THE EMERGENCY OPERATIONS CENTER**

The decision to activate the Emergency Operations Center or Incident Command Post rests with the Incident Commander (school site). The decision should be based on whether or not there is a need to coordinate a response to an emergency situation.

## **C. EMERGENCY ACTIONS = ALERT LEVEL PROCEDURES**

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, followed by specialized emergency actions. Specific steps to take for each of these are detailed in the following pages. 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.

<b>COMMON EMERGENCY ACTIONS</b>	
<p><b>ALL CLEAR</b> Used to conclude other immediate emergency actions and to notify staff and students that normal school operations can resume.</p>	<p><b>DROP/DUCK/COVER AND HOLD ON</b> The action taken during an earthquake to protect students and staff from flying and falling debris.</p>
<p><b>EVACUATION</b> The orderly movement of students and staff from school buildings to another area when conditions outside are safer than inside.</p>	<p><b>LOCKDOWN</b> Initiated when there is an immediate or imminent threat to occupants of a school building and movement within will put students and staff and jeopardy. Lockdown involves a “no one in, no one out” scenario.</p>
<p><b>SHELTER IN PLACE</b> Implemented to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants.</p>	
<b>SPECIALIZED EMERGENCY ACTIONS</b>	
<p><b>OFF-SITE EVACUATION</b> Implemented when it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.</p>	<p><b>REVERSE EVACUATION</b> Initiated if an incident occurs while students are outside and conditions are safer inside the building.</p>
<p><b>STUDENT RELEASE</b> Instructs staff to prepare for releasing students from school during the academic day.</p>	<p><b>TAKE COVER</b> Instructs staff and students to move to and take refuge in the best-shielded areas within the school buildings.</p>

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

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

## **ANNOUNCEMENT:**

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

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

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

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

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

## **STAFF ACTIONS:**

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

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

- Earthquake
- Explosion

**ANNOUNCEMENT:**

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

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

**STAFF AND STUDENT ACTIONS:**

**Inside**

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

**Outside**

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



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

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

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

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

**ANNOUNCEMENT:**

1. Provided time is available, make an announcement over the public address system:

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

**PRINCIPAL/SITE ADMINISTRATOR:**

- When clearance to return to the buildings is determined or received from appropriate agencies, announce ALL CLEAR to return to classrooms and resume school activities.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

**STAFF ACTIONS:**

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

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

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

**LOCKDOWN** differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems to provide protection from outside air and does not allow for the free movement of staff and students within the building.

#### **ANNOUNCEMENT:**

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

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

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

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

#### **STAFF ACTIONS:**

- Immediately lock doors and instruct students to lie down on the floor.
- Close any shades and/or blinds if it appears safe to do so.
- Remain in the classroom or secured area until further instructions are provided by the principal or law enforcement

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

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

**ANNOUNCEMENT:**

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**TEACHER and STAFF ACTIONS:**

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area;
- Take attendance and call report in to school secretary. Wait for further instructions.

**STUDENT ACTIONS:**

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

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

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

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

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

**ANNOUNCEMENT:**

1. Make an announcement over the public address system:

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

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## EMERGENCY ACTION

## REVERSE EVACUATION

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**REVERSE EVACUATION** is implemented when it is unsafe to remain outside the campus and staff and students must immediately return indoors. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Flood
- Explosion
- Rabid animal on campus

See also **EVACUATION** and **OFF-SITE EVACUATION**, when it is unsafe to remain on campus.

### ANNOUNCEMENT:

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

Example:     **"Attention please. We need to institute a REVERSE EVACUATION. Staff and students should move inside as quickly and orderly as possible. Students are to return to their [current or previous] classroom."**

### PRINCIPAL/SITE ADMINISTRATOR:

- Determine a safe inside location on the school campus for parents, visitors and contractors on campus when the emergency occurs.
- When clearance is determined or received from appropriate agencies that it is safe to be outdoors, announce ALL CLEAR to resume school activities.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### STAFF ACTIONS:

- Instruct students to return to the building and their current classroom or the previous one they attended. Remind them to enter the building in an orderly and quiet manner.
- Take attendance when the class is reassembled in the classroom. Report attendance to the Incident Commander/designee.
- Remain in the classroom until further instructions are given.
- Wait for another ACTION or the ALL CLEAR instruction to return to school buildings and normal class routine.

Certain situations may involve releasing students from school or relocating them at a time when parents expect their children to be at the school site. Student release will be implemented by a school administrator in times of extreme emergency that warrant its execution. Whenever possible, it is preferred that students remain at school during the academic day.

**FOUR STEPS FOR STAFF**

- Speak with responsible adult directly and verify parent ID and authorization.
- Make note to whom you spoke and time
- Release student according to direction of responsible adult.
- Do NOT release a student unless you have spoken with responsible adult

**INCIDENT COMMANDER (PRINCIPAL/SITE ADMINISTRATOR) ACTIONS:**

- Set up Incident Command Post (ICP).
- Notify staff of school evacuation and communicate that this is not a drill.
- Designate the Student Assembly Area or direct teachers to a pre-designated spot. Analyze situation; re-evaluate evacuation spot to determine if students should be moved.
- Determine medical and assistance needs after population assessment. Determine search and rescue needs.
- Reassess as situation changes. Reassign emergency teams as needed.
- Keep staff informed as to status of missing students.

**TEACHER and STAFF ACTIONS:**

- Evacuate students to designated area, with students grouped as determined by r school site.
- Organize students. Monitor students' medical and emotional condition.
- Extra staff should partner for other assigned duties; report to Command Post.

## **TEAM ASSIGNMENTS**

### **STUDENT RELEASE TEAM**

- Every classroom has an envelope with supplies for Early Release due to an emergency including early release forms.
- Distribute forms to students.
- Make certain you have had direct communication with responsible adult and write down their instructions on form.
- Set out white board for special instructions and parent requests.
- Forms must be reviewed and approved by administrator prior to release of student.
- Student is to leave form with Release Staff.

### **TRAFFIC CONTROLLER (Staff members and/or parent volunteers):**

- Set out parking area directional signs and enlarged site map with walking path designated for parents picking up students.
- Set out traffic cones to cordon off parking for emergency vehicles.
- Maintain order in parking areas; direct cars away from areas for emergency vehicles.
- Report to Incident Command Post any crowd control issues on school grounds and adjacent streets.
- Students to be released directly to the authorized adult's vehicle.

### **PARENT INFORMATION REPRESENTATIVE (Staff or trained volunteer):**

- Provide information about student release procedures to parents.
- Maintain white board with special information.
- Learn which students need medical attention and attempt to locate their parents.

### **CRISIS INTERVENTION COUNSELOR (Health practitioner)**

- Maintain order at Assembly Area; calm agitated parents and students.
- Facilitate delivery of information to parents of students with special circumstances (e.g. missing, injured, deceased).
- Escort parents to First Aid Station to reunite with injured students.

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

- Actual enemy attack or imminent threat of attack

**Enemy Attack**

**ANNOUNCEMENT:**

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

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

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

**Natural Disasters**

**ANNOUNCEMENT:**

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

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

2. Use messengers with oral or written word as an alternate means of faculty notification.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Give clear instructions, remain calm and convey reassurance.
- When clearance is received from appropriate agencies, give another ACTION instruction or the ALL CLEAR to indicate that the normal school activities can resume.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.





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

**STAFF ACTIONS:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness.

**STAFF ACTIONS:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS :**

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

**OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:**

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

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

**PERSON RECEIVING THREAT BY TELEPHONE:**

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

**Telephone Bomb Threats**

Remain calm/courteous.  
Read phone's visual display.  
Listen, don't interrupt.  
Keep caller talking. Pretend hearing difficulty.  
Notice details: background noises, voice description.  
Ask: When? Where? What? How?  
Don't touch any suspicious objects.  
**Call 911**

**PERSON RECEIVING THREAT BY MAIL:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Direct a search team to look for suspicious packages, boxes or foreign objects.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

**SEARCH TEAM ACTIONS:**

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

**STAFF ACTIONS:**

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

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**EMERGENCY RESPONSE****BOMB THREAT CHECKLIST**

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To be completed by person receiving the call

CALL RECEIVED BY: \_\_\_\_\_ DATE \_\_\_\_\_ TIME \_\_\_\_\_

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line. Listen. Do not interrupt the caller except to ask:

1. *What time is the bomb set for?* \_\_\_\_\_
2. *Where has it been placed?* \_\_\_\_\_
3. *What does it look like?* \_\_\_\_\_
4. *Why are you doing this?* \_\_\_\_\_
5. *Who are you?* \_\_\_\_\_

Words used by caller: \_\_\_\_\_  
\_\_\_\_\_

(Please Circle the matching description)

<b>Description of caller:</b>	Male	Female	Adult	Juvenile
<b>Estimate age of caller:</b>	_____	<b>Other notes:</b> _____		
<b>Voice characteristics:</b>	Loud Raspy Other _____	Soft Pleasant	Deep Intoxicated	High Pitched Nasal
<b>Speech:</b>	Rapid Laughing Other _____	Slow Slurred	Disguised Lisp	Normal Stutter
<b>Manner:</b>	Calm Coherent Emotional	Angry Incoherent Righteous	Irrational Deliberate Laughing	Excited Crying Foul
<b>Language:</b>	Excellent Use of certain phrases: _____	Good	Fair	Poor

**Accent:**                      Local                      Foreign                      Regional                      Other \_\_\_\_

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**Background Noises:**      Airplane                      Animals                      Industrial Machines  
   Static                              Motors                              Office Machines  
   Quiet                                Music                                Party Scene  
   Street Traffic                      Trains                                PA System  
   TV                                      Voices                                Other \_\_\_\_\_



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

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

### **PERSON DISCOVERING SPILL:**

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

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

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

### **STAFF ACTIONS:**

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

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

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

### **PERSON DISCOVERING SPILL:**

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

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

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

### **STAFF ACTIONS:**

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

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

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

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

### Outside of School

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

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

#### **STAFF ACTIONS:**

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

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

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

### **Inside Building**

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

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

#### **STAFF ACTIONS:**

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

## **Outside Building**

### **STAFF ACTIONS:**

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

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

**PRINCIPAL/SITE ADMINISTRATOR:**

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

**STAFF ACTIONS:**

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Determine if EVACUATION of school site is necessary.
- Contact local fire department (call 911) to determine the correct action for your school site.
- If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for OFF-SITE EVACUATION and DIRECTED TRANSPORTATION by van.
- Direct inspection of premises to assure that all students and personnel have left the building.
- Monitor radio station for information.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

**STAFF ACTIONS:**

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

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

### **Within School Building**

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

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

#### **STAFF ACTIONS:**

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

### **Near the School**

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

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



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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

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

**STAFF ACTIONS:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**TEACHER ACTIONS:**

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

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**Universal Precautions when Treating a Medical Emergency**

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

**STAFF ACTIONS:**

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

Immediate response to a rapidly changing incident is critical. In most cases, initiate **LOCKDOWN** procedures to isolate students from danger or send them to a secure area. Safety must always be the foremost consideration.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Remain calm. Do not confront the shooter(s).
- Assess the situation:
- Is the shooter in the school?
- Has shooter been identified?
- Has the weapon been found and/or secured?
- Depending on the situation, initiate **LOCKDOWN** or **EVACUATION**, as appropriate.
- Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school (e.g. **LOCKDOWN**).
- Identify command post for police to respond. Assist police in entering the school; provide officers with critical information.
- Ensure injured students and staff receive medical attention.  
If shooter has left, secure all exterior doors to prevent re-entry.
- If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.
- Keep crime scene secure. Organize **OFF-SITE EVACUATION**, if necessary, or prepare to continue with classes.
- Isolate and separate witnesses.
- Gather information for police about the incident and everyone involved with it:
- Name of suspect(s)
- Location of shooting
- Number and identification of casualties and injured
- Current location of the shooter(s)
- Prepare letter for students to take home to their families.
- Arrange for immediate crisis counseling for students and staff.
- Provide liaison for family members of injured students and staff members.
- Debrief staff and school police officers.
- Provide informational updates to staff, students and their families during the following few days.

**STAFF ACTIONS:**

- Remain calm.
- Alert the principal/site administrator.
- Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Institute **LOCKDOWN** or **EVACUATION**, as appropriate.
- Provide first aid for victims, if needed.

- Account for all students. Maintain order in assembly area or shelter and await arrival of law enforcement.
- Assist police officers – provide identity, location and description of individual and weapons

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

### **Severe Storm**

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

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

### **Windstorm**

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

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

#### **STAFF ACTIONS:**

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



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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**Steps for Suicide Intervention**

Stabilize individual  
Assess risk  
Determine services needed  
Inform  
Follow-up

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

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

**Civil Defense Warning of Possible Enemy Attack**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Move students to closest suitable shelter.
- If the above is not advisable, remain in school building as place of shelter.

**STAFF ACTIONS:**

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

**Enemy Attack Without Warning**

**STAFF ACTIONS:**

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

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

**During school hours**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**OFFICE STAFF ACTIONS:**

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

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

### **BAYHILL IS NOT IN A TSUNAMI ZONE**

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

##### **Before**

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

##### **During**

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

##### **After**

- Stay tuned to the National Weather Service for the latest emergency information. The tsunami may have damaged roads, bridges, and other structures that may be unsafe.
- Expect debris.
- Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.
- Determine whether school will be closed or remain open.
- Notify superintendent of school status.
- Assign staff to activate staff and parent phone trees
- Post school status on school website.
- Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may come from upstream.
- Check food supplies and test drinking water. Discard food that has come in contact with flood waters. It may be contaminated and should be thrown out. Use tap water only if local health officials advise it is safe.
- Photograph the damage, both of the building and its contents, for insurance claims

**STAFF ACTIONS:**

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

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

**PRINCIPAL/SITE ADMINISTRATOR:**

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

The brandishing of any weapons poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials and other professionals to arrive.

**STAFF ACTIONS:**

- Remain calm. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.
- Alert the principal/site administrator.
- Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon.
- Provide first aid for victims, if needed.
- Account for all students.
- Assist police officers – provide identity, location and description of individual and weapons.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Remain calm. Depending on how the situation unfolds, initiate LOCKDOWN or EVACUATION, as needed. Do not confront the suspect.
- Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, actions taken by the school (e.g. LOCKDOWN).
- Identify command post for police to respond. Assist police to enter the school. Provide officers with critical information. Accompany the police officer to the student suspected of having a weapon.
- If suspect has left, secure all exterior doors to prevent re-entry.
- Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive.
- Gather information about the incident for the police:
- Name of student with weapon.
- Location of witness when weapon was seen.
- What did the student do with the weapon after it was displayed?
- What is the current location of the student with the weapon?
- Reserve a private area for the student to be taken and questioned. Allow police officer to thoroughly search student with another adult witness present. Police officer should take possession of and secure any weapon located.
- Assign an administrator to remove all of the suspected student's belongings (book bag, clothing, etc.) from the classroom. Do not allow the student to pick-up or carry his own belongings.
- Search student's belongings, including--but not limited to --backpack, purse, locker, and auto, if applicable.
- Notify parents/guardians.

- Follow procedures for student disciplinary actions. Take photo of weapon to be included in the expulsion proceedings.
- Secure a detailed written statement from witnesses including staff.
- Provide post-event trauma counseling for students and staff, as needed.
- Provide informational updates to staff, students and their families during next few days to squelch rumors.