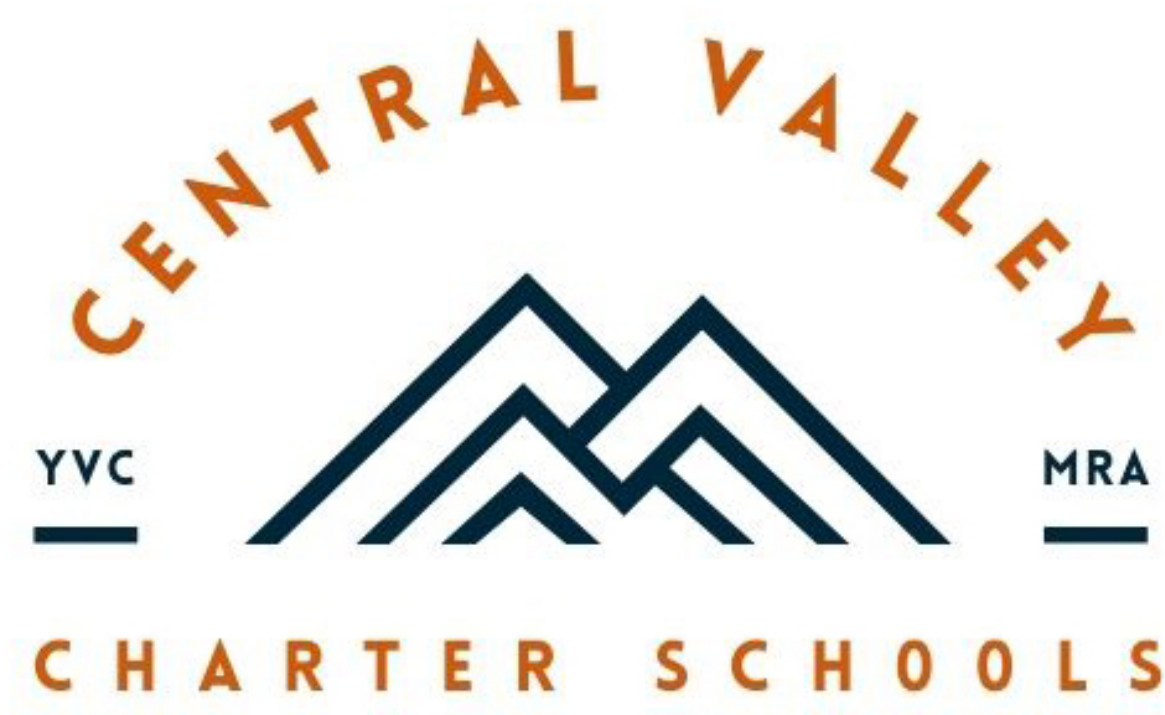


Comprehensive Safety Plan



2023-2024

Monarch River Academy

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Rev. November 2023

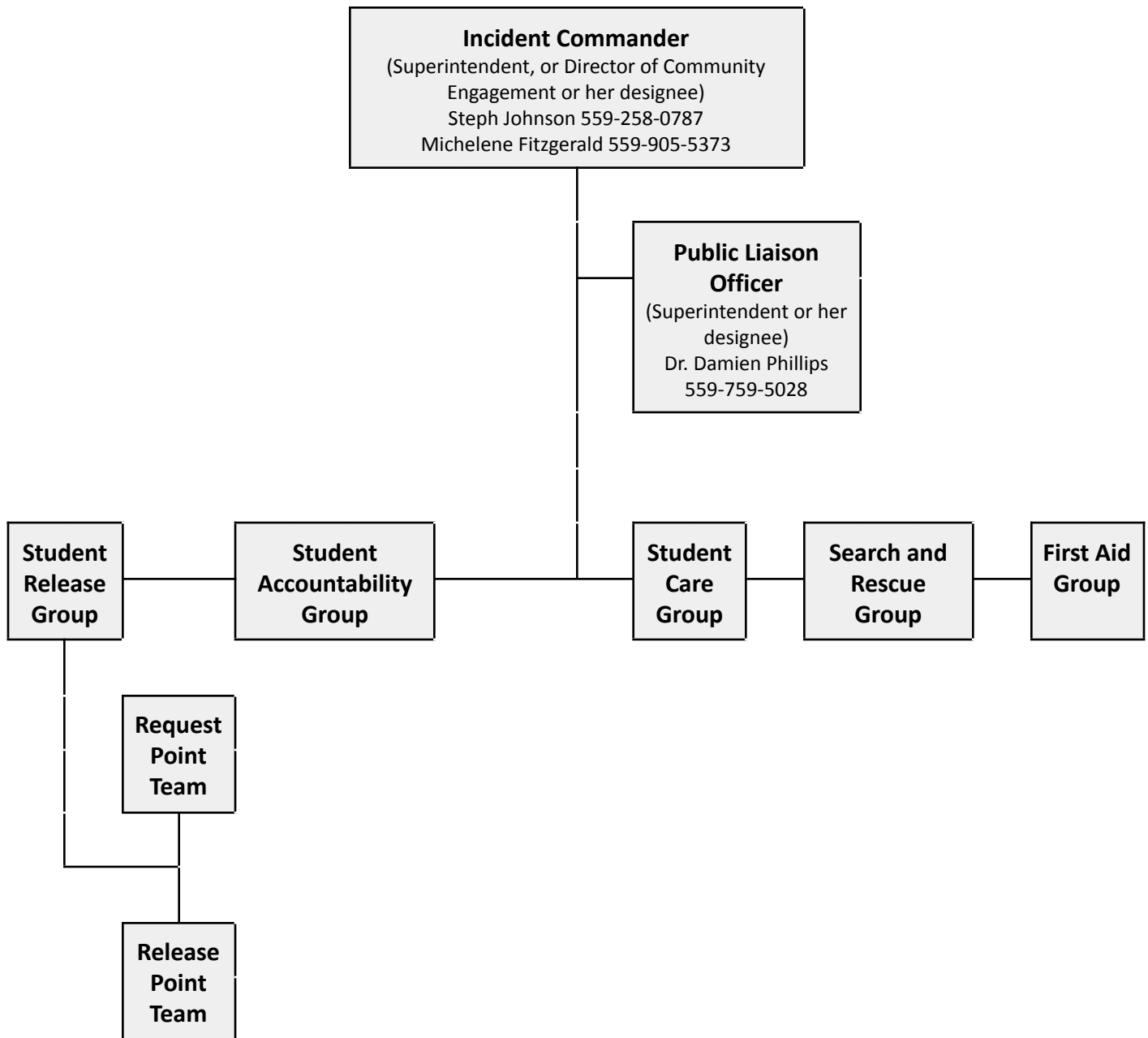
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Emergency Phone Numbers

Visalia Police Department 303 S Johnson St, Visalia, CA 93291 (559) 734-8117 For emergencies call 911	Bakersfield Police Department 1601 Truxtun Ave, Bakersfield, CA 93301 (661) 327-7111 For emergencies call 911
Visalia Fire Department (559) 713-4808 For emergencies call 911	Bakersfield Fire Department (661) 326-3911 For emergencies call 911
California Highway Patrol (559) 734-6767	Kaweah Delta Hospital (559) 624-2000
Poison Control 1-800-222-1222	National Weather Service 584-3752 or 584-0583 (emergency only)
American Red Cross 1-800-700-2706 559-455-1000 (Fresno)	Southern California Edison (Electricity) Customer Service 1-800-655-4555 Emergency 1-800-611-1911 Downed power line/outages

Incident Command Structure



Initial Crisis Response

A. Overview

This section of the Crisis Response Plan is divided into two parts. The first outlines four basic “INITIAL ACTIONS” that staff will direct students to take in response to most emergencies.

The second part outlines the three “ACTIVE SHOOTER” actions that should be taken by staff or students when they are in immediate contact with a person shooting a gun, or being confronted by a person wielding another potentially lethal weapon such as a knife or bat.

B. “INITIAL ACTIONS”

Regardless of the type of emergency that occurs, the initial response will almost always include one or more of these for basic “INITIAL ACTIONS:”

1. Duck and Cover
2. Evacuate Building
3. Shelter-in-place
4. Lock-Down

When there is a sudden loud noise, or other indication that something bad is happening, the first reaction should be to “Duck and Cover”. Then, once the situation becomes clearer, one of the other “Initial Actions” may be implemented.

Although these four basic Initial Actions will suffice for the vast majority of emergencies, some emergencies may prompt the Incident Commander to follow these with additional emergency procedures. Examples of other potential actions include the total evacuation of staff and students to an off-site location, or the release of students to parents. When it is necessary to implement these other actions, the school Incident Commander will provide direction in person or by other means as necessary. Recommended additional actions for some specific emergencies are included in this plan.

a. Duck and Cover

Duck and Cover is used as the initial reaction to any sudden event such as gunfire, earthquake, explosion, etc. This action may be followed by “Lock Down”, “Shelter-In-Place”, or “Evacuate Building” actions.

The Duck and Cover action should also be used during a Lockdown.

Staff will:

- If outside, direct students to crouch to the ground, tuck head between knees and cover head and face with arms and hands. Avoid a prone position to preserve mobility.
- If inside, direct students away from windows, bookshelves and carts
- When the threat is over, or it is determined that the Duck and Cover is no longer the safest course, move to a different action.
- Report injuries or other immediate safety concerns.
- The Incident Commander will notify appropriate school officials if



needed

- Begin student release procedures if needed
- Prepare incident status report for emergency response personnel if needed
- The Duck and Cover action is rescinded when it is deemed safe by the incident commander

b. Evacuate Building (Fire Alarm)

To be used in any event where the building or scene needs to be evacuated.

Staff will:

- Secure emergency cards
- Escort everyone away from the building or away from danger
- Once the area is clear ensure everyone is accounted for
- Report injuries or other immediate safety concerns.
- The Incident Commander will notify appropriate school officials if needed
- Begin student release procedures if needed
- Prepare incident status report for emergency response personnel if needed
- The Evacuate Building Action is rescinded when it is deemed safe by the incident commander

c. Shelter-In-Place

To be used in the event of a non-human emergency outside and students/staff are inside a building.

Staff will:

- Make sure everyone is inside the building
- Close all doors and windows to exclude outside air if necessary
- Document the names of all present
- The Incident Commander will notify appropriate school officials if needed
- Begin student release procedures if needed
- Prepare incident status report for emergency response personnel if needed
- Be prepared to shut down all HVAC systems, if stopping outside air intrusion is necessary
- Be prepared to assist with building access for emergency responders
- The Shelter-In-Place Action is rescinded when it is deemed safe by the incident commander

d. Lock-Down

To be used in the event of a human emergency such as:

- Civil disturbance
- Gunfire/Police action in the vicinity
- Other threat situations as appropriate

Staff will:

- Immediately secure the building
- Instruct everyone to move away from doors and windows, and then implement DUCK AND COVER unless directed otherwise.
- Close all windows, blinds and curtains
- Turn off all lights
- Instruct everyone to remain silent
- Await further instructions from Incident Commander or Emergency Personnel

- The Incident Commander will notify appropriate school officials if needed
- Begin student release procedures if needed
- Prepare incident status report for emergency response personnel if needed
- Be prepared to assist with building access for emergency responders
- Direct people in route to location to stay away
- The Lock-Down Action is rescinded when it is deemed safe by the incident commander

C. “ACTIVE SHOOTER”

One critical exception to handling basic emergencies with the four “Initial Actions” will be when there is an Active Shooter situation. In an Active Shooter situation, one of the three basic “Active Shooter Actions” must be taken immediately to protect against loss of life:

- **RUN**
- **HIDE**
- **FIGHT**

Active Shooter Actions

When an active shooter is in the vicinity:

1. **RUN** - If there is an accessible escape path, attempt to evacuate the premises. Be sure to:
 - Have an escape route and plan in mind
 - Evacuate regardless of whether others agree to follow
 - Leave your belongings behind
 - Help others escape, if possible
 - Prevent individuals from entering the area
 - Follow the instructions of any police officers
 - Keep your hands visible at all times
 - Do not attempt to move wounded people
 - Call 911 when you are safe
2. **HIDE** - If evacuation is not possible, quickly find a place to hide. Your hiding place should:
 - Be out of the active shooter’s view
 - Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
 - Not trap you or restrict your options for movement
 - If the active shooter is in a nearby room or hallway lock and blockade the door, silence cell phones, hide behind large items, remain quiet
3. **FIGHT** - As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter.

D. Incident Commander Structure (ICS)

Incident Commander

Responsibilities:	<p>The Incident Commander is the Superintendent or her designee. The Incident Commander is responsible for all emergency incident activities. This will include the assignment of staff to ICS positions as necessary and the development and implementation of strategic decisions. The Incident Commander is responsible for carrying out the duties of all ICS positions that are not filled with other staff members. To be most effective, staff should be pre-assigned and trained in advance to fill their anticipated emergency duties.</p>
Safety:	<p>Ensure your safety and the safety of others. Brief your team:</p> <ul style="list-style-type: none">• 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.
Start-up Actions:	<ul style="list-style-type: none"><input type="checkbox"/> Implement the Crisis Response Plan and necessary Initial Actions such as "Lock Down" or "Shelter-In-Place".<input type="checkbox"/> Establish an Incident Command Post and stay there!<input type="checkbox"/> Obtain the school Crisis Response Box and keep it with you.
Operational Duties:	<ul style="list-style-type: none"><input type="checkbox"/> Assess the type and scope of emergency.<input type="checkbox"/> Determine the threat to human life and structures.<input type="checkbox"/> Distribute Crisis Response Box materials to emergency responders as needed.<input type="checkbox"/> Develop and communicate an incident action plan with objectives and a timeframe to meet those objectives.<input type="checkbox"/> Activate ICS functions and assign positions as needed.<input type="checkbox"/> Use the "Emergency Assignment Worksheet" to assist you in filling and tracking position assignments.<input type="checkbox"/> Designate a backup or alternate Incident Commander<input type="checkbox"/> Assemble and brief subordinates<input type="checkbox"/> Continue to monitor and assess the total school situation.<input type="checkbox"/> Check with Command Staff and section Chiefs for regularly for updates.<input type="checkbox"/> Reassign personnel as needed.<input type="checkbox"/> Report to the school on the status of students, staff, and facility, as needed (Site Status Report).<input type="checkbox"/> Develop and communicate revised incident action plans as

	<p>needed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Begin student release when appropriate. <input type="checkbox"/> NOTE: No student should be released until student accounting is complete. <input type="checkbox"/> Authorize the release of information. <input type="checkbox"/> Utilize your back-up and take regular breaks (5-10 minutes per hour). During break periods, relocate away from the Command Post. <input type="checkbox"/> Plan regular breaks for all staff and volunteers. Take care of your caregivers! <input type="checkbox"/> Release teachers as appropriate and per school guidelines. (By law, during a disaster, teachers become disaster workers.) <input type="checkbox"/> Remain on and in charge of your location until the incident is concluded. Should you have to leave the location, appoint a Deputy IC to fulfill the command role in your absence.
<i>Closing Down:</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Authorize deactivation of positions when no longer needed <input type="checkbox"/> Ensure that any open actions not yet completed will be taken care of after deactivation. <input type="checkbox"/> Ensure the return of all equipment and reusable supplies. <input type="checkbox"/> Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit. <input type="checkbox"/> Announce the termination of the emergency and proceed with recovery operations if necessary.

PUBLIC INFORMATION OFFICER (PIO)

Responsibilities:	<ul style="list-style-type: none">• This person communicates directly with the Incident Commander. This person, the Incident Commander, or the Superintendent or their designee should be the only person determining what information is suitable for release to the press.• The PIO is responsible for disseminating information to parents and the media. The PIO must work closely with the PIOs from law enforcement, fire or other responding agencies to ensure the consistency and accuracy of information that is consistent, accurate, and timely.• The public and parents have the right and need to know important information related to an emergency/disaster at the school site as soon as it is available.• The PIO acts as the official spokesperson for the school office/event location in an emergency situation.• News media can play a key role in assisting the school in getting emergency/ disaster-related information to the public (parents).• Information released must be preapproved by the Incident Commander.
Safety:	<p>Ensure your safety and the safety of others.</p> <p>Brief your team:</p> <ul style="list-style-type: none">• Size up the situation first.• Take no action that might endanger you.• Do not work beyond your expertise.• Use appropriate safety gear.• Follow all operational and safety procedures.
Start-Up Actions:	<ul style="list-style-type: none"><input type="checkbox"/> Check in with the Incident Commander for a situation briefing.<input type="checkbox"/> Obtain necessary equipment and supplies from any emergency kit pre-established for your position.
Operational Duties:	<ul style="list-style-type: none"><input type="checkbox"/> Keep up to date on the situation.<input type="checkbox"/> Gather facts and write news releases/statements.<input type="checkbox"/> Releases must be approved by the Incident Commander and should reflect:<ul style="list-style-type: none"><input type="checkbox"/> Reassurance -What is being done to protect students<input type="checkbox"/> Incident or disaster cause and time of origin.<input type="checkbox"/> Size and scope of the incident.<input type="checkbox"/> Current situation-condition of school site, evacuation

	<p>progress, care being given, injuries, student release location, etc. Do not release any names.</p> <p><input type="checkbox"/> Other information the school needs distributed.</p> <p><input type="checkbox"/> Provide talking points if the Incident Commander has approved someone other than the PIO to speak to the media.</p> <p><input type="checkbox"/> Coordinate with law, fire or other involved PIOs to ensure information released is consistent and accurate.</p> <p><input type="checkbox"/> Ensure updates are made throughout the day, even if nothing new has happened.</p> <p><input type="checkbox"/> Releases must be approved by the Incident Commander and should reflect:</p> <p><input type="checkbox"/> Remain accessible to the media.</p> <p><input type="checkbox"/> Read statements if possible.</p> <p><input type="checkbox"/> When answering questions, be complete and truthful, always considering confidentiality and emotional impact.</p> <p><input type="checkbox"/> Avoid speculation, bluffing, lying, talking "off the record," arguing, etc.</p> <p><input type="checkbox"/> Avoid using the phrase "no comment."</p> <p><input type="checkbox"/> Remind school staff to refer <i>all</i> questions from the media or parents to the PIO.</p> <p><input type="checkbox"/> Update information periodically with the Incident Commander.</p> <p><input type="checkbox"/> Ensure that announcements and other information are translated into other languages as needed.</p> <p><input type="checkbox"/> Monitor news broadcasts about the incident. Correct any misinformation heard. Control rumors!</p>
<i>Closing Down:</i>	<p><input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to the Incident Commander for reassignment or release.</p>

STUDENT CARE GROUP

<i>Responsibilities:</i>	Ensure the care and safety of all students except those who are in the medical treatment area.
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<i>Safety Rules:</i>	<ul style="list-style-type: none"> • Ensure your safety and the safety of others: • Size up the situation first. • Take no action that might endanger you. • Do not work beyond your expertise. • Use appropriate safety gear. • Follow all operational and safety procedures.
<i>Start-up Actions:</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain supplies from any pre-established "Group" kits. <input type="checkbox"/> Obtain briefing from Incident Commander.
<i>Operational duties:</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Monitor the safety and well-being of the students and staff in the assembly area or alternate location <input type="checkbox"/> Administer minor first aid as needed. <input type="checkbox"/> When necessary, provide water and food to students and staff. <input type="checkbox"/> Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease. <input type="checkbox"/> Make arrangements to provide shelter for students and staff. <input type="checkbox"/> Arrange activities and keep students reassured. <input type="checkbox"/> Assist in updating records of the number of students and staff in the assembly area and/ buildings. <input type="checkbox"/> Direct all media or parent requests for information to the Public Information Officer or Incident Commander.
<i>Closing Down:</i>	<ul style="list-style-type: none"> <input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to the Incident Commander for reassignment or release.

FIRST AID GROUP

Responsibilities:	In a school emergency, the First Aid Group is responsible for initiating emergency first aid to injured or ill staff and students. They will coordinate their efforts with those of arriving professional emergency responders.
Safety Rules:	<p>Ensure your safety and the safety of others:</p> <ul style="list-style-type: none"> • Size up the situation first. • Take no action that might endanger you. • Do not work beyond your expertise. • Use appropriate safety gear. <p>Follow all operational and safety procedures:</p> <ul style="list-style-type: none"> • Ensure members use latex or nitrile gloves for protection from body fluids and new gloves for each new patient. • Ensure members wear appropriate eyeglasses and masks to protect eyes, nose and mouth from body fluids.
Start-up Actions:	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain necessary equipment from any pre-established First Aid supply caches. <input type="checkbox"/> Obtain briefing from Incident Commander.
Operational Duties:	<ul style="list-style-type: none"> <input type="checkbox"/> Establish scope of emergency and request outside resources needed to provide emergency medical support and transport. <input type="checkbox"/> Assign teams as needed for "Triage", "Immediate Treatment" and "Delayed Treatment". Two or more people per team, if possible. <input type="checkbox"/> Review safety procedures and assignments with personnel. <input type="checkbox"/> Set up one or more first aid areas: <ul style="list-style-type: none"> <input type="checkbox"/> In a safe place (upwind from smoke or hazardous materials) <input type="checkbox"/> With access to emergency vehicles <input type="checkbox"/> Provide staff to respond to injured people in remote locations who cannot be moved to first aid stations due to their injuries. <input type="checkbox"/> Keep the Operations Section Chief informed of the overall status. <p>Remember: A student's emergency information/parental consent for treatment card/information must accompany each student transported off-site for advanced medical attention.</p>
Closing Down:	<ul style="list-style-type: none"> <input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to the Incident Commander for reassignment or release.

SEARCH AND RESCUE GROUP

Responsibilities:	Locate and report locations of trapped or injured staff or students. Free them only if you can do so safely.
Safety:	<p>Use the buddy system: Divide into Teams as needed, and ensure that each team has been assigned a minimum of 2 persons.</p> <ul style="list-style-type: none"> • Size up the situation first. • Take no action that might endanger you. • Do not work beyond your expertise. • Use appropriate safety gear. • Follow all operational and safety procedures.
Start-up Actions:	<input type="checkbox"/> Obtain a briefing from the Incident Commander <input type="checkbox"/> Obtain equipment from any pre assembled Group kit.
Operational Duties:	<input type="checkbox"/> Report hazardous conditions to the Incident Command Post immediately upon discovery. <input type="checkbox"/> Before entering a building, inspect the complete exterior of the building. Do not enter severely damaged buildings. If you are in doubt about your safety, DO NOT ENTER! <input type="checkbox"/> If the building is safe to enter, search the assigned area using an orderly pattern; Check all rooms. <input type="checkbox"/> Use chalk or grease pencil to mark a slash on the door when entering a room. This indicates to others that you are inside. <input type="checkbox"/> Check under desks and tables. Search visually and vocally. Listen. <input type="checkbox"/> When leaving each room, complete the slash to form an "X" on the door. This indicates you have searched the room and left. <input type="checkbox"/> If possible, report by radio to the Incident Command Post as the rooms are searched and cleared. (e.g. "Room A-123 is clear."). <input type="checkbox"/> When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Do not use names of students or staff. <input type="checkbox"/> Keep radio communication brief and simple. Do not use codes. <p>Remember: If you are not acknowledged, repeat your transmission.</p>
Closing Down:	<input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to the Incident Commander for reassignment or release.

STUDENT ACCOUNTABILITY GROUP

<i>Responsibilities:</i>	This group is responsible for accounting for all students in the Assembly Area(s) following an evacuation. The Student Accountability Group is responsible for obtaining and reporting student accountability information to the Incident Commander.
<i>Safety Rules:</i>	Ensure your safety and the safety of others: <ul style="list-style-type: none">• Size up the situation first.• Take no action that might endanger you.• Do not work beyond your expertise.• Use appropriate safety gear.• Follow all operational and safety procedures.
<i>Start-up Actions:</i>	<input type="checkbox"/> Obtain supplies from any pre-established "Group" kits. <input type="checkbox"/> Obtain briefing from Group Leader/Operations Chief.
<i>Operational duties:</i>	<input type="checkbox"/> Establish contact with each pre-designated team leaders and obtain accountability report for each area/office. <input type="checkbox"/> Provide accountability reports to Operations Chief: <ol style="list-style-type: none">1. Provide name and last known location of any missing student or staff.2. Update report if missing are located. <input type="checkbox"/> Maintain current record of the number of students and staff in the assembly area and/ buildings. <input type="checkbox"/> Maintain record of students or staff who leave assembly area for any reason. <input type="checkbox"/> Direct all media or parent requests for information to the PIO.
<i>Closing Down:</i>	<input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to the Incident Commander for reassignment or release.

STUDENT RELEASE GROUP

Responsibilities:	<p>Assure the reunification of students with their parents or authorized adult through separate Request and Release Points.</p> <p>Student Release will be conducted as outlined in the "Student Release Procedure" of the school Crisis Response Plan. The procedure guides release from the event location(s) as well as release from an evacuation site.</p> <p>Principles outlined in this checklist will apply to either situation.</p>
Safety:	<p>Use the buddy system: Divide into Teams as needed, and ensure that each team has been assigned a minimum of 2 persons.</p> <ul style="list-style-type: none"> • Size up the situation first. • Take no action that might endanger you. • Do not work beyond your expertise. • Use appropriate safety gear. • Follow all operational and safety procedures.
Start Up Actions:	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain a briefing from the Incident Commander <input type="checkbox"/> Obtain equipment from any preassembled Group kit. <input type="checkbox"/> Obtain Student Emergency Cards from Incident Commander (kept in school Crisis Response Box or in Pathways).
Operational Duties:	<ul style="list-style-type: none"> <input type="checkbox"/> Obtain and follow the "Student Release Procedure". <ul style="list-style-type: none"> • The procedure is available in the school Crisis Response Plan, but should also be kept in the school Crisis Response Box and/or any pre-assembled Operations/Student Release Group kit. <p>Items below are general steps:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintain strict accountability/record of all students released! <input type="checkbox"/> Work with the Security Group as needed to secure the areas. <input type="checkbox"/> Coordinate with the "Evacuation Group" if releasing from another location following evacuation of the office/event location. <input type="checkbox"/> Set up "Request Point" and "Release Point" at planned locations. <input type="checkbox"/> Receive release request and confirm requestor ID. <input type="checkbox"/> Confirm they are authorized to pick up student. <input type="checkbox"/> If confirmed, direct them to Release Point. <input type="checkbox"/> Send runner to get student and take to Release Point. <input type="checkbox"/> Release Point confirms student and parent ID, releases student. <p>Refer all requests for information to the PIO.</p>
Closing Down:	<ul style="list-style-type: none"> <input type="checkbox"/> When assigned tasks are completed, return equipment/supplies, and report to the Incident Commander for reassignment or release.

STUDENT RELEASE PROCEDURE

Overview

Release of students to parents following, or in the course of, a school emergency can be one of the most challenging emergency tasks that school administrators may face. As such, careful planning is critical. It is also imperative that parents are well informed as to what the process will be prior to an emergency.

Schools must also be prepared to handle situations where students have been injured, perhaps fatally, cannot be located, or for other reasons cannot be immediately released to parents. In addition to the "Request" and "Release" points outlined in this Student Release procedure, schools must designate a private location where parents can be taken and made comfortable until the Incident Commander, Law enforcement or other officials can meet with them to explain the circumstances. Schools should also prepare to provide crisis counseling.

Practice Makes Perfect!

Schools must practice the student release process under non-emergency conditions.

Student Release Group

Student release is conducted by the "Student Release Group", and schools must predetermine the number of staff that will need to be assigned to the group, typically based on the number of students involved. The Student Release Group will be divided into two teams; Request Point and Release Point.

- *The Request Point Team must have people to receive release request forms and people to act as runners to go get the requested students and escort them to the Release Point.*
- *The Release Point Team must have people to check parent identification and release students and should have someone assigned to escort parents to a private holding area when a student cannot be located or released for whatever reason.*

Set Up:

- ☐ Secure an area against unauthorized access.
- ☐ Set up the Request Point at the pre-designated location. Post a "Request Point" sign.
- ☐ Establish multiple "Request Lines".
- ☐ Obtain Student Emergency Cards from the school Crisis Response Box or from Pathways.
- ☐ Have Student Release Forms and pens available for distribution to parents while in line.
- ☐ Set up Release Point, with sign, at pre-designated location well away from Request Point.
- ☐ If not pre-determined, identify where parents of "Missing" students are to be taken.

Appendix

- A. [Media Relations Guide](#)
- B. [Earthquake Procedure](#)
- C. [Hazardous Material Release Procedure](#)
- D. [Intruder on site Procedure](#)
- E. [Severe Weather Procedure](#)
- F. [Student Release Request](#)
- G. [Student Release Log](#)
- H. [Utility Loss or Damage Procedure](#)
- I. [Bomb Threat Procedure](#)
- J. [Bomb Threat Checklist for Telephone Operators](#)
- K. [Basic Medical Emergency Procedure](#)
- L. [Covid 19 Reporting](#)
- M. [Incident Report Form](#)
- N. [Opioid Prevention and Response](#)

MEDIA RELATIONS GUIDE

(Suggestions for working with the News Media)

Introduction

The public (including parents) has a right to timely and accurate information when a school crisis occurs. Additionally, the media can be a powerful tool when the school needs to control rumors or impart critical information to parents such as where to pick up their children during an evacuation.

Schools share responsibility for issuing public statements during an emergency with other agencies such as law enforcement and the fire department. It is therefore imperative that these entities work together before and during an emergency to ensure they can provide cohesive, accurate and timely incident information regardless of who issues the information.

The school Incident Commander should appoint an individual and alternates, in advance, to serve as the school's Public Information Officer (PIO) and assistants, if needed, during a crisis. Ideally, the school PIO staff should meet with local fire and law representatives to discuss how they will work together, develop media contact lists, and accomplish other preplanning tasks such as creating generic message templates for use in an emergency.

The suggestions below have been compiled from a variety of sources and are intended to assist the school Incident Commander and/or Public Information Officer in preparing for and handling media communications:

Preplan A Media Center Location and Supplies

- The school Incident Commander, in concert with emergency officials, should determine in advance where the school media center will be established, and identify an alternate site should it become necessary to evacuate.
- The media center should, at minimum, have telephones, copier, FAX and Internet service available.
- Determine and obtain in advance the materials and supplies you will need to support your media operations.
- Office supplies include chairs, desks, bulletin boards, flip charts, computers, printers, fax machines, telephones, cell phones and chargers, digital cameras, TV, radios, copy machine, file folders, paper, message pads, school letterhead, pens, and pencils.
- Communications supplies include press release templates, school fact sheets, and other documents to assist in providing rapid and factual information.
- Key lists include staff and student telephone directories, media directory, a map of the school and area.

Understand The Needs Of The Media

Recognize that the needs of the media will change as the situation evolves!

- **First hours of the crisis:** The media will make a mad scramble for information. Reporters will interview anyone willing to talk, often without verifying accuracy of information. The more information released, the less the media will have to rely on rumor and hearsay.
- **What and who:** The media will want to know exactly what happened and who was involved — victims and perpetrators.
- **Why and how:** The media will ask why the crisis occurred and how it evolved. There will be a step-by-step dissection of the crisis.
- **Analysis of emergency response:** The media will analyze how the crisis response functioned. Did first responders react appropriately? Did the school's crisis plan work?
- **How could it happen:** As the situation stabilizes, the media will begin to look for causes of the tragedy and whether it could have been avoided. For example, they'll ask, "Were proper emergency planning measures in place"?
- **Second-day stories:** The media will begin to look for a different spin or angles, emerging issues and people to interview. The media will also want to cover special events, such as memorials, the first day back at school and athletic activities.

Things To Remember When Working With The Media

- **Immediacy:** Issue an accurate, factual, initial statement as quickly as possible.
- **Location:** Designate a media area where all briefings will be held. Secure the school perimeter and determine where media will/will not be permitted.
- **Purpose:** Use local media as a quick communications pipeline to key audiences, but don't depend solely on the media.
- **Policy:** Make sure you follow all school policies and state laws when releasing information. Respect student and staff health, safety and privacy rights!
- **Key messages:** Develop two or three key messages that are honest, consistent, responsive and responsible. Strive to be positive and proactive.
- **Accuracy:** Never guess, speculate or predict the future. Don't release information until you have verified its accuracy. Never go off the record.
- **Availability:** Hold regular media briefings and respect deadlines. Avoid saying "no comment." Provide a brief statement and then take a few questions, but stop when they get redundant or head off course.
- **Attitude:** Express sympathy; be calm and respectful. Avoid getting defensive or placing blame.

Consider Student and Staff Privacy Issues

- Understand the roles of law enforcement, schools, hospitals and families in releasing names and conditions of victims.
- The school should have a carefully considered and crafted policy regarding release of student and staff names and photos.
- Consider laws such as Family Educational Rights and Privacy Act as well as restrictions regarding identification of special education students.
- Consider the need for parental consent before students are allowed to participate in interviews or be photographed or filmed while under the control of school officials.
- Be aware that the media may use existing file photos of students or staff participating in athletic or other events.
- Remember that staff and students have the right to:
 - ✓ Say “no” to an interview.
 - ✓ Be treated with respect.
 - ✓ Select the time and location of the interview.
 - ✓ Have someone with you during the interview.
 - ✓ Know the purpose of the story.
 - ✓ Ask about the questions in advance.
 - ✓ Request a specific reporter and/or refuse to work with certain reporters.
 - ✓ Speak to one reporter at a time.
 - ✓ Release a written statement instead of having an interview.
 - ✓ Refrain from answering uncomfortable questions.
 - ✓ Say when the interview is over.
 - ✓ Ask for a correction if information is wrong.

Consider Using Other Available Communication Tools

- **Website** - Create an emergency Web Page linked to the school Website for daily updates.
- **Emails and faxes** - Set up an email distribution list to stakeholders who need to be contacted regularly, including staff, media, parents and elected officials.
- **Social networks** - Use Facebook, Instagram and other social networking tools to provide information quickly to parents and other stakeholders.
- **Hotline** - Dedicate a phone line to emergency information and update it frequently.
- **Phone Tree** – For small schools, especially, phone trees can be used to disburse information rapidly when other systems are down. Messages must be short and factual to avoid sharing misinformation or starting rumors.
- **Face-to-face** – Well prepared press conferences or public meetings and can be an effective way to answer questions, address concerns and build public and media confidence in how an incident is being managed.

Questions Frequently Asked By Parents And The Media

Anticipating questions parents and the media will ask can be very helpful to the school Incident Commander and Public Information Officer as they prepare to conduct press conferences or release information. These are some of the common questions asked:

Q: What happened?

A: Stick to the facts that you have verified: who, what, when, where. Coordinate information release with law enforcement, fire or other officials.

Q: How much damage was sustained?

A: NEVER SPECULATE on dollar amount of damage. Give factual, clear information as it becomes available (e.g., two areas have sustained damage in the fire).

Q: How many people were killed/injured/missing?

A: ONLY RELEASE CONFIRMED NUMBERS. Coordinate with law enforcement.

Q: How can I get updated information?

A: Give time, location of next briefing as well as hotline number.

Q: How can I locate a family member, colleague or student?

A: Provide evacuee information numbers.

Q: How can parents and teachers receive information?

A: Provide hotline number.

Q: How can I volunteer to help or provide donations?

A: Provide information and direct inquiries to organizations such as the Red Cross.

Q: Why did this happen?

A: NEVER SPECULATE.

Q: What are you doing next?

A: We are assessing the situation and will determine next steps in cooperation with law enforcement. Provide information on how families are being reunited, when classes will resume, etc.

Q: Were any policies or laws violated?

A: We are conducting a thorough investigation into what occurred and how it can be prevented in the future.

Q: When will school resume?

A: The administration and school board are meeting this evening to make that decision.

Q: Where can I get information about assistance to victims?

A: Be prepared to provide contact information for mental health assistance, financial aid, or other services such as food shelter and clothing.

“Grab and Go” Initial Media Release Template

A simple “Grab and Go” template such as this will assist in preparing a quick initial press release about an incident occurring at a school event location. It may be faxed or emailed to local media.

DATE/ TIME : <i>(Indicate the current time and date)</i>	
YOUR NAME AND TITLE: <i>(Your title will lend credence to your report)</i>	
YOUR PHONE NUMBER(s): <i>(Use a school number. Avoid revealing your personal cell number!)</i>	
NAME OF SCHOOL: <i>(Be sure to indicate High School, Middle School, etc.)</i>	
SCHOOL ADDRESS: <i>(If rural, indicate miles and direction from closest community)</i>	
TYPE OF INCIDENT: <i>(Use common terms, “fire”, “explosion”, “chemical spill”)</i>	
SITUATION OVERVIEW: <i>(Be brief and factual): “At approximately 10:00 a.m., a fire broke out in a classroom at the John Doe Elementary school near Appleville.”</i>	
ACTION BEING TAKEN: <i>(Again, be brief and factual. Inject a positive statement to indicate the situation is being handled proactively.): “At this time school buildings have been evacuated and the fire department is working to contain the fire. As always our number one concern is for the safety of our students and staff and the emergency procedures we practice regularly have been implemented.”</i>	
REPORTED INJURIES: <i>(Be very careful here not to stir undue concern or panic. Don’t speculate about or estimate the number or types of injuries. Provide general factual information and attempt to keep the message positive by reiterating that professional rescuers are on top of the situation. Stress that additional information will be forthcoming.) “We have an unconfirmed report of a possible injury, and emergency personnel are currently assessing that situation. We will have additional information available as soon as the emergency responders are able to give us an update.”</i>	
SPECIAL INFORMATION: <i>(If there is a special announcement that needs to be broadcast to parents or the public, use this block for that announcement. If the school has a public website or other source of school related information that might interest the media or public, you may also use this block to provide the website address, phone numbers, etc.)</i>	

Sample Parent/Press Message

Schools may also wish to draft sample announcements, such as below, in advance. When needed, messages can be quickly disseminated by simply altering dates, times and other variable information. Not only will this save time, it will provide consistency in the messages that parents receive, and help assure that important information is not overlooked in the rush to craft a message and get it out. This format can also be used to develop press releases.

SAMPLE Parent Notification/Press Release SCHOOL LOCK DOWN

FOR IMMEDIATE RELEASE

[Headline:]

DOE SCHOOL LOCKED DOWN

[Message:]

FRESNO, CA – July 17, 2022, 10:00 a.m. – This message is to advise you that the John Doe school is presently under LOCK DOWN. This action has been taken in response to a police SWAT action that is occurring in the vicinity of the school.

As our primary concern is student safety, students will be kept in secured areas until further notice. This may delay the release of students slated to board buses or be picked up by parents at 2:35 p.m. For the protection of our students and staff, as well as parents, parents are asked not to come to or call the school at this time. Please be patient. We will provide periodic updates for the duration of this activity, and will advise parents by phone or text message as soon as this action has ended and it is deemed safe to resume normal school operations or release students.

Additional information will be posted on the school website at www.jdschool.k.12.org as it becomes available. Recorded updates can be accessed on the school Hot Line at 559-555-1212.

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EARTHQUAKE PROCEDURE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to building and injuries.

The Initial Action for any earthquake will be “Duck and Cover”.

School Commander (Principal or designee):

- ☐ If necessary, call 9-1-1 to report damage and/or injuries
- ☐ After the shaking stops, initiate an EVACUATE BUILDING alert.
- ☐ If necessary, initiate parent notification procedures for students inside the building without their parents.
- ☐ If necessary, establish an Incident Command post and activate appropriate Incident Command functions. Consider need for:
 - ✓ First Aid Group
 - ✓ Utility Group
 - ✓ Security Group
 - ✓ Others, as needed.
- ☐ Consider need to cancel event due to power loss, building damage or other factors.
- ☐ Consider need to evacuate everyone to evacuation site.
- ☐ Implement parent notification and Student Release procedures as necessary.
- ☐ As needed, consult with emergency management and public safety officials to determine if school buildings are safe to reoccupy.

Teachers and staff:

- ☐ Upon the first indication of an earthquake, teachers should direct students to DUCK and COVER, seek shelter under desks and move away from windows and overhead hazards.
- ☐ If outdoors, teachers should direct students to move away from buildings, gas and electrical lines.
- ☐ If EVACUATION is ordered, teachers will bring their student roster.
- ☐ Take attendance at the Assembly Area, and report any missing or injured students.
- ☐ Initiate first-aid if needed.
- ☐ Await further instructions from the school Incident Commander.

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HAZARDOUS MATERIAL RELEASE PROCEDURE

A Hazardous Material (HazMat) release is the discharge or spill of a biological or chemical substance including release of radioactive materials. HazMat incidents most commonly involve liquids, powders, or vapors. HazMat incidents at school event location(s) most often occur in laboratory or vocational training areas, or in maintenance areas. HazMat incidents may also involve chemical releases from rail cars, trucks or industrial sites near the office/event location(s). Releases at the office/event location or in surrounding areas may both pose threats that require prompt action by school officials.

FOR ON-SITE RELEASES WITHIN A BUILDING:

Administration:

- The school Incident Commander (or first staff member to recognize the release), should initiate an EVACUATION of that building only.
 - ✓ If possible exterior doors should be closed (but not locked), and air moving systems shut down as the building is vacated.
 - ✓ If a substantial vapor cloud is present, efforts should be made to evacuate to an area upwind of the affected building.
- The school Incident Commander should initiate a “SHELTER-IN-PLACE” action for other buildings on site. This will help avoid exposing students or staff to potential vapors, or contamination from persons who have evacuated the immediate area of the release.
- The School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advise of the location of the school Incident Command Post.
- The Incident Commander will direct staff to secure the area around the chemical spill.
- The Incident Commander will establish a school Incident Command Post, upwind and out of the immediate danger area.
- The Incident Commander will confirm with Accountability Team Leaders that roll has been taken of those evacuated and that all students are accounted for.
- Until emergency responders can arrive and assist, the Incident Commander must then assess the situation and consider these questions:
 - ✓ Could a Search and Rescue Group safely look for missing students?
 - ✓ Should other buildings be evacuated?
 - ✓ Should evacuees be moved to a safer indoor location (Shelter-In-Place)?
 - ✓ Are any evacuees contaminated, and should they be separated from others?
 - ✓ Can First-Aid be started on injured persons without contaminating others?
 - ✓ Should a “Student Release” or “Off-Site Evacuation” be started?

HAZARDOUS MATERIAL RELEASE PROCEDURE - continued

- The Incident Commander will brief emergency responders when they arrive, and promote full cooperation between them and the school's staff.

Teachers:

- Implement "Evacuation" or "Shelter-In-Place" procedures as directed.

RELEASES OUTSIDE OFFICE BUILDING/EVENT LOCATION OR RELEASE THREAT FROM AN ALTERNATE LOCATION:

The most appropriate initial action for this type of release is Shelter-In-Place.

- The school Incident Commander will initiate a office/school event location-wide "SHELTER-IN-PLACE" action and ensure all students and staff outside buildings are quickly moved indoors.
 - ✓ **The Incident Commander should remind staff to turn off air handling/ventilation systems, close all windows and doors and turn off fans and air conditioners.**
- School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Describe the nature of the emergency (fire, smoke, building collapse, etc.)
 - ✓ Describe actions being taken to safeguard staff and students
 - ✓ Provide the exact location of the problem.
 - ✓ Advice on the location of the school Incident Command Post.
- The Incident Commander should consider initiating an immediate parent notification.
 - ✓ **At this point parents should NOT come to the school and risk being exposed to the chemical release!**
- The Incident Commander will ensure that anyone enroute to the school with students are redirected to the off-site evacuation site to await further instructions.
- The school will remain in SHELTER-IN-PLACE until the Incident Commander and emergency response officials can further assess the situation to determine the best next course of action:
 - ✓ Continue "Shelter-In-Place"
 - ✓ Notify parents and initiate the "Student Release" procedure.
 - ✓ Initiate an immediate "Evacuation" procedure.
 - ✓ Issue an "ALL CLEAR" signal and resume normal school operations.

INTRUDER ON SITE PROCEDURE

When an unknown person (intruder) is found on site:

- ☐ Notify school office/Incident Commander.
- ☐ Ask another staff person to accompany you before approaching person.
- ☐ Politely greet person and identify yourself.
- ☐ Ask the purpose of the visit, and inform person all visitors must register at the front desk.
- ☐ If intruder's purpose is not legitimate, ask person to accompany you to the exit.

If intruder refuses to go to office or leave, or you become aware that intruder is armed:

- ☐ Walk away from intruder and maintain visual contact from a safe distance, while other staff member notifies school office/Incident Commander:
 - ✓ Provide a description of the intruder.
 - ✓ Provide last known location.
- ☐ School office/Incident Commander will initiate an immediate school "LOCK DOWN".
- ☐ School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Provide description of the intruder, and whether intruder is known to be armed.
 - ✓ Provide last known location of intruder.
 - ✓ Describe actions being taken to safeguard staff and students.
 - ✓ Advise on the location of the school Incident Command Post.
- ☐ If possible, maintain surveillance of intruder and update law enforcement upon arrival.
- ☐ Maintain "LOCK DOWN" until situation is resolved.

IF YOU DISCOVER A HOSTAGE SITUATION:

- ☐ If hostage taker is unaware of your presence, do not intervene.
- ☐ Notify the school office/incident Commander.
- ☐ School Incident Commander will initiate immediate "LOCK DOWN".
- ☐ School Incident Commander (or designee) will call 9-1-1 and:
 - ✓ Identify the school and location.
 - ✓ Provide description of the intruder, and whether intruder is known to be armed.
 - ✓ Provide last known location of intruder.
 - ✓ Describe actions being taken to safeguard staff and students.
 - ✓ Advise of the location of the school Incident Command Post.
- ☐ If possible, maintain surveillance of intruder and update law enforcement upon arrival.
- ☐ Maintain "LOCK DOWN" until situation is resolved.

If taken hostage:

- ☐ Treat the hostage taker as normally as possible and follow his/her instructions.
- ☐ Do not panic and calm students if they are present.
- ☐ Be respectful to hostage taker, ask to speak and do not argue or make suggestions.

If hostage taker becomes violent initiate "ACTIVE SHOOTER" action – RUN, HIDE, FIGHT!

SEVERE WEATHER PROCEDURE

For the purposes of this procedure “Severe Weather” is defined as a severe windstorm, hail storm, lightning storm or other weather event that could result in damage to school facilities or injuries to students or staff.

If a “Severe Weather Watch” has been issued by the National Weather Service:

- ☐ Monitor NOAA Weather Stations (National Weather Service, Weather Channel, etc.)
- ☐ Bring all persons inside building(s).
- ☐ Be prepared to move students from outside areas into permanent buildings.
- ☐ Close facility doors, windows and blinds or curtains.
- ☐ Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- ☐ Review “Duck and Cover” procedures with students.
- ☐ Avoid gyms and cafeterias with wide free-span roofs and large areas of glass windows.

If a “Severe Weather Warning” has been issued in the area, or if severe weather is being observed at or near the site:

- ☐ The school Incident Commander will initiate a “SHELTER-IN-PLACE”.
- ☐ If flying debris or hail is creating a risk of broken windows, etc. the school Incident Commander will further direct staff to implement “Duck and Cover” procedures until the threat subsides.
- ☐ The school Incident Commander should also be prepared to provide shelter to parents who may arrive to pick up children during the storm, until such time as it is safe to formally release the students without posing undue risk to staff or other students.

After passage of the storm:

- ☐ The school Incident Commander will rescind the “Duck and Cover” order.
 - o Shelter-In-Place should temporarily be continued.
- ☐ The school Incident Commander should deploy staff to do a preliminary damage assessment of site buildings and facilities, to identify issues that need to be immediately addressed before students and staff are released to move about.
- ☐ Based on this assessment the school Incident Commander will:
 - ✓ Continue “Shelter-In-Place” until school event location(s) can be made safe.
 - ✓ Give the “ALL CLEAR” signal and resume normal school operations.
 - ✓ Notify parents and initiate the “Student Release” procedure.
 - ✓ Initiate an “Evacuation” procedure.

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STUDENT RELEASE REQUEST - *Please print clearly*

REQUEST POINT	This section is to be completed by Adult requesting student.		
Date: _____		Time: _____	
Student's Name: _____		Teacher or Grade: _____	
Requesting Adult's Name: _____			
Adult's Address _____ <div style="text-align: center; font-size: small;">STREET ADDRESS CITY, STATE, ZIP</div>			
Adult's Phones: Home: _____ Cell: _____			
Relationship to Student: _____			
Student Will Be Taken:	<input type="checkbox"/> Home <input type="checkbox"/> Other: _____		
Requesting Adult's Signature: _____			
<input type="checkbox"/> Authority Verified	Request Team Member Signature: _____		
TEACHER	Teacher: Please Indicate Student Status.		
<input type="checkbox"/> Sent with Runner <input type="checkbox"/> Absent Today <input type="checkbox"/> MISSING <i>(Use comment area at bottom, as needed.)</i>			
Teacher Signature: _____			
RELEASE POINT	Release Date: _____	Release Time: _____	
<input type="checkbox"/> Adult and Student Identity Verified	Request Team Member Signature: _____		
COMMENTS	Continue comments on reverse as needed...		

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Student Release Log

DATE: _____

[illegible]

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UTILITY LOSS OR DAMAGE PROCEDURE

Loss of electricity is the most common utility problem. However, loss of gas, water or sewage disposal may also occur. Utility systems may also suffer damage or failure of related components on the site.

LOSS OF UTILITIES

Most often the loss of utilities is a result of failure or damage of utility company infrastructure located away from the location. Interruptions are normally brief, and though inconvenient, result in only minimal disruption of normal operations. However, some outages can be extensive, so it is important to contact the utility company as soon as failure occurs to find out how long they anticipate an outage might last.

When it appears the outage will not end in a reasonable amount of time, school officials must weigh their options for closing down and sending everyone home.

UTILITY SYSTEM DAMAGE OR FAILURE AT THE SCHOOL OFFICE/SCHOOL EVENT LOCATION

Utility failure or damage on site can pose serious threats to students or staff:

- Gas leaks may require only a spark to set off an explosion.
- A broken water pipe may cause extensive flood damage to buildings and property.
- Electrical failures cause disruption of needed heating, ventilation, and air conditioning.
- Electrical failure may also result in loss of well water and sewage disposal.
- Broken electrical lines or components may pose a shock hazard to staff or students.

The initial response to any problem with utility systems on site is to try to identify the source of the problem, isolate the area, and shut off the supply of water, gas or electricity to the affected system component or building. The other, but less desired, approach is to shut down the gas, water or electrical supply to the entire site.

For these reasons, the school should develop detailed maps that indicate not only the main office/event location(s) utility shut offs, but shut-offs for individual buildings as well as mechanical equipment such as heating, ventilation, and air conditioning units. These maps should be kept readily available in the school Crisis Response Box.

The school Incident Commander and other key school personnel must know which type of system supplies the school and how to shut it off.

EMERGENCY PROCEDURES

Gas Leak - INDOOR:

- Upon detecting gas odor, staff shall initiate EVACUATION of the affected building.
 - ✓ If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark.
 - ✓ DO NOT turn off lights or other electrical equipment which may cause a spark.
 - ✓ Leave doors open to provide ventilation of the building.
- The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what building and what's leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Indicate that evacuation is underway and stay on the line to provide updates.
- The school Incident Commander/designee will notify the natural gas company or bottled gas provider, describe the problem and request a response if appropriate.
- The school Incident Commander will determine whether to evacuate other buildings.
 - ✓ Shelter in place may be most appropriate if leak is small and contained to other building, weather is inclement, etc.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!
- The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- Do not reenter the building(s) until fire or utility officials say it is safe

Gas Leak - OUTDOOR:

- Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area
 - ✓ Move everyone UPWIND, at least 100', more if leak is major
 - ✓ Post staff to prevent entry to the area
 - ✓ Prevent vehicles, including school service carts, etc. from entering area
- Notify the school office/school Incident Commander
- The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location of gas leak – what area of the office/event location(s) and what's leaking, if known.
 - ✓ Describe best UPWIND access point for emergency responders – driveway/gate.
 - ✓ Request 9-1-1 operator to call Gas Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- The school Incident Commander will determine whether to evacuate buildings.
 - ✓ Shelter in place may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and well upwind of leak.
 - ✓ If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!

- The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shut-off or building shut-off.
- Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!

Electrical System Damage or Failure:

- If problem is in, or on, a school building and there is smoke or threat of fire:
 - Evacuate the building(s).
 - Close, but do not lock doors.
- Notify the school office/Incident Commander.
- The school Incident Commander/designee will call 9-1-1:
 - ✓ Give school name and address.
 - ✓ Give location and nature of the electrical problem.
 - ✓ Describe best access point for emergency responders – driveway/gate.
 - ✓ Indicate if evacuation is underway.
 - ✓ Request 9-1-1 operator to call Electric Company (they have rapid access).
 - ✓ Stay on the line to provide updates.
- Incident Commander will determine need to evacuate buildings, if not already done.
- Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down electrical at main shut-off or building shut-off.
- Do not reenter the building(s) until fire or utility officials say it is safe.
- If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the power can be shut down.
 - ✓ If school's electrical system is involved, school will be responsible for shutting down power and calling an electrician.
 - ✓ If Utility Company line/equipment is involved, the Utility Company will effect shut-down and repair as needed.

Water/Sewer Line Break

- If water leak is in attic or other area where weight or effect of water may cause ceiling or building to collapse, EVACUATE the building.
- Notify the school office/school Incident Commander.
- The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down water at main shut-off or building shut-off.
- The school Incident Commander will assess situation and determine next step:
 - ✓ Whether to evacuate buildings, if not already done.
 - ✓ Need to remove water, and/or cover/remove contents to protect.
 - ✓ Need to contact plumber, water removal specialists or others.
- Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!
- If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the leak can be shut down.

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Appendix I

BOMB THREAT PROCEDURE

(Response Procedure on Page 36 may also be applied to “Suspicious Objects”)

This BOMB THREAT PROCEDURE is a compilation of guidance material and forms. Portions of it, including the forms, have been formatted as stand-alone documents that may be extracted, duplicated and distributed to school staff as needed before or during a bomb threat incident.

TOPICS:

- Introduction
- Assessing A Bomb Threat
- Call Taker Instructions/Telephone Bomb Threat Report
- Response Procedures
- Bomb Search Procedures

INTRODUCTION

Receipt of a bomb threat (or discovery of a suspected explosive device) is a situation school staff must be prepared to handle in a calm and professional manner. It is *extremely rare* for a person who builds and plants a bomb to call and alert the target before the bomb goes off. However, even though most bomb threats are pranks, they must all be taken seriously to ensure the safety of school students, staff and visitors.

Bomb threats may be written, e-mailed, posted online or communicated verbally, but the vast majority are made by telephone. Even though the procedures in this document refer primarily to telephoned bomb threats, the same principles will apply regardless of how the threats are received. Additionally, the actions taken in “response” to a bomb threat call, will also apply should an actual or suspected explosive device be discovered.

Perhaps the most important thing school employees can do when they receive a telephoned bomb threat is to get, and write down, as much useful information as possible from, and about, the caller. The “**CALL TAKER INSTRUCTIONS**” sheet and “**TELEPHONE BOMB THREAT REPORT**” form, found at the back of this Bomb Threat Procedure, have been developed for this purpose. They should both be printed and kept immediately available near all primary school telephones. Every staff member should also be trained in their use.

ASSESSING THE BOMB THREAT

Contrary to popular belief, schools should not immediately activate the fire alarm and evacuate school buildings every time a bomb threat is received. This could prove to be a fatal mistake. How do you know the bomb is not OUTSIDE?

When a bomb threat occurs, the school Incident Commander must quickly assess the situation and look at the big picture before selecting a course of action. For example, the caller might claim that he placed bombs in three different areas last night, or that he put two in restrooms this afternoon. But if the school has good fencing, good visitor procedures, cameras, after hours building alarms or other good security measures in place, how realistic are his claims? On the other hand, if he said he jumped the fence last night and hid a bomb on the playground near a flag pole or other landmark that really exists, you may have a credible threat.

The "**Telephone Bomb Threat Report**" is designed to assist school staff in gathering information during the call that will help identify the caller, and help gauge whether the threat is real, or simply a prank. As described below, the general tone of the call will allow it to be classified as a LOW LEVEL or MEDIUM LEVEL threat, and therefore almost certainly a prank, or classified as a HIGH LEVEL threat, which means it must be taken seriously:

LOW LEVEL - **The probable motive is to cause disruption:** The caller is vague in his/her threat, merely stating that there is a bomb at the school, he/she provides no specifics and hangs up quickly. Caller is often young, and lacks skill at crafting a credible prank message.

MEDIUM LEVEL - **The probable motive is to cause disruption:** The caller gives details such as the size, location, or type of bomb. The caller stays on the line longer and states a motive for the bomb, but stumbles when asked to repeat or be more specific. Caller may be teen-aged and better able to embellish a prank message.

HIGH LEVEL – **May be driven by conscience or other reason to issue warning:** The caller is very detailed and describes the type, power, location or time of detonation. The caller stays on the line longer or makes multiple calls. The caller may exhibit advanced knowledge of bombs. In addition, the caller may make demands such as publicity, money, etc. Caller is likely older and must be taken seriously!

Additionally, bomb threats that come after termination of an employee, or suspension or expulsion of a student, should be looked at carefully. This is particularly true if there are clues (such as familiar voice) that indicate this may be the person calling, otherwise person is threats were made during the disciplinary action, and/or the person is known to have violent tendencies.

Quickly assessing the threat will ultimately help the school Incident Commander determine if it would be best to evacuate buildings and do a very thorough search of the entire school office/event location(s), Shelter-In-Place and do a cursory sweep, or take some other combination of actions, all based on how credible the threat is considered.

RESPONSE PROCEDURE – Part 1

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as “High.” **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

ADMINISTRATION (School Incident Commander/Designee)

- **CALL 9-1-1** and provide information about the emergency:
 - ✓ Confirm address of school event location(s).
 - ✓ Provide threat details – Supposed bomb location, Supposed detonation time, etc.
 - ✓ Provide location of school Incident Command post.
 - ✓ Describe best access for emergency responders – driveway/gate.
 - ✓ If possible, remain on line to provide updates.
- **Conduct Threat Assessment – Then either evacuate buildings or Shelter-In-Place:**
 - ✓ If evacuating, announce any needed changes in evacuation routes and assembly areas based on potential bomb location.
 - ✓ If Shelter-In-Place, be sure school event location(s) are clear. Move all students inside, if possible.
- **Establish a school Incident Command Post**
 - ✓ Be certain to take the school Crisis Response Box.
 - If threat is deemed credible:**
 - ✓ Establish a command post at least 400 feet from school event location(s).
 - ✓ Ensure that it is away from automobiles, refuse containers, or mailboxes.
 - ✓ Conduct a scan of the area for any suspicious items.
 - ✓ Employ runners to communicate.
- **Establish Unified Command with arriving emergency response officials, and determine next course of action based on continued Threat Assessment:**
 - ✓ Conduct building /site search.
 - ✓ Cancel school event and notify parents who may be en route to school event.
 - ✓ Evacuate students from the immediate area.
- **Announce “All Clear” if and when it is deemed safe to do so.**

RESPONSE PROCEDURE – Part 2

CAUTION: There is a slight risk that an explosive device could be detonated by radio waves. The school Incident Commander, in concert with emergency response officials, must weigh this risk based on their THREAT LEVEL ASSESSMENT. When the threat level is perceived as “High”, **unless absolutely necessary to facilitate urgent communications, two-way radios and cell phones should not be used** within 300 feet of buildings or other areas suspected of containing an explosive device. Runners should be used to deliver messages within this 300 foot zone.

TEACHERS/STAFF

Initiate “BUILDING EVACUATION” or “SHELTER-IN-PLACE” - as directed.

IF EVACUATING: follow normal Evacuation and Student Accountability procedures, but **ADD THESE ACTIONS:**

- ❑ Have everyone in the room take their personal belongings with them. This will speed the “building search” process later.
- ❑ Tell Students to turn off their cell phones - and leave them off - for safety.
- ❑ While evacuating, perform a quick visual scan of the room and evacuation path to detect unusual, out of place, or suspicious objects.
- ❑ Report suspicious objects to the school Incident Commander as soon as possible.
- ❑ As assembly area is approached, scan for unusual, out of place, or suspicious objects.
 - ✓ If anything seems out of the ordinary, move students to another location.
- ❑ If possible, keep students at least 300 feet away from buildings.
 - ✓ Students should be in open areas away from cars, outbuildings, trash cans, etc.
- ❑ If you relocate, report your new location and reason for move as soon as possible.
- ❑ Use Teacher Buddy system as needed to free staff to be "runners" to communicate with the school Incident Commander and other staff.
- ❑ Await further instructions or an "ALL CLEAR" announcement.

IF SHELTER-IN-PLACE is ordered:

- ❑ **Follow normal Shelter-In-Place procedures.**
- ❑ **Conduct a visual scan** of the room to detect unusual, out of place, or suspicious objects. Do not move or touch any suspicious item.
- ❑ **If a suspicious object is found**, initiate an immediate Building Evacuation AND notify the school Incident Commander.
- ❑ **Take all other steps outlined in the section “IF EVACUATING” above.**

BOMB SEARCH PROCEDURE

“I’m not going to look for a bomb!!!” That’s a normal response to the sensitive question of who will search the school event location(s) in the event of a bomb threat. However, the best answer to this question is very clear: ***The person most qualified to search a given area is the person who is most familiar with that area!*** If familiar with an area, a person can quickly scan it and answer these critical questions:

1. **Is there anything unusual?**
2. **Is there anything out of place?**
3. **Is there anything that looks suspicious?**

So, what does a bomb look like? The only sure answer to that question is that the bomb WILL NOT resemble the familiar black ball with a fuse! A homemade bomb is called an “Improvised Explosive Device” or simply an “IED”. “Improvised” means it is a person’s own improvisation, and an IED is almost always concealed in an ordinary object. They can look like a backpack, briefcase, lunch box, pressure cooker, or any other common container available to mankind.

That is why the most important aspect of searching for an IED is to LOOK FOR AN OBJECT THAT DOES NOT BELONG. Again, that is best done by someone very familiar with the search area.

For the reasons stated above, school staff should expect emergency officials to solicit their assistance in conducting a search of the school event location(s) during a bomb threat event.

COORDINATING THE SCHOOL EVENT LOCATION(S) SEARCH

The school Incident Commander will coordinate the efforts of school staff with those of the emergency response officials. It is suggested that staff be paired with emergency responders and search the school event area.

It is recommended that the school event location(s) be divided into areas with one individual assigned to monitor and report the search progress and findings in each area.

ROOM SEARCH PROCEDURE

Search teams should be comprised of two people whenever possible.

FIRST SEARCH: Divide room into two levels. First search the floor and all areas up to window sill height or three feet from floor.

SECOND SEARCH: Search areas from three feet to top of head. Move in circular motion around room to starting point.

THIRD SEARCH: Search top of head to ceiling.

FOURTH SEARCH: Search ceiling, structural supports, window A/C units, and light fixtures.

At the completion of a room search where no suspicious item is found, the person who searched the room will place a sheet of paper on the exterior of the door or outside doorknob marked with an "X" and the person's name. This will indicate to everyone that the room was searched and is clear.

Following completion of their assigned search tasks, staff should report to the school Incident Commander or designee for further instructions or assignment.

Before declaring the search complete, the school Incident Commander or designee will check for "X" papers to confirm that each room on the school event location has been searched.

IF A SUSPICIOUS ITEM IS FOUND:

1. **DO NOT APPROACH, MOVE, OR TOUCH ANY SUSPICIOUS ITEM.**
2. Immediately report the exact location and an accurate description of the object to the school Incident Commander.
3. The school Incident Commander, in consultation with emergency response officials, will determine the next course of action. This may include the immediate evacuation of all staff and emergency response personnel from the building.

CALL TAKER INSTRUCTIONS

- ☐ Use the "**Telephone Bomb Threat Report**" form as a guide while talking with the caller.
- ☐ Attempt to ask Questions 1 through 9, IN ORDER, and document key points of answers.
- ☐ Listen closely to detect other information about the caller:
 - ✓ Try to detect items in "Description of Caller" and "Other Clues" section of form.
- ☐ Signal co-workers that you are receiving a bomb threat call.
 - ✓ If possible, have one pick up a phone and listen in, while another notifies the school Incident Commander and relays call information as you write it down.
- ☐ Stay calm and indicate your desire to cooperate with the caller.
- ☐ DO NOT antagonize or challenge the caller.
- ☐ Ask caller to repeat or explain anything you did not understand.
- ☐ Prolong the conversation as long as possible.
- ☐ Obtain as much information as possible.

Special Note: *As part of the educational process, schools may provide opportunities for students to gain job experience working in the school office. Students tasked with answering phones should be instructed to follow these steps if they answer a "bomb threat" call:*

1. Remain calm and politely advise the caller:

"I am a student. Please hold while I get an adult to talk to you."
2. Immediately signal any nearby adult staff member to come to the phone. Don't yell.
3. If no adult is near, lay the phone down and quickly go find one to take the call.
4. DO NOT HANG UP or ask the person to call back!

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BOMB THREAT CHECKLIST FOR TELEPHONE OPERATORS

Instructions:

Pretend you are having difficulty hearing the caller. Keep the caller talking. Inform the caller that the building is occupied and that detonation could cause injury or even death. Be calm and courteous. Listen. Do not interrupt the caller except to ask the following questions:

1. **When will the bomb go off?**
2. **At what hour?**
3. **How much time is remaining?**
4. **Where is the bomb planted?** Building _____ Area _____ Floor _____
5. **What does the bomb look like?**
6. **What kind of bomb?** ☐ Homemade ☐ Chemical ☐ FireBomb ☐ Explosive ☐ Other
7. **How do you know so much about the bomb?**
8. **Why us?**
9. **Where are you now?**
10. **What is your name and address?**

Leave the phone off the hook even if caller hangs up.

Did The Caller Appear Familiar With The Building By His Description Of The Bomb Location?

Operator Name: _____ Exact Call Time: _____ Date: _____

Caller's Identity:

☐ Male ☐ Female ☐ Adult ☐ Juvenile Approx. Age: _____

Origin Of Call:

☐ Local ☐ Long-Distance ☐ Booth ☐ Internal(in building)

Voice Characteristics		Speech	
<input type="checkbox"/> Loud	<input type="checkbox"/> Soft	<input type="checkbox"/> Fast	<input type="checkbox"/> Slow
<input type="checkbox"/> High Pitch	<input type="checkbox"/> Deep	<input type="checkbox"/> Distinct	<input type="checkbox"/> Distorted
<input type="checkbox"/> Raspy	<input type="checkbox"/> Pleasant	<input type="checkbox"/> Stutter	<input type="checkbox"/> Nasal
<input type="checkbox"/> Intoxicated	<input type="checkbox"/> Other	<input type="checkbox"/> Slurred	<input type="checkbox"/> Lisp
		<input type="checkbox"/> Precise	<input type="checkbox"/> Other
Language		Accent	
<input type="checkbox"/> Excellent	<input type="checkbox"/> Good	<input type="checkbox"/> Local	<input type="checkbox"/> Not Local
<input type="checkbox"/> Fair	<input type="checkbox"/> Poor	<input type="checkbox"/> Foreign	<input type="checkbox"/> Regional
<input type="checkbox"/> Foul	<input type="checkbox"/> Other	<input type="checkbox"/> Race	<input type="checkbox"/> Other
<input type="checkbox"/> Use of certain words or phrases			
Manner		Background Noises	
<input type="checkbox"/> Calm	<input type="checkbox"/> Angry	<input type="checkbox"/> Office Machinery	<input type="checkbox"/> Street Traffic
<input type="checkbox"/> Rational	<input type="checkbox"/> Irrational	<input type="checkbox"/> Factory Machinery	<input type="checkbox"/> Airplanes
<input type="checkbox"/> Coherent	<input type="checkbox"/> Incoherent	<input type="checkbox"/> Bedlam	<input type="checkbox"/> Trains
<input type="checkbox"/> Deliberate	<input type="checkbox"/> Emotional	<input type="checkbox"/> Animals	<input type="checkbox"/> Voices
<input type="checkbox"/> Righteous	<input type="checkbox"/> Laughing	<input type="checkbox"/> Quiet	<input type="checkbox"/> Music
		<input type="checkbox"/> Party Atmosphere	<input type="checkbox"/> Mixed

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BASIC MEDICAL EMERGENCY PROCEDURE

This procedure outlines basic steps to be taken for office/school event medical emergencies involving a single victim. In major emergencies involving multiple victims, many of the basic principles outlined below will also apply. However, in that situation the Incident Commander should activate a First-Aid Group.

School Staff Response:

- Quickly assess the situation. Make sure it is safe for you to approach. Some examples of danger include:
 - ✓ Live electric wires
 - ✓ Gas leak
 - ✓ Building damage
 - ✓ Animal or insect threat
- Immediately notify the school office/Incident Commander.
- Assess the seriousness of the injury or illness, and update office/Incident Commander.
- Protect yourself against contact with blood or body fluids. Don gloves if possible.
- Administer appropriate first aid according to your level of training until help arrives.
- Do Not Move if seriously injured unless the scene is absolutely unsafe.
- If the victim is not breathing, or there is no pulse, begin CPR if so trained.

Administration: (school Incident Commander)

- Send available staff with first aid training to injured person's location.

If injury/illness not deemed an emergency:

- Get the victim moved to the designated treatment area (main office/Nurse's office).
- Notify parent/guardian (or family, if an adult.)
- Ensure appropriate treatment (and/or release to parent /guardian, if student).

If injury/illness is deemed an emergency:

- Ensure 9-1-1 is called, and appropriate information is provided to emergency operator.
- Assign a staff member to meet and direct emergency responders to the victim.
- Assign a staff member to remain with the victim if transported to the hospital.
- Ensure student/staff emergency medical information goes with victim to the hospital.
- Notify parent/guardian/family of the situation, and where the victim has been taken.

Post event considerations:

- Review event to determine if incident was caused by a safety issue that requires further investigation or corrective action.
- Review incident to assess need for improved procedures or additional staff training.
- Consider need to provide follow-up counseling to students/staff/parents.
- Remember that information regarding injuries or illnesses is confidential and cannot be shared with the media or others.

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COVID-19 Reporting

AB 685 mandates increased COVID-19 reporting requirements. School employees must be notified within one business day of any potential exposure to COVID-19 in the workplace with specific information regarding their rights in response to the exposure, as well as the employer's disinfection/safety plan. The local public health agency must be notified within forty-eight hours in the event of an outbreak in the workplace.

SCHOOL:

- ☐ The school will notify all employees at a worksite of potential exposures, COVID-19-related benefits and protections, and disinfection and safety measures that will be taken at the worksite in response to the potential exposure.
- ☐ The school will provide a written notice to all employees, and the employers of subcontracted employees, who were on the premises at the same worksite as the person who was infected with COVID-19 or who was subject to a COVID-19-related quarantine order within one business day.
- ☐ The school will notify local public health agencies of all workplace outbreaks, which are defined as three or more laboratory-confirmed cases of COVID-19 among employees who live in different households within a two-week period.
- ☐ The school will notify local public health agencies of outbreaks within 48 hours of becoming aware of the number of cases that meets the definition of an outbreak. The school will notify the local public health agency in the jurisdiction of the worksite of the names, phone number, occupation, and worksite of employees who may have COVID-19 or who are under a COVID-19 isolation order from a public health official.
- ☐ The school will provide staff who may have been exposed with information regarding COVID-19 related benefits available under federal, state, and local laws. This information would include workers compensation benefits, COVID-19-related leaves, company sick leave, state-mandated leave, supplemental sick leave, and anti-retaliation and antidiscrimination protections.
- ☐ The school will notify all employees of the disinfection and safety plan that the employer plans to implement and complete in accordance with the guidelines of the Centers for Disease Control.
- ☐ The school will report the business address and NAICS industry code of the worksite where the infected or quarantined individuals work.
- ☐ The school will provide information about access to COVID-19 testing.
- ☐ The school will provide information about COVID-19 hazards to staff and anyone that comes into contact with the school workplace.

- ☐ From January 1, 2021 until January 1, 2023, Cal/OSHA can issue an Order Prohibiting Use (OPU) to shut down an entire worksite or a specific worksite area that exposes employees to an imminent hazard related to COVID-19.
- ☐ From January 1, 2021 until January 1, 2023, Cal/OSHA can issue citations for serious violations related to COVID-19 without giving employers 15-day notice before issuance.

STAFF:

- ☐ Staff need to report to the school, without fear of reprisal, COVID-19 symptoms, possible COVID-19 exposures, and possible COVID-19 hazards at the workplace.
- ☐ Staff with medical or other conditions that put them at increased risk of severe COVID-19 illness shall inform Human Resources.

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Incident Report Form



Reported by:

Date:

Persons Involved:

Describe incident and actions taken (Who, what, when, where, why, how. Be specific. If it's not in writing it didn't happen, and if it's in writing it happened exactly as written):

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Opium Prevention and Response

In compliance with the newly enacted "Melanie's Law" (Senate Bill 10), our school is committed to prioritizing the safety and well-being of our students and staff by implementing comprehensive measures for opioid prevention and response, particularly in the context of fentanyl overdoses. This legislation, signed by Governor Gavin Newsom, mandates that schools must have prevention and response resources in place to address the growing risks associated with fentanyl use.

Key Provisions:

Employee Training:	<ul style="list-style-type: none"> All school employees will undergo training on opioid prevention and lifesaving response techniques as outlined in the comprehensive school safety plan. Training will cover the recognition of fentanyl overdoses, proper response procedures, and the administration of Novoxil when on a field trip, Adventure Day, Hangouts, or at the office or Lending Library, ensuring that every staff member is well-equipped to handle such incidents.
Awareness Campaign:	<ul style="list-style-type: none"> The school will actively participate in the statewide awareness campaign to inform the community about the dangers of fentanyl and the importance of prevention and timely response. Informational sessions, workshops, and resources will be provided to parents, educators, and students to raise awareness of the risks associated with fentanyl use at a minimum of once annually.
Resource Allocation:	<ul style="list-style-type: none"> The school will allocate resources to ensure the availability of Novoxil, the antidote for fentanyl overdoses, on school premises and at larger school events. This includes establishing a protocol for the storage and accessibility of Novoxil in case of emergencies.
Monitoring and Evaluation:	<ul style="list-style-type: none"> Annual Drills and simulations will be conducted to assess the preparedness and effectiveness of the school's response plan. Ongoing monitoring and evaluation will be conducted to identify areas for improvement and ensure that the safety measures remain up-to-date and aligned with best practices.

Key Provisions:

Melanie's Law is a pivotal step in addressing the devastating impact of fentanyl on our communities, and we are dedicated to implementing its provisions with utmost diligence. By prioritizing employee training, raising awareness, allocating necessary resources, and engaging in school-wide collaboration, our school aims to create a safer environment for every student and staff member. We honor the memory of Melanie Ramos and are committed to saving young lives in California for decades to come.

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