

# **Charter School Safety Plan**

**2024 – 2025**

Peak Prep Pleasant Valley Charter School

[www.Peak-Prep.org](http://www.Peak-Prep.org)

Plan approved by Peak Prep Pleasant Valley Charter School's Board of Directors:1/31/2024

## Contents

A.	<b>Error! Bookmark not defined.</b>	
Mission and Vision Statements		7
– Mission		7
I.	Child Abuse Reporting Procedures	8
II.	Disaster Response Procedures	9
III.	Suspension and Expulsion Policies	16
IV.	Procedures for Notifying Teachers of Dangerous Pupils	17
V.	Discrimination and Harassment Policy	18
VI.	Safe and Orderly Environment	20
<b>Outside the building</b>		<b>34</b>
<b>Inside the building</b>		<b>35</b>
<input type="checkbox"/>	Alert others in immediate area to leave the area.	41
<input type="checkbox"/>	Close doors and restrict access to affected area.	41
<input type="checkbox"/>	Notify principal/site administrator.	41
<input type="checkbox"/>	DO NOT eat or drink anything or apply cosmetics.	41
<b>SITE LEADER ADMINISTRATOR ACTIONS:</b>		<b>41</b>
<input type="checkbox"/>	Notify Fire Department and the Department of Public Health. Provide the following information:	41
▪	School name and address, including nearest cross street(s)	41
▪	Location of the spill and/or materials released	41
▪	Characteristics of spill (color, smell, visible gases)	41
▪	Name of substance, if known	41
▪	Injuries, if any	41
<input type="checkbox"/>	Notify Maintenance/Building and Grounds Manager.	41
<input type="checkbox"/>	Determine whether to implement <b>SHELTER IN PLACE, EVACUATION</b> and/or student release.	41
<input type="checkbox"/>	Post a notice on the school office door stating location of alternate school site.	41
<input type="checkbox"/>	Notify Superintendent of school status and location of alternate school site.	41
<b>STAFF ACTIONS:</b>		<b>41</b>

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. 42

- Alert others in immediate area to leave the area. 42
- Close windows and doors and restrict access to affected area. 42
- Notify principal/site administrator. 42
- DO NOT eat or drink anything or apply cosmetics. 42

**SITE LEADER ADMINISTRATOR ACTIONS:** 42

- Notify Fire Department and the Department of Public Health. Provide the following information: 42
  - School name and address, including nearest cross street(s) 42
  - Location of the spill and/or materials released; name of substance, if known 42
  - Characteristics of spill (color, smell, visible gases) 42
  - Injuries, if any 42
  - Your name and telephone number 42
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems. 42
- If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes. 42
- Post a notice on the school office door stating location of alternate school site. 42
- Notify Superintendent of school status and location of alternate site. 42
- 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. 42

43

**STAFF ACTIONS:** 43

- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders. 44
- Send search and rescue team to look for trapped students and staff. 44
- Post guards a safe distance away from building entrances to assure no one re-enters. 44
- Notify Office of school and personnel status. Determine who will inform public information media as appropriate. 44
- Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector. 44

- Determine whether to close school. If school must be closed, notify staff members, students and parents. 44
- 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. 44
- Check for injuries, and render First Aid. 44
- 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. 45
- Check attendance at the assembly area. Report any missing students to principal/site administrator. 45
- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines. 45
- Stay alert for aftershocks 45
- Do NOT re-enter building until it is determined to be safe. 45
- 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. 45
- After shaking stops, check for injuries, and render first aid. 45
- Check attendance. Report any missing students to principal/site administrator. 45
- Stay alert for aftershocks. 45
- Keep a safe distance from any downed power lines 45
- Do NOT re-enter building until it is determined to be safe. 45
- Follow instructions of principal/site administrator. 45
- SITE LEADER ADMINISTRATOR ACTIONS:** 46
- Inspect buildings to assess damage and determine corrective actions. 46
- Confer with the business office if damage is apparent to determine the advisability of closing the school. 46
- Notify fire department and utility company of suspected breaks in utility lines or pipes. 46
- If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable rooms if damage is significant and school closing will be of some duration. 46

- 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**. 47
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency. 47
- Notify emergency response personnel of any missing students. 47
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone. 47
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check rooms 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). 47
- Determine if Student Release should be implemented. If so, notify staff, students and parents. 47
- If damage requires the school to be closed, notify parents and staff of school status and alternate site for room instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities. 47
- Initiate **DROP, COVER AND HOLD ON**. 47
- 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. 47
- Check to be sure all students have left the school site. Remain with students throughout evacuation process. 47
- Upon arrival at assembly area, check attendance. Report status to site administrator immediately. 48
- Render first aid as necessary. 48
- Do not return to the building until the emergency response personnel determine it is safe to do so. 48
- If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion. 48
- Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide: 61
  - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building 61
  - Exact location within the building 61
  - Nature of the emergency and how it occurred 61
  - Approximate age of injured person 61

▪	Caller's name and phone number	61
	Do not hang up until advised to do so by dispatcher.	61
	<b>STAFF ACTIONS:</b>	61
□	Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.	61
□	Notify Principal/Site Administrator.	61
□	Stay calm. Keep individual warm with a coat or blanket.	62
□	Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.	62
□	Do not give the individual anything to eat or drink.	62

## Mission and Vision Statements

### Mission

The mission of the Charter School is to create future leaders passionate about making a positive contribution to their local and global communities in the science and mathematics fields.

### Vision

This will be accomplished by:

- Implementing an academically rigorous curriculum which will meet state standards and through a personalized learning approach
- Developing leadership skills in each student, as well as a thorough understanding of democracy, citizenship, and civic responsibility
- Cultivating international awareness
- Developing skills leading to independence in continued learning

## I. Child Abuse Reporting Procedures

Peak Prep Pleasant Valley recognizes that child abuse has severe consequences and the charter school has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and human trafficking.

### *Child Abuse and Neglect Reporting*

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

PPPV will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

### *Human Trafficking Prevention*

In accordance with the California Healthy Youth Act, PPPV provides age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on the PPPV website.

Staff at PPPV receive periodic training to inform staff about new developments in the understanding of abuse, including sexual abuse, and human trafficking, and to receive instruction on current prevention efforts and methods.



## II. Disaster Response Procedures

Peak Prep Pleasant Valley will take all necessary measures to keep students, staff and visitors safe in the event of a disaster, as set forth in this Plan. Although PPPV does not presently occupy a traditional school campus, it shall implement the disaster response procedures outlined in this safety plan in the event that it ever expands its educational offerings to be provided at a traditional campus. To the extent meetings, events, or other PPPV-sponsored events and activities are held at other venues not under the exclusive control of PPPV, the emergency plans and procedures of the host venue will apply and not the disaster response procedures laid out here.

Likewise, should PPPV in the future acquire a traditional public school site, it shall offer the use of any such public school buildings, grounds, and equipment in its possession to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.

### *Overview – What is an Emergency?*

An emergency is a duly proclaimed existence of conditions of disaster or extreme peril to the safety of persons or property caused by air pollution, fire, flood or floodwater, storm, epidemic, riot, earthquake, intruder or other causes. This may be beyond the control of the services, personnel, equipment and resources of PPPV and require the combined efforts of state and local governments. Schools must be prepared to respond to an emergency or traumatic event in an organized and timely manner so that students and staff can continue to function effectively without additional trauma or the development of additional emergencies.

### *Purpose of Emergency Plan*

To effectively handle an emergency, emergency response procedures must be established, and an Emergency Response Team must be organized before an emergency occurs. This section of the Charter School Safety Plan is organized, and all staff members are trained, in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency.

The Incident Command System (ICS) will be used to manage all emergencies that occur within the school. We encourage the use of ICS to perform non-emergency tasks to promote familiarity with the system. All site personnel must complete training on the Charter School Safety Plan.

Students and parents must also understand that contingency preparation and procedures are necessary and are conducted for their safety and well-being. An overview of the plan will be explained and distributed to parents.

Planning, preparation, and training will help staff personnel learn the proper course of action in an emergency. This plan will provide step-by-step guidelines to help deal with emergencies that may occur. This plan cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation. Staff will receive annual training in the emergency response plan.

Specific disaster response procedures are provided in Section VII. As PPPV acquires physical facilities, this Charter School Safety Plan will be amended to include additional procedures for fire drills, drop procedure, and other matters specific to physical facilities.

### *Definitions*

- *All Clear* communicates to students and staff that the emergency is over and normal school operations can resume.
- *Emergency Damage Assessment* is the inspection process used immediately following an emergency to determine if it is safe to resume occupancy of school facilities. This assessment should be performed following any event with the potential to cause damage to school facilities or equipment.
- *Lockdown* is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. Lockdown is used to prevent intruders from entering occupied areas of the buildings.
  - Lock the doors
  - Close and lock windows, and close blinds or cover windows
  - Turn off lights
  - Silence all electronic devices
  - Remain silent
  - Use strategies to silently communicate with first responders if possible
  - Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room)
  - Remain in place until the release from lockdown by school administration or evacuated by law enforcement.
- *Shelter In Place* is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, window and vents; shutting down the building heating, ventilation and air conditioning systems to prevent exposure to the outside air and turning off pilot lights. Shelter In Place allow 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 buildings with exterior passageways must remain in the room while Shelter In Place is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.
- *Take Cover* is implemented when it is necessary to move to and take refuge in the best shielded areas within the school building. It is appropriate for, but not limited to, severe windstorms and tornados.
  - Move students/staff into the school's permanent buildings, on the ground floor
  - Group students/staff together at the furthest point away from windows on the floor
  - Face the wall with backs to the windows, crouch down on knees and elbows, hands covering the back of heads/necks
  - If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal

An order to Take Cover should remain in place until the National Weather Service has lifted the warning.

- *Duck, Cover and Hold On* is the action taken during an earthquake to protect students/staff from flying and falling debris. Duck, Cover and Hold On is an appropriate action for use during an earthquake or explosion. Immediate Evacuation and an Emergency Damage Assessment must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of Duck, Cover and Hold On.
- *Evacuation* is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.
- *Off-Site Evacuation* is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations, Off Site Evacuation may require the use of busing. Structured Reunification should be used following any Off-Site Evacuation.
- *Early Release* may be implemented when circumstances make keeping students at school inadvisable. The Executive Director or designee must authorize an Early Release. During an Early Release, students follow normal dismissal procedures.
- *Structured Reunification* is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. Structured Reunification requires:
  - Maintaining accurate information on the location of each child
  - Preventing unauthorized individuals from having access to or removing children
  - Verifying the identity of individuals coming to take custody of children
  - Verifying each individual has the legal right to take custody the child for which they have asked
  - Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up

### *General Emergency Actions*

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

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

#### ALL CLEAR

All Clear is used to conclude other immediate actions taken upon an emergency to notify students/staff 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:

- Lockdown
- Shelter In Place
- Take Cover
- Duck, Cover and Hold On
- Evacuation

Site Leader or Site Safety Team Designee 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 using electronic means of communication
- If appropriate notify parents/guardians using electronic means of communication
- If appropriate send home with students a brief description of the emergency, how it was handled and what steps are being taken in its aftermath

Staff Actions:

- As soon as the All Clear announcement has been made, return to the room or to desks and chairs, unlock doors and windows and immediately begin discussions and activities in rooms to assist students in addressing fear, anxiety and other concerns

### SHELTER IN PLACE

Shelter In Place is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, window and vents; shutting down the building heating, ventilation and air conditioning systems to prevent exposure to the outside air and turning off pilot lights. Shelter In Place allow 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 buildings with exterior passageways must remain in the room 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.

Site Leader or Site Safety Team Designee Actions:

- Make the announcement of Shelter In Place. Make arrangements for central HVAC shutdown, as necessary
- When clearance is received from appropriate agencies give the All Clear

Staff Actions:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the room until further instructions are received. Assist those needing special assistance.
- Secure individual rooms: a) close and lock doors and windows; b) shut down the room HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or

duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.

- Take attendance and wait for further instructions

### DUCK, COVER AND HOLD ON

Duck, Cover and Hold On is the action taken during an earthquake to protect students/staff from flying and falling debris. Duck, Cover and Hold On is an appropriate action for the following:

- Earthquake
- Explosion

Site Leader or Site Safety Team Designee Actions:

- Make the announcement Duck, Cover and Hold On
- When quake is over communicate Evacuate
- Do not re-enter until declared safe

Staff Actions:

- Have students immediately get under a desk or table, away from windows and anything that could fall
- Instruct students to place head between knees, cover back of neck/head with hands and face away from windows
- Remain in place until shaking stops for at least 20 seconds, Evacuate
- Take attendance and wait for further instructions

### EVACUATION

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

- Fire
- Explosion or threat of Explosion
- Bomb Threat
- Post-Earthquake
- Chemical Accident

Site Leader or Site Safety Team Designee Actions:

- Make the announcement Evacuate
- Implement Special Needs Evacuation Plan
- When clearance is received from appropriate agencies give the All Clear
- If appropriate send home with students a brief description of the emergency, how it was handled and what steps are being taken in its aftermath

Staff Actions:

- Instruct students to Evacuate in an orderly manner to the designated Assembly Area. If unsafe for the current emergency, designate and alternate Assembly Area
- Take the emergency backpack
- Take attendance and wait for further instructions

#### HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

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

To alert visually-impaired individuals

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

To alert individuals with hearing limitations

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

To evacuate individuals using crutches, canes or walkers

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

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators.
- Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.

Reunite person with the wheelchair as soon as it is safe to do so.

#### OFF-SITE EVACUATION

Off-Site Evacuation is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations, Off Site Evacuation may require the use of busing. Off-Site Evacuation is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire

- Explosion or Threat of Explosion
- Bomb Threat
- Post-Earthquake
- Chemical Accident

Site Leader or Site Safety Team Designee Actions:

- Make the announcement Off- Site Evacuation
- Determine the safest method for evacuating the campus
- Call 911. Provide school name and location of Off-Site Evacuation, reason for evacuation, number of students/staff being evacuated
- When clearance is received from appropriate agencies use electronic means of communication to give the All Clear
- If appropriate send home with students a brief description of the emergency, how it was handled and what steps are being taken in its aftermath

Staff Actions:

- Take attendance before leaving the resource center. Instruct students to Evacuate the building in an orderly manner
- 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 emergency backpack
- Take attendance and wait for further instructions.

### III. Suspension and Expulsion Policies

PPPV complies with applicable state laws regarding suspension and expulsion. The PPPV Suspension and Expulsion policy is printed in the PPPV Parent-Student Handbook that is provided during the registration process and each year must be acknowledged before enrollment is complete.



#### IV. Procedures for Notifying Teachers of Dangerous Pupils

PPPV notifies teachers of the reason(s) a student has been suspended consistent with Education Code section 49079. PPPV shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 of the Education Code that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. PPPV shall provide the information to the teacher based upon any records that PPPV maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section. All information regarding suspension and expulsion is CONFIDENTIAL and is not to be shared with any students(s) or parents(s).

## V. Discrimination and Harassment Policy

Peak Prep Pleasant Valley is committed to equal opportunity for all individuals in education. PPPV is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination and retaliation. PPPV's discrimination and harassment policies are found in both the employee and student handbooks.

Any student who engages in harassment and or discrimination of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action.

Any student who feels that he/she is being harassed should immediately contact the site leader, designee or director in order to obtain PPPV policy and uniform complaint procedures. Complaints of harassment and or discrimination can be filed in accordance with these procedures.

## VII. Procedures for Safe Ingress and Egress

PPPV does not have a traditional campus and so does not have a traditional set of procedures for safe ingress and egress to and from a school site. Regardless, PPPV encourages all students and parents to be cautious and to use safe and reliable transportation options whenever it becomes necessary to travel to participate in any in-person offering or program sponsored by or associated with PPPV.

Anyone picking up a student from testing, a school event, or any other in-person offering of PPPV will be required to show a picture identification, including parents/guardians of the student. All students must be accompanied by a parent/guardian or designated adult to participate in in-person enrichment activities.

## VI. Safe and Orderly Environment

Peak Prep Pleasant Valley wants students to know they are valued and contribute to daily operation of the school as well as its success. Students are respected and their opinion and skill in solving problems is valued. Students should be able to approach their learning with confidence and with the assurance that this school is their home. PPPV welcomes the direct involvement of parents and community members. Copies of PPPV's suicide prevention and anti-bullying policies are available at the PPPV office. PPPV also maintains a Fingerprinting Policy, which is summarized in this Section.

### *Criminal Background Checks*

As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with the School, be charged or convicted of any offense, the employee must immediately report the charge or conviction to the Head of School.

## VIII. Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity.

PPPV takes its role in providing a safe and trusted learning environment very seriously. Although PPPV does not have a traditional campus, it conducts school-related activities and events with its students routinely. If any student, family member, or member of PPPV's extended community learns of any dangerous, violent, or unlawful activity that they believe may occur at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonously if need be—to the Executive Director/Director of Operations. Feel free to send a report by email or telephone at the following: [add email address] [add phone number].

PPPV commits to promptly reviewing every report received and making a reasonable inquiry as necessary to ensure no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event.

## IX. Opioid Overdose Response Protocol

Despite not operating out of a traditional campus, PPPV has prepared its employees to notice and respond to apparent opioid overdoses that may occur at any school-related or school-sponsored events or activities using the steps that follow.

### **STEP 1: Evaluate for Signs of Overdose.**

- a. All employees will be trained to recognize the following signs of an opioid overdose:
  - Unconsciousness or inability to awaken;
  - Slow or shallow breathing or breathing difficulty, such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened; and
  - Fingernails or lips turning blue/purple.
- b. If any person is suspected of suffering an overdose, any employee shall first attempt to stimulate the person by:
  - Calling the person's name;
  - Then, vigorously grinding knuckles into the sternum (breastbone) or rub knuckles on the person's upper lip.
- c. If the person responds, assess whether he or she can maintain responsiveness and breathing.
- d. Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- e. If unresponsive, call 911, provide rescue breathing if the person is not breathing on their own, and otherwise follow 911 operator instructions until emergency responders arrive.

**STEP 2: Call 911.** Calling 911 at the appropriate time is an essential step to getting someone with medical expertise to care for the person suspected of experiencing an opioid overdose. If no emergency medical services (EMS) or other trained personnel are on campus, activate the 911 emergency system immediately. All that needs to be reported is "Someone is unresponsive and not breathing" and then report the specific address and/or description of the location on the campus where the person is located. After relaying this information, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR and implement rescue breathing. Follow these and all instructions given by 911 operators until emergency responders arrive.

**STEP 3: Support the Person's Breathing.** Supporting breathing is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

- a. Rescue breathing for adults involves the following steps:
  - Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).

- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
  - Place your mouth over the person's mouth to make a seal and give two slow breaths.
  - Watch for the person's chest (but not the stomach) to rise.
  - Follow up with one breath every 5 seconds.
- b. Chest compressions for adults involve the following steps:
- Place the person on his or her back.
  - Press hard and fast on the center of the chest.
  - Keep your arms extended.

**STEP 4: Assist Emergency Responders.** After emergency responders arrive on site, assist them with any requests they may have while tending to the individual experiencing the overdose. Keep other students and unnecessary persons out of the way and make sure the path is clear to the individual needing emergency assistance and back to an ambulance, if necessary. Continue to comply with 911 operator instructions until told to hang up.

**DO's and DON'T's:**

**DO** attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.

**DO** put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.

**DO** stay with the person and keep them warm.

**DON'T** slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum, or light pinching, the person may be unconscious.

**DON'T** put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.

**DON'T** inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.

**DON'T** try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into lungs can cause a fatal injury.

## X. Specific Emergency Actions

Although PPPV does not presently occupy a traditional school campus, it shall implement the disaster response procedures outlines in this safety plan (1) to the extent they are applicable to PPPV's administrative headquarters and (2) in the event that PPPV ever expands its educational offerings to be provided at a traditional campus building. To the extent meetings, events, or other PPPV-sponsored events and activities are held at other venues not under the exclusive control of PPPV, the emergency plans and procedures of the host venue will apply and not the disaster response procedures laid out here.

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

Accident at School

Active Shooter/Armed Assailant

Allergic Reaction

Biological Agent Release

Bomb Threat

Chemical Accident (offsite)

Chemical Accident (onsite)

Earthquake

Explosion

Fire (offsite)

Fire (onsite)

Flood

Gas Odor/Leak

Hazardous Materials

Hostage Situation

Intruder

Medical Emergency

Pandemic Influenza

Storm/Severe Weather

Suspicious Package



Threats/Assaults

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.

**SITE LEADER ADMINISTRATOR ACTIONS:**

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

**OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:**

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

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# EMERGENCY RESPONSE ACTIVE SHOOTER/ARMED ASSAILANT

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## ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

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

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

## ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.
  - a. **Act immediately** if you or your students:
    - hear a sound that might be gunfire.
    - see something that looks like a weapon being carried or used on or near the campus.
    - sense any other indication of active shooter / armed assailant threat.
  - b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
  - c. **Be decisive.** Communicate your plan to your students and act quickly.
  - d. **Call 911 and the School Office** as soon as it is safe to do so.
  
2. **Options: Run, Hide or Fight**
  - a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
    - Do not evacuate unless you...
      - know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
      - **and** can visualize a route that will get your students and yourself safely off campus.
    - Don't carry anything with you.
      - Police may mistake an item in your hands as a weapon.
      - Leave everything behind.

- If you encounter people along the way...
    - Adults: Warn them and take them with if you can but don't stop if they refuse to come.
    - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
  - Place terrain and buildings between you and the assailant to cover your escape.
  - Keep going until you are certain you are out of danger.
  - Call 911 as soon as it is safe to do so.
  - Keep your students with you. Call (insert phone #) to report your location and obtain instructions.
- b. **Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
- Lock the doors
  - Close and lock windows and close blinds or cover windows;
  - Turn off lights;
  - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
  - Silence all electronic devices;
  - Remain silent;
  - Position occupants spread out and out of line of site from room entrance.
  - Prepare to take action if the assailant attempts to get in the room;
  - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
  - Call 911 as soon as it is safe to do so.
  - Remain in place until evacuated by identifiable law enforcement officers.
- c. **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**
- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
    - Construct a strong barricade.
    - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
    - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
      - a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
  - Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

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

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

#### 4. Special Topics

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

- c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
  - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
  - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.
- d. Ongoing Communication: (School staff should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. School Activities: (School must also plan for and train all site staff involved with student activities and extracurricular programs.)

### **SITE LEADER ACTIONS:**

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

### **SCHOOL STAFF ACTIONS**

- **Emergency Operations Center (EOC)**
  - Activate the Schools's Emergency Operations Center
  - Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency.
- **Offsite Reunification**
  - The Operations Section should prepare an off-site evacuation site for reunification.
    - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
    - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
    - School staff and students will remain in lockdown until evacuated on a room by room basis.

- Buses should be placed on standby for evacuation.
  - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.
- **Crisis Intervention**
    - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
    - This team will also provide ongoing support throughout the recovery phase of the emergency response.
    - Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
    - Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

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## **EMERGENCY RESPONSE**

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## **ALLERGIC REACTION**

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

### **STAFF ACTIONS:**

- If imminent risk, call 911.
- Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- Notify 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.

### **SITE LEADER 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.

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## **EMERGENCY RESPONSE BIOLOGICAL AGENT RELEASE**

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

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

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

### **Outside the building**

#### **STAFF ACTIONS:**

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

#### **SITE LEADER ACTIONS:**

- Initiate SHELTER IN PLACE.
- Shut off HVAC units.
- Move to central location where windows and doors can be sealed with duct tape.

- Call 911. Provide location and nature of the emergency and school actions taken.
- Notify Superintendent of the situation.
- Turn on a battery-powered commercial radio and listen for instructions.
- Complete the Biological and Chemical Release Response Checklist
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

### **Inside the building**

#### **STAFF ACTIONS:**

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

#### **SITE LEADER ADMINISTRATOR ACTIONS:**

- Initiate EVACUATION of building or OFF-SITE EVACUATION to move students away from immediate vicinity of danger.
- Move up-wind from the potential danger.
- Call 911. Provide exact location and nature of emergency.
- Designate security team to isolate and restrict access to potentially contaminated areas.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Notify Superintendent of the situation.
- Arrange for immediate psychological counseling for students and staff.
- Complete the Biological and Chemical Release Response Checklist
- Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

## **THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:**

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

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.

### **SITE LEADER ADMINISTATOR ACTIONS:**

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.

- Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the Superintendent of the situation.
- Direct a search team to look for suspicious packages, boxes or foreign objects.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

### **SEARCH TEAM ACTIONS:**

- Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- Check rooms 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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The following checklist can be obtained in PDF form from FEMA at:

*[http://emilms.fema.gov/is906/assets/ocso-bomb\\_threat\\_samepage-brochure.pdf](http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf)*

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

# BOMB THREAT CALL PROCEDURES

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

## If a bomb threat is received by phone:

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

## If a bomb threat is received by handwritten note:

- Call \_\_\_\_\_
- Handle note as minimally as possible.

## If a bomb threat is received by email:

- Call \_\_\_\_\_
- Do not delete the message.

## Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

## DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

## WHO TO CONTACT (select one)

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

# BOMB THREAT CHECKLIST

Date:  Time:

Time Caller Hung Up:  Phone Number Where Call Received:

## Ask Caller:

- Where is the bomb located?  
(Building, Floor, Room, etc.) \_\_\_\_\_
- When will it go off? \_\_\_\_\_
- What does it look like? \_\_\_\_\_
- What kind of bomb is it? \_\_\_\_\_
- What will make it explode? \_\_\_\_\_
- Did you place the bomb? Yes No \_\_\_\_\_
- Why? \_\_\_\_\_
- What is your name? \_\_\_\_\_

## Exact Words of Threat:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Information About Caller:

- Where is the caller located? (Background and level of noise) \_\_\_\_\_
- Estimated age: \_\_\_\_\_
- Is voice familiar? If so, who does it sound like? \_\_\_\_\_
- Other points: \_\_\_\_\_

Caller's Voice	Background Sounds:	Threat Language:
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- |  |  |                                       |
|--|--|---------------------------------------|
| <input type="checkbox"/> Accent          | <input type="checkbox"/> Animal Noises     | <input type="checkbox"/> Incoherent   |
| <input type="checkbox"/> Angry           | <input type="checkbox"/> House Noises      | <input type="checkbox"/> Message read |
| <input type="checkbox"/> Calm            | <input type="checkbox"/> Kitchen Noises    | <input type="checkbox"/> Taped        |
| <input type="checkbox"/> Clearing throat | <input type="checkbox"/> Street Noises     | <input type="checkbox"/> Irrational   |
| <input type="checkbox"/> Coughing        | <input type="checkbox"/> Booth             | <input type="checkbox"/> Profane      |
| <input type="checkbox"/> Cracking voice  | <input type="checkbox"/> PA system         | <input type="checkbox"/> Well-spoken  |
| <input type="checkbox"/> Crying          | <input type="checkbox"/> Conversation      |                                       |
| <input type="checkbox"/> Deep            | <input type="checkbox"/> Music             |                                       |
| <input type="checkbox"/> Deep breathing  | <input type="checkbox"/> Motor             |                                       |
| <input type="checkbox"/> Disguised       | <input type="checkbox"/> Clear             |                                       |
| <input type="checkbox"/> Distinct        | <input type="checkbox"/> Static            |                                       |
| <input type="checkbox"/> Excited         | <input type="checkbox"/> Office machinery  |                                       |
| <input type="checkbox"/> Female          | <input type="checkbox"/> Factory machinery |                                       |
| <input type="checkbox"/> Laughter        | <input type="checkbox"/> Local             |                                       |
| <input type="checkbox"/> Lisp            | <input type="checkbox"/> Long distance     |                                       |
| <input type="checkbox"/> Loud            |  |                                       |
| <input type="checkbox"/> Male            |  |                                       |
| <input type="checkbox"/> Nasal           |  |                                       |
| <input type="checkbox"/> Normal          |  |                                       |
| <input type="checkbox"/> Ragged          |  |                                       |
| <input type="checkbox"/> Rapid           |  |                                       |
| <input type="checkbox"/> Raspy           |  |                                       |
| <input type="checkbox"/> Slow            |  |                                       |
| <input type="checkbox"/> Slurred         |  |                                       |
| <input type="checkbox"/> Soft            |  |                                       |
| <input type="checkbox"/> Stutter         |  |                                       |

## Other Information:

\_\_\_\_\_

\_\_\_\_\_



Homeland Security



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

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Chemical accidents 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.

## **SITE LEADER 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 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.

### **SITE LEADER 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.
- Notify Superintendent of school status and location of alternate site.

- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

**STAFF ACTIONS:**

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

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## EMERGENCY RESPONSE

## EARTHQUAKE

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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

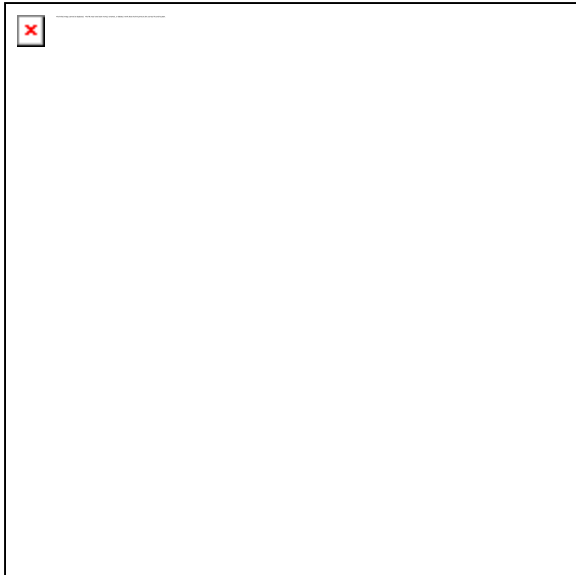
#### **SITE LEADER ADMINISTRATOR ACTIONS:**

- 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.
- Notify Office of school and personnel status. Determine who will inform public information media as appropriate.
- Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- Determine whether to close school. If school must be closed, notify staff members, students and parents.

#### **STAFF ACTIONS:**

- Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- Check for injuries, and render First Aid.

- After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- Check attendance at the assembly area. Report any missing students to 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.

### **During non-school hours**

#### **SITE LEADER ADMINISTRATOR ACTIONS:**

- Inspect buildings to assess damage and determine corrective actions.
- Confer with the business office if damage is apparent to determine the advisability of closing the school.
- Notify fire department and utility company of suspected breaks in utility lines or pipes.
- If school must be closed, notify staff members, students and parents.

Arrange for alternative learning arrangement such as portable rooms if damage is significant and school closing will be of some duration.

- Notify the Superintendent, who will inform public information media as appropriate.

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## EMERGENCY RESPONSE

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## EXPLOSION

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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.

### SITE LEADER ADMINISTRATOR ACTIONS:

- Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the Superintendent of school status.
- Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check rooms 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 room 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.



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## **EMERGENCY RESPONSE**

## **FIRE (offsite)**

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

### **SITE LEADER 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**.
- Direct inspection of premises to assure that all students and personnel have left the building.
- Notify the school where the school has relocated and post a notice on the office door stating the temporary new location.
- Monitor radio station for information.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

### **STAFF ACTIONS:**

- If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance at the assembly area. Report any missing students to the 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.



# EMERGENCY RESPONSE FIRE (onsite)

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

## Within School Building

### **SITE LEADER 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 Office of situation.
- Notify appropriate utility company of suspected breaks in utility lines or pipes.
- If needed, notify bus dispatch for **OFF-SITE EVACUATION**.
- Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

### **STAFF ACTIONS:**

- EVACUATE** students from the building using primary or alternate fire routes  
Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance. Report missing students to the site leader/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

#### **SITE LEADER ADMINIISTRATOR 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.

**SITE LEADER 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 **Off Site Evacuation** instruction if students will be evacuated to a safer location by means of buses and cars.
- Post a notice on the office door stating where the school has relocated and inform the Office.
- Monitor AM radio weather station \_\_\_\_\_ for flood information.
- Notify Superintendent of school status and action taken.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

**STAFF ACTIONS:**

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

**DRIVER ACTIONS:**

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

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## **EMERGENCY RESPONSE**

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## **GAS ODOR / LEAK**

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

### **STAFF ACTIONS:**

- Notify 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 Site Leader.

### **SITE LEADER 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.



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## EMERGENCY RESPONSE

## HAZARDOUS MATERIALS

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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**.

### SITE LEADER ACTIONS:

- Call 911, if necessary.
- If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- Initiate **EVACUATION**. Any toxic cloud that can affect students in their rooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- If time is available, initiate **Off Site Evacuation**, which may include the use of busses. Move students and staff away from the path of the hazardous materials.
- Notify 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 location, ensure that all rooms 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.

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## EMERGENCY RESPONSE

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## HOSTAGE SITUATION

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

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- Call 911. Provide all known essential details of the situation:
  - Number of hostage takers and description
  - Type of weapons being used
  - Number and names of hostages
  - Any demands or instructions the hostage taker has given
  - Description of the area
- Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.
- Secure exterior doors from outside access.
- When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- Identify media staging area, if appropriate. Implement a hotline for parents.
- Account for students as they are evacuated.
- Provide recovery counseling for students and staff.

### STAFF ACTIONS:

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

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## EMERGENCY RESPONSE

## INTRUDER

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

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

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

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

### SITE LEADER ACTIONS:

- Initiate **LOCKDOWN**.
- Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
  - “What can we do to make this better?”*
  - “I understand the problem, and I am concerned.”*
  - “We need to work together on this problem.”*
- As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- Keep subject in view until police or law enforcement arrives.
- Take measures to keep subject away from students and building.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- Be available to deal with the media and bystanders and keep site clear of visitors.

### STAFF ACTIONS:

- Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.

- Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- Isolate intruder from students. Lock room and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

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## EMERGENCY RESPONSE

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## MEDICAL EMERGENCY

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

### SITE LEADER 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.

# EMERGENCY RESPONSE    PANDEMIC INFLUENZA

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

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

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

## **SITE LEADER ACTIONS:**

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

**STAFF and STUDENT ACTIONS:**

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

**Respiratory Hygiene Etiquette**

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

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**EMERGENCY RESPONSE****Severe Weather**

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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****SITE LEADER 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.
- Notify superintendent of school status.
- Assign staff to activate staff and parent phone trees
- Post school status on school website.
- Notify utility companies of any break or suspected break in utility lines.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.



## Windstorm

### **SITE LEADER 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 room.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

### **STAFF ACTIONS:**

- Evacuate any rooms 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.

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## EMERGENCY RESPONSE

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## SUSPICIOUS PACKAGE

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

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

### SITE LEADER ACTIONS:

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

### STAFF ACTIONS if package is unopened and not leaking:

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

**STAFF ACTIONS if package is leaking:**

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

# EMERGENCY RESPONSE THREATS / ASSAULTS

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

## SITE LEADER ADMINISTRATOR ACTIONS:

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

## STAFF ACTIONS:

- If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- Inside the room, institute **LOCKDOWN**. Close all curtains and blinds.

- Disconnect the school television system in rooms so the individual cannot view news coverage and see locations of police/students/etc.
- Remain with students until **ALL CLEAR** is given.