

Oak Park Unified School District

Red Oak Elementary School
Comprehensive School Safety Plan
2014



School Safety Plan

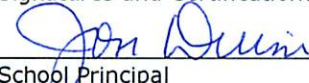


Red Oak Elementary School Comprehensive School Safety Plan 2013-14 Annual Update Checklist

Required Elements: Each school safety plan shall include Identification of appropriate strategies and programs designed to maintain a high level of school safety and development of the following procedures:

Section Number, Title, and Description	Date of Review	Mark (X) All Appropriate Boxes Below			
		Change Required	No Change Required	Remove Pages*	Add Pages*
1 School Vision <i>Statement of the school's mission and vision</i>	2/12/14		X		
2 A Safe & Orderly Environment <i>Programs and practices promoting a safe and orderly environment conducive to learning</i>	2/12/14		X		
3 Safety on Site <i>Leaving Campus, Student Passes, and Electronic Devices</i>	2/12/14		X		
4 School Crime Assessment <i>Uniform information reporting system report</i>	2/12/14		X		
5 Safe Ingress and Egress <i>Safe Ingress and Egress To and From School</i>	2/12/14		X		
6 Dress Codes <i>Policies and regulations pertaining to student dress codes</i>	2/12/14		X		
7 In the Event of a Disaster <i>Procedures, Routine, Maps, Scheduled Drills and Emergency Provisions</i>	2/12/14		X		
8 Emergency Response <i>Team Flow Chart, Emergency Contact Numbers, Crisis Checklist, Response Team Job Descriptions</i>	2/12/14		X		
9 The District at a Glance	2/12/14		X		
10 Sexual Harassment Policy <i>Policies and regulations pertaining to sexual harassment</i>	2/12/14		X		
11 Discipline: Rules and Procedures <i>Policies and regulations pertaining to student discipline</i>	2/12/14		X		
12 Hate Crime/Bullying Policies and Procedures <i>Policies and regulations pertaining to hate/bullying reporting procedures</i>	2/12/14		X		
13 Teacher Notification Policies <i>Teacher notification policies regarding dangerous students</i>	2/12/14		X		
14 Infectious Diseases <i>Policies and regulations pertaining to infectious diseases</i>	2/12/14		X		
15 Child Abuse Reporting Procedures <i>Policies and regulations pertaining to child abuse reporting procedures</i>	2/12/14		X		
16 Suspension & Expulsion Policies <i>Policies and regulations pertaining to student suspension and expulsion</i>	2/12/14		X		

Signatures and Certification:


School Principal
2-12-2014


Site Council or Safety Committee Representative
2-12-14

Date

Date

*** Attach 2 copies of all page changes to this checklist and indicate which policy section and page(s) it will be replacing. Please return to the Business Services department by February 1.**

RED OAK ELEMENTARY SCHOOL

SCHOOL SAFETY PLAN

2013-2014

Submitted by:

Jon Duim

Principal

SCHOOL SAFETY COMMITTEE MEMBERS

<u>NAME</u>	<u>TITLE</u>
Nina Johnson	Teacher
Patti Holland	Teacher
Yoram Shakib	Parent
Michelle Williams	Parent
Rico Lagattuta	Parent
Alisha Gale	Parent
Susan Crumpley	Office Manager
Jon Duim	Principal

Reviewed by:

Jon Duim
Principal

2-12-14
Date

Deborah E. King
Site Council/Safety Committee Representative Signature

2-12-14
Date

Date and Location of Public Meeting: Reviewed School Site Council
on 2-12-2014

School Vision

OAK PARK UNIFIED SCHOOL DISTRICT
EXHIBIT

Series 0000

Philosophy, Goals, Objectives & Comprehensive Plans

E0000

Mission

The mission of the Oak Park Unified School District is to provide students with a strong foundation for learning which meets the challenge of the present and of the future through a balance education which includes academic achievement, personal growth and social responsibility.

Vision Statement

Red Oak Elementary School

The vision of the Red Oak Elementary School community is to actively involve all children in becoming responsible, caring and creative life-long learners. We provide a foundation for success through clear goals, high expectations, and a positive school climate with an emphasis on critical thinking, problem solving, social responsibility and personal growth. Students are encouraged to reach their full potential as we celebrate their uniqueness.

A Safe &
Orderly
Environment

We Maintain a Safe and Orderly Environment

The safety and welfare of all students and staff is a priority throughout the school day. Reasonable guidelines regarding campus conduct as well as safety have been established to protect both students and staff. Maintenance staff, teachers, administrators, and students actively participate in providing a clean, orderly, and safe environment for each campus.

Employees are trained and updated on practices for maintaining a safe and orderly environment through the Oak Park Unified School District's Employee Training Program. The mission of the Employee Training Program is to provide an occupational health and safety training program designed to instruct employees in general safe and healthy work practices and to provide specific instruction with respect to hazards specific to each employee's job assignment. Students are also made aware of the importance of a safe and orderly environment, especially with regards to exercising and playing sports in physical education and proper laboratory procedures in science classes.

We further help maintain a safe and orderly environment through the work of the Oak Park Unified School District Safety Committee. The Safety Committee is comprised of volunteers from classified, certificated, and administrative staff and community members. The committee meets no less than four times each school year to review safety practices, conduct site inspections, and disseminate information to employees on safety, health, and catastrophic occurrences. The goal of the committee is to help provide the safest work environment possible.

Each site will be inspected once each month by the head custodian, and a minimum of once each year by the safety committee to insure that equipment and playground apparatus is maintained in good condition. There must be sufficient cushioning materials around playground bars, slides, etc. and play fields and yards may not have ruts, cracks, holes, raised concrete, etc. which may cause tripping or falling accidents. Offices and classrooms are inspected to insure that heavy, sharp, or breakable objects are not placed on top of or on upper shelves of cabinets, bookcases, or other storage units. Wall sockets must have safety plates and walkways and aisles must be free of obstructions. Each site is to maintain easily accessible emergency information, equipment, and first aid kits.

After a site inspection has been made, a written report must be made and presented to the site manager and safety committee. This report will list any potential hazards by severity, give the location, and a time line for corrective actions to be taken. The hazard correction list will also be forwarded to maintenance if required.

Each year the Board of Education approves a comprehensive long-range master plan of district facilities including a deferred maintenance schedule. Maintenance and repairs are expedited through a centralized work order system that assigns priorities on the basis of student and staff health and safety. Grounds and landscaped areas are maintained on a rotational basis by a central roving grounds crew.

General Safety Guidelines

The safety of staff and students will not be compromised by a disorderly environment. Therefore, we have established the following general rules to outline the basic tenets of a safe and orderly school and workplace. The General Safe Work Practices are as follows:

1. General caution is to be exercised when moving about the classroom.
2. All four feet of chairs are to remain on the floor at all times.
3. Rough-housing and running in the classroom is prohibited.
4. Toxic or potentially hazardous solutions may not be kept in classrooms unless kept in a locked, non-student accessible storage area or cabinet.
5. Floor areas will be kept free of obstacles and any spills should be cleaned up immediately.
6. Storage cabinets should be in good condition and not overloaded. Heavy, sharp, or breakable objects are not to be stored on upper shelves or the tops of cabinets, bookcases, etc.
7. Unauthorized flexible extension cords should not be used and all other cords should be of the three-pronged, grounded type.
8. A fire drill or evacuation map is to be posted by each exit door.
9. All doorways and escape routes are to be kept free of obstructions.
10. Bookcases and cabinets are to be secured to walls.
11. Audio visual and high-technology equipment such as computers, TVs, VCRs, etc., must be properly stored, strapped down, or otherwise anchored as appropriate. This equipment should not be moved by anyone other than an authorized employee. Proper lifting techniques are to be adhered to when lifting or moving heavy equipment.
12. Computers must have proper electrical extensions. Access to the sides and rear of computers must be limited as much as possible.
13. Equipment with frayed or damaged electrical cords is not to be used and should be reported immediately.
14. Electrical circuits may not be overloaded.
15. All injuries should be reported to the Business Office.

Other Safety Guidelines

If an Accident Occurs...

All teacher or student accidents must be reported to the main office of the school site immediately. An accident report must be completed by the teacher in charge and submitted to the main office. Accident and worker's compensation forms for staff members need to be completed as soon as possible and returned to the main office.

No Medication at School

Any student who is to have medication at school on a regular basis must fill out the appropriate form and have it signed by the student's physician. If the student needs medication for a short time, a form must be filled out and signed by the parent. All medication must be administered by school office personnel. Under no circumstances is a student to have medication on his/her person at school or take medication unsupervised. This applies even to Tylenol or other over-the-counter medications in addition to prescription medications.

Practice Racial and Ethnic Sensitivity

Students may not make remarks, slurs, innuendoes, jokes, etc., related to a person's race, ethnicity, religion, color, national origin, sexual orientation, or background. Remarks made in general or directed toward another student, adult, or family will not be tolerated. Students who make such remarks are subject to suspension or other consequences and will be counseled on the issue. Participating in, or conspiring to engage in acts of hate or violence, is prohibited. Intentionally engaging in threats or intimidation that creates disorder, invades the rights of others, or creates a hostile educational environment is prohibited.

No Sickness at School

In an effort to provide the most healthful and wholesome atmosphere for students, the Oak Park Unified School District has the following rules and regulations regarding communicable disease control:

1. Students should not attend school with an illness, respiratory infection (common cold), a temperature of 100 degrees or above, or a rash. Students who have had a fever must have a normal temperature (below 100 degrees) for 24 hours before returning to school.
2. If the school feels that a student's physical condition does not warrant that the child be in school, the parent will be will called and the student will be sent home with a parents or person designated on the student's emergency card. Parents should not send their children to school to be diagnosed.

Parents are free to call the school for information concerning length of absence, homework, etc.

3. Parents must follow the attendance procedures outlined in their student's handbook for reporting the absence of a child who is ill. Parents must call the school to verify extended absences.
4. The school will use their communicable disease regulations as guidelines for admitting or excluding students for health reasons. The school has the final authority whether or not to admit any child suffering from a contagious disease even though the child's physician may have suggested the child be permitted to return to school.

Use Technology Responsibly

The Oak Park Unified School District is committed to preparing students for a rapidly changing world. One way in which we help students meet the challenges of the new millennium is by providing and familiarizing students with the most up-to-date technology possible. Every student in the Oak Park Unified School District has access to a computer. The use of these computers, however, requires that students and staff exercise a certain degree of responsibility. All students and staff sign contracts confirming that they have read the terms and conditions of the Network Use Policy for the OPUSD-Net. The contract verifies that students and staff are aware of the following:

1. Any violation of the rules, regulations, and/or policies may result in denial of access privileges, and appropriate disciplinary action.
2. A student's or staff member's access to the computer is for educational purposes only, and the Oak Park Unified School District will take available precautions to restrict access to and eliminate controversial or inappropriate materials. It is impossible to restrict access to all controversial materials.
3. Students and staff agree to report any misuse of the system to the site administrator or District Systems Administrator.
4. Students and staff will be held responsible for any costs or damages resulting from harm caused to the computer system by their actions.
5. The Oak Park Unified School District reserves the rights to search user files, data, programs, e-mail, and user workspace for the purpose of maintaining system integrity and security, and preventing system abuse.

We Have Zero Tolerance for Drugs, Alcohol, and Tobacco

The Oak Park Unified School District believes that the maintenance of a drug and alcohol-free workplace is essential to school and district operations. The Oak Park Unified School District's policy is zero-tolerance for drugs, alcohol, and tobacco on the school site. Any student who is in possession of or under the influence of any controlled substance or look-alike, including tobacco, alcohol, illegal drugs, or any student who has misused legal drugs, will be recommended for disciplinary action. No employee shall unlawfully manufacture, distribute, dispense, possess, use, or be under the influence of any alcoholic beverage, drug, or controlled

substance as defined in the Controlled Substances Act and Code of Federal Regulations before, during, or after school hours at school or in any other district workplace.

We Have Zero Tolerance for Weapons

The Oak Park Unified School District has adopted and enforces a zero tolerance policy in regards to any type of weapon on campus. Any student who is found to be in possession of a weapon including but not limited to any knife or any type of gun including pellet and BB guns, or any student found to be in possession of any explosive device including firecrackers or fireworks, will be recommended for expulsion, unless the principal recommends otherwise. This includes any replica or look-alike of the above. All persons, including students and parents, are prohibited from engaging in terrorist threats against school officials, school property, or both.

Safety at Red Oak Elementary School

4857 Rockfield S.

Oak Park, CA 91377

Playground Rules

Elementary school playgrounds are places of recreation and enjoyment. Students are learning sportsmanship, how to get along with others, sharing, courtesy, etc. The playground and field areas should be safe, orderly places where students can interact positively with one another in a cooperative spirit. Students must therefore observe the following rules:

1. Students are to remain on the school grounds at all times. The parking lot is off limits. Students may not leave the school grounds without permission or talk with persons through the fence.
2. All games are "open." This means that all students may participate in any game at any time within grade level designations.
3. In the event of a disagreement over a game as to whether a player is "out" or not, the students playing the game are to vote to reach fair decision. Students who continue to play unfairly are to be reported to the Yard Supervisor. The Yard Supervisors carry the accepted rules for each playground game.
4. Games that involve gambling tackling, pushing, or rough play are not permitted.
5. "Karate" type games or actions are not permitted at anytime.
6. Balls are not to be bounced in the halls or against the buildings.
7. No throwing of rocks, sticks, or other objects is permitted.
8. No climbing or pulling on trees and shrubs, or walking in planted areas.
9. Students are not to bring toys, yo-yo's, radios, tape players, pagers, or other equipment to school without permission of their teacher or principal. Pocket-knives, matches, cigarettes, lighters, fireworks, and other dangerous objects are seriously prohibited by law and may result in immediate suspension.
10. Students may not wander around the campus or interrupt other classes during recess. Students should not be in a classroom unattended, or any area of the school grounds that is not supervised by a school official.
11. Students are to use the restrooms designated for their grade levels only.
12. Food and snacks must be eaten in the patio area, and not carried on to the playground or field. Gum is not allowed at school. Candy and snacks should only be eaten at nutrition time and lunch on the patio.
13. Students may not use any type of profanity or derogatory language. Students who do will face disciplinary consequences.
14. In all cases, the Yard Supervisors are to be respected and obeyed. Students may not argue with these school officials. Students who do will face disciplinary action. Students may ask for and deserve an explanation of any actions by a school official.

Visitor Policy

All Oak Park Unified School District schools require that visitors sign in with the front office of the school site. Visitors may not wander around campus. Parents who wish to visit classrooms may not do so without the approval of the office.

RED OAK ELEMENTARY SCHOOL Profile:

On our campus there are 22 regular full time teachers serving approximately 615 students, Discovery Kindergarten through 5th grade. Red Oak Elementary School is a 20-year-old school and is the newest of three elementary schools in the school district. Community-funded Measure R continues to provide capital for campus upgrades such as repaving our playground blacktop areas. Our school is situated in the gently rolling foothills at the southern base of the Simi Peak, in the residential community of Oak Park, northwest of Los Angeles. Red Oak Elementary School has an established record of educational achievement and parent involvement. We believe that every child can, and will, learn and that this learning will lead to high achievement. The goal of our school is to provide each student with a challenging and rigorous curriculum based on California State Academic Standards. We believe every child can achieve academic success and we are committed to providing unique and differentiated instruction to meet the special individual needs of our students. To this end, every child is provided with quality instructional experiences, which support and maintain high expectations for all students. In many classrooms, new technologies from our district's C-6 bond funds are increasingly being used as a tool for teaching. One well-known technological learning tool is our Smartboards. Community bond measure C-6 continues to fund additional technology tools. Also, our Learning Center Program services students requiring extra help in reading. It provides intensive instruction to raise student reading ability. Student progress in State-approved curriculum is monitored on a regular basis in all subject areas using such measurements as our SRI (Scholastic Reading Inventory) and DIBELS (Dynamic Indicators of Basic Early Literacy System) to precisely pinpoint student needs. This dedication to excellence, coupled with a warm and positive school environment, actively supportive parent groups, and exciting school-wide activities results in optimal school experiences for our students. Each year our highly educated and devoted staff strives to build upon our past successes. We actively incorporate new knowledge and seek out more effective ways to deliver education to our students at every level. Red Oak parents appreciate education and make it a priority in their lives by investing time and resources at the site. Parents are valued partners in creating a special educational community at Red Oak. Over seventy-five percent of our parents volunteer in some capacity to benefit our school. Both the School Site Council and the Parent Faculty Association (PFA) are dynamic, active, empowered organizations that help us to reach our goals of providing a quality education in a safe and nurturing environment. With parents and teachers working as a team towards the same common goal, every child has the opportunity to become successful. We believe that through teamwork, open communication and a commitment to continuous improvement, we achieve great things for our students and their families.

ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

The following statements characterize educational practice at this school and are based on No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC).

Standards, Assessment, and Accountability

Red Oak teachers modify instruction and improve student achievement by utilizing a variety of state and local assessments. Each year State assessments included in the State Testing and Reporting (STAR) program are reviewed and analyzed upon receipt. During the fall, teachers review STAR data and interim assessments to identify student needs and to plan appropriate instruction for all students, including those identified as not meeting performance goals and those exceeding performance goals.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC) has been critical to meeting performance goals and is essential to any successful program. Instruction is adjusted based on meaningful information gained from thorough assessment of student performance. In Oak Park, our reading assessment plan includes:

- Regular assessment that is part of the Core Reading Program.
- DIBELS for grades K-3. The DIBELS assesses three areas of early literacy: Phonological Awareness, Alphabetic Principle, and Fluency with Connected Text. The measures are linked to one another and have been found to be predictive of later reading proficiency. The test is given one-on-one with each child and takes about ten minutes to administer. It is given three times a year on a prescribed timeline.
- SRI. The SRI is a computer-based reading comprehension assessment that is administered to students in grades 1-5. These students take the test three times a year on the computer. It takes 20-30 minutes. The software remembers the students and tracks their progress throughout the year. It also provides lists of recommended reading for the student based on the interests that the student selected; recommendations are on the student's lexile level. The SRI provides teachers, parents, and students with information about student reading comprehension levels. This assessment also provides information about grade level equivalency and predicts scores on the California Standards Tests.

The most important aspect of these assessments is the individualized data that is provided to teachers and parents. Secondly, the schools and the district as a whole will be able to design appropriate interventions and support for all students.

In all subject areas, pre- and post-testing are common practices of teachers who flexibly group their students for short-term instruction of specific skills. These curriculum-embedded assessments are standards-based and assist parents and teachers in monitoring the progress students are making toward meeting performance standards. Our math program uses curriculum embedded tests and spiral reviews to assess how well students are learning and retaining information. Formal and informal assessments, such as benchmark projects, also monitor the effectiveness of programs in social studies and science. This progress is reported three times a year on standards-based report cards. Parent conferences are held twice a year to formulate student goals and to address progress. Students in the upper grades take an active part in goal setting and in discussing progress.

The majority of our students are attaining scores at or above the proficient level in ELA (English Language Arts) and math and do not require intervention. The small numbers of students requiring intervention receive additional support through our in-school Learning Center program and math aides. Additional grade level

interventions are provided through differentiated instructional strategies such as fluid grouping, use of manipulatives and Special Education. Our instructional practices for English Language (EL) learners begin with how EL teaching is related to K-12 EL standards as well as content assessments of the learner's levels of linguistic and cognitive development. Materials appropriate for English learner (EL) students have also been purchased that include limited vocabulary dictionaries and newly developed software.

Staffing and Professional Development

Part of Red Oak's focus on professional growth has been to ensure that all teachers become No Child Left Behind (NCLB) compliant. This has involved teachers taking courses to obtain CLAD credentials. Oak Park Unified School District (OPUSD) supports this effort as well, and has offered several opportunities for teachers to obtain NCLB compliant status. We are pleased that currently all Red Oak teachers have achieved this status.

Red Oak offers opportunities for growth and support for teachers that are aligned with content standards, assessed student performance and professional needs (NCLB). Staff members participate in district-sponsored activities on "buy back" days and also use a "passport" system that allows teachers to personalize professional growth. Specifically, the law that establishes funding for the "buy back" days provides guidelines for identifying activities that qualify as professional development. These workshops promote research-based activities that are aligned with state standards and frameworks and are consistent with the district's priorities.

Regular and frequent collaboration time is provided to teachers both within and across grade levels by banking instructional time. Approximately 15 minutes in primary grades, and 20 minutes in upper grades, were added to the master school schedule four days a week to allow for an early release day on Wednesdays. Every Wednesday is set aside for teacher and support staff to plan for instruction through interventions, remediation, and extension.

Teaching and Learning

Teachers provide multiple levels of support to give every student an opportunity to access the curriculum. State Board of Education adopted, standards-based instructional materials are in place in the subjects of Math, Reading/Language Arts, Science, and History/Social Science. In addition, scientifically researched-based materials are in place for reading and math intervention in our Learning Center and Resource Classroom. Materials appropriate for EL students are in place and include limited vocabulary dictionaries designed for these students. Students receive a balanced, hands-on, enriching learning experience. The curriculum aligns with district standards, which are often more rigorous than the state standards, and is delivered through many modalities. We differentiate curriculum across grade levels to meet the needs of every student. Flexible grouping within individual classrooms ensures that all students receive instruction at their level. Embedded in our math curriculum are re-teach and extension materials to accompany each lesson. In language arts, teachers supplement lessons with extra support and challenge activities. Beginning with the 2010-11 school year, all fifth grade students receive 30 minutes of weekly instruction in Mandarin Chinese.

Curriculum, instruction and educational materials are aligned to content and performance standards in accordance with NCLB guidelines. Instructional minutes for core academic areas of mathematics and reading/language arts for each grade level adhere to requirements set by the state. These minutes are grouped and kept whole to insure quality instructional time with few interruptions and disruptions. Other academic activities are scheduled around these core academic blocks to provide enough quality time to sustain instruction that is substantial and promotes the mastery of concepts. Flexibility in scheduling is used to allow for students with special needs to attend intervention services in and around the core academic blocks. Grade levels working as a team decide the general pacing of lessons. These teams work to balance student achievement, and mastery of concepts, as well as cover the required material within each grade level. Decisions on differentiated

instructional strategies and interventions are updated as needed. Revising the timelines of annual instructional plans and refocusing curriculum emphasis is an ongoing process that occurs after reviewing testing results.

Students with disabilities receive appropriate support in all curricular areas. Lesson modifications allow these students to use various modalities to show understanding. The SAI (Specialize Academic Instruction) program provides individualized support for students based on their IEPs. Aides assist some students in their regular classroom setting. Struggling readers receive 20 to 30 minutes of daily reading fluency support in the Learning Center. Students struggling in math receive daily support with math aides. Within the regular classroom, students receive extra support through re-teaching and peer tutoring. EL students receive assistance from a program incorporating SBE-adopted materials, including the Addison-Wesley English Language Book, complete Houghton Mifflin Reading sets, vocabulary board games, sequencing cards and the Rosetta Stone computer program. All classroom teachers are CLAD-certified. All teachers use Bloom's Taxonomy to differentiate the curriculum so that every student is reached at their individual level. Increasingly, Common Core standards are being introduced to our instructional staff so that they become ready to implement these standards in the near future. Portions of staff meetings have been devoted to this task. Currently, our teachers use language arts materials that have these standards embedded.

Opportunity and Equal Educational Access

State and district standards guide teachers in creating curriculum and appropriate assessments. These assessments provide feedback about which standards have been mastered and those requiring additional instruction.

Teachers utilize pre, post, and summative tests provided by Houghton-Mifflin, as well as other assessment instruments, to assist teachers in setting up flexible, homogenous learning groups. Houghton-Mifflin and McGraw-Hill assessments are used in the same way for math grouping. These instructional groups address the needs of all students, augmenting the curriculum with remediation and enrichment when appropriate. For example, a teacher instructing a math group needing remediation may use slower pacing and more hands-on materials to develop and reinforce understanding, and provide enrichment. Teachers use methods such as curriculum compacting to promote critical thinking. Research-based educational programs and activities are used to enhance and raise student achievement. Some of these include material from Marcy Cook, Dale Seymour, Marilyn Burns and Sandra Kaplan's GATE Icons.

Assessment of all students needing academic support continues throughout the year. If a student enters our school with a language other than English listed on the home language survey, our English Language (EL) Specialist screens them using the CELDT test. EL students remain accountable for content instruction, but can use alternate means (such as visual representations and oral descriptions) to prove proficiency. Students testing in the upper third of their class academically in reading and writing can be designated as fluent.

Students with learning disabilities are assessed with the Woodcock Johnson III and the Test of Written Language and Visual Motor Integration. They are re-evaluated every three years. Throughout the year, students also receive portfolio assessments. Progress toward Individual Educational Plan (IEP) goals is carefully monitored. Accommodations are made for STAR testing by placing students in small groups. When students no longer need special services, classroom progress is monitored by specialist observation and teacher feedback.

Involvement

Teachers create lessons for whole group, small groups (homogeneous and heterogeneous), cooperative groups, and independent learners. These lessons incorporate multiple modalities through the use of technology, manipulatives, scientific investigations, field trips, research, and other hands-on activities. All of these activities reach all learners and are more effective when utilizing community support. In many grades parents lead weekly reading groups in the content areas. Teacher-created guides are used to discuss key concepts and vocabulary. In math, teachers use a variety of materials and approaches to reach students having difficulty with new concepts. Third, fourth, and fifth grade teachers provide social studies, math, and science study guides to help students and parents identify key concepts and important vocabulary. Teachers use a variety of instructional strategies to meet the needs of students with a range of learning styles and experiences (including fluid grouping for specific skill development).

Differentiation continues after school with homework designed to meet individual students' needs. In the classroom, students become peer tutors. Every primary class teams with an upper grade class so that primary students have "Big Buddies". Buddy classes meet regularly to complete projects. For example, one kindergarten and 5th grade buddy team meet for 15 minutes every Friday morning for buddy reading. At the library, 5th graders choose a challenge book for themselves along with a picture book with their "little buddy" in mind. Kindergarteners practice tracking and reading sight words, while 5th graders build fluency and learn how to choose literature with an audience in mind.

Special events and activities enrich the curriculum, apply and extend student knowledge, and provide an outlet for creative talents. We welcome community support all the time, but for special events and activities we recruit parents and community members to participate.

As students requiring IEPs and 504s are identified, grade level teams brainstorm new ideas incorporating any necessary tools to ensure student success. Peer tutoring, individual teacher time, home tutoring, resource specialists, the Learning Center, the school psychologist and a school counselor help support all students. Additional services are available depending on each child's individual needs. Adapted physical education is offered to students on campus. Students requiring speech therapy are accommodated according to their IEPs. Speech therapists work in the classrooms and constantly ask teachers for specific lesson material so that they may tie classroom lessons into the students' speech services during speech sessions.

The consolidated application for funding special programs is a document that is put together using the combined input from parents, community representatives, teachers, and other school personnel.

Red Oak Elementary School
School Parental Involvement Policy

PART I GENERAL EXPECTATIONS

Red Oak Elementary School agrees to implement the following statutory requirements:

- The school will distribute a School Parental Involvement Policy to parents of child participants, developed and approved by School Site Council.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the School Parental Involvement Policy as a component of its school-parent compact.
- The school agrees to be governed by the following statutory definition of parental involvement and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Red Oak Elementary School will take the following actions to involve parents in the ongoing joint development and agreement of its School Parental Involvement Policy and its Schoolwide plan, under section 1118(b) of the ESEA:

- To make available the following materials to parents: Districtwide Parental Involvement Policy, and the School's Parental Involvement Policy.
- School Site Council will approve these documents at their first meeting each year.

2. Red Oak Elementary School will take the following actions to distribute the School Parental Involvement Policy to parents of participating children and the local community:

- Include these documents in the first day packet distributed to all Red Oak families.
- Make copies available in the school office.

3. Red Oak Elementary School will periodically update its School Parental Involvement Policy in our Student Handbook to meet the changing needs of parents and school:

- This document will be updated each year and included in the SPSA. (School Plan)

4. Red Oak Elementary School will convene an annual meeting to inform parents of the following:

- That their child's school participates in Title 1
- About the requirements of Title 1
- Of their rights to be involved, as described in detail in the Student Handbook
- This information about the Title 1 program will be disseminated to parents during Student Study Team (SST) Meetings

5. Red Oak Elementary School is committed to being flexible when scheduling parent meetings in regard to the Title 1 Program understanding that parent participation is key to the program's success.

6. Red Oak Elementary School will provide information about Title 1 Programs to parents of participating children in a timely manner:

- Trimester updates as to student's progress
- Teacher conferences will be conducted if a change in the student's instructional program is deemed necessary

7. Red Oak Elementary School will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet to:

- Parent notification letter describing the Title 1 Program will be sent to each parent before their child enters the program
- Members of the Student Study Team will describe the program to the parents
- Back to School Night program will assist in informing parents about curricular activities

8. Red Oak Elementary School will provide parents of participating children opportunities to participate in the decision making process relating to the education of their children:

- Teachers and parents have the right to request a meeting to discuss the academic progress of students
- During Student Study Team meetings parents are encouraged to actively participate in the decision making process
- Twice yearly at report card conferences, teachers will inform parents of their child's progress and have the opportunity to discuss changes to the plan in place

9. Red Oak Elementary School will submit to the District any parent comments if the Schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children:

- Board Policy outlining complaint procedures can be found in the first day packet sent to each family at the beginning of the school year
- Copies of this policy can be obtained at the school office

PART III SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Red Oak Elementary School will build the school's and parent's capacity for strong parental involvement, in order to improve student academic achievement, through the following activities:

- PFA membership
- Back to School events
- School Site Council Meetings open to the public
- Classroom volunteerism and participation
- Districtwide committees developing curriculum and policy

2. The school, with the assistance of the District, will provide parents with the following information in the following ways:

- The state's academic content standards
- The state's student academic achievement standards
- The state and local academic assessments including alternate assessments
- The requirements of Title 1
- How to monitor their child's progress
- How to work with educators

This will be accomplished by conducting meetings including Principal Communications, Back to School Nights by grade level, End of the Year Preview meetings and parent conferences.

3. The school will, with the assistance of the District, provide parenting classes to the community in an effort to assist in promoting healthy parent-child interaction.

4. The school will, with the assistance of the District and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of parent participation by:

- Informing teachers of school and District parent involvement policies
- Discussing strategies for involving parents at regular staff meetings and District workshops
- Stressing Parent participation and involvement through the BTSA program, attended by all new certificated employees

5. The school will ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format through:

- Periodic group emails which are sent to all families
- The school website that is updated regularly
- A monthly electronic newsletter which is sent to all families
- SST confirmation letters that are sent to all families of participating students
- Teacher Newsletters and Parent communiqués

PART V ADOPTION

This School Parental Involvement Policy has been developed agreed upon with parents of children participating in Title 1, Part A programs, as evidenced by School Site Council discussion and agreement.

This policy was adopted by Red Oak Elementary School on 11/30/09 and will continue in effect each school year until revised. It remains available to the school community. Red Oak Elementary School's notification to parents of this policy will be in an understandable and uniform format, and community access is provided for on the Red Oak Website.

Safety on Site



Red Oak Elementary School


The following procedures have been developed to provide a safe and efficient way to get over 530 students to and from school safely each day.

Traffic Flow

1. Parents may not park in the drop-off/pick-up lane.
2. Parents may not let children pass between cars at any time.
3. Parking is allowed only in designated parking spaces or on the street.
4. Parents may not double park to drop-off or pick-up (this means students would be forced to walk between stopped cars).
5. Parents must plan ahead. (Students should have lunch boxes and backpacks in hand when driven into the parking lot and should be ready to disembark.)

Drop-Off Lane

Parking is not permitted along the red curb in front of the school at any time. This is the lane to the white drop-off and pick-up area. Parents may drop off children in the marked white curb area only (past the flagpole). Safety Squad members will be there to open car doors and greet. Parents may not stop to drop off along the red curb. Parents must pick up children in the same area.




Parents may not leave their cars unless they are parked in a designated parking space. Parents who are holding up traffic in the drop-off lane must move or find an appropriate parking space. Parents may not sit in the pick-up lane and wait for children to come out once school is dismissed.

Traffic Violations

Violators of these traffic Safety Rules will be warned and reminded by the Red Oak Safety Squad, volunteers, and school personnel. Parent drivers with repeat violations of Red Oak traffic procedures will not be asked to drive on Study Trips. The license plates of "repeat offenders" will be published in the "Rattler" to raise the consciousness of all parents. They will be reported in one of the following areas:

1. Parking or stopping for long periods of time in a Red or the Drop-Off Zone.
2. Double-parking or dropping of students in the street or between cars.
3. Parking in a Handicapped space.
4. Driving in an unsafe manner (too fast, over cones, wrong direction).
5. Parking or driving in the Fire Lane.
6. Blatant disrespect towards Red Oak's Safety Squad or staff.

The following rules will be enforced regarding riding bicycles, skateboards, skates, and in-line skates to school:

- 
1. Only students in grades 3-5 may ride bicycles to school.

2. In-line skates, skates, and skateboards are not allowed on campus at any time.
3. One person per bike.
4. No curb jumping, trick riding, or wheelies in the street. Students must use bike lanes when possible. Students must ride in the same direction as traffic and as far to the right as possible. Bicycles are required to follow all traffic rules that effect motor vehicles including all road signs and signals.
5. Parents should obtain a copy of the DMV handbook and go over the section on bicycles with their children before allowing them to ride to school. Bikes should always be walked across large intersections, especially on Kanan.
6. Bicycles must be walked once students are on the school grounds. Bicycle riding is not permitted before, during, or after school anywhere on the school grounds. See recommended routes on Bike Map.
7. All bicycles must have their own lock (not shared) and must be locked in the bike rack.
8. Protective headgear is mandatory for all bicycle riders.
9. Students may not ride bikes to school on wet or rainy days.

TRAFFIC PROCEDURES

Student safety is EVERYONE'S RESPONSIBILITY. That is why Oak Park employs Crossing Guards on our corners. We urge you to avoid the traffic in the parking lot by dropping off your child with the Crossing Guard who guides students across the crosswalk.

The following procedures have been developed to provide a safe and efficient way to get our students to and from school safely each day. The system will work only if everyone driving to and from school obeys the rules and uses extreme caution. There is no parking attendant. Every driver is responsible for following these rules and keeping students safe.

Drop-off/Pick-up Procedures

Red Oak Elementary's enrollment is bigger than ever. We need to work together to keep our school and our children safe. Our highest priority is to ensure that all students enter and exit school in a safe and organized way. To accomplish this we all must correctly follow our pick-up and drop-off procedures. Failure to do so creates chaos, frustration and unsafe conditions. Please discuss these procedures with your family.

General Precautions for Parents:

- Be your child's best example. Please be courteous and follow all safety guidelines at all times.
- Devote more time and be extra cautious when driving near school or on school property.
- Please leave the campus within 10 minutes after the start of the school day or come to the office to sign in as a volunteer.
- No drop-offs prior to 8:00 AM. No supervision is provided prior to 8:00 AM.
- Students are to be picked-up promptly at our dismissal times. There is no supervision after school hours for students who are not enrolled in AM/PM or in an after-school activity.
- Please be respectful on campus. Speaking loudly in the halls or outside of classroom doors, peering through windows or opening doors while classes or meetings are in progress is very distracting.
- Please monitor your younger children while waiting for dismissal. Their behavior can be very distracting to classes still in progress.

Driving to Drop-off

The White Curb, by the flag pole, is the *only designated* area for safe loading/unloading of passengers on campus.

Please allow yourself enough time in the morning to drive slowly through the school parking lot, to wait your turn to drop your child at the White Curb.

Say your Goodbyes and have your student's backpack, lunch box and other important items ready to go with the student prior to approaching the white curb.

Once at the white curb, please pull as far forward as possible before allowing your student to exit your car.

Never leave an empty car space ahead of you while stopped at the white curb. During peak times the line behind you stretches through the parking lot and into the street.

Never allow your student to exit the car from the driver's side as this puts your child too close to the bypass lane.

NEVER LEAVE YOUR CAR UNATTENDED.

If you must wait beyond the few moments it takes a child to exit your car, please use a parking space instead of the white curb for drop-off.

Once your student has exited your car on the passenger side of the vehicle, please exit parking lot via bypass lane to driver's left. This lane is for driving only - no loading, unloading or stopping at any time.

Walking to drop-off

Use crosswalks to cross streets.

Follow all directions from school safety personnel. They can see potential problems you can't.

Please be respectful to these valuable county employees as they are dedicated to the safety of you and your child.

We encourage you to consider walking your children to school each day. Not only would it help alleviate our serious traffic problem, but it also encourages good exercise and a healthy lifestyle. Walking to school and carpooling are more important than ever!

Driving to Pick-up

Please be considerate of others! The White Curb is a convenience and a safety measure. It is to be used for loading and unloading of passengers - not additional parking. If you are picking-up students being released at different dismissal times, please consider using a parking space.

Never leave your car unattended at the White Curb.

Always pull as far forward as possible while waiting for your student. Never leave an open car space ahead of you. Please remember the line of parents trying to wait patiently behind you.

No honking or signaling to students from your vehicle at any time.

Once your student has entered your car on the passenger side of vehicle, please exit parking lot via bypass lane to driver's left. This lane is for driving only - no loading, unloading or stopping at any time.

Oak Park USD
5801 E. Conifer Street
Oak Park, CA 91377

In case of an emergency, please contact the following staff members in the subsequent order:

Call Order	Name	Title	Cell	email	Work Phone
1	Julie Suarez	Director, Business Operations	818-355-7176	jsuarez@oakparkusd.org	818-735-3210
2	Miguel Tabares	Maintenance Engineer	818-256-4002	mtabares@oakparkusd.org	818-735-3204
3	Oscar Jimenez	Maintenance Engineer	818-256-4010	ojimenez@oakparkusd.org	818-735-3203
4	Ruben Botello	Landscape Worker	805-377-4905	rbotello@oakparkusd.org	
5	Candy Garcia	Landscape Worker	818-259-3235	cgarcia@oakparkusd.org	
6	Martin Klauss	Asst. Superintendent	818-203-2586	mklauss@oakparkusd.org	818-735-3216
7	Leslie Heilbron	Asst. Superintendent	818-261-2836	lheilbron@oakparkusd.org	818-735-3266
8	Tony Knight	Superintendent	818-324-8915	tknight@oakparkusd.org	818-735-3206

Emergency Services

****FOR AN IMMEDIATE THREAT TO LIFE OR PROPERTY, CALL 911****

HIGHWAY PATROL:

MOORPARK (805) 553-0800
VENTURA (805) 477-4100

EAST COUNTY SHERIFF'S

(805) 494-8200
WWW.VCSD.ORG

NON-EMERGENCY

L.A. CO. LOST HILLS SHERIFF'S (818) 597-2954

THE GAS COMPANY
WWW.SOCALGAS.COM

1-800-427-2200

VENTURA CO. FIRE DEPT. (818) 597-2954

WWW.FIRE.COUNTYOFVENTURA.ORG (FIRE UPDATES)

VENTURA CO. RED CROSS (805) 339-2234
WWW.ARCVENTURA.ORG

EDISON EMERGENCY
OAK PARK WATER

1-800-684-8123
1-800-613-0901

School Crime Assessment

California Department of Education
Data Reporting Office

CDE » DataQuest » Suspension and Expulsion Report

Suspension and Expulsion Report For 2012-13

Total Offenses Committed

Red Oak Elementary (56738746111496)

Report: Total Offenses Committed

Year: 2012-13

School: 6111496 -- Red Oak Elementary

[Glossary](#)**General Description of this Report**

This report provides a total count of California Education Code section violations committed by students and reported to CALPADS for **all** incidents¹ during the academic year, not just the **most severe** offense (see [Glossary](#)) each student committed within a given incident. This report also includes a student-level disciplinary outcome (suspension or expulsion²) associated with the incidents in which these offenses occurred.

¹An incident is defined as one or more students committing one or more offenses on the same date at the same time.

²Expulsion counts include all expulsions, even those expulsions where the term of the expulsion has been shortened or the enforcement of the expulsion has been suspended.

[List of district and independently reporting charters](#) that did not certify their 2012-13 CALPADS End-of-Year 3 - Discipline submission.

Red Oak Elementary Report

No result for the search criteria entered. Please press back to go to previous page.

Report Total

No result for the search criteria entered.

[Download Data](#)

Download a tab-delimited file of this data to your computer. You will need to select "Save" after selecting the "Download Data" button. Once the file is saved to your computer it may be imported into another software program for analysis.

Viewing this Report

This report is compiled using student-level data reported to the California Longitudinal Pupil Achievement Data System (CALPADS). The student-level data enables an accurate count of the number of suspensions and expulsions and an identification of all of the offenses committed as part of the incident.

For this report, all student offenses are aggregated by the incident-level outcome for each student involved in the incident. If a student committed three offenses in an incident for which they were suspended, a suspension is counted for each offense listed in the report even though the student was suspended only once for the incident. As a result, the total number of disciplinary outcomes in this report exceeds the actual number disciplinary outcomes during the academic year. For the actual numbers of suspensions and expulsions associated with an incident, please consult the Suspension and Expulsion reports.

The "Total Number of Offenses Involved in Expulsions" column provides the total number of offenses committed by

students involved in incidents for which they were expelled.

The "Total Number of Offenses Involved in Suspensions" column provides the total number of offenses committed by students involved in incidents for which they were suspended.

The "Total Number of Offenses Involved in Other Actions" column provides the total number of offenses committed by students involved in incidents for which they were not removed from school.

The total counts in this report cannot be compared to totals previously collected and reported through the Uniform Management Information Reporting System (UMIRS). In UMIRS, LEAs reported the total number of offenses committed by offense type, and the LEAs likely were not able to report only the most severe offense committed per incident, resulting in students being counted more than once for the same incident. Thus it is not advisable to compare this report with a UMIRS report, as the two are different and do not contain comparable data.

Availability of UMIRS Reports

Student discipline reports for the 2010-11 Academic Year and prior, often referred to as the UMIRS Reports, will remain accessible on DataQuest. However, the California Department of Education (CDE) no longer collects student discipline/UMIRS data via the Consolidated Application (ConApp) or the Consolidated Application Reporting System (CARS).

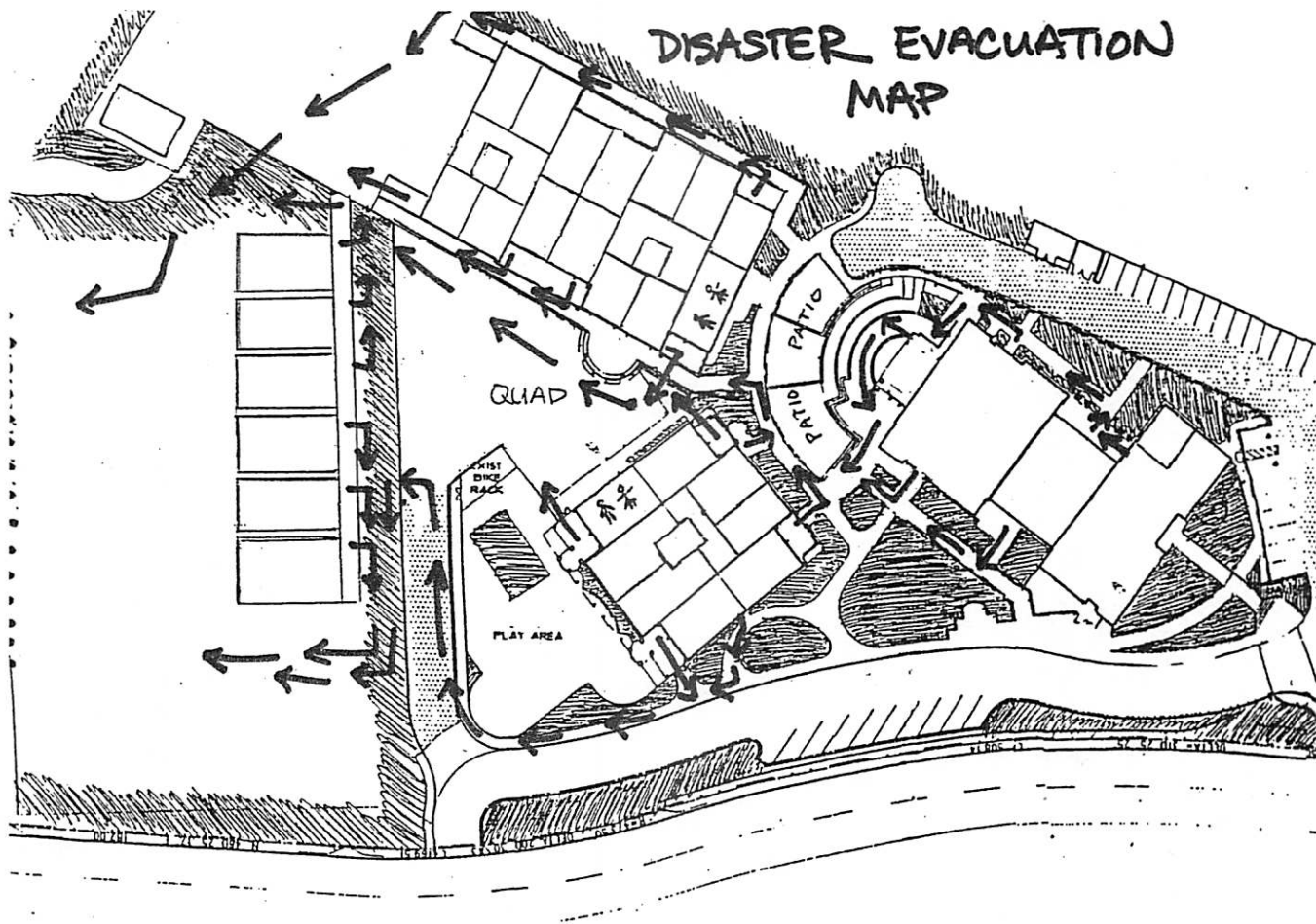
Type: All Students

Report generated: 5/15/2014 9:19 PM

Source: California Longitudinal Pupil Achievement Data System (CALPADS)

Web Policy

Safe Ingress & Egress



Red Oak Elementary School
Evacuation Route

Dress Codes

DRESS CODE

The appearance and manner of dress of students is a matter to be determined primarily by the students' parents. The district expects students to attend school wearing neat and clean clothing and be **appropriate for all school activities.**

In no case should the dress or appearance of a student endanger the health and safety of the student or others. Clothing may not have a **"disruptive effect upon the orderly operation of the school."** State of California Administrative Code, Section 5, Section 30200.

- No attire may be worn that promotes or advertises the following: alcoholic beverages, tobacco products, other drugs, negative or profane comments, vulgar or obscene language or images. **Any rude or insulting slogans or comments that can be viewed as threatening are not to be worn.**
- Students may not wear revealing clothing, bare midriffs, tank tops or dresses with "spaghetti straps". No cut off shirts, shorts, oversized clothing, or showing of underwear.
- **Appropriate footwear** is required. No thongs, sandals, "gels", open toed shoes, boots or heels. Comfortable and flexible street shoes or tennis shoes are suggested.
- Hats or visors are not to be worn in the classroom.
- Outrageous hairstyles and hair color are not permitted. Make-up and dangling earrings are not permitted.

Parents can help students use good judgment in choosing what to wear to school. Students who violate the dress code will be sent to the office and parents will be called to provide a change of clothing. Students will remain in the office for the remainder of the school day if parents cannot be reached. Unresolved issues will revert to normal suspension procedures. Due process involves an appeal to the Superintendent and then to the Board of Education.

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

Series 5000

Students

AR 5132(a)

Dress and Grooming

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

Series 5000

Students

AR 5132(b)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 35294.1)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

Adopted: 9-17-02

Amended:

In the Event of a Disaster

In the Event of a Disaster

In the event of a major disaster, the Oak Park Unified School District has emergency plans to protect the safety and well being of all students and staff. Oak Park Unified staff are educated about evacuation, assembly, search and rescue, and other procedures should a disaster occur. Each school site has its own evacuation route maps and emergency plans (including evacuation routes) are posted in each classroom. Teachers review emergency procedures with students in each class on a regular basis. The students and staff practice their emergency drills on a regular basis throughout the school year. Drills are for the benefit of everyone and are taken seriously.

In the event of a **fire**, the following general guidelines are to be followed.

1. Stop work immediately.
2. Walk calmly and quietly to the nearest exit. If smoke is present stay as low as possible, do not run or push, if possible, dampen a piece of cloth with water and hold it over your nose and mouth. Stay as quiet as possible in order to hear verbal orders.
3. Do not attempt to take any work materials, wraps, or other personal items with you unless they are readily available or unless specifically directed by prior order.
4. The first person to the door or exit will hold it open.
5. Go directly to your designated outside assembly area, at least 25 feet from the building.

In the event of an **earthquake**, the following general guidelines are to be followed.

1. Drop to your knees under the desk or table and face away from windows.
2. Place your face on your knees and clasp the legs of the desk or table with your hands.
3. Remain in the drop position until an all clear is given or until any shaking has stopped and it is safe to move to the outside assembly area.
4. If a desk or table is not available, drop close to an inside wall away from any windows, or position yourself in a doorjamb away from windows.
5. If you are outside, move quickly away from any buildings, overhangs, or overhead wires.

The school has medical supplies, tents, food, water, etc. to care for the students until a designated adult can pick them up. In the event of a disaster it is important that parents do not endanger their own lives to get to the school sites. Each school site will keep students safe and cared for until parents or other designees can reach them.

In order to take students from school, the parents or designees will need to sign the students out. All parents fill out a disaster release before registering for school indicating contacts and designated adults that children can be released to. Anyone who violates school procedures during a disaster will be in violation of state and federal law and will be prosecuted.

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

Series 3000

Business and Non-Instructional Operations

AR 3516(a)

Emergencies And Disaster Preparedness Plan

Components of the Plan

The Superintendent or designee shall ensure that district and school site procedures address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff

(cf. 3516.1 – Fire Drills and Fires)

2. Earthquake or other natural disasters

(cf. 3516.3 – Earthquake Emergency Procedure System)

3. Environmental hazards

(cf. 3514 – Environmental Safety)

(cf. 3514.2 – Integrated Pest Management)

4. Attack of disturbance, or threat of attack or disturbance, by an individual or group

(cf. 3515 – Campus Security)

(cf. 3515.2 – Disruptions)

(cf. 5131.4 – Campus Disturbances)

5. Bomb threat or actual detonation

(cf. 3516.2 – Bomb Threats)

6. Biological, radiological, chemical or other terrorist activities, or heightened warning of such activities

7. Medical emergencies and quarantines, such as pandemic influenza outbreak

(cf. 5141.22 – Infectious Diseases)

The Superintendent or designee shall also ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

Series 3000

Business and Non-Instructional Operations

AR 3516(b)

1. Regular inspection of school facilities and equipment and identification of risks

(cf. 3530 – Risk Management/Insurance)

2. Instruction and practice for students and employees regarding emergency plans

- a. Training of staff in first aid and cardiopulmonary resuscitation
- b. Regular practice of emergency procedures by students and staff

(cf. 4131 – Staff Development)

(cf. 4231 – Staff Development)

(cf. 4331 – Staff Development)

3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:

- a. The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
- b. Individuals responsible for specific duties
- c. Designation of the principal for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans
- d. Identification of at least one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
- e. Assignment of responsibility for identification of injured persons and administration of first aid

4. Personal safety and security, including:

- a. Identification of areas of responsibility for supervision of students
- b. Procedures for evacuation of students and staff, including posting of evacuation routes
- c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible

(cf. 5141 – Health Care and Emergencies)

(cf. 5142 – Safety)

- d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
- e. Provision of a first aid kit to each classroom
- f. Arrangements for students and staff with special needs

OAK PARK UNIFIED SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

Series 3000

Business and Non-Instructional Operations

AR 3516(c)

(cf. 4032 – Reasonable Accommodation)

(cf. 6159 – Individualized Education Program)

- g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease

(cf. 4161.1/4361.1 – Personal Illness/Injury Leave)

(cf. 4261.1 – Personal Illness/Injury Leave)

(cf. 5113 – Absences and Excuses)

(cf. 6183 – Home and Hospital Instruction)

5. Closure of schools, including an analysis of:

- a. The impact on student learning and methods to ensure continuity of instruction
- b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians

(cf. 3516.5 – Emergency Schedules)

6. Communications among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency

- a. Identification of spokesperson(s)

(cf. 1112 – Media Relations)

- b. Development and testing of communication platforms, such as hotlines, telephone trees, and web sites

(cf. 1113 – District and School Web Sites)

- c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand
- d. Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians

7. Cooperation with other state and local agencies, including:

- a. Development of guidelines for law enforcement involvement and intervention

OAK PARK UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE REGULATION

Series 3000

Business and Non-Instructional Operations

AR 3516(d)

- b. Collaboration with the local health department, including development of a tracking system to alert the local health department to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)

8. Steps to be taken after the disaster or emergency, including:

- a. Inspection of school facilities
- b. Provision of mental health services for students and staff, as needed

(cf. 6164.2 - Guidance/Counseling Staff)

Adopted: 9-17-02

Amended: 11-04, 7-06.

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

Series 3000

Business and Non-Instructional Operations

AR 3516.1(a)

Fire Drills and Fires

Fire Drills

The principal shall cause the fire alarm signal to be sounded at least once every month.
(Education Code 32001)

The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the middle level, and not less than twice every school year at the secondary level. (Education Code 32001)

1. The principal shall notify staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550)
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent or designee.

Fires

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.

OAK PARK UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE REGULATION

Series 3000

Business and Non-Instructional Operations

AR 3516.1(b)

5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.

6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.

7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

(cf. 0450 - School Safety Plan)

(cf. 3516 - Emergency and Disaster Preparedness Plan)

Legal Reference:

EDUCATION CODE

17074.50-17074.56 Automatic fire detection, alarm and sprinkler systems

32001 Uniform fire signals

32040 Duty to equip school with first aid kit

CODE OF REGULATIONS, TITLE 5

550 Fire drills

Adopted: 9-17-02

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

Series 3000

Business and Non-Instructional Operations

AR 3516.2(a)

Bomb Threats

Receiving Threats

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line so as to gather information about the location and timing of the bomb and the person(s) responsible. He/she should also try to determine the caller's gender and age and should take note of any distinctive features of voice or speech and any background noises such as music, traffic, machinery or other voices.

Staff members who customarily receive telephone calls or handle packages shall receive training related to bomb threats.

Procedures

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the principal or designee. If the threat is in writing, he/she shall place the message in an envelope and take note of where and by whom it was found.

2. Any student or employee seeing a suspicious package shall promptly notify the principal or designee.

3. The principal or designee shall immediately use fire drill signals and institute standard evacuation procedures as specified in the emergency plan.

(cf. 3516 - Emergency and Disaster Preparedness Plan)
(cf. 3516.1 - Fire Drills and Fires)

4. The principal or designee shall turn off any two-way radio equipment which is located in a threatened building.

Law enforcement and/or fire department staff shall conduct the bomb search. School police officers may assist in this search. No other school staff shall search for or handle any explosive or incendiary device.

Except for school police officers, no staff or students shall reenter the threatened building(s) until the law enforcement and/or fire department staff advises the principal or designee that reentry is safe.

Any student who makes a bomb threat shall be subject to disciplinary procedures.

**OAK PARK UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE REGULATION**

Series 3000

Business and Non-Instructional Operations

AR 3516.2(b)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Legal Reference:

EDUCATION CODE

44810 Willful interference with classroom conduct

48900 Grounds for suspension or expulsion

51202 Instruction in personal and public health and safety

PENAL CODE

17 Felony, misdemeanor, classification of offenses

148.1 False report of explosive or facsimile bomb

245 Assault with deadly weapon or force likely to produce great bodily injury; punishment

594 Vandalism; penalty

Adopted: 9-17-02

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

Series 3000

Business and Non-Instructional Operations

AR 3516.3(a)

Earthquake Emergency Procedure System

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than once classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

(cf. 0450 – Comprehensive Safety Plan)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

(cf. 3516 - Emergency and Disaster Preparedness Plan)

The Superintendent or designee may work with the California Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows

Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

3. Protective measures to be taken before, during and following an earthquake
4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

(cf. 4131, 4231, 4331 – Staff Development)

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

OAK PARK UNIFIED SCHOOL DISTRICT

ADMINISTRATIVE REGULATION

Series 3000

Business and Non-Instructional Operations

AR 3516.3(b)

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes and alternate routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished, if possible, before taking cover.
3. As soon as possible, staff shall move the students away from windows, shelves, and heavy objects and furniture that may fall.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly areas are safe and shall communicate with teachers and other staff.
5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and have the students evacuate the building in an orderly manner.

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

Series 3000

Business and Non-Instructional Operations

AR 3516.3(c)

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety, which may include pulling over to the side of the road or driving to a location away from outside hazards, if possible. Following the earthquake, the driver shall contact the Superintendent or designee for instructions before proceeding on the route or, if such contact is not possible, drive to an evacuation or assembly location.

(cf. 3543 – Transportation Safety and Emergencies)

Subsequent Emergency Procedures

After the earthquake has subsided, the following actions shall be taken:

1. Staff should extinguish small fires if possible.
2. Staff shall provide first aid to any injured students, take roll and report missing students to the principal or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The principal or designee shall request assistance as needed from the county or city civil defense, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

Series 3000

Business and Non-Instructional Operations

AR 3516.3(d)

7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.

8. The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

Legal Reference:

EDUCATION CODE

32280-32289 – School safety plans

GOVERNMENT CODE

3100 Public employees as disaster service workers

8607 Standardized Emergency Management System (SEMS)

CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized Emergency Management System

Management Resources:

FEMA PUBLICATIONS

Guidebook for Developing a School Earthquake Safety Program, 1990

OFFICE OF EMERGENCY SERVICES PUBLICATIONS

The ABCs of Post-Earthquake Evacuation: A Checklist for School Administrators and Faculty Guide and Checklist for Nonstructural Earthquake Hazards in California Schools, January 2003

School Emergency Response: Using SEMS at Districts and Sites, June 1998

WEB SITES

American Red Cross: <http://www.redcross.org>

California Emergency Management Agency: <http://www.calema.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

Federal Emergency Management Agency (FEMA): <http://www.fema.gov/hazards/earthquakes>

National Incident Management System (NIMS): <http://www.fema.gov/emergency/nims>

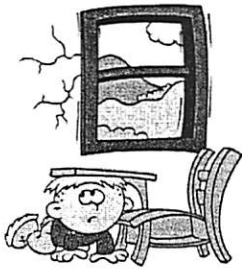
Adopted: 9-17-02

Amended: 11-04, 3-11

Emergency Procedures For Red Oak Elementary School and Oak Park Independent School

2013-2014





Revised as of 9-2-2013
Emergency Drills Schedule
2013-2014



(+) means upper grades go from the yard straight to the field

<u>Sept.</u>	Thursday	12 th	9:20	Fire Drill
<u>Oct.</u>	Tuesday	1 st	1:15+	Fire Drill
	Thursday	17 th	11:00	“Great Shake”(Full)
<u>Nov.</u>	Monday	4 th	2:00	Fire Drill (no DK or K)
	Tuesday	12 th	10:45+	Earthquake (quickie)
(Quickie no search and rescue. Drop under desks, exit room, line up outside on the field, all clear, return to class.)				
<u>Dec.</u>	Friday	6 th	9:10	Lock Down Drill
	Wednesday	18 th	9:20	Fire Drill
<u>Jan.</u>	Thursday	9 th	1:35	Fire Drill
<u>Feb.</u>	Monday	10 th	11:00	Fire Drill
	Wednesday	26 th	11:30	Earthquake (quickie)
(Quickie no search and rescue. Drop under desks, exit room, line up outside on the field, all clear, return to class.)				
<u>March</u>	Wednesday	5 th	11:15	Fire Drill
<u>April</u>	Friday	11 th	2:00	Fire Drill
<u>May</u>	Tuesday	20 th	9:20	Earthquake (quickie)
(Quickie no search and rescue. Drop under desks, exit room, line up outside on the field, all clear, return to class.)				
<u>June</u>	Monday	2 nd	10:45+	Fire Drill

SIGN LOCATION ON THE FIELD 2013-2014

PARK GATE and PATH

--- BLANK POST

D-56 MILLER

C-36 M. COHEN

C-47 BODILY

C-46 SULLIVAN

C-45 NOBLE

C-34 DUFFY/Strong

C-35 GREGG

C-44 BROWN

C-33 JOHNSON

C-32 McDOWELL

C-31 WHITE

C-42 McKEGAN

C-43 SLOANE

D-55 S.COHEN

A-10 WILLIAMS

B-22 MERFELD

B-21 HOLLAND

B-11 LoBIANCO

B-13 LUND

B-12 JONES

B-23 McPHILLIPS

B-24 SORENSEN

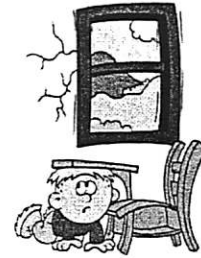
Independent School

ALL STAFF AND STUDENTS

----- ROCKFIELD STREET -----



Emergency Tips For Your CLASSROOM 2013-2014



Tips for Classroom

- Keep your doors unlocked so your room can be accessed by emergency personnel.
- If you call 911 from your classroom, give your room number and location to the person on the other end. All calls to 911 come up as "the office".
- When using a flashlight, bounce the light off the ceiling. It will project more light to the entire room .
- Your automobile jack in your car can come in very handy if someone is pinned under debris.
- NEVER go into a building alone!
- Put plastic gloves on before you put on your heavier leather work gloves.

Procedures to Remember

- **Earthquake**
- Students drop under desks
- If nothing to get under and you can't make it outside, go up against a wall.
- When shaking stops, all children that can, line up and proceed to field with your rolling packs.
- Please try to stay away from walking under overhangs and too close to buildings, when ever possible, as you walk to the field.
- DO NOT SIT NEAR THE FENCE – it can become electrified in some cases.
- TAKE ATTENDANCE CAREFULLY- **ACCOUNTABILITY IS KEY!!!**
- Pass out name information tags to all your students and have them put them around their wrist. Put those name tags of missing students with your attendance cards in the envelope for the command post.
- Command post will give those name tags as needed to first aide.
- ***** This procedure will take some time, but do it carefully.
- If all of your students are accounted for, **PUT ON YOUR GREEN VEST**
- If you know you have left a student in your room or you have a student missing, **PUT ON YOUR RED VEST.**
- **After** attendance cards start getting checked off at command post, and there is a missing student or faculty, search teams will then be sent only to those rooms. A large map at command post will be marked as needed. Search and Rescue will now meet close to command post and wait for reported victims.
- **DO NOT ENTER A ROOM UNLESS THERE IS A REASON AND NEVER ENTER ALONE!!!!**
- Search team B will go to rooms needed in B building (they are more familiar with it.)
- Search team C will go to rooms needed in C building for the same reason.
- Both B and C teams will be trained to search office "A" buildings.
- Siblings will move down
- ALL SUPPORT STAFF will be on student supervision.

When Searching a Building

- NEVER GO INTO A BUILDING UNLESS THERE IS A NEED!!!!
- Never go into a building alone. Team of 2 at all times, with 2 outside the door.
- Put on your rubber gloves first, then your leather work gloves.
- When 2 people go into a room, the two people outside the room tape a slash on the side of the door (NOT OVER THE DOOR)
- When the team clears that room with a verbal report, slash the other way with tape, to form an X. If injured or deceased inside, a note of that will be made within the X. (see attached sheet)
- When searching, keep one hand (left) on a wall at all times. It is easy to get disoriented. Lock arms with your search partner and they hold a flashlight in their right hand.
- If you find a student and you can get them out, take them with you to the door, and give that person to one of the team members outside.
- If they are injured and you cannot remove them, assure them you will be back for them, and continue your search for any other reported missing people. MAKE SURE THEIR AIRWAY IS OPEN BY TILTING THEIR HEAD BACK
- Report to the people outside the room you are in, you have a down person, that you cannot remove, and they will let the command post know.
- After you have gotten to those students that were missing, and that could be moved, go back and help the others.

NEW SEARCH TEAMS

- 2 people go in and search ONLY if a child is reported to be in that classroom
- 2 stay outside the door to report and make tape X

Search and Rescue teams to remain at command post until needed.

Emergency Coordinator – Jamie Brown

Team B : Sheri Merfeld (team leader)
 Jennifer Sorensen
 Barb Jones
 Karen Kovisto

Team C: Jan Sloane (team leader)
 Marjorie Cohen
 Nina Johnson
 Grace McKeegan

First Aide Area

- All injured will be sent or taken to first aide area.
- Assess injured and tag each person with the following:
- MINOR- just minor injury
- DELAYED- non life threatening, but injured
- IMMEDIATE- life threatening symptoms
- DECEASED – would not be removed from the building, but could happen after arriving at first aide.

Fire

- Exit building
- Proceed to field area ---- **Flag Pole Area as an alternate if the field area is unsafe.**
- Same basic procedures will be followed if fire is serious and wide spread.
- If contained to just a room or small area, attendance cards will be handed in, but no tags will be passed out, nor will students be moved down to siblings.

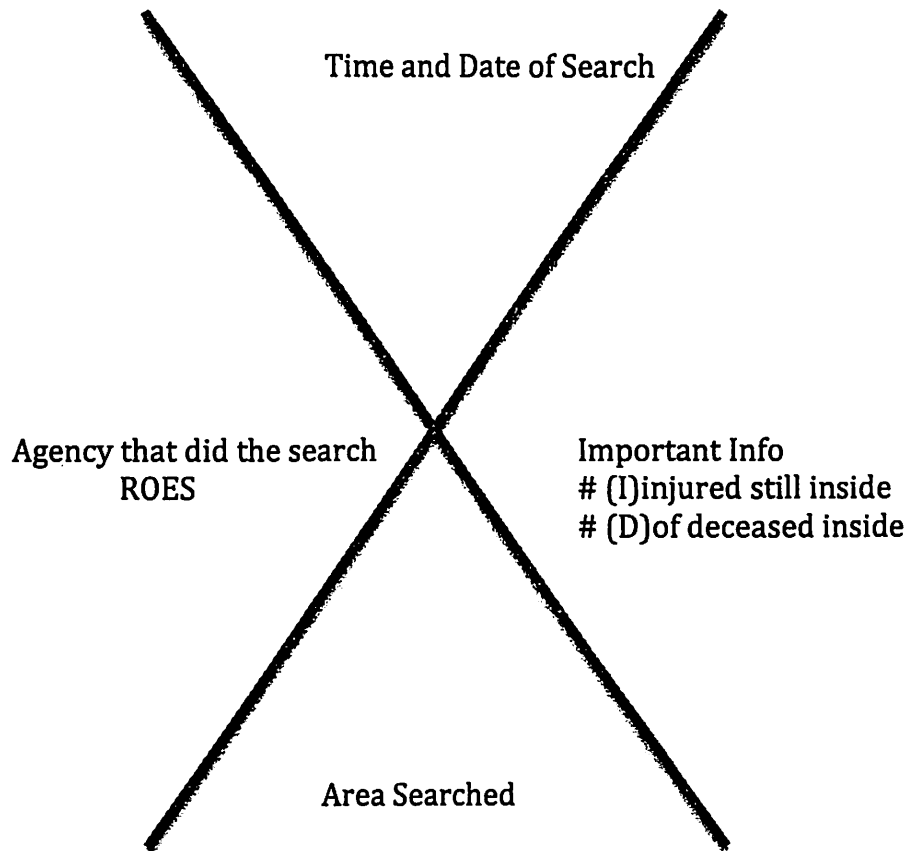
Lock Down

- Mr. Duim or office staff will come over the intercom and ask for a lock down. No more color code.
- Lock your doors immediately.
- Move children calmly away from the windows.
- If you have a child out of your room, call the office and report them as soon as you can.
- ****THE NEXT TWO PROCEDURES NEED TO BE DISCUSSED**
In the past we were told to place signs in our windows. Now, being near a window is NOT suggested.

- If you are all accounted for in your room, place green "safe" sign in the window.
- If you have a child out of the room or something is not right in your room, place the red "help" sign in your window (nearest your door). If you can't place the sign in your window....DON'T. NO sign says it all.

*
We will
no longer be
doing this
in our windows.

Marking Areas Searched



This is to let other emergency personnel know when the room was searched.
The X is to be done to the right or left of the door. Not on the door or attached to the door as before.

As building is cleared, report that building to command post.

2013-2014 GREEN VESTS
for
Emergency Procedure Reminder

Hi Staff,

Just a reminder that even for fire drills we put on our **GREEN VESTS**.

If you know you have an injured child left in your classroom –not on drills just in case of a real emergency :) – please put on your **RED VEST**. These are to be kept in your backpacks.

–ID tags are to be kept in your emergency backpack and given to children after you take attendance and BEFORE they move down to younger siblings' lines. These are ONLY passed out in case of a real emergency. It helps to identify the child and their information in case they are injured or upset and can't give information needed.



Backpack Supply List 2013-2014



Red Binder

A Class List

Emergency Plan (buddy list, jobs, pole assignment)

2 pencils

2 pens

emergency attendance cards

envelope with school map

flashlight

disposable gloves

heavy gloves

dust masks

goggles

small first aid kit

tissue box

trash bag

water (school supply in shed)

food (school supply in shed)

hardhat (optional)

crow bar (optional)

solar blanket (optional)



Class Rosters - Effective: 02/10/2014

Printed 02/10/2014 11:26

Red Oak School - T 011 13/14

Page 1

Faculty: McPhillips, Barbara [2000909]

Course: NSCM-4 Kindergarten

Term: All Year Standards; Period 10; Room B23

Student Name	Ident	Gn	Gr
Astinov, Victor Lubo	2006508	M	00
Caparoni, Kaitlyn Eileen	2006471	F	00
Carvalho, Ariel	2007398	F	00
Do, Kelly	2005606	F	00
Duong, Gavin Quoc	2007041	M	00
Ebersole, Raleigh Jihoo	2006682	M	00
Farrukh, Alveena	2006846	F	00
Finkbeiner, Nicholas	2005523	M	00
Frey, Kennedy Elsa	2006848	F	00
Gonzales, Tanner Leah	2005655	F	00
Goodwin, Christopher	2006742	M	00
Hall, Breyden Daniel	2006528	M	00
Han, Ashley	2006701	F	00
Harder, Isabella Grace	2006546	F	00
Hulette, Jonah Preston	2006530	M	00
Jasso, Timothy Matthew	2005699	M	00
Kim, Yunji	2007345	F	00
Labor, Milo	2006883	M	00
Lazarus, Naomi Zhang	2006891	F	00
Moorey, Ella Maria	2006633	F	00
Shaffer, William Harrison	2006930	M	00
Srihari, Swetha	2007384	F	00
Stern, Chase Victor	2006683	M	00
Swank, Mason Michael	2005425	M	00
Talasu, Lakshita	2006934	F	00

Students in Class: 25

Class Rosters - Effective: 02/10/2014

Red Oak School - T 011 13/14

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Page 1

Faculty: Sorensen, Jennifer [304]

Course: NSCM-5 Kindergarten

Term: All Year Standards; Period 10; Room B24

Student Name	Ident	Gn	Gr
Aranovich, Mateo F.	2006802	M	00
Baugh, Sidney Ryan	2006817	F	00
Bernd, Addilyn Joy	2006534	F	00
Bloom, Isabella Rose	2006499	F	00
Clouser, Kathryn Irene	2006833	F	00
de jager, Cameron George	2006524	M	00
Due, Marley Ingersol	2005030	F	00
Finnegan, Aleksandar Ray	2006661	M	00
Folendorf, Sophia Rose	2006216	F	00
Gannam, Genevieve Rose	2006850	F	00
George, Maria Elizabeth	2006676	F	00
Julian, Bennett James	2006566	M	00
Matias, Jaden	2006903	M	00
McDonough, Delaney Grace	2006905	F	00
Morgan, Tristan	2007211	M	00
Myers, Ashlyn	2007320	F	00
Nalbandian, Alyssa Marie	2006868	F	00
Newman, Kate Elizabeth	2006913	F	00
Bohatgi, Aditya	2006228	M	00
aldana, Joaquin Antonio	2006919	M	00
Sarac, Natalya Grace	2006922	F	00
Sato, Kara Lisa	2006929	F	00
Shah, Rishan	2006678	M	00
Shahidi, Matthew	2007193	M	00
Tchilingirian, Catherine	2006935	F	00
Zide, Tatiana	2006640	F	00

Students in Class: 26

Class Rosters - Effective: 02/10/2014

Red Oak School - T 011 13/14

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Page 1

Faculty: Lund, Robbin [301]

Course: NSCM-2 Kindergarten

Term: All Year Standards; Period 10; Room B13

Student Name	Ident	Gn	Gr
Bankhead, Alexander Preston	2006160	M	00
Barton, Emersynn Elaine	2006498	F	00
Butel, Eli Ron	2007172	M	00
Chou, Catherine	2006734	F	00
Davis, Cameron Trevor	2006834	M	00
Davis, Chloe Madelynn	2006835	F	00
Deleon, Camila Bella	2006836	F	00
Garcia De Herreros, Diego	2006541	M	00
Higgins, Dexter James	2006851	M	00
Holmes, Jadon Torrey	2005390	M	00
Huynh, James	2006716	M	00
Indra, Benedik Feivel	2005388	M	00
Klopert, William Sandor	2006624	M	00
Lavintman, Lexi Elle	2005591	F	00
Mirza, Sana Ahmad	2006637	F	00
Mise, Andrea	2006666	F	00
Nicks, William	2005584	M	00
Noble, Amelia	2006914	F	00
Bohner, Cole	2003970	M	00
Jangalang, Liv Lien	2006921	F	00
Schwartz, Jonathan	2006586	M	00
Smith, Raegan Joelle	2005604	F	00
Sweet, Caitlin Britney	2005603	F	00
Tan, Konnor	2006382	M	00
Varrier, Diya	2006641	F	00
Wyszynski, Evelyn Rose	2006941	F	00

Students in Class: 26

Class Rosters - Effective: 02/10/2014

Red Oak School - T 011 13/14

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Page 1

Faculty: LoBianco, Nicole [347]

Course: NSCM-3 Kindergarten

Term: All Year Standards; Period 10; Room B11

Student Name	Ident	Gn	Gr
Armerding, Skyla Isabella	2006372	F	00
Bollapalli, Navya Sraavani	2006819	F	00
Braddock, Conner Austin	2006494	M	00
Cabral Chavez, Heily Jai	2005403	F	00
Calafati, Jacob Ryan	2005632	M	00
Camacho, Acacia Jalene	2006793	F	00
Denti, Luke Tyler	2005369	M	00
Flores, Sofia Dalila	2005602	F	00
Gonzalez, Samuel Micah	2006856	M	00
Green, Eden Malia	2006857	F	00
Khaira, Jasnoor Kaur	2006695	F	00
Love, Stephen Robert	2006568	M	00
Manabe, Olivia Mieke	2006892	F	00
Manley, Sarah	2006894	F	00
Mitchell, Cole Anthony	2005035	M	00
Moody, Madilyn Rose	2006632	F	00
Moody, Sean Edward	2006631	M	00
Morais, Rehaan Denzil	2006911	M	00
Naveen, Rithmika	2006912	F	00
Prince, Zoey Gianna	2006916	F	00
Salter, Zachary Evan	2006920	M	00
Schild, Jordan	2006638	M	00
Smith, Braeden David	2006931	M	00
Stratton, Paul Michael	2006933	M	00
Sweeney, Desmond Michael	2005442	M	00
Tuso, Ella Shyer	2006938	F	00

Students in Class: 26

Class Rosters - Effective: 02/10/2014

Red Oak School - T 011 13/14

Printed 02/10/2014 11:26

Page 1

Faculty: Jones, Barbara [335]

Course: NSCM-1 Kindergarten

Term: All Year Standards; Period 10; Room B12

Student Name	Ident	Gn	Gr
Boone, John Charles	2006820	M	00
Castaneda, Kean	2007191	M	00
Curtis, Ashton Michael	2005598	M	00
Deleon, Sophia Mia	2006838	F	00
Edwards, Ethan Michael	2006843	M	00
Edwards, Madelynn Kay	2006844	F	00
Flores, Joaquin Matias	2005601	M	00
Greenaway, Naryah Nicole	2006858	F	00
Hashemi, Ryan Reza	2006852	M	00
Horstman, Lauren Elizabeth	2006544	F	00
Iyengar, Aahana Pradeep	2006876	F	00
Krish, Nina	2006879	F	00
Kwon, Chenya	2007397	F	00
Lajevardi, Artin	2007190	M	00
LoBianco, Alexis Rose	2006625	F	00
Marcos, Julia Tang	2006636	F	00
Marcuson, Miles Ricky	2006898	M	00
Marino, Isabella Kate	2005600	F	00
Meiser, Dylan Roger	2006635	M	00
Perkins, Kate Kelly	2006915	F	00
Radick, Lily Cecilia	2005947	F	00
Rahimi, Imán Bijan	2006917	M	00
Salie, Adli Tetsuo	2005582	M	00
Schmidt, Margaret	2007187	F	00
Stewart, Chase William	2006639	M	00
Swan, Weston	2005589	M	00
Vengarai, Prithvi	2007177	M	00

Students in Class: 27

Class Rosters - Effective: 02/10/2014

Printed 02/10/2014 11:26

Red Oak School - T 011 13/14

Page 1

Faculty: Williams, Jennifer [2000966]

Course: GRADE1-3 1st Grade

Term: All Year Standards; Period 10; Room A10

Student Name	Ident	Gn	Gr
Anglin, Sophia Emily	2005621	F	01
Bai, Sansur Tuolei	2006803	M	01
Bhattacharya, Shreyam	2005314	M	01
Decker, Merrin A.	2004010	F	01
Dubey, Ish	2005367	M	01
Ebuen, Lance Christian	2005111	M	01
El Mikawy, Noor	2007184	F	01
Farran, Ethan Jace	2004593	M	01
Hill, Grant	2007388	M	01
Kadam, Piyush Rahul	2006134	M	01
Kumar, Sanjeevani	2005676	F	01
Litchauer, Olivia	2005392	F	01
McAllister, Alex Michael	2006721	M	01
Miles, Jake	2004457	M	01
Miller, Makenna Diane	2005963	F	01
Nagy, Aaron Bela	2005418	M	01
Pessell, Rebecca Lynn	2004175	F	01
Powers, Jordan James	2004594	M	01
Rameshbabu, Harini	2007358	F	01
ten, Evelyn	2007058	F	01
Spivey, Emily Rose	2005659	F	01
VandenHengel, Adelyne	2006956	F	01
Whyel, Sophia	2007204	F	01
Zhang, Matthea Chen	2005447	F	01

Students in Class: 24

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Faculty: Merfeld, Sharon [309]

Course: GRADE1-2 1st Grade

Term: All Year Standards; Period 10; Room B22

Student Name	Ident	Gn	Gr
Binner, Symrin Kaur	2005625	F	01
Brisbois, Reid Edward	2005636	M	01
Brown, Camille Rose	2004867	F	01
Collins, Liam	2005386	M	01
Farnsworth, Claire marie	2005365	F	01
Fingerman, Molly Elizabeth	2005361	F	01
Firestein, Jack Isaac	2005707	M	01
Gannam, Jay Philip	2005639	M	01
McAllister, Cooper	2006722	M	01
McGugan, Cameron Shea	2004180	F	01
Morrow, Merrick Makoah	2004959	M	01
Nizam, Luke Landon	2004612	M	01
Ohayon, Benjamin	2007021	M	01
OLeary, Jake Tyler	2004160	M	01
Perry, Ashley Louise	2005419	F	01
Pilli, Saketh	2007201	M	01
Ravden, Alexandra	2006703	F	01
Rhode, Marion	2007161	F	01
Bohrer, Riley Elizabeth	2005674	F	01
newring, Sarah Elizabeth	2007019	F	01
Sinha, Ananya	2007404	F	01
Sreeraj, Navya	2005426	F	01
Styles, Kaitlyn Summer	2005421	F	01
Terrien, Lila	2007195	F	01
Veer, Ananya	2006385	M	01

Students in Class: 25

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Faculty: Holland, Patricia [336]

Course: GRADE1-1 1st Grade

Term: All Year Standards; Period 10; Room B21

Student Name	Ident	Gn	Gr
Aden, Natascha	2007396	F	01
Anand Murugesan, Saadhana	2006726	F	01
Behavar, Jaana	2007203	F	01
Bochan, Emma Louise	2005528	F	01
Boone, Juliana Louise	2006821	F	01
Broms, Ella Michelle	2005976	F	01
Cheng, Nikki	2004007	F	01
Heydari, Darya Alina	2004772	F	01
Hughes, Douglas Glenn	2005708	M	01
Lagattuta, Enrico A.	2004159	M	01
Lee, Ha jun	2007183	M	01
Lila, Jesse	2004155	M	01
Marcos, Jenson Tang	2005416	M	01
Mei, Zhongyue	2006665	F	01
Mintz, Charlie Aaron	2005701	M	01
Morrow, Macon Maddock	2004957	M	01
Parker, Nicholas	2004905	M	01
Salie, Zahiyah Tiyo	2004584	F	01
Sorensen, Raedyn Alise	2005424	F	01
Teeraj, Kavya	2005427	F	01
Sri, Sahana	2005423	F	01
Thi, Sophia	2007341	F	01
Wang, Raymond Ruikai	2005252	M	01
Yetis, Alp	2007018	M	01

Students in Class: 24

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Faculty: White, Erica [350]

Course: GRADE2-3 2nd Grade

Term: All Year Standards; Period 10; Room C31

Student Name	Ident	Gn	Gr
Achadinha, Kelly	2004140	F	02
Alksnina, Anya	2002017	F	02
Alvi, Chase Bryant	2006967	M	02
Aranovich, Maria Victoria	2004712	F	02
Armerding, Jaxon Laird	2006373	M	02
Bitton, Ayla Ilana Sofia	2004138	F	02
Bollapalli, Veda Manasvi	2004715	F	02
Borhade, Advait Manish	2006723	M	02
Carrillo, Colton Thomas	2003184	M	02
Davis, Brooke Ashley	2004721	F	02
Duggan, Sienna Grace	2006642	F	02
Gale, Bridget Dorothy	2004148	F	02
Gines, Leanna Rianne	2004737	F	02
Goel, Raghuvansh	2007175	M	02
Guevara, Brandon Henry Ju won	2004738	M	02
Kaur, Harjyot	2005787	F	02
Krish, Ria	2004741	F	02
Lagattuta, Eliana J.	2004019	F	02
Nassiri, Daniel Jacob	2003433	M	02
athak, Pranshu	2007346	M	02
Pro, William	2004176	M	02
Ritz, Austin Joseph	2004173	M	02
Shaik, Sameeha	2005837	F	02
Shakib, Arielle Meagan	2004865	F	02
Sugioka, Soma	2004870	M	02
Tolchinsky, Brenden	2003499	M	02
Vance, Artun	2004273	M	02
Warrier, Aditya	2006362	M	02
Zhang, Aaron Joseph	2004194	M	02

Students in Class: 29

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Faculty: Sloane, Jan [313]

Course: GRADE2-2 2nd Grade

Term: All Year Standards; Period 10; Room C43

Student Name	Ident	Gn	Gr
Bi, Michelle	2006692	F	02
Blank, Neala	2004129	F	02
Cass, Annalie Grace	2002933	F	02
Chhun, Claire Sophie	2003569	F	02
Corbitt, Emma Kelly	2004362	F	02
Gilman, Amber Summer	2004151	F	02
Gordon, Grant Tristin	2006643	M	02
Green, Kanoelani Christina	2004146	F	02
Gutnik, Ari	2007006	M	02
Hari, Varun	2005772	M	02
Hariharan, Abinaya	2005773	F	02
Julian, Emerson Grace	2003412	F	02
Kobayashi, Ryan	2004157	M	02
Manley, Johnathon	2005092	M	02
Martinell, Makenzi Marie	2003425	F	02
McCoy, Megan Nicole	2003426	F	02
Mitchell, Savannah Grace	2004749	F	02
Mubarak, Edward	2004164	M	02
Neet, Dylan Hunter	2005805	M	02
ao, Manasa Mysore	2004169	F	02
Rhode, Emilie	2007171	F	02
Rohrer, Griffin Richard Clark	2004753	M	02
Saida, Jonathan	2004178	M	02
Sandoval, David Isaiah	2005946	M	02
Sugioka, Kyoma	2004868	M	02
Thurlby, Mason Dean	2004478	M	02
Tsai, Emmalynn	2004181	F	02
Watkins, Jack Vance	2001656	M	02
Yeow, Kaitlyn	2004193	F	02

Students in Class: 29

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Faculty: McKeegan, Grace [339]

Course: GRADE2-1 2nd Grade

Term: All Year Standards; Period 10; Room C42

Student Name	Ident	Gn	Gr
Barnes, Jack Dylan	2004883	M	02
Beren, Holly Annabelle	2003617	F	02
Bhardwaj, Siya	2005739	F	02
Brooks, Sydney Rose	2004139	F	02
Cho, Mila	2005754	F	02
Chou, Kaela	2005449	F	02
Debski, Jacob	2005758	M	02
Doucette, Finley	2004605	F	02
Doucette, Tessa	2004604	F	02
Ford, Brandon	2003901	M	02
Gordon, Camden Gray	2006319	M	02
Hong, Samuel	2005644	M	02
Indra, Kristofer Oriel	2004150	M	02
Jennings, Seth Christopher	2004091	M	02
Koff, Addison Charlotte	2002955	F	02
Marcuson, Eliza Susanne	2004163	F	02
McCabe, Mia Rachel	2004748	F	02
Mitchell, Ava Grace	2004161	F	02
Mitchell, Oliver Grayson	2004162	M	02
oble, Owen Michael	2004751	M	02
Panczak, Emery Marcus	2004172	M	02
Perez, Ethan Trinh	2004752	M	02
Sangankal Kote, Diksha	2007159	F	02
Styles, Travis Emory	2003454	M	02
Sun, Angelina	2004183	F	02
Tundo, Holly Emma	2003457	F	02
Valencia, Nathalia	2004188	F	02
Valtchev, Alexander Vassil	2003502	M	02

Students in Class: 28

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Faculty: Cohen, Sara [2000735]

Course: GRADE2-4 2nd Grade

Term: All Year Standards; Period 10; Room D55

Student Name	Ident	Gn	Gr
Alomeri, Kayden Mogeb	2005725	M	02
Aparicio, Ryan Edward	2004136	M	02
Banerjee, Simone Santosh	2006774	F	02
Bays, Brayden Barrick	2004137	M	02
Berger, Sadie Sadano	2004143	F	02
Chhun, Caitlin Franceska	2003549	F	02
Danovich, Carlie Anne	2004591	F	02
Davis, Jesse Steven	2004785	M	02
Desdier, Alexa	2004725	F	02
Dotan, Jonathan Ori	2004145	M	02
Flores, Diego Nicolas	2004736	M	02
Fuchs, Corbin Fischer	2003661	M	02
Heidt, Holden Christopher	2004149	M	02
Homesley, Ella Jane	2004756	F	02
Jiang, Michelle	2004154	F	02
Kfir, Korel	2006042	M	02
Kunesh, Andrew Spencer	2004158	M	02
Layton, Emma Ryen	2004871	F	02
Lee, Davis	2005829	M	02
.alinzak, William Ryuta	2004744	M	02
Marino, Olivia Grace	2004747	F	02
Nagapudi, Siddarth	2004750	M	02
Ragsdale, Madelyn Marjorie	2005448	F	02
Robertson, Ruby Louise	2004171	F	02
Taylor, Tallulah Rose	2006709	F	02
Thompson, Zoe Kate	2003526	F	02
Wilson, Aubra	2004187	F	02
Wiltfang, Blake Ryan	2004189	M	02

Students in Class: 28

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Faculty: McDowell, Maureen [308]

Course: GRADE3-2 3rd Grade

Term: All Year Standards; Period 10; Room C32

Student Name	Ident	Gn	Gr
Akurathi, Rohan	2003981	M	03
Binner, Saahib Singh	2002541	M	03
Braddock, Riley	2003376	M	03
Calderon, Stephanie	2007002	F	03
Chou, Kevin	2006732	M	03
Edwards, Ryan Daniel	2001297	M	03
Freedberg, Alexandra Rae	2003214	F	03
Freedberg, Danielle Paige	2003215	F	03
Ginsburg, Josh Ethan	2001305	M	03
Harris, Zachary Zane	2002273	M	03
Hass, Claire Valley	2003229	F	03
Heidt, Rowan Wagner	2003820	M	03
Iyengar, Achyut	2003268	M	03
Kadner, Lauren Micheala	2001324	F	03
Kosirog, Garrett Wilhelm	2002228	M	03
Morris, Christopher Ezichi	2003432	M	03
Mubarak, Sameer Ghazi	2003424	M	03
OLeary, Ryan	2002835	M	03
Sadraie, Saman	2003470	M	03
Sciarretta, Konrad	2006765	M	03
Shahidi, Tyler	2007185	M	03
Shen, Monica	2005102	F	03
Sorensen, Kari Anna	2003474	F	03
Stewart, Ally Rose	2003490	F	03
Thompson, Ella Mary	2003473	F	03
Tiedeman, Isabella Angeline	2005951	F	03
Tucker, Theron Darnell	2002825	M	03
Vera, Angel	2006244	M	03

Students in Class: 28

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Faculty: Johnson, Nina [311]

Course: GRADE3-1 3rd Grade

Term: All Year Standards; Period 10; Room C33

Student Name	Ident	Gn	Gr
Acharjee, Krish	2007174	M	03
Cheng, Katherine Ho	2003199	F	03
Cravitz, Jaden Ethan	2002214	M	03
Dillingham, Miles Don Paul	2003380	M	03
Gale, Thomas Jared	2003824	M	03
Garcia, Jayden Alexander	2003639	M	03
Holmes, Landon Byron	2003269	M	03
Jimenez Hudson, Kenna	2007186	F	03
Kapadia, Dillan Viren	2003421	M	03
Mintz, Jack Evan	2003540	M	03
Nicks, John Annandale	2003434	M	03
Panczak, Jacob Alexander	2003576	M	03
Perez, Hector	2002405	M	03
Perry, Taylor Elizabeth	2002419	F	03
Piurkowsky, Luke Thomas	2007029	M	03
Prince, Isabella Roco	2002529	F	03
Putta, Kavya	2003437	F	03
Reznick, Jacob	2001293	M	03
Romanov, Maxim	2002030	M	03
othaupt, Simone Reese	2003439	F	03
Samples, Alamea Makana	2005569	F	03
Satish, Prithi	2003487	F	03
Singley, Jack Allan	2003912	M	03
Stratton, Brooklyn Michelle	2007028	F	03
Tolentino, Emily Roselana	2003476	F	03
Turner, Tristan Michael	2003498	M	03
Tuso, Evelyn Shyer	2007026	F	03

Students in Class: 27

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Faculty: Brown, Jamie [324]

Course: GRADE3-5 3rd Grade

Term: All Year Standards; Period 10; Room C44

Student Name	Ident	Gn	Gr
Brooks, Tristan Nicholas	2006824	M	03
Brown, Mckenna Jane	2006302	F	03
Bursin, Faith Marie	2003186	F	03
Chen, Samantha	2003195	F	03
Cronin, Braden	2003566	M	03
de jager, Declan	2004218	M	03
Dunn, Lucas William	2003213	M	03
Gowrish, Shrivardhan	2005214	M	03
Horstman, Olivia Corrine	2003271	F	03
Jain, Veer	2005926	M	03
Kernan, Hunter Bryce	2004196	M	03
Klopert, Emilie Sara	2003418	F	03
Kranz Finn, Audrey	2003405	F	03
Manzo, Gavin	2003588	M	03
Mendez, Edith	2005980	F	03
Pessell, Evan Michael	2002528	M	03
Pro, Ian Anthony	2002530	M	03
Sabey, Patrick	2003453	M	03
Salek, Ryan	2003475	M	03
andoval, Gilbert Elias	2005950	M	03
Sangankal Kote, Vishal Anuj	2007160	M	03
Sarkar, Ankita	2006090	F	03
Srihari, Shreya	2007383	F	03
Valencia, Andre	2003503	M	03
Varrier, Isha	2003510	F	03
Victor, Kyra Emiko	2002563	F	03

Students in Class: 26

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Faculty: Sullivan, Pennie [321]

Course: GRADE4-3 4th Grade

Term: All Year Standards; Period 10; Room C46

Student Name	Ident	Gn	Gr
Brooks, Aidan Alexander	2006823	M	04
Cass, Olivia Abigail	2002224	F	04
Ding, Frank Yufan	2006992	M	04
Dods, Olivia Caroline	2002245	F	04
Goldest, Celeste	2002299	F	04
Hoffmayer, Keith Joseph	2002298	M	04
Hong, Krista	2005645	F	04
Kim, Jeremy Jungmin	2005792	M	04
Leese, Colin Aaron	2002311	M	04
Lund, Joshua	2002355	M	04
Neet, Leila Christina	2005806	F	04
Ong, Henry	2001958	M	04
Paiotti Da Silva, Rebecca	2003514	F	04
Park, Hoyeon	2007290	F	04
Patanjali Babu, Ruthrapathy	2003529	M	04
Patel, Anamika Falgun	2002516	F	04
Rale, Emma	2002417	F	04
Riaz, Isha	2006320	F	04
Salzman, Emily	2001971	F	04
Schwartz, Matthew Ryan	2002382	M	04
Seal, Sabrina Ellen	2006145	F	04
Shahar, Luca	2002587	M	04
Shakib, Edan Michael	2004864	M	04
Sharp, Svetlana Jane	2005819	F	04
Shewring, Dylan Paul	2007010	M	04
Shoaf, Makenna Gail	2002424	F	04
Spivey, Cayden Benjamin	2001822	M	04
Wachsmith, Luke Russell	2005959	M	04
Yaffe, Jordan	2002435	M	04

Students in Class: 29

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Faculty: Noble, Holly [2000961]

Course: GRADE4-5 4th Grade

Term: All Year Standards; Period 10; Room C45

Student Name	Ident	Gn	Gr
Ankareddy, Nitin	2005729	M	04
Bandemer, Haley	2002801	F	04
Bays, Brennan Carter	2002781	M	04
Bell, Isaac William	2002774	M	04
Bleau, Angelique Gist	2005740	F	04
Collins, Sean Emmet	2002242	M	04
Davis, Jessie Ryan	2002765	F	04
Davis, Tristan Nicole	2004786	F	04
Gilman, Michelle Ashley	2002309	F	04
Gordon, Drew Charles	2006648	M	04
Green, Ian Kapon	2002275	M	04
Greenberg, Justin Cole	2001343	M	04
Hagen, Taylor Rae	2002589	F	04
Halpern, Devin Makena	2007011	F	04
Hersh, Adam	2007009	F	04
Ho, Andy	2006960	M	04
Hogan, Anthony David	2005781	M	04
Kramnik, Sasha Lizabett	2007017	F	04
Nagawanshi, Soham	2007374	M	04
Ornas, Matthew Stephen	2004025	M	04
Pillai, Adwith	2005142	M	04
Radick, Audrey Sophia	2005949	F	04
Reb, Neil Liam	2002403	M	04
Rose, Corey Shane	2002411	M	04
Sandler, Jeremy Charles	2002425	M	04
Sandoval, Ava Raelyne	2005945	F	04
Sanft, Ashley	2002423	F	04
Siff, Noah Tyler	2002426	M	04
Wilson, Garrett	2001645	M	04
Wiltfang, Brooke Riley	2002764	F	04

Students in Class: 30

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Faculty: Gregg, Kathryn [2000962]

Course: GRADE4-4 4th Grade

Term: All Year Standards; Period 10; Room C35

Student Name	Ident	Gn	Gr
Alexander, Madison Isabelle	2005155	F	04
Alomeri, Jordan Mogebe	2005724	M	04
Alwash, Nora	2007181	F	04
Baker, Ellis Louis	2005737	M	04
Bankhead, Benjamin Carver	2006055	M	04
Beeraladinni, Saanvi Ravikumar	2003015	F	04
Bezonsky, Dylan	2001416	F	04
Blank, Jalen Maxwell	2002238	M	04
Carrillo, Aidan James	2002767	M	04
Dela Cruz, Jaden	2004047	M	04
Ellis, Jack Christopher	2004762	M	04
Fekrat, Andrew Taylor	2002625	M	04
Friedlander, Asher Matthew	2004763	M	04
Gonzalez, Daniel Andre	2004897	M	04
Hudson, Zackery David	2005783	M	04
Jennings, Adelaide Lynn	2004090	F	04
Kennedy, Sarah E	2005014	F	04
Kraynov, Stanislav	2006961	M	04
Naqvi, Zain Haider	2006982	M	04
Errone, Madison Luca	2005808	F	04
Pillai, Vidhya A.	2005821	F	04
Prince, Taylor	2002399	M	04
Ravden, Isabella	2006704	F	04
Rees, Danielle	2002418	F	04
Ritz, Wyatt Anthony	2002407	M	04
Shoden, Bella Nicole	2005165	F	04
Sinclair, Audrey	2001640	F	04
Soudani, Allena Justine	2002788	F	04
Williams, Siobhan	2002578	F	04

Students in Class: 29

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Faculty: Duffy, Elisa [2000733]

Course: GRADE4-1 4th Grade

Term: All Year Standards; Period 10; Room C34

Student Name	Ident	Gn	Gr
Anderson, Marlee Marie	2002244	F	04
Bagga, Ashwyn	2003883	M	04
Beaumont, Brice Henry	2005738	M	04
Bodden, Shane Matthew	2004761	M	04
Boganim, Elan Shlomo	2002215	M	04
Breuner, Brooke Elisabeth	2002467	F	04
Clouser, Evan Joseph	2005720	M	04
Corbitt, Claire Sofia	2002446	F	04
Darrow, Lily Elizabeth	2002547	F	04
Daywalt, Abigail Charlene	2001428	F	04
Dickey, Jake Asher	2002246	M	04
Gines, Thomas Mitchell	2004764	M	04
Greenberg, Jordyn Sarah	2002305	F	04
Herold, Jack Patrick	2003512	M	04
Kennedy, Charles D	2007012	M	04
Kunesh, Alexander Brian	2003826	M	04
Lehrer, Alessandra Tess	2002356	F	04
Marcuson, Dinah Eve	2004200	F	04
Marino, Ava Rose	2004766	F	04
Orbeck, Myles Mazlo	2002373	M	04
Mortellaro, Scarlett Isabella	2003016	F	04
Naveen, Rahul	2006994	M	04
Ohayon, Natanel	2006990	M	04
Pagliarulo, Ruby Jill	2004866	F	04
Rhode, Jeanne	2007162	F	04
Setudeh Nejad, Isabella	2002393	F	04
Terrien, Louis	2007197	M	04
Thacker, Jalen Quin	2002517	M	04
Vassilenko, Kirill	2006963	M	04
Zigler, Mason Gilbert	2005813	M	04

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Faculty: Miller, Enid [315]

Course: GRADE5-2 5th Grade

Term: All Year Standards; Period 10; Room C45

Student Name	Ident	Gn	Gr
Archer, Griffin Louis	2001864	M	05
Bays, Blake Peter	2003007	M	05
Boden, Avery	2002770	M	05
Bonnaz, Matthew	2004855	M	05
Crisman, Annalie Sky	2002987	F	05
Daly, Danielle Rose	2001859	F	05
De Bois, Dominic	2000774	M	05
Dellevigne, Alexis Gabrielle	2005048	F	05
Dickey, Maclean Howell	2001874	M	05
Dunn, Logan Ryan	2001429	M	05
Farran, Maya Jennifer	2004592	F	05
Gale, Claire Alisha	2003875	F	05
Garcia De Herreros, Celia	2004900	F	05
Geyer, Casey Jane	2001439	F	05
Goeken, Nathaniel	2003803	M	05
Greblikaite, Una	2007375	F	05
Gutnik, Sam	2007004	M	05
Harder, Leanne Nicole	2004105	F	05
Herranz, Natalia	2005780	F	05
Hove, Charlotte Louise	2003556	F	05
McKenna, Colin	2002037	M	05
McMillan, Michael Daniel	2005884	M	05
Morris, Bryan Obinna	2001337	M	05
Natcher, Kelsey	2001455	F	05
Nikpay, Sean Ali	2001875	M	05
Rao, Tejas Mysore	2001461	M	05
Sachs, Rachel	2005835	F	05
Sessions, Juliet	2007236	F	05
Singley, Chloe Anne	2001591	F	05
Thi, Sabrina	2007340	F	05
Tolentino, Isabella	2001492	F	05
Tuso, Emily Shyer	2007039	F	05
Victor, Emma Mariko	2005833	F	05
Wagman, Sydney Diana	2004600	F	05

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Faculty: Cohen, Marjorie [346]

Course: GRADE5-1 5th Grade

Term: All Year Standards; Period 10; Room C36

Student Name	Ident	Gn	Gr
Abbott, Craig Richard	2001589	M	05
Anand Murugesan, Sahaana	2006727	F	05
Andersen, Brian Peter	2005802	M	05
Archer, Isabella Kathleen	2001865	F	05
Barnes, Sophia Molly	2004882	F	05
Berger, Zoe Yukiko	2001423	F	05
Bitton, Aden Julian	2001860	M	05
Bush, Mila Simone	2006046	F	05
Chou, Shannon	2002443	F	05
Ehrlich, Valeria	2002802	F	05
Fingerman, Jacob Jeffrey	2001430	M	05
Garcia, Arthur Craig	2003638	M	05
Glasberg, Sydney Allison	2001446	F	05
Goodwin, Rachel	2006744	F	05
Kennedy, Gabriel	2005013	M	05
Kirby, Madison Caitlin	2003142	F	05
Klein, Ben	2004787	M	05
Lin, Naomi	2005793	F	05
Moore, Alexandra	2007198	F	05
zam, James	2004613	M	05
Olster, Emily Ann	2005588	F	05
Ong, Gillian	2002441	F	05
Park, Edward Kenneth	2001457	M	05
Patel, Karina	2002883	F	05
Patel, Keena	2002882	F	05
Postmus, Logan	2001459	M	05
Pourmalek, Nick	2003914	M	05
Reddy, Arpan	2002843	M	05
Richardson, Brianna Nicole	2005832	F	05
Robertson, Charlotte Avery	2002761	F	05
Tolchinsky, Chloe Brianna	2001312	F	05
Vom Cleff Zaarour, Faith Nicole	2001893	F	05
Williams, Marcus Tate	2003823	M	05
Zepeda, William Fernando	2001872	M	05

Students in Class: 34

Class Rosters - Effective: 02/10/2014

Red Oak School - T 011 13/14

Printed 02/10/2014 11:26

Page 1

Faculty: Bodily, Ryan [2000737]

Course: GRADE5-4 5th Grade

Term: All Year Standards; Period 10; Room C47

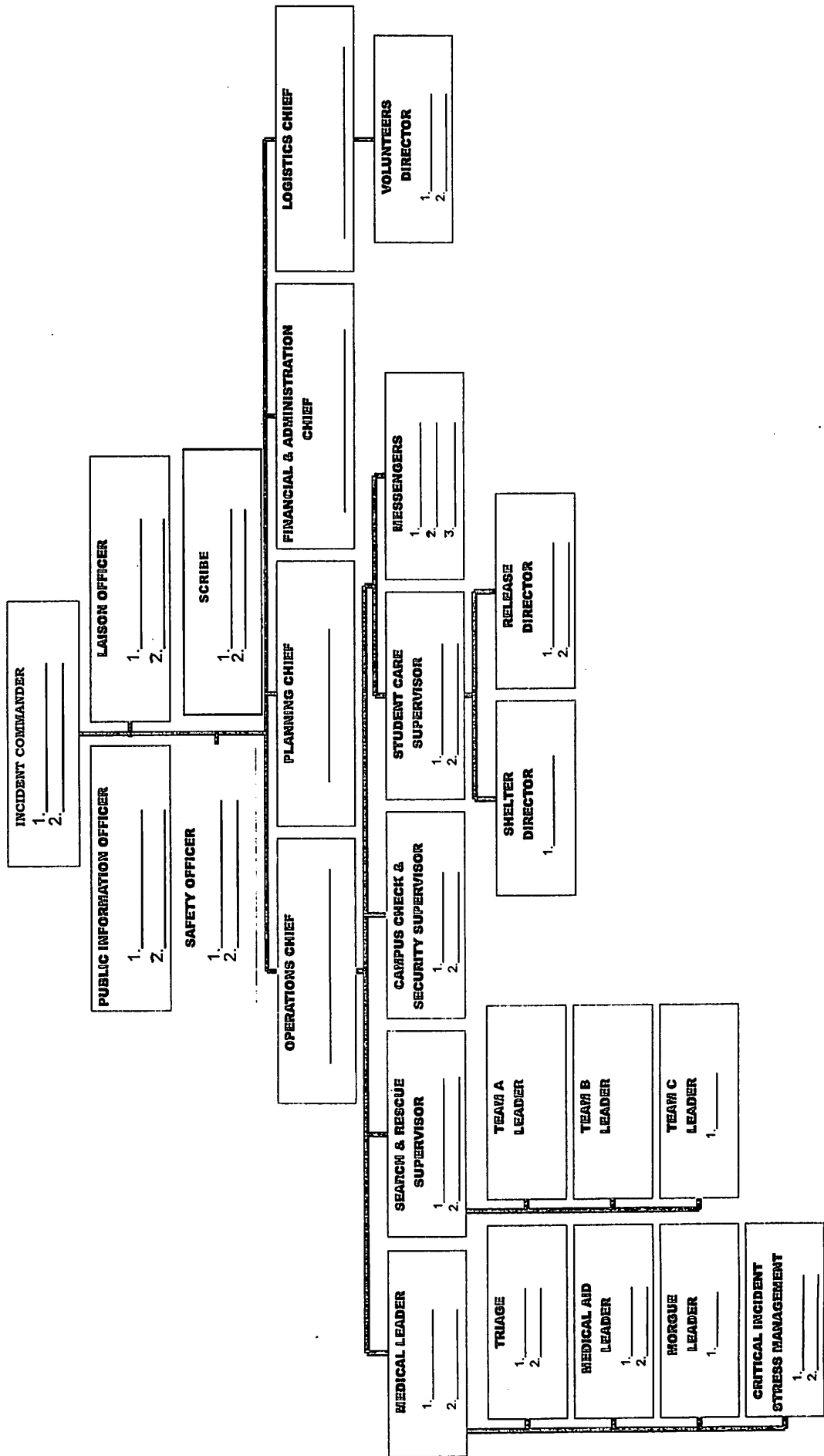
Student Name	Ident	Gn	Gr
Achadinha, Alexia	2002818	F	05
Bans, Beshane Singh	2006045	M	05
Barton, Addison	2001425	F	05
Basquez, Jazmyne Mercedes	2001328	F	05
Block, Alex	2003876	M	05
Brooks, Jacob Charles	2001424	M	05
Brown, Hayden George Daniel	2006303	M	05
Bursin, Peyton Paul	2001871	M	05
Calderon, Daisy	2006998	F	05
Costanzo, Ian vincent	2007180	M	05
Dotan, Karen Emma	2003838	F	05
Ginsburg, Morgan	2001445	F	05
Goeken, Caitlin	2003804	F	05
Harris, Michael Mason	2001442	M	05
Hass, Spencer	2001440	M	05
Herranz, Lucia	2005774	F	05
Hwang, Taewoong	2004489	M	05
Minosian, Andre L	2005797	M	05
Mortellaro, Sophia Colette	2003017	F	05
Wicks, Charlotte Lillian	2001855	F	05
Nivon, Aiden Patrick	2005807	M	05
Parnas, Andrew Stephen	2004027	M	05
Rinkov, Ethan Harrison	2001463	M	05
Rivera, Nicolas Anthony	2006679	M	05
Sachs, Tara	2005836	F	05
Sharp, Nikolay Davis	2005838	M	05
Soudani, Alexander Justin	2002789	M	05
Swartz, Rebecca Hailey	2001493	F	05
Tran, Catherine Le	2001857	F	05
Turner, Olivia Maddison	2001954	F	05
Wagner, Fiona	2001780	F	05
Warren, Emily Julia	2001523	F	05
Watters, Christopher	2001504	M	05
Zlatkov, Thea Shea	2001877	F	05

Students in Class: 34

Emergency Response

OAK PARK UNIFIED SCHOOL DISTRICT

INCIDENT COMMAND ORGANIZATION CHART



OPUSD

Management Team

Members	Title	Work Phone	Cell Phone	Support Task
Tony Knight	Superintendent	818-735-3206	818-324-8915	Public Information Officer
Martin Klauss	Asst. Superintendent	818-735-3238	818-203-2586	Logistics
Leslie Heilbron	Asst. Superintendent	818-735-3266	818-261-2836	Contract Issues
Barbara Dickerson	Director, Budget & Accounting	818-735-3215	805-404-5674	Financial Officer
Julie Suarez	Director, Business Operations	818-735-3210	818-355-7176	Safety Officer
Susan Roberts	Director, Pupil Services	818-735-3214	818-929-0146	Stress Management
Derek Ichori	Program Specialist	818-735-3224	818-324-7438	Medical Aid
Linda Sheridan	Administrative Assistant	818-735-3224	805-660-1620	Incident Commander
Lou Tabone	Director, Alternative Education	818-735-3207	818-489-1348	Student Care Chief

Oak Park Unified School District
Emergency Contact Numbers

LEADERSHIP TEAM

2012-2013

Tony Knight	H (818) 501-0505 C (818) 324-8915 W (818-735-3277) (Private)	Kevin Buchanan	H (818) 532-7443 C (818) 926-8316 W (818) 735-3355 (Private)
Martin Klauss	H (818) 735-0235 C (818) 203-2586 W (818) 735-3238 (Private)	Stew McGugan	H N/A C (805) 341-7608 W (818) 735-3307 (Private)
Leslie Heilbron	H (818) 702-6336 C (818) 261-2836 W (818) 735-3266 (Private)	Bryan Martin	H (818) 679-3007 C (818) 519-5176 W (818) 735-3306 (Private)
Cliff Moore	H (805) 484-0472 C (805) 377-8569 W (818) 735-3207 (Private)	Brad Benioff	H (805) 496-0140 C (818) 335-7619 W (818) 597-4299 (Private)
Jane Mintz	Personal C (805) 907-2525 Work C (818) 335-7700 W (818) 735-3201	Armanda Bagheri	C (818) 667-5511 H (818) 366-2635 or (949) 661-5097 W (818) 597-4267 (Private)
Julie Suarez	H (805) 870-4054 C (818) 355-7176 W (818) 735-3210	Debbie Burgher	H (818) 889-3347 C (818) 612-2500 W (818) 597-4201 (Private)
Barbara Dickerson	H (805) 583-1289 C (805) 404-5674 W (818) 735-3215	Erik Warren	H (310) 454-3311 C (310) 717-4384 W (818) 597-4221 (Private) H (805) 241-0360 H (805) 492-0909 C (805) 660-6651 W (818) 597-4241 (Private)
Susan Roberts	H (818) 360-9305 C (818) 929-0146 W (818) 735-3214 (Private)	Jon Duim	H (818) 707-0767 C (818) 681-3190 W (818) 707-7742 C (805) 890-6450
Derek Ihori	H (661) 367-7092 C (818) 324-7438 W (818) 735-3224	Kim Gregorchuk	Debby West Linda Sheridan
Lou Tabone	H (818) 889-4257 C (818) 489-1348 W (818) 735-3219		
Oscar Jimenez	C (818) 256-4010		Rueben (Bobby) Botello (grounds) 805-377-4905 Deerhill Station (805) 371-1111 X36 LA County-Lost Hills (818) 878-1808 CA Highway Patrol (805) 654-4578 VC Fire/AMR Dispatch (805) 384-1500
Miguel Tabares	C (818) 256-4002		
VC Sheriff Station Mgr	(805) 494-8263		
VC Sheriff Info Officer	(805) 947-8091		
Non-Emergency No.	(805) 654-9511		

Red Oak
**AFTER HOURS
EMERGENCY**
OAK PARK DISTRICT CONTACTS

Please call in this order

1. Miguel Tabares – 818-256-4002
2. Oscar Jimenez – 818-256-4010
3. Julie Suarez – 818-355-7176

CERT Graduates

Brookside

Oak Hills

Deborah King

Red Oak

Barbara Jones

Karen Kovisto

Janet Convey

Medea Creek

Oak Park High

Kathie Leggett

Dick Billinsley

Brenda Pasqua

Victor Anderson

District Office

Miguel Tabares

Julie Suarez

Linda Sheridan

Debbie Cooper

All Sites

Debbie West

Emergency Response

Weapons used in or around schools, bomb threats or explosions, and fights, as well as natural disasters, accidents, and suicides call for immediate, planned actions, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma. The Oak Park Unified School District has therefore developed procedures to help each site meet the challenges of emergencies at school. All Oak Park Unified School District schools have developed evacuation procedures to protect students from harm, effective communication systems for times of crisis, and a process for securing immediate external support from law enforcement officials.

A general Crisis Procedure Checklist is provided below as an example of the way in which Oak Park Unified School District schools respond to emergencies.

Crisis Procedure Checklist

- _____ Assess life and safety issues immediately.
- _____ Provide immediate emergency medical care.
- _____ Call 911 and notify police and rescue first. Call the superintendent second.
- _____ Convene the crisis team to assess the situation and implement crisis response procedures.
- _____ Evaluate available and needed resources.
- _____ Alert school staff to the situation.
- _____ Activate the crisis communication procedure and system of verification.
- _____ Secure all areas.
- _____ Implement evacuation and other procedures to protect students and staff from harm. Avoid dismissing students to unknown care.
- _____ Adjust the bell schedule to ensure safety during the crisis.
- _____ Alert persons in charge of various information systems to prevent confusion and misinformation. Notify parents.
- _____ Contact appropriate community agencies and the school district's public information office, if appropriate.
- _____ Implement post-crisis procedures.

When an Off-Campus Evacuation is Called

EVACUATION SITES		School
North:		South
East		West

Teachers Should:

1. Bring class record books when evacuating their classroom/building and emergency forms & emergency kits
2. Ensure that all students are out of the classroom and restrooms.
3. Turn off lights and close door prior to following their students out of the classroom.
4. Instruct the first student in line to hold open exit door(s) until all persons in the class have evacuated. (Continue this procedure until building is clear.)
5. Proceed to the pre-designated holding area/assembly point. Once there, make note of students who are not present and maintain order
6. Remain with their classes until an "all clear" signal is sounded or an administrator gives
7. Students should bring backpacks with them from the classroom.

School/Based Administrator should:

1. Notify the appropriate District Office Personnel
2. Establish and assign a management post at the off-site evacuation point.
3. Gather lists of students not accounted for from staff members.
4. Identify the location of classes in holding area/assembly point to facilitate the orderly location of students for parents wishing to pickup of students.
5. Direct parents to the management post for pickup of students.
6. Maintain contact with Sheriff/Fire Departments to stay informed about conditions at the school site and nearby areas.

Student Threat Response Checklist

- ☐ Document the student's comments; ask the witness(es), adult(s), and/or students(s) to record the statements with signature(s) and date.
- ☐ Review the student's disciplinary file to look for other incidents of threat, hostility, or aggression.
- ☐ Talk with the student's counselor or student support specialist to learn all you can about the student—home situation and any outside influences that may be affecting the student emotionally and behaviorally.
- ☐ Review all of the student's educational records and files to determine whether there are psychological evaluations, educational assessments, or other information relevant to the alleged conduct.
- ☐ Invite the student to tell his or her side of the story. Listen carefully, and pay attention to the student's behavior/affect as he or she is telling the story. Take notes on the conversation.
- ☐ Check the student, his or her bookbag, and locker for possible weapons. Look through the student's notebooks and books for drawings and notes that might bear on the student's propensity to engage in violent or dangerous acts.
- ☐ Talk to the student's friends, if they are known, and to his or her teachers. Ask them if they have heard the student make threats or talk about violent acts.
- ☐ If appropriate, ask the student if there are guns at home. If so, ask whether he or she has access to them.
- ☐ Call the student's parents/guardian after the investigation has been completed. Ask if there are guns in the house and if their son/daughter has ever talked about wanting to hurt or kill anyone. The reason this conversation with parents should take place after the investigation is completed, rather than before or during the process, is that the school administrator will have the facts and will be able to substantiate what the student and others may have said.
- ☐ Call the parents/guardian of the threatened student(s) and inform them of the incident and the action that has been taken. If charges have been filed, explain to the parents that they have the right to discuss the charges with local law enforcement.
- ☐ Following due process procedures, suspend the student from school, depending on the circumstances shown in your investigation.
- ☐ Call your police support officer, who will come to make a report, and who will talk with the parents and the student about what the report means, and about the student's situation.
- ☐ Depending on the nature of the threat, along with other circumstances, you may ask that the parent or guardian arrange for the student to have a psychological evaluation, or to see his or her doctor before returning to school. Don't forget that there may well be a legal limit to the maximum number of suspension days, and that you will likely have to recommend expulsion after that maximum has been reached.
- ☐ If you think it necessary, require that a doctor, social worker, psychologist, or other professional working with the student contacts you before you allow the student to return to school.
- ☐ Remember that when a student says, "I'm going to kick your ass," the situation is probably quite different from one in which a student says, "I want to/am going to hurt, kill (specific name or a general name)." In the latter situation the student usually provides some detail. Take notes.
- ☐ Inform the appropriate person in the superintendent's office when a threat is made, and consult regarding intervention/disciplinary action to be taken.

A well thought-out response to a student threat will go a long way toward ensuring that the student will not follow through on that threat, and that he or she can get the help needed to avert future threats.

THREAT ASSESSMENT CARD

All threats are **not** created equal; most threateners are unlikely to carry out their threat.

A threat is an expression of intent to do harm or act out violently against someone or something. It can be written, spoken, or symbolic (hand motion as in shooting).

Can you tell why?

- ☐ Warning signal
- ☐ Taunt/intimidate/power/control
- ☐ Punish
- ☐ Manipulate
- ☐ Coerce/frighten/terrorize
- ☐ Compel someone to do something
- ☐ Strike back
- ☐ Disrupt
- ☐ Test authority
- ☐ Protect oneself

Is the threat

- ☐ Direct
- ☐ Indirect
- ☐ Veiled
- ☐ Conditional

Factors

- ☐ Specific, plausible details
- ☐ Identity of victims
- ☐ Reason
- ☐ Means
- ☐ Weapon
- ☐ Method
- ☐ Date
- ☐ Time
- ☐ Place
- ☐ Concrete information about plans

LOW LEVEL THREATS—min. risk to public safety

- ☐ Vague & indirect
- ☐ Information inconsistent
- ☐ Implausible
- ☐ Lacks detail
- ☐ Lacks realism

MEDIUM LEVEL—A threat which could be carried out, although it may not appear realistic

- ☐ More direct and concrete
- ☐ Wording suggests some thought
- ☐ General indication of place and time
- ☐ No strong indication of preparatory steps
- ☐ There may be a specific statement ("I'm serious!" or "I really mean this")

HIGH LEVEL—A threat that appears to pose an imminent and serious danger to the safety of others

- ☐ Threat is direct, specific and plausible
- ☐ Threat suggests concrete steps have been taken toward carrying out threat—practiced with weapon, surveillance

FOUR PRONGED APPROACH

Personality

- ☐ Leakage—recurrent themes of destruction appearing in writing or artwork, recurring preoccupation with themes of violence, hopelessness, despair.
- ☐ Low tolerance for frustration
- ☐ Poor coping skills
- ☐ Lack of resiliency
- ☐ Signs of depression
- ☐ Narcissism
- ☐ Alienation
- ☐ Attitude of Superiority
- ☐ Exaggerated need for attention
- ☐ Low self-esteem
- ☐ Anger management problems
- ☐ Inappropriate humor

Family Dynamics

- ☐ Access to weapons
- ☐ Intimidated by child
- ☐ No limits

School Dynamics

- ☐ Disrespectful Behavior
- ☐ Detachment

Social dynamics

- ☐ Media
- ☐ Drugs and Alcohol



BOMB THREAT

QUESTIONS TO ASK:

1. When is a bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

EXACT WORDING OF THE THREAT:

Sex of caller: _____
Race: _____
Age: _____
Length of call: _____
Time: _____
Date: _____
Number at which call is received: _____

PLACE THIS CARD UNDER YOUR
TELEPHONE

CALLER'S VOICE:

- | | |
|-----------------------------------|--|
| <input type="checkbox"/> Calm | <input type="checkbox"/> Nasal |
| <input type="checkbox"/> Angry | <input type="checkbox"/> Stutter |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Lisp |
| <input type="checkbox"/> Slow | <input type="checkbox"/> Raspy |
| <input type="checkbox"/> Rapid | <input type="checkbox"/> Deep |
| <input type="checkbox"/> Soft | <input type="checkbox"/> Ragged |
| <input type="checkbox"/> Loud | <input type="checkbox"/> Clearing Throat |
| <input type="checkbox"/> Laughter | <input type="checkbox"/> Deep Breathing |
| <input type="checkbox"/> Crying | <input type="checkbox"/> Cracking Voice |
| <input type="checkbox"/> Normal | <input type="checkbox"/> Disguised |
| <input type="checkbox"/> Distinct | <input type="checkbox"/> Accent |
| <input type="checkbox"/> Slurred | <input type="checkbox"/> Familiar |

If voice is familiar, who did it sound like?

BACKGROUND SOUNDS:

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> Street Noise | <input type="checkbox"/> Factory Machinery |
| <input type="checkbox"/> Crockery | <input type="checkbox"/> Office Machinery |
| <input type="checkbox"/> Voices | <input type="checkbox"/> Animal Noise |
| <input type="checkbox"/> PA System | <input type="checkbox"/> Static |
| <input type="checkbox"/> Music | <input type="checkbox"/> Local |
| <input type="checkbox"/> Motor | <input type="checkbox"/> Long Distance |
| <input type="checkbox"/> Clear | <input type="checkbox"/> House Noises |
| <input type="checkbox"/> Booth | <input type="checkbox"/> Other |

THREAT LANGUAGE:

- | | |
|---|-------------------------------------|
| <input type="checkbox"/> Well Spoken | <input type="checkbox"/> Incoherent |
| <input type="checkbox"/> Educated | <input type="checkbox"/> Taped |
| <input type="checkbox"/> Foul | <input type="checkbox"/> Irrational |
| <input type="checkbox"/> Message read by threat maker | |

REMARKS: _____

REPORT TO: _____

PHONE NUMBER: _____

REPORT MADE BY: _____

Position: _____

Phone Number: _____

Date: _____

OAK PARK UNIFIED SCHOOL DIST.
Tony Knight, Superintendent

BOMB THREAT

If a threat is received by telephone:

1. Pay close attention to:
 - ✓ Exact wording
 - ✓ Speech characteristics
 - ✓ Background noises
2. Ask these questions:
 - ▶ Where is the bomb?
 - ▶ What kind of bomb?
 - ▶ When will it go off?
 - ▶ How big is it?
 - ▶ Why are you doing this?
3. Do not hang up on the caller and do not unnecessarily touch or move any of your surroundings.
4. Attempt to use the Bomb Threat Checklist.
5. Notify main office.
6. Follow directions according to pre-established plan.

If a written threat is received:

1. Notify main office.
2. Copy the contents and protect the original message (plastic or other covering) to preserve identifying marks or fingerprints.

The Principal will:

1. Activate the Site Emergency Operations Center which will:
 - a. Contact the fire and police departments.
 - b. Contact the District Office
2. Stay in control of all site activities until the arrival of the emergency units.
3. Determine (with the district administrator) to:
 - a. Conduct a search, using police and fire departments, bomb squad and other support units.
 - b. Evacuate students during search.
4. If evacuation is necessary avoid routes that go through parking lots, large containers and areas where secondary devices may be hidden.

Teachers will:

1. At signal for evacuation, teacher will evacuate students to the assembly area using safest route.
2. The Emergency Wall Unit will accompany students to the assembly area.
3. Wear "red" or "green" vest to signal status of classroom.
4. Check "buddy" for safety.
5. According to emergency plan, initiate extra duties as assigned.

After Emergency:

1. Building(s) must be inspected for fire and police personnel before re-occupancy.
2. If necessary, supplemental class space will be located by District Office.
3. If student release is necessary, follow pre-established plan.
4. Preserve Bomb Threat Checklist as part of the after action report.

Note: Because an explosive device can be controlled electronically, school radio usage should not take place inside the school during a bomb threat since radio waves can detonate the device. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area.



Evacuation Plan & Procedures

Evacuation of School Buildings

In a number of situations, it may be necessary to evacuate a school building. These situations may include fire and bomb threats. The sounding of a fire alarm should signal this evacuation. The following steps **must** be followed:

1. Maps should be posted in all classrooms indicating primary and secondary egress routes and holding areas/assembly points.
2. Teachers should bring their class record books with them when evacuating their classroom/building, as well as emergency cards and emergency kits.
3. Teachers should ensure that all students are out of the classroom and restrooms.
4. Teachers should turn off lights and close door prior to following their students out of the classroom/building.
5. Instruct the first student inline to hold open exit door(s) until all persons in the class have evacuated. (Continue this procedure until building is clear.)
6. Classes should proceed to the pre-designated holding area/assembly point. Once there, teachers should make note of students who are not present and maintain order.
7. Teachers should remain with their classes until an "all clear" signal is sounded or an administrator gives other instructions.
8. Students should be instructed to take their backpacks with them (from the classroom)
9. Check all evacuation areas if appropriate before moving students.
10. Close all parking lots to unauthorized vehicles etc.

Evacuation of Campus

Situations may arise which require an off-campus evacuation to ensure the safety of students and staff. These situations include a chemical spill, airplane crash, explosive device located on campus, or major fire. Pre-planning procedures for the emergency evacuation of campus shall consist of the following minimum requirements when evacuation is required.

1. Identify at least four assembly points (North, South, East, West) a minimum of one quarter (1/4) mile away from the school location in the event it becomes necessary to evacuate school campus.
2. Establish the desired evacuation routes to the four holding areas/assembly points on an evacuation plan.
3. Provide for the special evacuation needs of the disabled. Who will assist? See Emergency Plan
4. Maintain a copy of the evacuation plan readily available in the school administration office.
5. Orient staff, faculty, and students on their specific duties, requirements, and responsibilities should an off-campus evacuation be necessary.
6. Provide for the use of the public address system as the primary means of notifying building occupants, when possible (Reference Code Yellow, Code Green, and Code Red Procedures). Determine an alternative means of announcing an evacuation in the event of public address system failure

Lockdown

When school is on lockdown administration will sweep all students in hallways and other outside of class areas to the office.

Media

It is the job of the staff to protect the students from the media—Tell the media who to see for statements and ask them to leave the evacuation area.

Shooting/Stabbing at School

Definition: When a person attempts to commit a violent injury to another person or commits an act that places another person in reasonable apprehension of immediately receiving a violent injury.

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
<ul style="list-style-type: none"> Obtain identification Location in building Number of people involved Identify weapon(s) if any Time of day Name of staff reporting Name of student reporting Name of messenger Name of other reporting 	<ul style="list-style-type: none"> Principal must establish the level of incident Give appropriate code action and procedure to be taken Principal should not leave the command station 	<ul style="list-style-type: none"> Notify central staff If imminent danger exists, call 911, otherwise, call Sheriff's Department and provide all available information. Call for emergency medical aid if needed Call or send for help by well known student Keep people from entering the area Have teachers secure doors(code red) and evacuate(code green) the area of immediate danger Do not attempt to disarm Identify name and location of aggressor if still on the scene and proving a threat If vehicle involved, attempt to identify license, make, and model of car Indicate location of incident Do not disturb crime scene Disperse crowd of all bystanders Wait for assistance 	<ul style="list-style-type: none"> Wait for law enforcement personnel If possible, announce appropriate code and follow procedures Activate the Safety Team Isolate the witnesses with an administrator and gather information Reroute traffic from affected area Attempt to calm students Identify injured student(s) or staff member(s) Seek medical attention from school nurse or person trained in first aide, if needed 	<ul style="list-style-type: none"> Discourage all communication until clearance from law Designate a place for parents who arrive on campus Control Traffic Have an administrator on hand to answer questions Debrief central level staff Complete a written report Summon other central level staff, as needed Meet with parents, if necessary Monitor school building continually Let Sheriff handle any question regarding crime and the investigation Once incident is clear, return to normal operations Send notice home Update students with accurate information Summon counselors, social workers or others as need 	<ul style="list-style-type: none"> Early morning meeting with Safe School Team to update and revise plans, if need Meet with parents if need to update them on incident Summon counselors or others, as needed Meet with staff if need 	<ul style="list-style-type: none"> In accordance with OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual

NOTE: IT IS CRITICAL THAT YOU REMAIN CALM THROUGHOUT THIS INCIDENT

Remember:

- Principal or his/her designee is in charge.
- It is better to be safe than sorry.
- Maintain control of the facility at all times.
- Principal does not leave command post
- Do not confront the suspect.
- Wait for administrative response.

Guns & Weapons in Building or on Campus

Definition: Any carrying, concealing, displaying or using any object, whether used or intended to inflict bodily harm. Such objects include, but are not limited to guns, box cutters, razor blades, clubs, and/or nunchakus.

		Plan of Action to be Taken				
Establish Facts of Situation	Establish Level of the Incident	First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	Policy Reference
<ul style="list-style-type: none"> ♦ Obtain identification ♦ Location in building ♦ Number of people involved ♦ Number of student(s) or staff injured, if any ♦ Identify weapon(s), if any ♦ Time of day ♦ Name of staff reporting ♦ Name of student reporting ♦ Name of messenger ♦ Name of other reporting 	<ul style="list-style-type: none"> ♦ Principal must establish the level of incident ♦ Give appropriate code action and procedure to be taken ♦ Principal should not leave the command station 	<ul style="list-style-type: none"> ♦ If imminent danger exists, dial 911; otherwise, notify the Sheriff's Department and give all available information ♦ Activate Site Safe School Team, if need ♦ Notify central level staff ♦ Send reporting student to office with sealed message, if possible, giving name and location ♦ Provide any information, name, location, weapon type ♦ Have teacher secure doors or evacuate area (Code Red) ♦ Disperse crowd of all bystanders ♦ Isolate student(s) reporting the incident ♦ Do not attempt to disarm person ♦ Attempt to defuse the confrontation with the use of a verbal command 	<ul style="list-style-type: none"> ♦ Wait for law enforcement personnel ♦ Provide law enforcement with as much information as possible: name, description, action and location, etc. ♦ Do not attempt to disarm ♦ Once situation is under control, have witnesses and victim available for law enforcement personnel ♦ Return to normal when appropriate ♦ Use appropriate code(s) 	<ul style="list-style-type: none"> ♦ Debrief Safe School Team and other staff ♦ Debrief central level staff ♦ Return to normal when approved (Code White) ♦ Summon other central level staff, as needed ♦ Meet with parents, if necessary ♦ Monitor School building continually ♦ Complete a written report ♦ Provide update to staff and debrief after school ♦ Provide update to students if necessary ♦ Send notice home if necessary 	<ul style="list-style-type: none"> ♦ Meet with Safe School Team to update and revise plans, if needed ♦ Meet with parents if needed to update them on incident ♦ If media person appears, meet them in a designated area ♦ Monitor school building continually ♦ Debrief with staff if needed 	<ul style="list-style-type: none"> ♦ In accordance with OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual

NOTE: IT IS CRITICAL THAT YOU REMAIN CALM THROUGHOUT THIS INCIDENT

Remember:

- ♦ Principal or his/her designee is in charge.
- ♦ Principal does not leave command post
- ♦ It is better to be safe than sorry.
- ♦ Do not confront the suspect.
- ♦ Maintain control of the facility at all times.
- ♦ Wait for administrative response.

Bomb Threat Only

Definition: A bomb threat is correspondence or a call that leads a receiver of that information to believe that there is an explosive device in the facility. (Note: All information received must be recorded on **Bomb Threat Instruction Card**)

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
<ul style="list-style-type: none"> Keep Person Talking Follow Bomb Threat Instruction Card directions Ask questions: location of bomb, time bomb will go off, description of device, why it has been placed, name and location of caller, etc. Determine the age, sex, and race of caller Notify principal and explain Conduct visual search of school with two persons familiar with building. 	<p>Principal must establish level of incident</p> <p>Give appropriate code action and procedure to be taken</p> <p>Principal should not leave the command station</p>	<ul style="list-style-type: none"> Believe the messenger If imminent danger exists (package identified), dial 911 and notify the Sheriff's Department immediately Inform District Office – Superintendent or Assistant Superintendent Principal uses his/her discretion in evacuation process, as well as the use of Code Red or Green Activate and brief site Safe School Team, if necessary, on initial call Activate runners to communicate important information 	<ul style="list-style-type: none"> Based on facts, decide if school should be evacuated immediately, thus, guaranteeing safety of students and staff, or kept in regular session. Activate and brief site Safe School Team. Use all available resources as needed Brief all personnel on initial call Determine plan for day Declare appropriate code If determined that this is a Level II incident, follow Level II instructions If Sheriff is called, coordinate efforts according to site plan 	<ul style="list-style-type: none"> Declare Code Green when appropriate Principal, police and appropriate central level staffs hold joint press conference; if needed, give specific details Give superintendent update Principal meets with Safe School Team for update and evaluate Hold staff meeting giving details and answering questions Summon counselors, social workers or other needed staff Meet with parents, if need Send notice to home Provide students with update 	<ul style="list-style-type: none"> Early morning meeting with Safe School Team to update and revise plans, if need Meet with parents if need to update them on incident Summon counselors or others, as needed Meet with staff if need 	<ul style="list-style-type: none"> In accordance with OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual

NOTE: DO NOT USE TWO-WAY RADIOS OR CELLULAR PHONES. IT IS CRITICAL THAT YOU REMAIN CALM THROUGHOUT THIS INCIDENT.

Remember:

- Principal or his/her designee is in charge.
- It is better to be safe than sorry.
- Maintain control of the facility at all times, unless an actual device is located or explosion occurs.
- If a device is found, law enforcement will assume control of the site. If an explosion occurs, the Fire Department will assume the lead role.

Bomb Threat with Suspicious Package Found

Definition: A bomb threat is correspondence of a call that leads the receiver of that information to believe that there is an explosive device in the facility, and as a result of visual search, a suspicious package is found. (Note: All information received must be recorded on **Bomb Threat Instruction Card**.)

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
<ul style="list-style-type: none"> ♦ Believe the messenger ♦ Keep Person Talking ♦ Follow Bomb Threat Instruction Card directions ♦ Ask questions: location of bomb, time bomb will go off, description of device, why it has been placed, name and location of caller, etc. ♦ Determine the age, sex, and race of caller ♦ Notify principal and explain ♦ Conduct visual search of school with two persons familiar with building. 	<p>Level II: Threat and Suspicious Package Found</p> <p>Principal must establish level of incident</p> <p>Give appropriate code action and procedure to be taken</p> <p>Principal should not leave the command station</p>	<ul style="list-style-type: none"> ♦ Believe the messenger ♦ Dial 911 and notify the Sheriff's Department immediately ♦ Inform central office staff immediately ♦ Activate and brief site Safe School Team and give all information received ♦ Code red Evacuate building one room at a time starting with closest to suspicious package, relocating staff and students more than 300 yards (use your Emergency Preparedness Plan evacuation procedures) ♦ Teachers take roll books & emergency forms & emergency kits ♦ Teachers check and report missing student(s) ♦ Have a staff person stand outside to direct emergency vehicles and control traffic ♦ Provide emergency personnel a description and the location of the package ♦ Secure area and prevent persons from entering the building ♦ Allow law enforcement to take control of the site search ♦ Students take backpacks 	<ul style="list-style-type: none"> ♦ Activate and brief site Safe School Team. ♦ Use all resources as needed ♦ Brief all site personnel on initial call ♦ Determine plan for day ♦ Declare Code Red or appropriate code 	<ul style="list-style-type: none"> ♦ Declare Code White when appropriate ♦ Principal, police and appropriate central level staffs hold joint press conference: if needed, give specific details. ♦ Give Superintendent update ♦ Principal meets with Safe School Team for update and evaluate ♦ Hold staff meeting giving details and answering questions ♦ Summon counselors, social workers or other needed staff ♦ Meet with parents, if needed ♦ Send notice home ♦ Provide update to students 	<ul style="list-style-type: none"> ♦ Early morning meeting with Safe School Team to update and revise plans, if needed ♦ Meet with parents if needed to update them on incident ♦ Summon counselors or others, as needed ♦ Meet with staff to update and revise plans. 	<ul style="list-style-type: none"> ♦ In accordance with OPUSD policy

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- ♦ It is better to be safe than sorry.
- ♦ Maintain control of the facility at all times, unless an actual device is located or explosion occurs. If a device is found, law enforcement will assume control of the site. If an explosion occurs, the Fire Department will assume the lead role.

Actual Bomb Explosion

Definition: An actual bomb explosion is the explosion of a device fused to detonate or explode with sudden violence under specified conditions.

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
<ul style="list-style-type: none"> ♦ If a call comes in, keep person talking- follow Bomb Threat Instruction Card. 	<p>Level III: Actual Bomb Explosion</p> <p>Principal must establish level of incident</p> <p>Give appropriate codes and action to be taken</p> <p>Principal should not leave the command area</p>	<ul style="list-style-type: none"> ♦ Call 911 for Sheriff's Department and fire/emergency services ♦ Immediately place school on Code Red ♦ Activate site Safe School Team ♦ Notify central office staff immediately ♦ Evacuate building, relocating personnel and students in pre-designated area, one room at a time ♦ Attempt to keep students calm and in one location ♦ Have designated staff member to meet emergency vehicles and control traffic' ♦ Provide emergency personnel (police & fire) with all information upon arrival ♦ Direct medical personnel to injured persons and provide names and ages ♦ Teachers take roll books with them, and emergency forms, and emergency kits ♦ Teachers conduct a roll call of students and report any missing students ♦ Beware that there might be other blasts ♦ Allow Fire Department/Bomb Squad to take control of the site ♦ Students should take backpacks 	<ul style="list-style-type: none"> ♦ Activate and brief site Safe School Team. ♦ Use all resources as needed ♦ Brief all site personnel on initial call ♦ Determine plan for day ♦ Declare Code Red ♦ Notify parents of injured student(s), if necessary ♦ Notify District of possible emergency relocation 	<ul style="list-style-type: none"> ♦ Declare Code Whiten when appropriate ♦ Principal, police and appropriate central level staffs hold joint press conference: if needed, give specific details. ♦ Give Superintendent update ♦ Principal meets with Safe School Team for update and evaluate ♦ Hold staff meeting giving details and answering questions ♦ Summon counselors, social workers or other needed staff ♦ Meet with parents, if needed ♦ Send notice home ♦ Provide update to students 	<ul style="list-style-type: none"> ♦ Early morning meeting with Safe School Team to update and revise plans, if needed ♦ Meet with parents if needed to update them on incident ♦ Summon counselors or others, as needed ♦ Meet with staff to update and revise plans. 	<ul style="list-style-type: none"> ♦ In accordance with OPUSD policy make appropriate judgement after evaluating all risks and policy manual

NOTE: DO NOT USE TWO-WAY RADIOS OR CELLULAR PHONES. IT IS CRITICAL THAT YOU REMAIN CALM THROUGHOUT THE INCIDENT.

Remember:

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- ♦ It is better to be safe than sorry.
- ♦ Maintain control of the facility at all times, unless an actual device is located or explosion occurs. If a device is found, law enforcement will assume control of the site. If an explosion occurs, the Fire Department will assume the lead role.

Fire/Explosion

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
<ul style="list-style-type: none"> ♦ Fire Alarm sounds automatically ♦ Fire/Explosion discovered by personnel in building ♦ Person on fire 	<p>Principal must establish level of incident</p> <p>Give appropriate code action and procedure to be taken</p> <p>Principal should not leave the command area</p>	<ul style="list-style-type: none"> ♦ Evacuate building(s); follow Fire Drill Plan Code Green ♦ Call 911, unless immediately determined to be a false alarm ♦ Indicate any medical emergency ♦ If a fire is located, turn off power and gas to the building(s) ♦ Provide first aid to victim(s), assist in evacuating building(s) ♦ Upon arrival of Fire Department, locate fire and provide map of campus; provide master key(s) to fire crew ♦ If fire discovered in specific area or explosion occurs, inform occupants and evacuate area ♦ Attend to injured by fire/explosion; help them evacuate the building ♦ Employees should attempt to extinguish only small fires, using suppression equipment available ♦ DO NOT use water on electrical fires ♦ DO NOT attempt to fight fires involving explosives ♦ DO NOT attempt to fight fires involving toxic chemicals or strong oxidizers ♦ Notify the Executive Director and Maintenance department ♦ Inform other occupants to leave immediate area ♦ Perform necessary immediate first aid on victims(s) ♦ Smother fire by rolling victim on ground ♦ Deluge with water ♦ As a resort, spray with dry chemical fire extinguisher ♦ Inform appropriate administrative/supervisory personnel 	<ul style="list-style-type: none"> ♦ Maintain students in designated area until "all clear" is advised or other instructions given ♦ Keep students away from building until it is determined safe or until other instructions are given by the Fire Department 	<ul style="list-style-type: none"> ♦ Declare Code White when appropriate ♦ Principal, police and appropriate central level staff hold joint press conference, if needed. Give specific details ♦ Give Superintendent update ♦ Principal meet with Safe School Team for update and evaluate ♦ Hold Staff meeting giving details and answering questions ♦ Summon counselors, social workers or other needed staff ♦ Meet with parents, if needed ♦ Update students ♦ Send notice home 	<ul style="list-style-type: none"> ♦ Early morning meeting with Safe School Team to update and revise plans, if needed ♦ Meet with parents if needed to update them on incident ♦ Continue follow up with students if needed ♦ Summon counselors as needed ♦ Meet with staff to update and revise plans. 	<ul style="list-style-type: none"> ♦ In accordance with OPUSD policy make appropriate judgements after evaluating all risks and Policy Manual

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- ♦ It is better to be safe than sorry.
- ♦ Maintain control of the facility at all times, unless an actual device is located or explosion occurs. If a device is found, law enforcement will assume control of the site. If an explosion occurs, the Fire Department will assume the lead role.

Death/Suicide of a Student/Staff Member

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
<ul style="list-style-type: none"> ♦ Assess the situation ♦ If incident occurred away from school ♦ Announcing the loss to the school 	<ul style="list-style-type: none"> ♦ Principal must establish the level of incident ♦ Give appropriate code action and procedure to be taken ♦ Principal should not leave the command station 	<ul style="list-style-type: none"> ♦ Call school central office ♦ Call 911 if necessary ♦ Designate on administrator/staff member to contact deceased's family and offer support ♦ Notify the Superintendent ♦ Notify counselors ♦ Notify school personnel before start of student school day 	<ul style="list-style-type: none"> ♦ Gather information ♦ Student's schedule and emergency contact card ♦ Names of student's close friends, siblings, and schools they attend ♦ Names of witnesses, if any ♦ Adjust schedule if necessary ♦ Keep school personnel updated on events and circumstances ♦ Procure personal items of deceased from lockers, desks, etc. DO NOT IMMEDIATELY rearrange any class seating 	<ul style="list-style-type: none"> ♦ Discourage all communication until clearance from law ♦ Designate a place for parents who arrive on campus ♦ Control Traffic ♦ Have an administrator on hand to answer questions ♦ Debrief central level staff ♦ Complete a written report ♦ Summon other central level staff, as needed ♦ Meet with parents, if necessary ♦ Monitor school building continually ♦ Let Sheriff handle any question regarding crime and the investigation ♦ Once incident is clear, return to normal operations ♦ Send notice home ♦ Update students with accurate information ♦ Summon counselors, social workers or others as need 	<ul style="list-style-type: none"> ♦ Early morning meeting with Safe School Team to update and revise plans, if need ♦ Meet with parents if need to update them on incident ♦ Summon counselors or others, as needed ♦ Meet with staff if need 	<ul style="list-style-type: none"> ♦ In accordance with OPUSD policies, make appropriate judgement after evaluating all risks

NOTE: IT IS CRITICAL THAT YOU REMAIN CALM THROUGHOUT THIS INCIDENT

Remember:

- ♦ Principal or his/her designee is in charge.
- ♦ It is better to be safe than sorry.
- ♦ Maintain control of the facility at all times.
- ♦ Principal does not leave command post
- ♦ Wait for administrative response.

Sexual Battery

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
<ul style="list-style-type: none"> Assess the situation 	<p>Principal must determine level, of the incident</p> <p>Give appropriate code action and procedure to be taken</p> <p>Principal should not leave the command station</p>	<ul style="list-style-type: none"> Determine whether medical attention is necessary; if so, call 911 Do not allow the victim to wash, clean-up, or use the restroom if at all possible Assign an administrator to protect the crime scene by not allowing others in the room or area where the alleged sexual battery occurred Call District Office when police arrive, they take charge of the crime scene and investigation Inform Superintendent Notify the family of the victim Appoint someone to stay with the victim 	<ul style="list-style-type: none"> Isolate any family members who are on campus Investigate the incident and obtain witness statements Isolate offender if possible 	<ul style="list-style-type: none"> Take appropriate disciplinary action as determined by OPUSD <i>Disciplinary Guidelines</i> Debrief staff, but maintain privacy of victim Prepare statement for media Send notice home if appropriate Debrief students if appropriate Summon counselors, if necessary 		<ul style="list-style-type: none"> In accordance with OPUSD policies, make appropriate judgement after evaluating all risks <p>Policy Manual</p>

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Remember:

- Principal or his/her designee is in charge.
- It is better to be safe than sorry.
- Maintain control of the facility at all times.
- Principal does not leave command post
- Do not confront the suspect.
- Wait for administrative response.

Kidnapping/Childnapping

Note: Although generally an elementary school problem, childnapping has occurred in middle and high school. Typically, a non-custodial parent is denied access to the child by the court, or the custodial parent refuses to comply with a court order to allow access to the child. Any non-custodial adult who takes a child from the campus without the permission of the court ordered parent/guardian may be guilty of a felony.

Release of Students: Established procedures are to be followed in releasing students during the school day.

1. All persons not enrolled in or employed at a school entering a school campus must sign in at the designated office
2. All visitors on campus **must** wear visitor passes.
3. The name of the parent/legal guardian **must** be indicated on student's **Emergency Card**.
4. The parent/legal guardian should show legal identification.
5. The parent/legal guardian **must** sign out the student through the designated school office.
6. Checking out students during the last 30 minutes of the school day should be discouraged.
7. Elementary schools may consider implementing a security code system in which parents designate a secret code that identifies them as the parent/legal guardian.

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
♦ If a child is kidnapped from school	Principal must establish level of incident Give appropriate code action and procedure to be taken Principal should not leave the command station	♦ Call Sheriff's Department ♦ Contact the custodial parent ♦ Obtain witness statements ♦ Inform District Office	♦ Assist the police investigation	♦ Continue to assist the police investigation ♦ Meet with staff to update and revise plans ♦ Brief students on factual information ♦ Send note home if appropriate	♦ Early morning meeting with Safe School team to update and revise plans, if needed, to update and revise plans, if needed ♦ Meet with parents, if needed, to update them on incident ♦ Summon counselors or others, as needed	♦ In accordance with OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual

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Remember:

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- ♦ Principal does not leave command post
- ♦ Do not confront the suspect.
- ♦ Wait for administrative response.

Fights

Definition: The exchange of mutual physical contact such as pushing, shoving and hitting with the intent to cause harm whether injury occurs or not.

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
<ul style="list-style-type: none"> ♦ Obtain identification ♦ Location in building ♦ Number of people involved ♦ Number of student(s) or staff injured, if any ♦ Identify weapons, if any ♦ Time of day ♦ Name of staff reporting ♦ Name of student reporting ♦ Name of messenger ♦ Name of other reporting 	<ul style="list-style-type: none"> ♦ Principal must establish the level of incident ♦ Give appropriate code action and procedure to be taken ♦ Principal should not leave the command station 	<ul style="list-style-type: none"> ♦ Notify central level staff ♦ If injuries occur, call 911 and provide all available information ♦ Notify emergency medical team ♦ Call or send for help by known student ♦ Defer to rules, personal authority ♦ Disperse crowd of all bystanders ♦ Attempt to defuse the confrontation by the use of verbal command ♦ Obtain identification ♦ Identify the aggressor(s) ♦ Separate student(s) and relocate in office or classroom ♦ Wait for assistance 	<ul style="list-style-type: none"> ♦ Notify central level staff ♦ Defer to rules, not personal authority ♦ Once help arrives, separate student and relocate in office or classroom ♦ Obtain names of student witnesses ♦ Attempt to calm students ♦ Identify injured student(s) or staff member(s) ♦ Seek medical attention from the school nurse or trained person in first aid, if needed ♦ If serious injury, contact 911 and advise of injury ♦ If weapon(s) are used or any other person(outsiders) are posing a threat, call law enforcement 	<ul style="list-style-type: none"> ♦ Debrief Safe School Team and other staff ♦ Debrief central level staff ♦ Complete a written report ♦ Summon other central level staff ♦ Meet with parents if necessary ♦ Monitor school building continually ♦ Meet with staff to update and answer questions ♦ Follow up with students according to discipline plan and notify parents 	<ul style="list-style-type: none"> ♦ Early morning meeting with Safe School Team to update and revise plans, if needed ♦ Meet with parents if needed to update them on incident ♦ Continue follow up with students if needed ♦ Meet with staff to update and revise plans. 	<ul style="list-style-type: none"> ♦ In accordance with OPUSD policy make appropriate judgements after evaluating all risks and policy manual

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- ♦ Wait for administrative response.

Major Student Disruption

Note: In situations that may result in major disruption and/or demonstration, prevention is the school's goal. A video camera can be very effective in deterring disruptive acts. In disruptive situations, attempt to obtain footage of the event(s).

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
When a major student disruption occurs	<p>Principal must establish level of incident</p> <p>Give appropriate code action and procedure to be taken</p> <p>Principal should not leave the command station</p>	<ul style="list-style-type: none"> ♦ Call District Office ♦ Alert campus supervisors and other administrators ♦ Attempt to diffuse tension by: <ul style="list-style-type: none"> ♦ Identifying key players/concerns ♦ Isolating key players in a neutral area ♦ Conferencing with players ♦ Alerting parents/legal guardians ♦ If situation cannot be diffused, separate and detain students and solicit support of parents ♦ Call school officials and/or 911, if situation calls for further action ♦ Clearly communicate to all students (via announcements or bullhorn), in the presence of adult witnesses, that students should either attend classes or move to a safe, designated area; inform students that they will be subject to suspension and arrested if they do not comply ♦ DO NOT release students from classes ♦ Announce <i>Code Red</i> ♦ If a student(s) persist, after second warning and reasonable period of time (not more than two or three minutes), notify student(s) of his/her suspension and give direction for his/her leaving the campus; if student(s) do not cease and desist, direct police to arrest the students(s) ♦ If a disruption escalates further, announce <i>Code Red</i>, and follow procedures ♦ Announce "<i>All Clear</i>" <i>Code White</i> 	<ul style="list-style-type: none"> ♦ Notify parents/legal guardians of involved students ♦ Secure detailed written statement(s) from students and other witness, including involved staff members ♦ Take appropriated disciplinary action as directed by OPUSD Discipline Guidelines 	<ul style="list-style-type: none"> ♦ Discourage all communication until clearance from law enforcement is received ♦ Designate a place for parents who arrive on campus ♦ Have an administrator on hand to answer questions ♦ Debrief Safe School Team and other staff ♦ Debrief central level staff ♦ Complete a written report ♦ Summon other central level staff, as needed ♦ Meet with parents, if necessary ♦ Let police handle any questions regarding crime and the investigation ♦ Once incident is over, return to normal operations ♦ Debrief staff and revise plans ♦ Debrief students ♦ Send home notices 	<ul style="list-style-type: none"> ♦ Meet with Safe School Team to update and revise plans, if needed ♦ Meet with parents, if needed ♦ If media person appears, meet them in a designated area ♦ Monitor school building continually ♦ Update school staff and revise plans as necessary 	<ul style="list-style-type: none"> ♦ In accordance with OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual

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- ♦ Principal does not leave command post
- ♦ Do not confront the suspect.
- ♦ Wait for administrative response.

Hostage

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
Asses situation	<p>Principal must establish level of incident</p> <p>Give appropriate code action and procedure to be taken</p> <p>Principal should not leave the command area</p>	<ul style="list-style-type: none"> ♦ Call District Office Supervisors and other administrators ♦ Emergency Team Reports ♦ Announce Code Red, and follow procedures ♦ When police arrive, be prepared to extent possible: ♦ The number of hostage-takers ♦ A description of hostage-takers ♦ The types of weapons hostage-takers possess ♦ The number and the names of hostages ♦ The demands and instructions hostage-takers have given ♦ A description of area under siege ♦ Corporate with assist Sheriff who, upon arrival, become "in charge" ♦ Inform Superintendent 	<ul style="list-style-type: none"> ♦ Wait for law enforcement personnel ♦ Provide law enforcement with as much information as possible; name, description, action and location, etc ♦ Do not attempt to disarm suspect ♦ Once situation is under control, have witnesses and victims available for law enforcement personnel ♦ Return to normal when appropriate ♦ Use appropriate code(s) 	<ul style="list-style-type: none"> ♦ Debrief Safe School Team and other staff ♦ Debrief central staff ♦ Return to normal when approved (Code White) ♦ Summon other central level staff, as needed ♦ Meet with parents, if necessary ♦ Monitor school building continually ♦ Complete a written report ♦ Debrief school staff ♦ Debrief students ♦ Send notice home 	<ul style="list-style-type: none"> ♦ Make arrangements for Crisis management Team Services, as needed ♦ Summon counselors as needed 	<ul style="list-style-type: none"> ♦ In accordance with OPUSD policies, make appropriate judgement after evaluating all risks <p>Policy Manual</p>

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Chemical Spill/Airplane Crash

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
Off-Campus Evaluation Required Evacuation Cannot Be Made	<p>Hazardous chemical spill occurs so close to building that the best decision would be to stay inside for protection</p> <p>Principal must establish level of incident</p> <p>Give appropriate code action and procedure to be taken</p> <p>Principal should not leave the command area</p>	<ul style="list-style-type: none"> ◆ Notify all building occupants of the chemical spill over the public address system or by alternate means to initiate evacuation to specific assembly points(s) Code Green ◆ Call 911 ◆ Notify appropriate District Office Personnel and Maintenance Department ◆ Establish management post at a safe location ◆ Identify location of classes in the holding area/assembly point, to activate orderly location other the students for parents wishing to pick up their children according to the disaster plan ◆ Direct parents to the management post for pickup of students ◆ Maintain contact with District Office , Sheriff's and Fire Department to stay informed about conditions at the school site and surrounding area ◆ Call 911 ◆ Notify appropriate District Office and Maintenance Department ◆ Require persons in outside areas to go inside building ◆ Announce Code Red ◆ Close all doors and windows in all buildings ◆ Shut down all air-conditioning and ventilation units ◆ Use the public address systems for communicating instructions to staff and students ◆ Determine alternative evacuation route if possible 	<ul style="list-style-type: none"> ◆ Follow established procedures in Disaster Plan 	<ul style="list-style-type: none"> ◆ Discourage all communication until clearance from law enforcement is received ◆ Control traffic ◆ Designate a place for parents who arrive on campus ◆ Have an administrator on hand to answer questions ◆ Debrief Safe School Team and other staff ◆ Debrief central level staff ◆ Complete a written report ◆ Summon other central level staff as need ◆ Meet with parents, if necessary ◆ Monitor school building continually ◆ Let police handle any question regarding crime, the investigation ◆ Once incident is clear, return to normal operation Code White ◆ Send notice home ◆ Update students 	<ul style="list-style-type: none"> ◆ Meet with Safe School Team to update and revise plans, if needed ◆ Meet with parents, if needed ◆ If media person appears, meet them in a designated area ◆ Monitor school building continually ◆ Update school staff and revise plans as necessary 	<ul style="list-style-type: none"> ◆ In accordance with OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual

(continued on next page)

Chemical Spill/Airplane Crash

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
<ul style="list-style-type: none"> ♦ Chemical Spill Occurs on Campus ♦ Recall/Further Evaluation 	<p>Principal must establish level of incident</p> <p>Give appropriate code action and procedure to be taken</p> <p>Principal should not leave the command area</p>	<ul style="list-style-type: none"> ♦ Identify the location in the school where spill has occurred, as well as the substance(s) ♦ Assess the situation ♦ Call 911 ♦ Determine building exits that will be used for evacuation of affected building(s), when required ♦ Conduct an orderly evacuation of the area. Room by Room closest to spill <u>DO NOT RING FIRE ALARM BELLS</u> ♦ Call Maintenance Department ♦ Keep students and others out of the affected area until notified by Maintenance Department or by Fire Department Hazardous Materials Team that area is safe ♦ Notify District Office 	<ul style="list-style-type: none"> ♦ Follow established procedures in Disaster Plan ♦ Determine from Ventura County Management officials whether evacuation is required from assembly point of when return to building is anticipated ♦ Coordinate between Ventura County emergency officials and School District and Maintenance personnel to meet any additional requirements 	<ul style="list-style-type: none"> ♦ Follow established procedures in school/buildings Disaster plan 		<ul style="list-style-type: none"> ♦ In accordance with OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual

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- ♦ Wait for administrative response.

Weather/Tornadoes

Definition: A destructive or potentially destructive weather condition as defined by the National Weather Service, usually announced, time permitting, by NWS in two phases – WATCH and WARNING

Preparation: Evaluate physical plant and develop plans for secure areas for secure areas for student/employee population

1. Utilize lower floors and interiors areas.
2. Do not use gyms and other areas with wide roof spans
3. Develop a special alarm system for tornado warnings.
4. Educate staff and students on appropriate posture to assume in shelter area in actual tornado warning
5. Keep first aid supplies current and convenient

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
Tornado Watch	<p>Principal must establish level of incident</p> <p>Give appropriate code action and procedure to be taken</p> <p>Principal should not leave the command area</p>	<ul style="list-style-type: none"> ♦ Inform student/employee population that Tornado WATCH is in effect ♦ Move students and faculty from portable classrooms and outside to permanent facilities ♦ Prepare for shelter areas as defined in plan ♦ Monitor weather advisories ♦ Make plans to evacuate large areas with wide open roof spans ♦ Keep doors unlocked ♦ Close windows and outside doors ♦ Monitor progress of storm ♦ Sound alarm and move students and staff to shelter area as defined in plan ♦ Close windows and outside doors ♦ Stop at close available building, which can be used as shelter ♦ Advise students to seek cover and place themselves in protected position, covering head and face ♦ If non suitable shelter is available, have students disembark and lie flat in lowest area available ♦ Keep students in shelter until storm/threat of storm is past 	<ul style="list-style-type: none"> ♦ Continue to monitor weather advisories or until WATCH is cancelled ♦ Continue to monitor storm ♦ Return to normal activity once storm/threat of storm has passed ♦ If damage or injuries, take appropriate steps to secure any needed help, and notify Executive Director ♦ Notify Transportation Dispatch of actions taken as soon as feasible 	<ul style="list-style-type: none"> ♦ Debrief Safe School Team and other staff ♦ Debrief central level staff ♦ Return to normal when approved (Code Green) ♦ Summon other central level staff, as needed ♦ Meet with parents, if necessary ♦ Monitor school building continually ♦ Complete written report 	<ul style="list-style-type: none"> ♦ Meet with Safe School Team to update and revise plans, if needed ♦ Meet with parents, if needed ♦ If media person appears, meet them in a designated area ♦ Monitor school building continually ♦ Update school staff and revise plans as necessary 	<ul style="list-style-type: none"> ♦ In accordance with OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual

(Continued on Next Page)

Weather – Thunderstorms and/or Lightning

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
<ul style="list-style-type: none"> ♦ School Grounds ♦ School Buildings ♦ Athletic Events ♦ In Transit ♦ Field Trips or Hiking in an Open Area 	<ul style="list-style-type: none"> ♦ Storm approaching <p>Principal must establish level of incident</p> <p>Give appropriate code action and procedure to be taken</p> <p>Principal should not leave the command area</p>	<ul style="list-style-type: none"> ♦ Get out of open areas and into an enclosed building as quickly as possible ♦ Do not seek shelter under isolated trees or close to metal fences, playground equipment, or shelters in exposed locations ♦ Get indoors; stay indoors ♦ Stay away from open doors and windows, metal objects, electrical appliances ♦ Keep telephone use to a minimum ♦ Do not handle flammable liquids in open containers ♦ Seek Shelter in buildings ♦ Avoid open spaces, metal fence, sheds, or unenclosed structures ♦ Do no use metal objects such as fishing rods or golf clubs ♦ Remove metal-cleated shoes ♦ Stay inside of vehicle, DO NOT TOUCH exposed metal parts ♦ DO NOT park under electrical lines, or trees ♦ Persons using scooters, motorcycles, bicycles, and other open vehicles should seek protected shelter ♦ Move to high ground and avoid lone trees and small sheds ♦ Stay away from metal fences ♦ Seek shelter in thick timber, ravine, ditch, or in an enclosed vehicle or building 	<ul style="list-style-type: none"> ♦ Based on facts, decide if school should be evacuated immediately, thus guaranteeing safety of students, staff, or kept in regular session ♦ Activate and brief the Safe School Team; use all available resources, if needed ♦ Brief all personnel after initial call ♦ Determine plan for day ♦ Declare appropriate code ♦ Determine if incident is a Level II incident, follow Level II instructions. 	<ul style="list-style-type: none"> ♦ Declare Code Green, when appropriate ♦ Principal, police and appropriate central level staffs hold joint press conference, if needed, giving specific details ♦ Give Superintendent update ♦ Principal meet with Safe School Team for update ♦ Hold staff meeting giving details and answering questions ♦ Summon counselors, social workers or the needed staff ♦ Meet with parents, if necessary ♦ Send notice home if appropriate ♦ Debrief with students 	<ul style="list-style-type: none"> ♦ Meet with Safe School Team to update and revise plans, if needed ♦ Meet with parents, if needed ♦ If media person appears, meet them in a designated area 	<ul style="list-style-type: none"> ♦ In accordance with OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual

NOTE: IT IS CRITICAL THAT YOU REMAIN CALM THROUGHOUT THIS INCIDENT

Remember:

- ♦ Principal or his/her designee is in charge.
- ♦ It is better to be safe than sorry.
- ♦ Maintain control of the facility at all times.
- ♦ Principal does not leave command post
- ♦ Wait for administrative response.

Black Out

Definition:

When the generator becomes dysfunctional and all power is lost. May also include loss of phone service.

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
<ul style="list-style-type: none"> ♦ School ♦ Campus ♦ School Building 	<ul style="list-style-type: none"> ♦ Principal must establish the level of incident on information form head custodian ♦ Teachers are to secure their doors and stay in place (Code Red) ♦ Teachers are not to release students from class 	<ul style="list-style-type: none"> ♦ If imminent danger exists, dial 911 or District Office ♦ Activate and brief Safe School Team, in necessary ♦ Safe School Team or designee will monitor building and/or campus to make sure all students and school personnel are in a safe and secure area ♦ Make sure every classroom has light ♦ Activate emergency classroom plans ♦ Activate emergency runner system to support communications 	<ul style="list-style-type: none"> ♦ Continue to monitor area until power is restored ♦ If any student disruption occurs, take appropriate disciplinary action, as directed by OPUSD disciplinary guidelines ♦ Once power and order are restored, return to normal operations 	<ul style="list-style-type: none"> ♦ Keep flashlights in every classroom until notified ♦ Complete written reports, if necessary ♦ Continue to monitor area ♦ Meet with staff to update and revise plans ♦ Debrief students ♦ Send notice home if necessary 	<ul style="list-style-type: none"> ♦ Maintain normal operations 	<ul style="list-style-type: none"> ♦ In accordance with OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual

NOTE: IT IS CRITICAL THAT YOU REMAIN CALM THROUGHOUT THIS INCIDENT

Remember:

- ♦ Principal or his/her designee is in charge.
- ♦ It is better to be safe than sorry.
- ♦ Maintain control of the facility at all times.
- ♦ Principal does not leave command post
- ♦ Do not confront the suspect.
- ♦ Wait for administrative response.

Section: Command Incident Commander

Responsibilities: **The Incident Commander (IC) is solely responsible for emergency/disaster operations and shall remain at the Command Post (CP) to observe and direct all operations. Ensure the safety of students, staff and others on campus. Lead by example: your behavior sets tone for staff and students.**

Start-up Actions

- ☐ Obtain your personal safety equipment; i.e., hard hat, vest, clipboard (with job description sheet).
- ☐ Assess type and scope of emergency.
- ☐ Determine threat to human life and structures.
- ☐ **Implement emergency/disaster plan and hazard specific procedures.**
- ☐ Develop and communicate an incident action plan with objectives and a time frame to meet those objectives.
- ☐ Activate functions (assign positions) as needed.
 - Fill in "Incident Assignments" form
 - Appoint a backup or alternate IC

**Ongoing
Operational
Duties:**

- ☐ Continue to monitor and assess total school situation:
 - View site map periodically for Search & Rescue progress and damage assessment information.
 - Check with chiefs for periodic updates.
 - Reassign personnel as needed.
- ☐ Report (through Communications) to school district on status of students, staff, campus as needed. (Site Status Report)
- ☐ Develop and communicate revised incident action plans as needed.
- ☐ Begin student release when appropriate.
NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the Superintendent of Schools, except individuals on request of parent/guardian.
- ☐ Authorize release of information.
- ☐ Utilize your back up; plan and take regular breaks, 5-10 minutes/hour, relocate away from the CP.
- ☐ Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**
- ☐ Release teachers as appropriate per district guidelines. By law, during a disaster, teachers become "disaster workers."
- ☐ Remain on and in charge of your campus until redirected or released by the Superintendent of Schools.

Closing Down:

- ☐ Authorize deactivation of sections, branches, or units when they are no longer required.
- ☐ At the direction of the Superintendent of Schools, deactivate the entire emergency response. If the Fire Department or other outside agency calls an "All Clear," contact the district before taking any further action.
- ☐ Ensure that any open actions not yet completed will be taken care of after deactivation.
- ☐ Ensure the return of all equipment and reusable supplies to Logistics.
- ☐ Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.
- ☐ Proclaim termination of the emergency and proceed with recovery operations if necessary.

**Command Post
Equipment/
Supplies:**

Campus map	Job description clipboards
Master keys	Command post tray (pens, etc.)
Staff & student rosters	School district radio
Disaster response forms	Campus 2-way radios
Emergency/disaster plan	AM/FM radio (battery)
Duplicate rosters (2 sets)	Bullhorn
Tables & chairs (if CP is outdoors)	
Vests (if available)	
Campus Emergency Planning Guidelines	

Section: Command

Public Information Officer (PIO)

Personnel: Available staff with assistance from available volunteers

Policy: The public has the right and need to know important information related to emergencies/disaster at the school site *as soon as it is available*.

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson. A school site-based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming.

News media can play a key role assisting the school in getting emergency/disaster related information to the public (parents). Information released must be consistent, accurate, and timely.

Start-Up Actions:

- ☐ Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander (IC).
- ☐ Identify yourself as the “PIO” (vest, visor, sign, etc.)
- ☐ Consult with district PIO to coordinate information release.
- ☐ Assess situation and obtain statement from IC. Tape-record if possible.
- ☐ Advise arriving media that the site is preparing a press release and approximate time of its issue.
- ☐ Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

Operational Duties:

- ☐ Keep up-to-date on the situation.
- ☐ Statements must be approved by the IC and should reflect:
 - Reassurance — EGBOK — “Everything’s going to be OK.”
 - Incident or disaster cause and time of origin.
 - Size and scope of the incident.
 - Current situation — condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
 - Resources in use.
 - Best routes to school if known and appropriate.
 - Any information school wishes to be released to the public.

- ☐ **Read** statements if possible.
- ☐ When answering questions, be complete & truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase "no comment."
- ☐ **Remind school site/staff volunteers to refer *all* questions from media or waiting parents to the PIO.**
- ☐ Update information periodically with IC.
- ☐ Ensure announcements & other information are translated into other languages as needed.
- ☐ Monitor news broadcasts about incident. Correct any misinformation heard.

Closing Down:

- ☐ At the Incident Commander's direction, release PIO staff no longer needed. Direct staff members to sign out through Timekeeping.
- ☐ Return equipment and reusable supplies to Logistics.
- ☐ Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**Equipment/
Supplies:**

Public information kit consists of:

- ID vest
- Battery operated AM/FM radio
- Paper/pencils/marketing pens
- Scotch tape/masking tape
- Scissors
- School site map(s) and area maps
 - 8-1/2 x 11 handouts
 - Laminated poster board size for display

Forms: Disaster Public Information Release Work Sheet
 Sample Public Information Release
 School Profile or School Accountability Report Card (SARC)

Section: Command

Liaison Officer

- Responsibilities:** The Liaison Officer serves as the point of contact for Agency Representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.
- Start Up Actions:**
- ☐ Check in with Incident Commander (IC) for situation briefing.
 - ☐ Determine your personal operating location and set up as necessary.
 - ☐ Obtain necessary equipment and supplies from Logistics.
 - ☐ Put on position identifier, such as vest, if available.
 - ☐ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.
- Operational Duties:**
- ☐ Brief Agency Representatives on current situation, priorities and incident action plan.
 - ☐ Ensure coordination of efforts by keeping IC informed of agencies' action plans.
 - ☐ Provide periodic update briefings to Agency Representatives as necessary.
- Closing Down:**
- ☐ At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping.
 - ☐ Return equipment and reusable supplies to Logistics.
 - ☐ Close out all logs. Provide logs and other relevant documents to the Documentation Unit.
- Equipment/Supplies:**
- Vest or position identifier, if available
 - Two-way radio, if available
 - Clipboard, paper, pens

Section: Operations

Operations Chief

Section: Command Safety Officer

- Responsibilities:** The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.
- Start Up Actions:**
- ☐ Check in with Incident Commander for situation briefing.
 - ☐ Obtain necessary equipment and supplies from Logistics.
 - ☐ Put on position identifier, such as vest, if available.
 - ☐ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:
 - Messages received
 - Action taken
 - Decision justification and documentation
 - Requests filled
- Operational Duties:**
- ☐ Monitor drills, exercises, and emergency response activities for safety.
 - ☐ Identify and mitigate safety hazards and situations.
 - ☐ Stop or modify all unsafe operations.
 - ☐ Ensure that responders use appropriate safety equipment.
 - ☐ Think ahead and anticipate situations and problems before they occur.
 - ☐ Anticipate situation changes, such as severe aftershocks, in all planning.
 - ☐ Keep the Incident Commander (IC) advised of your status and activity and on any problem areas that now need or will require solutions.
- Closing Down:**
- ☐ When authorized by IC, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit.
 - ☐ Return equipment and reusable supplies to Logistics.
- Equipment/
Supplies:**
- Vest or position identifier, if available
 - Hard hat, if available
 - Clipboard, paper, pens
 - Two-way radio, if available

Responsibilities: The Operations Chief manages the direct response to the disaster, which can include the following:

Site Facility Check/Security

Search & Rescue

Medical

Student Care

Student Release

Start-Up Actions:

- ☐ Check in with Incident Commander for situation briefing.
- ☐ Obtain necessary equipment and supplies from Logistics.
- ☐ Put on position identifier, such as vest, if available.

Operational Duties:

- ☐ Assume the duties of all operations positions until staff is available and assigned.
- ☐ As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrive, brief them on the situation, and assign them as needed.
- ☐ Coordinate Search & Rescue operations. Appoint S&R Team Leader to direct their operations if necessary.
- ☐ As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- ☐ Inform the Incident Commander regarding tasks and priorities.
- ☐ Make sure that Operations staff are following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- ☐ Schedule breaks and reassign Operations staff within the section as needed.

Closing Down:

- ☐ At the Incident Commander's (IC) direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- ☐ Return equipment and reusable supplies to Logistics.
- ☐ When authorized by IC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Equipment/Supplies:

Vest or position identifier, if available	S&R equipment
Two-way radio	job description
Forms: Search & Rescue maps, large campus map	clipboard, paper, pens

Section: Operations

Site Facility Check/Security

Personnel: Staff as assigned. Work in pairs.

Responsibilities: Take no action that will endanger yourself.

Start Up Actions:

- ☐ Wear hard hat and orange identification vest if available.
- ☐ Take appropriate tools, job description clipboard, and radio.
- ☐ Put batteries in flashlight if necessary.

Operational duties:

- ☐ As you do the following, observe the campus and report any damage by radio to the Command Post.*
- ☐ Lock gates and major external doors.
- ☐ Locate/control/extinguish small fires as necessary.
- ☐ Check gas meter and, *if gas is leaking*, shut down gas supply.
- ☐ Shut down electricity only if building has clear structural damage or advised to do so by Command Post (CP).
- ☐ Post yellow caution tape around damaged or hazardous areas.
- ☐ Verify that campus is "locked down" and report same to CP.
- ☐ Advise CP of all actions taken for information and proper logging.
- ☐ Be sure that the entire campus has been checked for safety hazards and damage.
- ☐ No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- ☐ Route fire, rescue, police, etc. as appropriate.
- ☐ Direct all requests for information to the Public Information Officer.

Closing Down:

- ☐ Return equipment and reusable supplies to Logistics.
- ☐ When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Equipment/Supplies:

Wear vest, hard hat, work gloves, and whistle.

Carry campus 2-way radio, master keys, and clipboard with job description. Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, and shutoff tools — for gas & (crescent wrench)

***Remember:** If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

Section: Operations

Search and Rescue Team Leader

Safety Rules:

Buddy system: Minimum of 2 persons per team.

Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.

Follow all operational and safety procedures.

Start-up Actions:

- ☐ Obtain all necessary equipment from container. See list below.
- ☐ Obtain briefing from Operations Chief, noting known fires, injuries, or other situations requiring response.
- ☐ Assign teams based on available manpower, minimum 2 persons per team.

Operational Duties:

- ☐ Perform visual check of outfitted team leaving CP; include radio check. Teams must wear sturdy shoes and safety equipment.
- ☐ Record names and assignments before deploying teams.
- ☐ Dispatch teams to known hazards or situations first, then to search the campus using specific planned routes. Send a specific map assignment with each team.
- ☐ Remain at Command Post (CP) in radio contact with S&R Teams.
- ☐ Record all teams' progress and reports on site map, keeping others at CP informed of problems. When a room is reported clear, mark a "C" on the map.
- ☐ If injured students are located, consult Operations Chief for response. Utilize Transport teams, or send a First Aid Team.
- ☐ Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead on map).
- ☐ Keep radio communication brief and simple. No codes.*

Closing Down:

- ☐ Record the return of each S&R team. Direct them to return equipment and report for additional assignment to Logistics.
- ☐ Provide maps & logs to the Documentation Unit.

**Equipment/
Supplies:**

Teams wear vest, hard hat, work and latex gloves, & whistle with master keys on lanyard. One member wears first aid backpack.

Teams carry campus 2-way radio and clipboard with job description and map indicating search plan.

Teams carry bucket or duffel bag with goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, masking tape.

*** Remember:** If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

Section: Operations

Search and Rescue Teams

Safety:

Buddy system: Minimum of 2 persons per team.

Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.

Follow all operational and safety procedures.

Start-up Actions:

- ☐ Obtain all necessary equipment from container. See list below.
You must be wearing sturdy shoes and long sleeves. Put batteries in flashlight.
- ☐ Check at Command Post (CP) for assignment.

Operational Duties:

- ☐ Report gas leaks, fires, or structural damage to CP immediately upon discovery. Shut off gas or extinguish fires if possible.
- ☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- ☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")*
- ☐ When injured victim is located, team transmits location, number, and condition of injured to CP. Do not use names of students or staff. Follow directions from CP.
- ☐ Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead on map and report information to CP.
- ☐ Keep radio communication brief and simple. No codes.

Closing Down:

- ☐ Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

Equipment/ Supplies:

Wear vest, hard hat, work and latex gloves, & whistle with master keys on neck lanyard. Wear first aid backpack.
Carry campus 2-way radio and clipboard with job description & map indicating search plan.
Carry bucket or duffel bag with goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, masking tape.

*** Remember:** If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

Section: Operations

Medical Team Leader

- Responsibilities:** The Medical Team Leader is responsible for the provision of emergency medical response, first aid, and counseling. Informs the Operations Chief or Incident Commander (IC) when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.
- Start-Up Actions:**
- ☐ Establish scope of disaster with IC and determine probability of outside emergency medical support and transport needs.
 - ☐ Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
 - ☐ Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
 - ☐ Assess available inventory of supplies & equipment.
 - ☐ Review safety procedures and assignments with personnel.
 - ☐ Establish point of entry ("triage") into treatment area.
 - ☐ Establish "immediate" and "delayed" treatment areas.
 - ☐ Set up a separate Psychological First Aid area if staff levels are sufficient.
- Operational Duties:**
- ☐ Oversee care, treatment, and assessment of patients
 - ☐ Ensure caregiver and rescuer safety
 - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
 - ☐ Make sure that accurate records are kept.
 - ☐ Provide personnel response for injuries in remote locations or request Transport Team from Logistics.
 - ☐ If needed, request additional personnel from Logistics.
 - ☐ Brief newly assigned personnel.
 - ☐ Report deaths immediately to Operations Chief.
 - ☐ Keep Operations Chief informed of overall status.
 - ☐ Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.
 - ☐ Stay alert for communicable diseases and isolate appropriately.
 - ☐ Consult with Student Care Director regarding health care, medications, and meals for students with known medical conditions (diabetes, asthma, etc.).

Closing Down:

- ☐ At the Incident Commander's direction, release Medical staff no longer needed. Direct staff members to sign out through Timekeeping.
- ☐ Return equipment and reusable supplies to Logistics.
- ☐ When authorized by IC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**Equipment/
Supplies:**

First Aid Supplies: See list below

Job description clipboards	Marking pens
Stretchers	Blankets
Vests, if available	Quick reference medical guides
Tables & chairs	Ground cover/tarps
Staff and student medication from health office	
Forms: Notice of First Aid Care	
Medical Treatment Victim Log	

Recommended First Aid Supplies:

4 x 4" compress: 1000 per 500 students
 8 x 10" compress: 150 per 500 students
 Kerlix bandaging: 1 per student
 Ace wrap: 2-inch: 12 per campus
 4-inch: 12 per campus
 Triangular bandage: 24 per campus
 Cardboard splints: 24 each, sm, med. Lg.
 Steri-strips or butterfly bandages:
 50/campus
 Aqua-Blox (water) cases:
 $0.016 \times \text{students} + \text{staff} = \# \text{ cases}$
 (for flushing wounds, etc.)
 Neosporin: 144 squeeze packs/campus
 Hydrogen peroxide: 10 pints/campus
 Bleach, 1 small bottle

Plastic basket or wire basket stretchers
 or backboards: 1.5/100 students
 Scissors, paramedic: 4 per campus
 Tweezers: 3 assorted per campus
 Triage tags: 50 per 500 students
 Latex gloves: 100 per 500 students
 Oval eye patch: 50 per campus
 Tapes: 1" cloth: 50 rolls/campus
 2" cloth: 24 per campus
 Dust masks: 25/100 students
 Disposable blanket: 10 per 100 students
 First Aid Books: 2 standard and 2
 advanced per campus
 Space blankets: 1/student and staff
 Heavy duty rubber gloves, 4 pair

Section: Operations

Medical Team

Personnel: First-aid trained staff and volunteers

Responsibilities: ☐ Use approved safety equipment and techniques.

Start-Up Actions: ☐ Obtain & wear personal safety equipment including latex gloves.
☐ Check with Medical Team Leader for assignment.

Operational Duties: ☐ Administer appropriate first aid.
☐ **Keep accurate records of care given.**
☐ Continue to assess victims at regular intervals.
☐ Report deaths immediately to Medical Team Leader.
☐ If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim.**
☐ Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available.

Triage Entry Area:

- ☐ Staffed with minimum of 2 trained team members, if possible.
 - One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess if not tagged.
 - Second team member logs victims' names on form and sends forms to CP as completed.

Treatment Areas ("Immediate" & Delayed")

- ☐ Staff with minimum of 2 team members per area, if possible.
- ☐ One member completes secondary head-to-toe assessment.
- ☐ Second member records information on triage tag and on-site treatment records.
- ☐ Follow categories: Immediate, Delayed, Dead
- ☐ When using 2-way radio, do not use names of injured or dead.

Closing Down: ☐ Return equipment and unused supplies to Logistics.
☐ Clean up first aid area. Dispose of hazardous waste safely.
☐ Complete all paperwork and turn into the Documentation Unit.

**Equipment/
Supplies:**

First-aid supplies (See list below)

Job description clipboards	Marking pens
Stretchers	Blankets
Vests, if available	Quick reference medical guides

Tables & chairs	Ground cover/tarps
Staff and student medication from health office	
Forms: Notice of First Aid Care	
Medical Treatment Victim Log	

Recommended First Aid Supplies:

4 x 4" compress: 1000 per 500 students

8 x 10" compress: 150 per 500 students

Kerlix bandaging: 1 per student

Ace wrap: 2-inch: 12 per campus

4-inch: 12 per campus

Triangular bandage: 24 per campus

Cardboard splints: 24 each, sm, med. Lg.

Steri-strips or butterfly bandages:

50/campus

Aqua-Blox (water) cases:

0.016 x students + staff = # cases
(for flushing wounds, etc.)

Neosporin: 144 squeeze packs/campus

Hydrogen peroxide: 10 pints/campus

Bleach, 1 small bottle

Plastic basket or wire basket stretchers
or backboards: 1.5/100 students

Scissors, paramedic: 4 per campus

Tweezers: 3 assorted per campus

Triage tags: 50 per 500 students

Latex gloves: 100 per 500 students

Oval eye patch: 50 per campus

Tapes: 1" cloth: 50 rolls/campus

2" cloth: 24 per campus

Dust masks: 25/100 students

Disposable blanket: 10 per 100 students

First Aid Books 2 standard and 2

advanced per campus

Space blankets. 1/student and staff

Section: Operations, Medical Branch Morgue

Personnel: To be assigned by the Operations Chief if needed.

Start-Up Actions:

- ☐ Check with Operations Chief for direction.
- ☐ If directed, set up morgue area. Verify:
 - Tile, concrete, or other cool floor surface
 - Accessible to Coroner's vehicle
 - Remote from assembly area
 - Security: Keep unauthorized persons out of morgue.
 - Maintain respectful attitude.

Operational Duties:

- ☐ After pronouncement or determination of death:
 - ☐ ***Confirm that the person is actually dead.***
 - ☐ ***Do not*** move the body until directed by Command Post (CP).
 - ☐ ***Do not*** remove any personal effects from the body. Personal effects must remain with the body ***at all times.***
- ☐ As soon as possible, ***notify Operations Chief***, who will notify the CP, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. They will notify the Coroner.
- ☐ Keep accurate records and make available to law enforcement and/or the Coroner when requested.
- ☐ Write the following information on two tags.
 - Date and time found.
 - Exact location where found.
 - Name of decedent if known.
 - If identified—how, when, by whom.
 - Name of person filling out tag.
- ☐ Attach one tag to body.
- ☐ If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.
- ☐ Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.

Closing Down:

- ☐ After all bodies have been picked up, close down the Morgue.
- ☐ Return equipment and unused supplies to Logistics.
- ☐ Clean up area. Dispose of hazardous waste safely.

☐ Complete all paperwork and turn into the Documentation Unit.

**Equipment/
Supplies:**

Tags	Vicks Vapo Rub
Pens/Pencils	Plastic tarps
Plastic trash bags	Stapler
Duct tape	2" cloth tape

Section: Operations

Student Care

- Personnel:** Classroom teachers, substitute teachers, and staff as assigned.
- Responsibilities:** Ensure the care and safety of all students on campus except those who are in the Medical Treatment Area.
- Start Up Actions:**
- ☐ Wear identification vest if available.
 - ☐ Take job description clipboard, & radio.
 - ☐ Check in with Operations Chief for situation briefing.
 - ☐ Assign personnel to assignments as needed.
 - ☐ If school is evacuating:
 - Verify that the assembly area and routes to it are safe.
 - Count or observe the classrooms as they exit, to make sure that all classes evacuate.
 - Initiate the set-up of portable toilet facilities and hand-washing stations.
- Operational duties:**
- ☐ Monitor the safety and well-being of the students and staff in the Assembly Area.
 - ☐ Administer minor first aid as needed.
 - ☐ Support the Student Release process by releasing students with appropriate paperwork.
 - ☐ When necessary, provide water and food to students and staff.
 - ☐ Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
 - ☐ Make arrangements to provide shelter for students and staff.
 - ☐ Arrange activities and keep students reassured.
 - ☐ Update records of the number of students and staff in the assembly area (or in the buildings).
 - ☐ Direct all requests for information to the PIO.
- Closing Down:**
- ☐ Return equipment and reusable supplies to Logistics.
 - ☐ When authorized by IC, close out all logs. Provide logs and other relevant documents to the Documentation Unit.
- Equipment/Supplies:**
- Vest, campus 2-way radio
 - Clipboard with job description
 - Ground cover, tarps

First aid kit, water, food, sanitation supplies
Student activities: books, games, coloring books, etc.
Forms: Student Accounting
Notice of First Aid Care

Section: Operations

Student Release

- Personnel:** School Secretary, available staff and disaster volunteers. Use buddy system. Student Release process is supported by student runners.
- Responsibilities:** Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates.
- Start-Up Actions:**
- ☐ Obtain and wear vest or position identifier, if available.
 - ☐ Check with Operations Chief for assignment to Request Gate or Release Gate.
 - ☐ Obtain necessary equipment and forms from Logistics.
 - ☐ Secure area against unauthorized access. Mark gates with signs.
 - ☐ Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
 - ☐ Have Student Release Forms available for parents outside of fence at Request Gate. Assign volunteers to assist.
 - ☐ Set up Release Gate some distance from Request Gate.
- Operational Duties:**
- ☐ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
 - ☐ **Refer all requests for information to the Public Information Officer. Do not spread rumors!**
 - ☐ If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID. to Logistics. If they are not registered (do not have badges), direct them to a branch library to register.
- Procedures:**
- ☐ Requesting adult fills out Student Release Form, gives it to staff member, and shows identification.
 - ☐ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
 - ☐ Staff instructs the requester to proceed to the Release Gate.
 - ☐ If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
 - ☐ Runner takes form(s) to the designated classroom.

Note: If a parent refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

If student is with class:

- ☐ Runner shows Student Release Form to the teacher
- ☐ Teacher marks box, "*Sent with Runner.*"
- ☐ If appropriate, teacher sends parent copy of first aid form with the runner.
- ☐ Runner walks student(s) to Release Gate.
- ☐ Runner hands paperwork to release personnel.
- ☐ Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given, if applicable.

If student is not with the class:

- ☐ Teacher makes appropriate notation on Student Release Form:
"*Absent*" if student was never in school that day.
"*First Aid*" if student is in Medical Treatment Area.
"*Missing*" if student was in school but now cannot be located.
- ☐ Runner takes Student Release Form to CP.
- ☐ CP verifies student location if known and directs runner accordingly.
- ☐ If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "*Missing*" forms to CP for verification.
- ☐ Parent should be notified of missing student status and escorted to crisis counselor.
- ☐ If student is in first aid, parent should be escorted to Medical Treatment Area.
- ☐ If student was marked absent, parent will be notified by staff member.

Closing Down:

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

**Equipment/
Supplies:**

Job description clipboards
Pens, stapler
Box(es) of Emergency Cards
Signs to mark Parent Request Gate and Release Gate
Signs for alphabetical grouping to organize the parents (A-F, etc.)
Empty file boxes to use as out boxes
Forms: Student Release Form (copies for every student)

Section: Planning/Intelligence

Planning/Intelligence Chief

Responsibilities: This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status.

Start-Up Actions:

- ☐ Check in with Incident Commander (IC) for situation briefing.
- ☐ Obtain necessary equipment and supplies from Logistics.
- ☐ Put on position identifier, such as vest, if available.

Operational Duties:

- ☐ Assume the duties of all Planning/Intelligence positions until staff is available and assigned.
- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ Assist IC in writing Action Plans.

Closing Down:

- ☐ At the IC's direction, deactivate the section and close out all logs.
- ☐ Verify that closing tasks of all Planning/Intelligence positions have been accomplished.
- ☐ Return equipment and reusable supplies to Logistics.

Equipment/Supplies:

2-way radio	Paper, pens
File box(es)	Job description clipboard
Dry-erase pens	Tissues
Large site map of campus, laminated or covered with Plexiglas	
Forms: Emergency Time/Situation Report	
Sample log	
Student Accounting Form	

Section: Planning/Intelligence Documentation

Responsibilities: This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start-Up Actions:

- ☐ Check in with Planning/Intelligence Chief for situation briefing.
- ☐ Obtain necessary equipment and supplies from Logistics.
- ☐ Put on position identifier, such as vest, if available.
- ☐ Determine whether there will be a Finance/Administration Section. If there is none, **the Documentation Clerk will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.**

Operational Duties:

Records:

- ☐ Maintain time log of the Incident, noting all actions and reports. (See sample log in Appendix.)
- ☐ Record content of all radio communication with district Emergency Operations Center (EOC).
- ☐ Record verbal communication for basic content.
- ☐ Log in all written reports.
- ☐ File all reports for reference (file box).

Important: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.

Student and Staff Accounting:

- ☐ Receive, record, and analyze Student Accounting forms.
- ☐ Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- ☐ Report missing persons and site damage to Command Post.
- ☐ Report first aid needs to medical team leader.
- ☐ File forms for reference.

Closing Down:

- ☐ Collect and file all paperwork and documentation from deactivating sections.
- ☐ Securely package and store these documents for future use.
- ☐ Return equipment and reusable supplies to Logistics.

Equipment/ Supplies:

2-way radio paper, pens
File box(es) Job description clipboard
Forms: Emergency Time/Situation Report

Sample log
Student Accounting Form

Section: Planning/Intelligence Situation Analysis

Responsibilities: This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate site map. Provide ongoing analysis of situation and resource status.

Start-Up Actions:

- ☐ Check in with Planning/Intelligence Chief for situation briefing.
- ☐ Obtain necessary equipment and supplies from Logistics.
- ☐ Put on position identifier, such as vest, if available.

Operational Duties:

Situation Status (Map):

- ☐ Collect, organize and analyze situation information.
- ☐ Mark site map appropriately as related reports are received. This includes but is not limited to S&R reports and damage updates, giving a concise picture status of campus.
- ☐ Preserve map as legal document until photographed.
- ☐ Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- ☐ Provide current situation assessments based on analysis of information received.
- ☐ Develop situation reports for the Command Post (CP) to support the action planning process.
- ☐ Think ahead and anticipate situations and problems before they occur.
- ☐ **Report only to CP personnel. Refer all other requests to Public Information Officer.**

Closing Down:

- ☐ Close out all logs and turn all documents into Documentation.
- ☐ Return equipment and reusable supplies to Logistics.

Equipment/ Supplies:

2-way radio
Paper, pens, dry-erase pens, tissues
Job description clipboards
Large site map of campus, laminated or covered with Plexiglas
File box(es)
Map of county or local area

Section: Logistics

Logistics Chief

Responsibilities: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Start-Up Actions:

- ☐ Check in with Incident Commander (IC) for situation briefing.
- ☐ Open supplies container or other storage facility.
- ☐ Put on position identifier, such as vest, if available.
- ☐ Begin distribution of supplies and equipment as needed.
- ☐ Ensure that the Command Post and other facilities are set up as needed.

Operational Duties:

- ☐ Assume the duties of all Logistics positions until staff is available and assigned.
- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ Coordinate supplies, equipment, and personnel needs with the IC.
- ☐ Maintain security of cargo container, supplies and equipment.

Closing Down:

- ☐ At the IC's direction, deactivate the section and close out all logs.
- ☐ Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

**Equipment/
Supplies:**

- 2-way radio
- Job description clipboard
- Paper, pens
- Cargo container or other storage facility and all emergency supplies stored on campus
- Clipboards with volunteer sign-in sheets
- Forms: Inventory of emergency supplies on campus
 - Site Status Report
 - Communications log
 - Message forms

Section: Logistics Supplies/Facilities

- Responsibilities:** This unit is responsible for providing facilities, equipment, supplies, and materials in support of the incident.
- Start-Up Actions:**
- ☐ Check in with Logistics Chief for situation briefing.
 - ☐ Open supplies container or other storage facility if necessary.
 - ☐ Put on position identifier, such as vest, if available.
 - ☐ Begin distribution of supplies and equipment as needed.
 - ☐ Set up the Command Post.
- Operational Duties:**
- ☐ Maintain security of cargo container, supplies and equipment.
 - ☐ Distribute supplies and equipment as needed.
 - ☐ Assist team members in locating appropriate supplies and equipment.
 - ☐ Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed.
- Closing Down:**
- ☐ At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned.
 - ☐ Secure all equipment and supplies.
- Equipment/
Supplies:**
- 2-way radio
 - Job description clipboard
 - Paper, pens
 - Cargo container or other storage facility and all emergency supplies stored on campus
 - Forms: Inventory of emergency supplies on campus

Section: Logistics Staffing

- Responsibilities:** This unit is responsible for coordinating the assignment of personnel (staff, students, disaster volunteers) in support of the incident.
- Start-Up Actions:**
- ☐ Check in with Logistics Chief for situation briefing.
 - ☐ Put on position identifier, such as vest, if available.
 - ☐ Open three logs to list staff, volunteers, and students who are awaiting assignment.
- Operational Duties:**
- ☐ Deploy personnel as requested by the IC.
 - ☐ Sign in volunteers, making sure that volunteers are wearing their I.D. badges and are on the site disaster volunteer list. Unregistered volunteers should be sent to the city library to register.
- Closing Down:**
- ☐ Ask volunteers to sign out.
 - ☐ At the Logistic Chief's direction, close out all logs and turn them in to Documentation Unit.
 - ☐ Return all equipment and supplies.
- Equipment/
Supplies:**
- 2-way radio
 - Job description clipboard
 - paper, pens
 - Cargo container or other storage facility and all emergency supplies stored on campus
 - Clipboards with volunteer sign-in sheets
 - Forms: Inventory of emergency supplies on campus
 - List of registered disaster volunteers

Section: Logistics Communications

- Responsibilities:** This unit is responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.
- Personnel:** **School staff member with campus two way radio, supported by student or disaster volunteer runners, and
Disaster volunteer who is a qualified amateur radio operator.**
- Start-Up Actions:**
- ☐ Set up Communications station in a quiet location with access to the Command Post (CP).
 - ☐ Turn on radios and advise CP when ready to accept traffic.
- Operational Duties:**
- ☐ Communicate with district EOC per district procedure. At the direction of the Incident Commander (IC), report status of students, staff, and campus, using Site Status Report Form.
 - ☐ **Receive and write down all communications from the district EOC.**
 - ☐ Use runners to deliver messages to the IC with copies to the Plans/Intelligence Chief.
 - ☐ Maintain Communications Log: date/time/originator/recipient
 - ☐ Follow communications protocol. Do not contact the city directly if the district EOC is available.
 - ☐ Direct the media or the public to the Public Information Officer.
 - ☐ Monitor AM/FM radio for local emergency news: KFWB 980 kHz and KNX 1070 kHz.
- Closing Down:**
- ☐ Close out all logs, message forms, etc. and turn them over to Documentation.
 - ☐ Return all equipment and unused supplies to Logistics.
- Equipment/Supplies:**
- 2-way radios with spare batteries for each
 - Job description clipboard paper, pens
 - Table and chairs AM/FM radio
 - File boxes, tote tray for outgoing messages
 - Forms: Site Status Report
 - Message forms

Section: Finance/Administration

Finance/Administration Chief

- Responsibilities:** The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.
- Start-Up Actions:**
- ☐ Check in with Incident Commander (IC) for situation briefing.
 - ☐ Put on position identifier, such as vest, if available.
 - ☐ Locate and set up work space.
 - ☐ Check in with the Documentation Clerk to collect records and information which relate to personnel time keeping and/or purchasing.
- Operational Duties:**
- ☐ **Assume the duties of all Finance/Administration positions until staff is available and assigned.**
 - ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Closing Down:**
- ☐ At the IC's direction, deactivate the section and close out all logs.
 - ☐ Verify that closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.
- Equipment/Supplies:**
- Job description clipboard
Paper, pens
Forms: Staff Duty Log

Section: Finance/Administration Timekeeping

Responsibilities: This unit is responsible for maintaining accurate and complete records of staff hours.

Start-Up Actions:

- ☐ Check in with Finance/Administration Chief for situation briefing.
- ☐ Put on position identifier, such as vest, if available.
- ☐ Locate and set up work space.
- ☐ Check in with the Documentation Clerk to collect records and information which relate to personnel time keeping.

Operational Duties:

- ☐ Meet with Finance/Administration Chief to determine process for tracking regular and overtime of staff.
- ☐ Ensure that accurate records are kept of all staff members, indicating hours worked.
- ☐ If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.

Closing Down:

- ☐ Close out all logs.
- ☐ Secure all documents and records.

**Equipment/
Supplies:**

Job description clipboard
Paper, pens
Forms: Staff Duty Log

Section: Finance/Administration Purchasing

Responsibilities: This unit is responsible for maintaining accurate and complete records of purchases. Most purchases will be made at the district level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly.

Start-Up Actions:

- ☐ Check in with Finance/Administration Chief for situation briefing.
- ☐ Put on position identifier, such as vest, if available.
- ☐ Locate and set up work space.
- ☐ Check in with the Documentation Clerk to collect records and information which relate to purchasing.

Operational Duties:

- ☐ Meet with Finance/Administration Chief to determine process for tracking purchases.
- ☐ Support Logistics in making any purchases which have been approved by the Incident Commander.

Closing Down:

- ☐ Close out all logs.
- ☐ Secure all documents and records.

**Equipment/
Supplies:** Job description clipboard
Paper, pens

Student Care: Teacher Responsibilities

Personnel:

All teachers and substitute teachers

Responsibilities:

- ☐ Assess situation and remain calm.
- ☐ If ground is shaking, lead **Duck, Cover, and Hold On**.
- ☐ Calm, direct, and give aid to students. Assist seriously injured students if possible.

Lockdown or Shelter in Place:

- ☐ If gunfire or explosions are heard, get everyone to lie flat on the floor.
- ☐ If Shelter in Place is activated, follow procedures.

Evacuation:

- ☐ Check with buddy teacher and assist as necessary.
- ☐ Take classroom kit, emergency cards and roll book.
- ☐ Evacuate to emergency assembly area:
 - Check buddy teacher and assist if necessary or evacuate both classes together.
 - Use safest route, alert for hazards; quickly and quietly.
 - Door closed but unlocked for Search & Rescue access.

Assembly Area:

- ☐ Instruct students to sit on grass or blacktop.
- ☐ Take attendance and complete "Student Accounting Form."
- ☐ One of each pair of buddy teachers takes accounting forms to Documentation and reports for assignment at Command Post.

The staff needs to speak with one voice. Only the Public Information Officer will release information to parents or the general public.

Remaining Supervising Teacher:

- ☐ Supervise and reassure students.
- ☐ Administer first aid as necessary, or send student to First Aid area with his/her emergency card.
- ☐ Fill out "Notice of First Aid Care" form if first aid is given. Retain one copy; attach the other to the emergency card.
- ☐ Locate emergency cards for each student.
- ☐ Keep a record of location of all students at all times, using the Student Accounting Form.
- ☐ Be alert for latent signs of injury/shock in *all* students.

Student Release:

- ☐ Student runners will bring form requesting student.
- ☐ Note that student has left on the Student Accounting Form.
- ☐ Send emergency card and any first aid forms with student.
- ☐ Student will accompany runner to release area.
- ☐ If parent demands child, breaking release procedure, make appropriate notations, describing incident, on emergency card and store in classroom kit. Avoid confrontations.

**Equipment/
Supplies**

Class lists
Student Information Sheets or Emergency Cards
First Aid kit and classroom kit (if available)
Forms: Student Accounting Form
Notice of First Aid Care
Clipboard
Pen or pencil

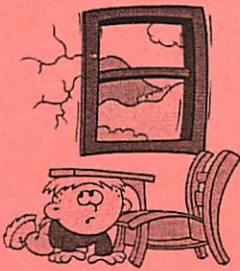
Support Staff Responsibilities

Personnel:

Librarian	Guidance Counselors
Cafeteria Workers	ESL
RSP	Maintenance Workers
SDC	Day Care
Speech	ROP
Aides	Curriculum Specialist
Campus Volunteers	Deans
Resource Teachers	Custodians
Counselors	

Responsibilities:

- ☐ Follow standard safety procedures.
- ☐ **If with students, follow Classroom Teacher Responsibility guidelines.**
- ☐ Check in at Command Post for assignment.
- ☐ Report any known injuries or damage.
- ☐ Use safety equipment and follow directions.



Revised as of 9-2-2013
Emergency Drills Schedule
2013-2014



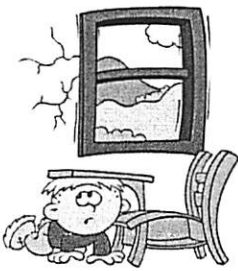
(+) means upper grades go from the yard straight to the field

<u>Sept.</u>	Thursday	12 th	9:20	Fire Drill
<u>Oct.</u>	Tuesday	1 st	1:15+	Fire Drill
	Thursday	17 th	11:00	“Great Shake”(Full)
<u>Nov.</u>	Monday	4 th	2:00	Fire Drill (no DK or K)
	Tuesday	12 th	10:45+	Earthquake (quickie)
(Quickie no search and rescue. Drop under desks, exit room, line up outside on the field, all clear, return to class.)				
<u>Dec.</u>	Friday	6 th	9:10	Lock Down Drill
	Wednesday	18 th	9:20	Fire Drill
<u>Jan.</u>	Thursday	9 th	1:35	Fire Drill
<u>Feb.</u>	Monday	10 th	11:00	Fire Drill
	Wednesday	26 th	11:30	Earthquake (quickie)
(Quickie no search and rescue. Drop under desks, exit room, line up outside on the field, all clear, return to class.)				
<u>March</u>	Wednesday	5 th	11:15	Fire Drill
<u>April</u>	Friday	11 th	2:00	Fire Drill
<u>May</u>	Tuesday	20 th	9:20	Earthquake (quickie)
(Quickie no search and rescue. Drop under desks, exit room, line up outside on the field, all clear, return to class.)				
<u>June</u>	Monday	2 nd	10:45+	Fire Drill

Emergency Procedures For Red Oak Elementary School and Oak Park Independent School

2013-2014





Revised as of 9-2-2013
Emergency Drills Schedule
2013-2014



(+) means upper grades go from the yard straight to the field

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SIGN LOCATION ON THE FIELD 2013-2014

PARK GATE and PATH

--- BLANK POST

D-56 MILLER

C-36 M. COHEN

C-47 BODILY

C-46 SULLIVAN

C-45 NOBLE

C-34 DUFFY/Strong

C-35 GREGG

C-44 BROWN

C-33 JOHNSON

C-32 McDOWELL

C-31 WHITE

C-42 McKEGAN

C-43 SLOANE

D-55 S.COHEN

A-10 WILLIAMS

B-22 MERFELD

B-21 HOLLAND

B-11 LoBIANCO

B-13 LUND

B-12 JONES

B-23 McPHILLIPS

B-24 SORENSEN

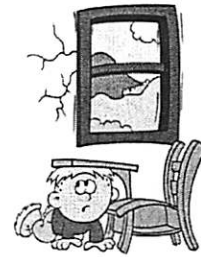
Independent School

ALL STAFF AND STUDENTS

----- ROCKFIELD STREET -----



Emergency Tips For Your CLASSROOM 2013-2014



Tips for Classroom

- Keep your doors unlocked so your room can be accessed by emergency personnel.
- If you call 911 from your classroom, give your room number and location to the person on the other end. All calls to 911 come up as "the office".
- When using a flashlight, bounce the light off the ceiling. It will project more light to the entire room.
- Your automobile jack in your car can come in very handy if someone is pinned under debris.
- NEVER go into a building alone!
- Put plastic gloves on before you put on your heavier leather work gloves.

Procedures to Remember

- **Earthquake**
- Students drop under desks
- If nothing to get under and you can't make it outside, go up against a wall.
- When shaking stops, all children that can, line up and proceed to field with your rolling packs.
- Please try to stay away from walking under overhangs and too close to buildings, when ever possible, as you walk to the field.
- DO NOT SIT NEAR THE FENCE – it can become electrified in some cases.
- TAKE ATTENDANCE CAREFULLY- **ACCOUNTABILITY IS KEY!!!**
- Pass out name information tags to all your students and have them put them around their wrist. Put those name tags of missing students with your attendance cards in the envelope for the command post.
- Command post will give those name tags as needed to first aide.
- ***** This procedure will take some time, but do it carefully.
- If all of your students are accounted for, **PUT ON YOUR GREEN VEST**
- If you know you have left a student in your room or you have a student missing, **PUT ON YOUR RED VEST.**
- **After** attendance cards start getting checked off at command post, and there is a missing student or faculty, search teams will then be sent only to those rooms. A large map at command post will be marked as needed. Search and Rescue will now meet close to command post and wait for reported victims.
- **DO NOT ENTER A ROOM UNLESS THERE IS A REASON AND NEVER ENTER ALONE!!!!**
- Search team B will go to rooms needed in B building (they are more familiar with it.)
- Search team C will go to rooms needed in C building for the same reason.
- Both B and C teams will be trained to search office "A" buildings.
- Siblings will move down
- ALL SUPPORT STAFF will be on student supervision.

When Searching a Building

- NEVER GO INTO A BUILDING UNLESS THERE IS A NEED!!!!
- Never go into a building alone. Team of 2 at all times, with 2 outside the door.
- Put on your rubber gloves first, then your leather work gloves.
- When 2 people go into a room, the two people outside the room tape a slash on the side of the door (NOT OVER THE DOOR)
- When the team clears that room with a verbal report, slash the other way with tape, to form an X. If injured or deceased inside, a note of that will be made within the X. (see attached sheet)
- When searching, keep one hand (left) on a wall at all times. It is easy to get disoriented. Lock arms with your search partner and they hold a flashlight in their right hand.
- If you find a student and you can get them out, take them with you to the door, and give that person to one of the team members outside.
- If they are injured and you cannot remove them, assure them you will be back for them, and continue your search for any other reported missing people. MAKE SURE THEIR AIRWAY IS OPEN BY TILTING THEIR HEAD BACK
- Report to the people outside the room you are in, you have a down person, that you cannot remove, and they will let the command post know.
- After you have gotten to those students that were missing, and that could be moved, go back and help the others.

NEW SEARCH TEAMS

- 2 people go in and search ONLY if a child is reported to be in that classroom
- 2 stay outside the door to report and make tape X

Search and Rescue teams to remain at command post until needed.

Emergency Coordinator – Jamie Brown

Team B : Sheri Merfeld (team leader)
 Jennifer Sorensen
 Barb Jones
 Karen Kovisto

Team C: Jan Sloane (team leader)
 Marjorie Cohen
 Nina Johnson
 Grace McKeegan

First Aide Area

- All injured will be sent or taken to first aide area.
- Assess injured and tag each person with the following:
- MINOR- just minor injury
- DELAYED- non life threatening, but injured
- IMMEDIATE- life threatening symptoms
- DECEASED – would not be removed from the building, but could happen after arriving at first aide.

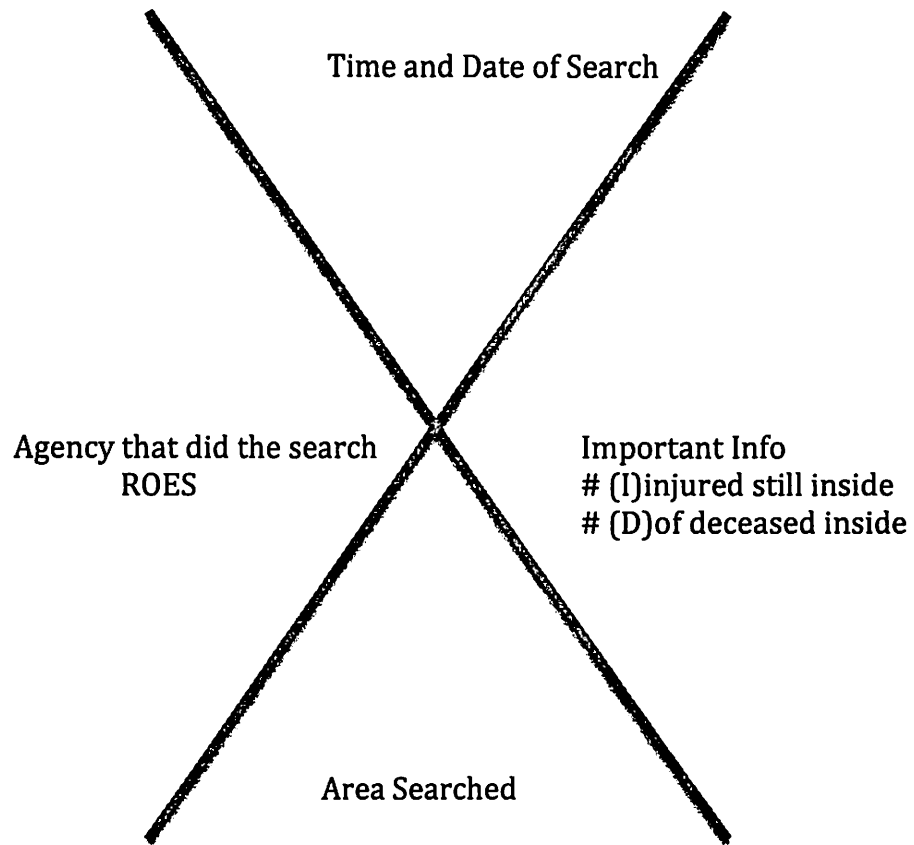
Fire

- Exit building
- Proceed to field area ---- **Flag Pole Area as an alternate if the field area is unsafe.**
- Same basic procedures will be followed if fire is serious and wide spread.
- If contained to just a room or small area, attendance cards will be handed in, but no tags will be passed out, nor will students be moved down to siblings.
- **Lock Down**
- Mr. Duim or office staff will come over the intercom and ask for a lock down. No more color code.
- Lock your doors immediately.
- Move children calmly away from the windows.
- If you have a child out of your room, call the office and report them as soon as you can.
- ****THE NEXT TWO PROCEDURES NEED TO BE DISCUSSED**
In the past we were told to place signs in our windows. Now, being near a window is NOT suggested.

*
We will
no longer be
doing this
in our windows.

- If you are all accounted for in your room, place green "safe" sign in the window.
- If you have a child out of the room or something is not right in your room, place the red "help" sign in your window (nearest your door). If you can't place the sign in your window....DON'T. **NO** sign says it all.

Marking Areas Searched



This is to let other emergency personnel know when the room was searched.
The X is to be done to the right or left of the door. Not on the door or attached to the door as before.

As building is cleared, report that building to command post.

2013-2014 GREEN VESTS
for
Emergency Procedure Reminder

Hi Staff,

Just a reminder that even for fire drills we put on our **GREEN VESTS**.

If you know you have an injured child left in your classroom –not on drills just in case of a real emergency :) – please put on your **RED VEST**. These are to be kept in your backpacks.

–ID tags are to be kept in your emergency backpack and given to children after you take attendance and BEFORE they move down to younger siblings' lines. These are ONLY passed out in case of a real emergency. It helps to identify the child and their information in case they are injured or upset and can't give information needed.



Backpack Supply List 2013-2014



Red Binder

A Class List

Emergency Plan (buddy list, jobs, pole assignment)

2 pencils

2 pens

emergency attendance cards

envelope with school map

flashlight

disposable gloves

heavy gloves

dust masks

goggles

small first aid kit

tissue box

trash bag

water (school supply in shed)

food (school supply in shed)

hardhat (optional)

crow bar (optional)

solar blanket (optional)



RED OAK STAFF LIST – 2013-2014

Discovery Kindergarten

Sorensen, Jenn

Kindergarten

Jones, Barb

LoBianco, Nicole

Lund, Robbin

McPhillips, Barbara

First Grade

Holland, Patti

Merfeld, Sheri

Williams, Jennifer

Second Grade

Cohen, Sara

McKeegan, Grace

Sloane, Jan

White, Erica

Third Grade

Brown, Jamie

Johnson, Nina

McDowell, Maureen

Fourth Grade

Duffy, Elisa

Gregg, Kate

Noble, Holly

Sullivan, Pennie

Fifth Grade

Bodily, Ryan

Cohen, Marjorie

Miller, Enid

Office

Principal – Jon Duim

Office Manager – Susan Crumpley

Student Services – Roblyn Prior

Health Clerk – Jeanie Budin-Smithers

Instructional Aides

Bauer, Molly (Kindergarten)

Chulack, Debbie (1st gr.)

Fletcher, Elya (Lund a.m.)

Forutan, Megan (White p.m.)

Fraychineaud, Jason (4th gr.)

Lim, Shenfun (Math)

Onesto, Anjanette (Johnson)

Rosenberg, Gail (Math)

Salzman, Mary (White a.m.)

Taylor, Heidi (Lund p.m.)

Watkins, Stacy (DK, 2nd, 3rd)

Special Areas

Music – Jeanette O’Keefe

Library – Joann Fritzen

Counselor – Deborah King

ELL – Jodie Reiss

Speech – Janet Convey

Learning Center – Joann Young, Kim

Christensen, Michele Williams

Resource – Karen Kovisto, Linda

Santiago, Allison Keitel

Psychologist – Dara Glikmann; Gayle

Tribe (intern)

O.T. – Grace Matsuo, Mon. a.m./Tu&Th
full day

District Nurse – Joann Houseman

Science – Debby West

Mandarin Teacher – Helen Yap

Campus Supervisors

Bartolucci, Mike

Choquette, Lucia

Crumpley, Michael

Gorman, Judy

Computer Aide

Sandler, Stephanie

Plant Managers

Barrera, Jaime (head)

Morales, Arturo (p.m.)

Cafeteria

Annette Gross

Jane Fish

Adaptive PE

Carolyn Barnes (cell 805-231-3195)

Independent Study Office Mgrs.

Yoko Mimori (8:30-11:30)

Cristina Sanchez (11:00-2:00)

AM/PM Club

Jennifer Maddux-Gnagy, Director

	A	B	C	D	E	G
1	Status of Teaching Staff 2013-2014					
2						
3	GRADE	NAME	RM #	PRESENT	MISSING	INJURED
4						
5	PRINCIPAL	JON DUIM	Office			
6	OFFICE MANAGER	SUSAN CRUMPLEY	Office			
7						
8	TEACHERS BY GRADE LEVEL					
9						
10	GRADE DIS K	JENN SORENSEN	B24			
11						
12	GRADE K	BARB JONES	B12			
13	GRADE K	NICOLE LOBIANCO	B11			
14	GRADE K	ROBBIN LUND	B13			
15	GRADE K	BARBARA MCPHILLIPS	B23			
16						
17	GRADE 1	PATTI HOLLAND	B21			
18	GRADE 1	SHERI MERFELD	B22			
19	GRADE 1	JENNIFER WILLIAMS	A10			
20						
21	GRADE 2	SARA COHEN	D55			
22	GRADE 2	GRACE MCKEEGAN	C42			
23	GRADE 2	JAN SLOANE	C43			
24	GRADE 2	ERICA WHITE	C31			
25						
26	GRADE 3	JAMIE BROWN	C44			
27	GRADE 3	NINA JOHNSON	C33			
28	GRADE 3	MAUREEN MCDOWELL	C32			
29						
30	GRADE 4	ELISA DUFFY (Kathy Strong)	C34			
31	GRADE 4	KATE GREGG	C35			
32	GRADE 4	HOLLY NOBLE	C45			
33	GRADE 4	PENNIE SULLIVAN	C46			
34						
35	GRADE 5	RYAN BODILY	C47			
36	GRADE 5	MARJORIE COHEN	C36			
37	GRADE 5	ENID MILLER	D56			
38						
39	RESOURCE	KAREN KOVISTO	C41			
40						
41						
42	Independent School					

	A	B	C	D	E	F	G
1							
2		Status of Students in the Class 2013-2014					
3							
4		NAME	RM #	PRESENT	MISSING	ABSENT	INJURED
5							
6	5	Bodily	C47				
7	3	Brown	C44				
8	5	M.Cohen	C36				
9	2	S.Cohen	D55				
10	4	Duffy (Strong)	C34				
11	4	Gregg	C35				
12	1	Holland	B21				
13	3	Johnson	C33				
14	K	Jones	B12				
15	K	LoBianco	B11				
16	K	Lund	B13				
17	3	McDowell	C32				
18	2	McKeegan	C42				
19	K	McPhillips	B23				
20	1	Merfeld	B22				
21	5	Miller	D56				
22	4	Noble	C45				
23	2	Sloane	C43				
24	DK	Sorensen	B24				
25	4	Sullivan	C46				
26	2	White	C31				
27	1	Williams	A10				
28	.						
29	.						
30	.						
31	.						
32	.						
33	.						

		C	D	E	F	
1	2013-2014 Summary of Absent - Missing - Injured - and Found Students					
2						
3	Teacher	Student's Name	Absent	Missing	Injured	Found
4	X					
5	X					
6	X					
7	X					
8	X					
9	X					
10	X					
11	X					
12	X					
13	X					
14	X					
15	X					
16	X					
17	X					
18	X					
19	X					
20	X					
21	X					
22	X					
23	X					
24	X					
25	X					
26	X					
27	X					
28	X					
29	X					
30	X					
31	X					
32	X					
33	X					
34	X					
35	X					

Emergency Jobs 2013-2014

Emergency Coordinator – Jamie Brown

SEARCH AND RESCUE

1. **Sheri Merfeld -Team B Leader-** (B Building AND Bungalows)
2. Karen Kovisto- B team
3. Jennifer Sorensen –B team
4. Barb Jones-B Team

5. **Jan Sloane -Team C Leader –** (C Building AND Main)
6. Marjorie Cohen-C Team
7. Grace McKeegan- C Team
9. Nina Johnson- C Team

FIRST AID

1. Erica White (Team Leader)
2. Deborah King
3. Sara Cohen
4. Nicole Lobianco
5. Jeannie Budin-Smithers

STUDENT SUPERVISION

1. Ryan Bodily (Team Leader)
2. Elisa Duffy (Kathy Strong)
3. Barbara McPhillips
4. Jennifer Williams
5. Kate Gregg
6. Holly Noble
7. ALL SUPPORT STAFF ON CAMPUS
(LISTED ON NEXT PAGE)

STUDENT RELEASE

1. Susan Crumpley (Team Leader)
2. Patti Holland
3. Maureen McDowell
4. Roblyn Prior
5. Enid Miller

COMMAND POST

1. Robbin Lund (Team Leader)
2. Jon Duim
3. Pennie Sullivan
4. Joanne Young

CAMPUS SECURITY

1. Jaime Barrera/Arturo Morales
2. Jon Duim

Student Supervision

-Allison Keitel (TEAM LEADER)

ALL additional Red Oak personnel will be on general supervision on the field and assist various posts as needed. Please report to command post, sign in, then proceed to student supervision.

RED OAK STAFF LIST
For Supervision– 2013-2014

Instructional Aides

Bauer, Molly (Kindergarten)
Chulack, Debbie (1st gr.)
Fletcher, Elya (Lund a.m.)
Forutan, Megan (White p.m.)
Fraychineaud, Jason (4th gr.)
Lim, Shenfun (Math)
Onesto, Anjanette (Johnson)
Rosenberg, Gail (Math)
Salzman, Mary (White a.m.)
Taylor, Heidy (Lund p.m.)
Watkins, Stacy (DK, 2nd, 3rd)

Special Areas

Music – Jeanette O’Keefe
Library – Joann Fritzen
Counselor – Deborah King
ELL – Jodie Reiss
Speech – Janet Convey
Learning Center – Joann Young,
Kim Christensen, Michele Williams
Resource – Karen Kovisto, Linda
Santiago, Allison Keitel
Psychologist – Dara Glikmann;
Gayle Tribe (intern)
O.T. – Grace Matsuo, Mon.
a.m./Tu&Th full day
District Nurse – Joann Houseman
Science – Debby West
Mandarin Teacher – Helen Yap

Campus Supervisors

Bartolucci, Mike
Choquette, Lucia
Crumpley, Michael
Gorman, Judy

Computer Aide

Sandler, Stephanie

Cafeteria

Annette Gross
Jane Fish

Adaptive PE

Carolyn Barnes (cell 805-231-3195)

Independent Study Office Mgrs.

Yoko Mimori (8:30-11:30)
Cristina Sanchez (11:00-2:00)

AM/PM Club

Jennifer Maddux-Gnagy, Director

The Air Quality Index (AQI), formerly known as the Pollutant Standards Index (PSI), was issued in 1999 by the U.S. EPA for daily air quality report to the public. The following levels of pollution have been established by the Air Pollution Control District. Each school will be informed by the Regional or County Superintendent to abide by each standard:

AQI Index Values	Health Categories	Cautionary Statements for 8-Hour Ozone
0 to 50	Good	None
51 to 100	Moderate	Unusually sensitive people should consider limiting prolonged outdoor exertion.
101 to 150	Unhealthy for Sensitive Groups	Active children and adults, people with respiratory disease, such as asthma, should limit prolonged outdoor exertion.
151 to 200	Unhealthy	Active children and adults, and people with respiratory disease, such as asthma, should avoid prolonged outdoor exertion; everyone else, especially children, should limit prolonged outdoor exertion.
201 to 300	Very Unhealthy	Active children and adults, and people with respiratory disease, such as asthma, should avoid all outdoor exertion; everyone else especially children, should limit outdoor exertion.
301 to 500	Hazardous	Everyone should avoid all outdoor exertion.

Prior to unhealthy air quality, the Principal will:

1. Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file will contain data on the location of such persons at different times of the school day.
2. Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.

When notified of an air pollution episode, Principal will:

1. Inform staff and notify those individuals in file to stay indoors and minimize physical activity following pre-established communication plan.
2. Cancel all athletic competitions and practices and any other activities which require strenuous physical activity such as marching band, pep squad, etc.
3. Instruct employees to minimize strenuous physical activity.
4. Cancel any events requiring the use of vehicles.
5. Urge staff and students to minimize the use of vehicles.



AIRCRAFT ACCIDENT

During Emergency

When accident occurs, Principal will immediately:

1. Activate Site Emergency Operations Center which will:
 - a. Contact District Office
 - b. Call 9-1-1
2. Check evacuation routes for safety.
3. Consider evacuation of staff and students using safest evacuation route.
4. Stay in control of all site activities until the arrival of emergency personnel.

Teachers will:

1. If outside, move students to nearest safe location.
2. If inside classroom, students may evacuate to assembly area.
3. Wear "red" or "green" vest to signal classroom status.
4. Take the Emergency Wall Unit to the assembly area.
5. Check your "buddy".
6. According to emergency plan, initiate extra duties as assigned.

After Emergency:

1. At the direction of the District Office, Principal will deactivate event.
2. Students may return to regular schedule.
3. If student release is necessary, follow pre-established release plan.
4. District Office will provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to after action report.



During Emergency

If you are the witness to a beehive or swarm of stinging insects on campus:

1. Notify main office.
- .. Evacuate nearby students to safe location following pre-established plan.

Principal will:

1. Initiate Shelter In Place procedures following pre-established plan.
2. Activate Site Emergency Operations Center which will:
 - a. Contact District Office
 - b. Call 9-1-1
3. Be prepared to evacuate students and staff to safer locations.
4. Stay in control of all site activities until the arrival of emergency personnel.

Teachers will:

1. If outside, move students to safe location following pre-established plan.
2. Initiate Shelter in Place, if necessary.
3. Instruct students not to get up and move about the room.
4. Close windows, window coverings and doors.
5. Check students and staff for bee stings. Apply first aid or obtain additional first aid for allergic reactions.
6. When classroom is secure and students have been accounted, you may place the appropriate Classroom Alert Component (located in Emergency Wall Unit) under door or in a pre-determined window.
7. Report any missing or extra students using pre-established plan.
8. Check "buddy" for safety.
9. Implement supplies in the Emergency Wall Unit, if necessary.
10. Do not release students for any reason unless authorized by on-site emergency personnel or school administration.
11. According to emergency plan, initiate extra duties as assigned.

All Staff: If an actual attack of stinging insects occurs and students are in the yard:

1. Instruct students to cover their heads with their jacket, shirt, etc. and run to the nearest school building.
2. Do not swat at the bees!
3. When inside assist students and staff who have been bitten with first aid.

After Emergency:

1. At the direction of the District Office, Principal will deactivate Shelter In Place event.
2. Students may return to regular schedule.
3. If student release is necessary, follow pre-established release plan.
4. Be prepared to provide input to after action report.



During Emergency

If anyone receives a suspicious letter or package with one or more of the following characteristics:

- ▶ Has no return address or one that cannot be verified as legitimate;
- ▶ Is of unusual weight given the size of the letter/package;
- ▶ Is oddly shaped;
- ▶ Has been marked with "Personal" or "Confidential" notations;
- ▶ Has a strange odor, stain, leaks, or fine powder on the outside of the letter or package;
- ▶ Has visible protruding wires or aluminum foil;
- ▶ Shows a city or state in the postmark that doesn't match the return address;
- ▶ Is marked with threatening language;
- ▶ Has excessive postage or packing material, such as masking tape and string;
- ▶ Has misspellings of common words;
- ▶ Is not addressed to a specific person.

Follow these directions:

1. Notify main office.
2. Do not open the letter/package.
3. If letter/package is open or torn do not touch, smell or taste the substance.
4. Clear the room or office.
5. Turn off HVAC system and any circulating fans.
6. If you have handled the letter/package wash your hands, arms, and any exposed parts of your body with soap and warm water.

Principal will:

1. Activate Site Emergency Operations Center, who will:
 - a. Notify District Office
 - b. Call 9-1-1 (Fire/HazMat)
2. Keep area isolated until emergency unit arrives.
3. Consider Shelter In Place or need for evacuation.
4. Stay in control of all school activities until emergency personnel arrive.

Teachers will:

1. Teacher(s) in affected area will evacuate students from area, taking Emergency Wall Unit to assembly area.
2. Teacher(s) in affected area will close door(s) to prevent entry of any other person.
3. Unless in affected area, teachers will assume normal schedule.
4. Be prepared to carry out Shelter In Place system or evacuate students and follow pre-established plan.
5. If Shelter-In-Place is ordered, activate components in Emergency Wall Unit. Use supplies, as needed.
6. If evacuation is ordered, the Emergency Wall Unit will accompany students to the assembly area.
7. When evacuating, check "buddy" for safety.
8. Report any missing or extra students.
9. Do not release students for any reason unless authorized by on-site emergency personnel or school administration.
10. According to emergency plan, initiate extra duties as assigned.

After Emergency:

1. Emergency personnel will contact Health Department and contents of the package will be examined for biological agents.
2. Persons affected will receive medical and decontamination assistance.
3. Building(s) will be inspected by hazardous material specialists, health department personnel and any other environmental service deemed appropriate before re-occupancy.
4. At the direction of the District Office, Principal will signal an "all clear".
5. Students may return to regular schedule.
5. If student release is necessary, follow pre-established release plan.
7. Be prepared to provide input to after action report.

Note: Biological agents that include Anthrax spores infect only if inhaled, ingested, or introduced into an open wound, or eye. Even if exposure does occur, the victim is not contagious and the condition is treatable with antibiotics if identified early. Bacteria cannot survive exposure to ultraviolet or direct moisture.



BOMB THREAT

If a threat is received by telephone:

1. Pay close attention to:
 - ✓ Exact wording
 - ✓ Speech characteristics
 - ✓ Background noises
2. Ask these questions:
 - ▶ Where is the bomb?
 - ▶ What kind of bomb?
 - ▶ When will it go off?
 - ▶ How big is it?
 - ▶ Why are you doing this?
3. Do not hang up on the caller and do not unnecessarily touch or move any of your surroundings.
4. Attempt to use the Bomb Threat Checklist.
5. Notify main office.
6. Follow directions according to pre-established plan.

If a written threat is received:

1. Notify main office.
2. Copy the contents and protect the original message (plastic or other covering) to preserve identifying marks or fingerprints.

The Principal will:

1. Activate the Site Emergency Operations Center which will:
 - a. Contact the fire and police departments.
 - b. Contact the District Office
2. Stay in control of all site activities until the arrival of the emergency units.
3. Determine (with the district administrator) to:
 - a. Conduct a search, using police and fire departments, bomb squad and other support units.
 - b. Evacuate students during search.
4. If evacuation is necessary avoid routes that go through parking lots, large containers and areas where secondary devices may be hidden.

Teachers will:

1. At signal for evacuation, teacher will evacuate students to the assembly area using safest route.
2. The Emergency Wall Unit will accompany students to the assembly area.
3. Wear "red" or "green" vest to signal status of classroom.
4. Check "buddy" for safety.
5. According to emergency plan, initiate extra duties as assigned.

After Emergency:

1. Building(s) must be inspected for fire and police personnel before re-occupancy.
2. If necessary, supplemental class space will be located by District Office.
3. If student release is necessary, follow pre-established plan.
4. Preserve Bomb Threat Checklist as part of the after action report.

Note: Because an explosive device can be controlled electronically, school radio usage should not take place inside the school during a bomb threat since radio waves can detonate the device. Radio usage can resume 300 feet away from the building, allowing for communication from the evacuation staging area.



During Emergency

If a person or persons are observed causing a serious campus disorder:

1. Notify main office.
2. Move students away from danger according to pre-established plan.

Principal will:

1. Call 9-1-1 for assistance.
2. Inform District Office of situation.
3. Confer with District Office as to necessity of a lockdown on the campus.
4. If lockdown is determined, signal teachers to lockdown in their classrooms.
5. After students are safely in classroom, Principal will lock outside corridor and hallway doors of building(s).
6. Be prepared to evacuate students and staff to safer locations.
7. Stay in control of all school activities until emergency personnel arrive.

Teachers will:

1. If outside, move students to safe location according to pre-established plan.
2. Lock classroom door and instruct students to sit on floor away from the doors and windows.
3. Instruct students not to bunch up in groups.
4. Instruct students not to get up and move about the room.
5. Close window coverings and turn off lights.
6. If necessary, place the appropriate Classroom Alert Component (located in Emergency Wall Unit) under door or in a pre-determined window.
7. Report any missing or extra students.
8. Check "buddy" for safety.
9. Implement supplies in the Emergency Wall Unit.
10. Do not release students for any reason unless authorized by on-site emergency personnel or school administration.
11. Do not open classroom doors to anyone requesting entry unless authorized by on-site emergency personnel or school administration.
12. According to emergency plan, initiate extra duties as assigned.

After Emergency:

1. At the direction of the District Office, Principal will deactivate lockdown.
2. Students may return to regular schedule.
3. If student release is necessary, follow pre-established release plan.
4. Be prepared to provide input to after action report.



During Emergency

If a chemical spill or emission occurs, immediately:

1. Notify main office.
2. Evacuate those students in affected area.
3. Close door to prevent entry from any other person.

Principal will:

1. For small spills or emissions Principal will order the isolation of the area by instructing teacher to evacuate students and close doors to prevent anyone from entering.
2. Determine whether the air handling system should be shut down.
3. Principal will activate the Site Emergency Operations Center who will:
 - a. Contact District Office
 - b. Call 9-1-1 (Fire/HazMat)
4. Be prepared to evacuate students and staff to safer locations. Caution should be taken to maintain a safe upwind position away from the source.
5. Consider activating Shelter-In-Place plan.
6. Stay in control of all school activities until emergency personnel arrive.

Teachers will:

1. Teacher(s) in affected area will evacuate students from area, taking Emergency Wall Unit to assembly area.
2. Teacher(s) in affected area will close door(s) to prevent entry of any other person.
3. Unless in affected area, teachers will assume normal schedule.
4. Be prepared to carry out Shelter-In-Place procedure or evacuate students and follow pre-established plan.
5. If Shelter-In-Place is ordered, activate components in Emergency Wall Unit. Use supplies, as needed.
6. Do not release students for any reason unless authorized by on-site emergency personnel or school administration.
7. Utilize Classroom Alert Component, if necessary.
8. Report any missing or extra students.
9. If evacuation is ordered, the Emergency Wall Unit will accompany students to the assembly area.
10. Wear "red" or "green" vest to indicate classroom status.
11. When evacuating, check "buddy" for safety.
12. According to emergency plan, initiate extra duties as assigned.

After Emergency:

1. At the direction of the District Office, Principal will signal the end of the event.
2. Students may return to regular schedule.
3. If student release is necessary, follow pre-established release plan.
4. Be prepared to provide input to after action report.



DROP, COVER AND HOLD

This exercise is most widely practiced for the event of a natural disaster such as an earthquake. However, in the event of a sudden disturbance or disruption that may threaten the safety of students, this exercise will be most effective.

Teachers are encouraged to practice this drill often using an easy one-word command for the students to hear and respond to quickly.

Teachers

(In the classroom)

1. At the first indication of ground movement, teachers and students are to DROP to the ground. This movement should be activated by a simple command that has been practiced in drills.
2. Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
3. HOLD onto the table or chair legs. Holding onto the legs of furniture will prevent the item from moving away from a person during the quake or disturbance.
4. Always position back to the window. Never face the window. Protect head and eyes from flying glass and debris by using arms and closing eyes tightly.
5. Remain in the DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.

Teachers and Staff

(Within the Building)

1. At the first indication of ground movement, DROP to the ground.
2. Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover head and neck with arms and hands. Always position back to a window. Never face the window. Close eyes tightly.
3. HOLD onto the furniture to prevent item from moving away.

Teachers and Staff

(Outside of building)

1. At first indication of ground movement, move away from overhead hazards such as power lines, trees and buildings. DROP to the ground and COVER head with arms and hands. Close eyes tightly. Be aware of aftershocks.



EARTHQUAKE

During Emergency

At first indication of ground movement, the District Office staff will:

1. Drop, Cover and Hold
2. The District Emergency Operations Director (DEOC) will determine the appropriate level of activation based on current situation.
3. The DEOC will initiate the Emergency Operations Center who will:
 - a. Ensure that communication with the other sites is established.
 - b. Establish communication with the state, county, or regional Emergency Operation Centers.
 - c. After situation is assessed an Incident Action Plan will be developed and management from all teams will commence.

The Principal(s) will:

1. Drop, Cover and Hold
2. Activate the Site Emergency Operations Center which will:
 - a. Contact the fire department, if necessary;
 - b. Contact the District Emergency Operations Center.
3. Maintain control of all site activities until arrival of emergency units.
4. If evacuation is necessary, determine safest routes.
5. Student data and the Emergency Wall Unit will accompany employees to the assembly area.
6. Stay in control of all school activities until emergency personnel arrive.
7. If student release is necessary, follow pre-established student release plan.

Teachers will:

(In the classroom)

1. At the first indication of ground movement, teachers and students are to DROP to the ground. This movement should be activated by a simple command that has been practiced in drills.
2. Seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
3. HOLD onto the table or chair legs. Holding onto the legs of furniture will prevent the item from moving away from a person during the quake.
4. Always position back to the window. Never face the window. Protect eyes from flying glass and debris by using arms and closing eyes tightly.
5. Remain in the DROP position until the ground movement has ended. Be prepared to repeat the DROP, COVER, and HOLD during aftershocks.
6. Following ground movement, check for injuries and follow pre-established evacuation plan. Check for safest routes to assembly area.
7. Wear "red" or "green" vest to signal status of classroom.
8. Check on safety of "buddy".
9. The Emergency Wall Unit will accompany students to the assembly area.
10. If evacuation is impossible, utilize the contents of the Emergency Wall Unit.
11. Report any missing, injured or extra students.
12. According to emergency plan, initiate extra duties as assigned.

Teachers and Staff

(Within the Building)

1. At the first indication of ground movement, DROP to the ground.
2. Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover head and neck with arms and hands. Always position back to a window. Never face the window. Close eyes tightly.
3. HOLD onto the furniture to prevent item moving from cover.
4. After ground movement ends, check for injuries and follow pre-established evacuation plan. Check for safest route to assembly area.
5. If Emergency Wall Unit is accessible, take it to the assembly area.
6. Report attendance.
7. Report injuries.
8. According to emergency plan, initiate extra duties as assigned.

Teachers and Staff

(Outside of building)

1. At first indication of ground movement, move away from overhead hazards such as power lines, trees and buildings. DROP to the ground and COVER head with arms and hands. Close eyes tightly. Be aware of aftershocks.
2. Do not re-enter buildings until it is determined safe.
3. Move to nearest safe assembly area.
4. Report students in your care.
5. Report any injuries.
6. According to emergency plan, initiate extra duties as assigned.

After Emergency

1. Buildings must be inspected before re-occupancy. Follow pre-established plan.
2. If necessary, an alternate facility will be coordinated by the District.
3. If student release is determined, follow pre-established student release plan.



During Emergency

If a fire or explosion occurs:

1. Notify main office.
2. Move students to safe location according to pre-established plan.

The Principal will:

1. Activate the Site Emergency Operations Center which will, among other things:
 - a. Call 9-1-1 for assistance.
 - b. Contact District Office.
2. If evacuation is necessary, follow pre-established evacuation plan. Caution should be taken to maintain a safe upwind position away from the fire.
3. If fire alarm is used, verify situation with the fire department.
4. (Explosion) Check immediate area for physical hazards and dangers to rescue and first aid personnel.

Teachers

1. Upon signal for evacuation, follow pre-established evacuation plan. Check for safest evacuation route.
2. Wear "red" or "green" vest to communicate status of class.
3. Check safety of "buddy".
4. The Emergency Wall Unit will accompany students to assembly area.
5. If evacuation is impossible, utilize the contents of the Emergency Wall Unit.
6. Report any missing, injured or extra students.
7. According to emergency plan, initiate additional duties as assigned.

After Emergency

1. Building(s) must be inspected before re-occupancy.
2. If necessary, an alternate facility will be coordinated by the District.
3. If student release is determined, follow pre-established student release plan.



During Emergency

If a person with any type of firearm is observed or reported in the vicinity of the school:

1. Notify main office.
2. Evacuate nearby students to safe location according to pre-established plan.

Principal will:

1. Call 9-1-1 for assistance.
2. Inform District Office of situation.
3. Signal to teachers to lockdown their classrooms.
4. After students have assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
5. Be prepared to evacuate students and staff to safer locations.
6. Stay in control of school activities until emergency personnel arrive.

Teachers will:

1. If outside, move students to safe location according to pre-established plan.
2. Lock classroom door and instruct students to sit on floor away from the doors and windows.
3. Instruct students not to bunch up in groups.
4. Instruct students not to get up and move about the room.
5. Close window coverings and turn off lights.
6. If necessary place the appropriate Classroom Alert Component (located in Emergency Wall Unit) under door or in a pre-determined window.
7. Report any missing or extra students.
8. Check safety of "buddy".
9. Implement supplies in the Emergency Wall Unit.
10. Do not release students for any reason unless authorized by on-site emergency personnel or school administration.
11. Do not open classroom doors to anyone requesting entry unless authorized by on-site emergency personnel or school administration.
12. According to emergency plan, initiate extra duties as assigned.

If you are present when a student or staff member has been shot:

1. Press and hold Severe Wound Compress on bleeding area.
2. Obtain emergency blanket for victim to help avoid shock.
Both items are located in the Emergency Wall Unit.

After Emergency:

1. At the direction of the District Office, Principal will deactivate lockdown.
2. Students may return to regular schedule.
3. If student release is necessary, follow pre-established release plan.
4. District Office will provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to after action report.



During Emergency

When notification of imminent flooding occurs, Principal will immediately:

1. Activate Site Emergency Operations Center which will:
 - a. Contact District Office
 - b. Call 9-1-1
- c. Turn off utilities at main switches or valves, if necessary.
3. Determine need to evacuate staff and students. Check evacuation routes for safety.
4. Cancel all scheduled outside events.
5. Stay in control of all site activities until emergency personnel arrive.

Teachers will:

1. If evacuation is ordered, follow pre-established plan.
2. If evacuating, take the Emergency Wall Unit to the assembly area.
3. Check your "buddy" for safety.
4. According to emergency plan, initiate additional duties as assigned.

After Emergency:

1. If buildings have flooded they must be inspected before occupancy.
2. At the direction of the District Office, Principal will deactivate event.
3. Students may return to regular schedule.
4. If student release is necessary, follow pre-established release plan.
5. Be prepared to provide input to after action report.



During Emergency

If you are the witness to a suspected hostage-taking or barricaded subject:

1. Notify main office.

Principal will:

1. Call 9-1-1 for assistance.
2. Initiate lockdown procedures following pre-established plan.
3. Inform District Office of situation.
4. After students have been assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
5. Be prepared to evacuate students and staff to safer locations.
6. Stay in control of all site activities until the arrival of emergency personnel.

Teachers will:

1. If outside, move students to safe location, as pre-determined in plan.
2. Lock classroom door and instruct students to sit on floor away from the doors and windows.
3. Instruct students not to bunch up in groups.
4. Instruct students not to get up and move about the room.
5. Close window coverings and turn off lights.
6. If necessary, place the appropriate Classroom Alert Component (located in Emergency Wall Unit) under door or in a pre-determined window.
7. Report any missing or extra students.
8. Check safety of "buddy".
9. Implement supplies in the Emergency Wall Unit, if necessary.
10. Do not release students for any reason unless authorized by on-site emergency personnel or school administration.
11. Do not open classroom doors to anyone requesting entry unless authorized by on-site emergency personnel or school administration.
12. According to emergency plan, initiate extra duties as assigned.

After Emergency:

1. At the direction of the District Office, Principal will deactivate lockdown.
2. Students may return to regular schedule.
3. If student release is necessary, follow pre-established release plan.
4. District Office will provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to after action report.



During Emergency

Attention: Classrooms should be maintained at a level that is not less than 65° F and not more than 85° F.

When power goes out, Principal will:

1. Call Power Company to report outage and determine when the power will be restored.
2. Notify teachers and staff.
3. Notify District Office if outage exceeds one hour to determine release of students.
4. If evacuation or Shelter In Place is necessary follow pre-established plan.

Teachers will:

1. Close all window coverings and open all interior classroom and office doors.
2. If no window coverings, consider using thermal blankets and double-sided tape as insulation in the windows.
3. Restrict physical activities.
4. Activate contents of Wall Unit, if necessary.
5. Use water and ice as available.
6. Check safety of "buddy".
7. Report any missing or extra students.
8. According to emergency plan, initiate extra duties as assigned.

After Emergency

1. Facilities and Maintenance Departments will inspect all electrical and telecommunications systems to ensure they are in working order.
2. Students may return to normal schedule.
3. If student release is necessary, follow pre-established release plan.




During Emergency

 When severe winds occur, Principal will immediately:

1. Activate Site Emergency Operations Center which will:
 - a. Contact District Office
3. Notify teachers and staff of activation of Shelter In Place.
4. Evacuate any classrooms bearing full force of wind.
5. Cancel all scheduled outside events.
6. Monitor weather on battery operated radio.
7. Notify utility companies of any break or suspected break in utility lines.
8. Stay in control of all site activities.

Teachers will:

1. Avoid auditoriums, gymnasiums and other structures with large roof spans.
2. Close all windows and doors.
3. Close blinds or curtains.
4. Instruct students to stay away from windows and doors.
5. If dust is seeping through the window cracks and seals or between the door jams, consider using the thermal blankets and double sided tape to block entry.
6. If necessary, use Classroom Alert Component to signal status of students.
7. Check status of "buddy".
-  8. Report any missing or extra students.
9. Activate any needed contents of Emergency Wall Unit.
10. According to emergency plan, initiate additional duties as assigned.

Instructions in the Event of a Tornado:


Tornado Watch: Signal: _____
It means there is an imminent change of dangerous weather with damaging winds.

Tornado Warning: Signal: _____
It means a tornado has been sighted.

If students are on a bus:

Driver is instructed to pull bus off the road and direct students to a nearby ravine or ditch and instruct them to "drop, cover and hold".

After Emergency:

1. Buildings will be inspected for damage prior to re-occupancy.
2. At the direction of the District Office, Principal will deactivate event.
3. Students may return to regular schedule.
-  4. If student release is necessary, follow pre-established release plan.
5. Be prepared to provide input to after action report.



SHELTER - IN - PLACE / LOCKDOWN

The Shelter In Place system is generally activated when staff and students' safety outdoors is compromised. Such conditions are severe wind, chemical/toxic emissions, bees on campus, power outage or air pollution.

A Lockdown is initiated when an emergency prevents the safe evacuation of a school and requires actions to isolate students and staff from danger. These incidences may be the result of a bomb threat or any violent activity.

To activate Shelter In Place Principal will:

1. Following pre-established plan, notify teachers and staff of Shelter-In-Place.
2. Activate Site Emergency Operations Center which will:
 - a. Contact emergency personnel, as needed.
 - b. Contact District Office
3. Consider evacuating students.
4. Control all site activities.

Teachers will:

1. If outside, move students to classrooms.
2. Instruct students to sit at their desks.
3. Instruct students not to get up and move about the room.
4. Close down air handling systems.
5. Close window coverings and doors.
6. Use thermal blankets and double-sided tape in windows, over doors, and vents to block unwanted air or interference.
7. If necessary, when classroom is secure and students have been accounted, place the appropriate Classroom Alert Component (located in Emergency Wall Unit) under door or in a pre-determined window.
8. Implement supplies in the Emergency Wall Unit, if necessary.
9. Do not release students for any reason unless authorized by on-site emergency personnel or school administration.
10. According to emergency plan, initiate additional duties as assigned.

To activate a Lockdown the Principal will:

1. Following pre-established plan, notify teachers and staff of Lockdown.
2. Activate Site Emergency Operations Center which will:
 - a. Contact emergency personnel, as needed.
 - b. Contact District Office.
 - c. Secure building entrances, ensuring that no unauthorized individuals leave or enter the school.
3. If emergency is away from campus, principal may allow teachers to continue their regular school activities within the building. Outdoor activities are prohibited.
4. Stay in control of all site activities.

Teachers will:

1. If outside, move students to classrooms or designated safe interior buildings.
2. Close all windows and doors.
3. If Lockdown is "modified" teachers may continue with their normal schedule inside the classroom and interior of building.
4. If Lockdown is not modified:
 - a. Students are to sit on floor in one group, away from doors and windows.
 - b. Students are not allowed outside classroom.
5. If necessary, when classroom is secure and students have been accounted, place the appropriate Classroom Alert Component (located in Emergency Wall Unit) under door or in a pre-determined window.
6. Implement supplies in the Emergency Wall Unit as necessary.
7. Do not release students for any reason unless authorized by an on-site emergency personnel or school administration. According to emergency plan, initiate additional duties as assigned.

After Emergency:

1. At the direction of the District Office, Principal will deactivate Shelter In Place event.
2. Students may return to regular schedule.
3. If student release is necessary, follow pre-established release plan.
4. District Office will provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to after action report.



During Emergency

If you are the witness to a suspected threatening intruder:

1. Notify main office.
2. Evacuate nearby students to a safe location as pre-determined by plan..

Principal will:

1. Call 9-1-1 for assistance.
2. Signal to teachers to lockdown in their classrooms.
3. Inform District Office of situation.
4. When students have assembled in their classrooms, lock outside corridor and hallway doors of unaffected building(s).
5. Be prepared to evacuate students and staff to safer locations.
6. Stay in control of all school activities until emergency personnel arrive.

Teachers will:

1. If outside, move students to safe location as pre-determined by plan..
2. Lock classroom door and instruct students to sit on floor away from the doors and windows.
3. Instruct students not to bunch up in groups.
4. Instruct students not to get up and move about the room.
5. Close window coverings and turn off lights.
6. Report any missing or extra students.
7. Check "buddy" for safety.
8. If necessary place the appropriate Classroom Alert Component (located in Emergency Wall Unit) under door or in a pre-determined window.
9. Implement supplies in the Emergency Wall Unit.
10. Do not release students for any reason unless authorized by on-site emergency personnel or school administration.
11. Do not open classroom doors to anyone requesting entry unless authorized by on-site emergency personnel or school administration.
12. According to emergency plan, initiate extra duties as assigned.

After Emergency:

1. At the direction of the District Office, Principal will deactivate lockdown.
2. Students may return to regular schedule.
3. If student release is necessary, follow pre-established release plan.
4. District Office will provide psychological services to assist in the counseling of staff and students.
5. Be prepared to provide input to after action report.

