



Oak Hills Elementary School
Oak Park Neighborhood School
1010 N. Kanan Road
Oak Park, CA 91377

Safe School Plan 2015

Oak Park Unified School District
Prepared Pursuant to Education Code 32280-32288



Oak Park Unified School District

Oak Hills Elementary School
Comprehensive School Safety Plan
Date 1/14/15



SCHOOL SAFETY PLAN

Oak Hills Elementary School Comprehensive School Safety Plan 2014-15 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>	1/14		X		
2 A Safe & Orderly Environment <i>Programs and practices promoting a safe and orderly environment conducive to learning</i>	1/14	X			
3 Safety on Site <i>Leaving Campus, Student Passes, and Electronic Devices</i>	1/14		X		
4 School Crime Assessment <i>Uniform information reporting system report</i>	1/14		X		
5 Safe Ingress and Egress <i>Safe Ingress and Egress To and From School</i>	1/14		X		
6 Dress Codes <i>Policies and regulations pertaining to student dress codes</i>	1/14		X		
7 In the Event of a Disaster <i>Procedures, Routine, Maps, Scheduled Drills and Emergency Provisions</i>	1/14	X			
8 Emergency Response <i>Team Flow Chart, Emergency Contact Numbers, Crisis Checklist, Response Team Job Descriptions</i>	1/14	X			
9 The District at a Glance					
10 Sexual Harassment Policy <i>Policies and regulations pertaining to sexual harassment</i>					
11 Discipline: Rules and Procedures <i>Policies and regulations pertaining to student discipline</i>					
12 Hate Crime/Bullying Policies and Procedures <i>Policies and regulations pertaining to hate/bullying reporting procedures</i>					
13 Teacher Notification Policies <i>Teacher notification policies regarding dangerous students</i>					
14 Infectious Diseases <i>Policies and regulations pertaining to infectious diseases</i>					
15 Child Abuse Reporting Procedures <i>Policies and regulations pertaining to child abuse reporting procedures</i>					
16 Suspension & Expulsion Policies <i>Policies and regulations pertaining to student suspension and expulsion</i>					

Signatures and Certification:

School Principal

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.

Site Council or Safety Committee Representative

Date

OAK HILLS ELEMENTARY SCHOOL

**SCHOOL SAFETY PLAN
2014-15**

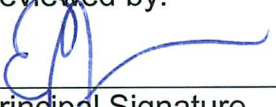
Submitted by:

Erik Warren
Principal

SCHOOL SAFETY COMMITTEE MEMBERS

NAME	TITLE
Erik Warren	Principal
Eva Novak	Teacher
Cindy Lokitz	Teacher
Keri Lieberman	Teacher
Kris Graves	Parent
Kanan Andresen	Parent
Samantha Varner	Parent
Meredith Glickman	Parent
Irene Lyle	Parent
Maureen Frey	Staff member

Reviewed by:


Principal Signature

01-14-15
Date


Site Council/Safety Committee Representative Signature

1/14/15
Date

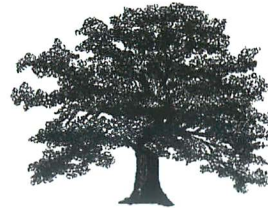
Date and Location of Public Meeting:

1/14/15 Oak Hills Elementary School

School Vision



OAK HILLS ELEMENTARY SCHOOL



VISION STATEMENT

Oak Hills Elementary School, a learning community of children, staff, parents, corporations, and organizations, enhances children's lives by actively engaging them in meaningful learning experiences.

These experiences empower our students to become creative, productive, socially responsible, life-long learners and problem solvers who successfully contribute to a culturally diverse and technologically evolving society.



THREE WAY PLEDGE

THE STUDENT PLEDGE:

I understand that education is important to me. I am the one responsible for my own success!

- **AS A STUDENT, I WILL...**
 1. Show respect for myself and the rights of others.
 2. Return corrected work to my parent(s).
 3. Arrive at school on time every day unless I am ill.
 4. Be responsible for my own behavior
 5. Be a cooperative learner.

THE TEACHER/SCHOOL PLEDGE:

We understand the importance of a quality education for every student, and our roles as educators and positive role models.

- **AS A TEACHER/SCHOOL, WE WILL...**
 1. Create a safe, healthy and positive learning environment.
 2. Provide a high quality curriculum and challenging instructional program which addresses the individual needs of all students.
 3. Communicate with parents on a regular basis.
 4. Assign appropriate homework with clear instructions.
 5. Encourage students to read daily at school and at home.

THE PARENT PLEDGE:

I understand that my participation in my child's education will help his/her achievement and attitude.

- **AS A PARENT, I WILL...**
 1. Provide a quiet place for my child to study.
 2. Encourage my child to complete his/her homework.
 3. Make sure my child gets an adequate night's sleep and has a healthy diet.
 4. See to it that my child arrives to school on time every day.
 5. Attend Back-To-School Night, Parent Conferences, Open House and other school events.
 6. Listen to or read with my child for at least 15 minutes every day.
 7. Read all school notices, and contact the school when I have questions or concerns.

Student

Date

Parent

Date

Teacher

Date

Mission Statement

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 balanced education which includes academic achievement, personal growth, and social responsibility.

Vision Statement

The Oak Park Unified School district values a tradition of excellence in education. We recognize that safety is one of the district's most important responsibilities to its students, staff, and parents. The following guidelines indicate the Oak Park Unified School District's strong commitment to safe schools.

1. The Oak Park Unified School District will provide a safe, orderly, and secure environment conducive to learning.
2. The Oak Park Unified School District will create schools which pupils attend regularly and where students will be safe from both physical and emotional harm.
3. The Oak Park Unified School District will work collaboratively with individual schools and the Governing Board to identify, establish, and use strategies and programs to comply with school safety laws.
4. The Oak Park Unified School District will work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors, and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. The Oak Park Unified School District will develop academic programs that focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. The Oak Park Unified School District will prepare students for a smooth transition from one school level to another for elementary, middle, and high school students.
7. The Oak Park Unified School District will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff, and community.

Responsibilities within the District

The Oak Park Unified School District is committed to a high standard of excellence. The district recognizes that a supportive relationship must exist between students, staff, and parents to maintain a safe, orderly, and secure school environment conducive to learning. This environment depends upon the fulfillment of the responsibilities of the district's students, staff, and parents.

The Students:

- * protect the rights of others to study and learn
- * are on time for all classes
- * follow school rules
- * volunteer information and cooperate with school staff in disciplinary cases
- * respect public property and carefully use and return all materials and equipment
- * ensure that school correspondence to parents reaches the home

The Staff:

- * recognizes and respects the values representative in the homes of the students
- * provides an educational environment that is safe, orderly, and challenging
- * supports the district's "zero tolerance" policy for the use of drugs, alcohol, tobacco, and weapons
- * maintains appropriate communication with parents, recognizing that parents are partners in their children's behavior

The Parents:

- * demonstrate positive interest in, involvement with, and support of the educational process of the district
- * communicate directly with the school when expressing a concern over a school action, program, or policy
- * provide supervision and a learning environment for the completion of homework assignments
- * ensure that students are prepared and appropriately dressed for school
- * cooperate with the school in resolving their students' academic or behavioral problems

A Safe &
Orderly
Environment

Oak Park Unified School District

Ensuring a Safe and Orderly Environment

In narrative form identify your schools strengths, areas of desired change and future plans in the two following areas:

1. **School Climate:** Create a caring and connected school climate

How does your school site:

- a. Involve parents
- b. Recognize and build on the cultural richness of your school community
- c. Provide training so staff can meet the unique needs of the student body
- d. Set high academic and behavior goals
- e. Improve curriculum and teaching practices
- f. Include health and resiliency curriculum
- g. Address multiple learning styles
- h. Promote caring, supportive relationships with students
- i. Provide opportunities for student to have meaningful participation in school and community service
- j. Emphasize critical thinking and respect
- k. Communicate clear standards and consequences that are consistently and fairly enforced
- l. Communicate procedures to report and deal with threats
- m. Empower students to take responsibility for safety
- n. Train staff on bullying prevention and tolerance
- o. Provide training for student and staff on dangers of drugs and alcohol
- p. Other...

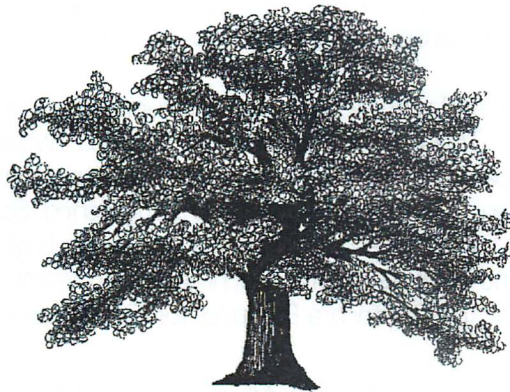
2. **Physical Environment:** Create a physical environment that communicates respect for learning and for individuals

How does your school site:

- a. Maintain classrooms and grounds as pleasant places to meet and learn
- b. Make sure the school is an important part of the community
- c. Share information about student crime and truancy with law enforcement
- d. Make your campus secure from outside criminal activity
- e. Limit loitering
- f. Monitor and supervise all areas
- g. Provide a pleasant eating area and healthy food
- h. Maintain clean and safe restrooms
- i. Provide adequate lighting in all areas
- j. Provide student with current textbooks and materials
- k. Maintain a variety of sports facilities and equipment
- l. Provide a well stocked library
- m. Communicate procedures for security including NIMS Plan
- n. Deal with vandalism before students return to school
- o. Inventory, Identify and store valuable property
- p. Provide training for security personnel and staff
- q. Engage students and the community in campus beautification projects
- r. Promote school and neighborhood watch programs
- s. Promote policy that weapons and drugs are not on campus



OAK HILLS
ELEMENTARY SCHOOL
OAK PARK UNIFIED SCHOOL DISTRICT



“ A special place for children to learn, grow and succeed”

A National School of Excellence
A National Blue Ribbon School
A California Distinguished School

SCHOOL HANDBOOK
2014 ~ 2015

An important guide for parents and students about the policies and practices at
Oak Hills Elementary School

1010 N. Kanan Road
Oak Park, CA 91377

A message from your Principal, Mr. Erik Warren

Welcome to the Oak Hills Elementary School family. We believe that the school staff and our families form a vital team, working together to assist our children in their academic, social and emotional growth.

At Oak Hills we set clear expectations and goals at high levels. We do this because we know that every member of our school community will work together to ensure that each individual achieves at the highest level. As one succeeds, so does the team.

Oak Hills is a very special and unique learning community that has been recognized as a leader in elementary education. The school has been recognized twice as a National Blue Ribbon School by the U.S. Department of Education for meeting national standards for school excellence. We have been named a California Distinguished School by the California State Department of Education for excellence and as a school with high academic standards, a well-articulated curriculum, and an outstanding learning environment. We have also been selected as an Honor Roll School by the California Business for Education Excellence organization.

We hope that the information in this handbook will enable you and your student to understand our programs and practices. Please take a moment to review this handbook, especially this year as some minor changes have been made to better serve our school community.

Oak Hills Vision Statement

"Oak Hills Elementary School, a learning community of children, staff, parents, corporations, and organizations, enhances children's lives by actively engaging them in meaningful learning experiences. These experiences empower our students to become creative, productive, socially responsible, life-long learners and problem solvers who successfully contribute to a culturally diverse and technologically evolving society."

IMPORTANT INFORMATION FOR PARENTS

Oak Hills strives to provide an environment of warmth and support. We are confident that through mutual respect, personal accountability and social responsibility we will achieve excellence, positive growth and a safe environment for each and every one of us.

Communication

Communication between home and school is essential to ensure that students, parents and school are working as a team. Once school begins you can access voice mail extensions, calendars, bulletins, menus and much more information from our website at www.oakparkusd.org/ohes

Attendance.....	818-597-4227
Office.....	818-707-4224
Fax.....	818-707-4232

To reach any staff member via email, simply type their first initial and last name followed by @oakparkusd.org. Staff email addresses are also listed on our website. Teachers check their emails daily, but in most cases will not respond during times when students are still in class. Whenever possible, staff will respond to inquiries within one working day.

Communications using phone, email, or any other method, must remain civil by all parties. Violations of the District's Civility Policy, such as using profanity, making threats, or using insulting, rude, offensive or demeaning language, could result in the loss of email access or other restrictions in future communication with staff members.

Parent Participation

Parent participation and support is vital to the success of our school. Classroom volunteers, room parents, story readers, field trip drivers and many more opportunities await you should you wish to help Oak Hills:

PTA: The Oak Hills PTA is the Parent/Teacher support organization for Oak Hills Elementary School. The Oak Hills PTA operates under the rules and by-laws of the National and State PTA. The PTA is responsible for promoting a positive school climate and enhanced learning environment for our children. The PTA raises significant funds to enable the school to offer an educational program of very high quality. All officers are elected by members. Membership is encouraged for all Oak Hills parents and staff members.

School Site Council: The School Site Council is made up of five parents elected by parents, three teachers elected by teachers, one classified employee elected by classified employees and the principal. The SSC is responsible for the School Improvement Program, and general goals and philosophy, as well as the content of this handbook. Many school policies are initiated and approved by the SSC. Meetings are held monthly and are open to the public. Meetings are posted in the school bulletin.

Parent Volunteers: At Oak Hills, we highly value our parent volunteers. It is important however that the following guidelines are followed when volunteering at school:

- Volunteers must check in at the office, present their driver's license or other valid ID, and print out a temporary visitor's badge. This badge is to be worn where it can be easily seen. When leaving, volunteers must sign out. This is for the safety of students and volunteers in the event of an emergency.
- Volunteers may not bring younger children with them while they volunteer on campus.
- Volunteers are to remain confidential in terms of viewing of student learning, student work, individual student needs, etc.
- Children are to respect volunteers however the teacher is responsible for student discipline.
- Under all circumstances, volunteers are to follow the directions of the teacher.
- Volunteers must be respectful of teacher privacy in the staff room during recess and lunch. Teachers often use this time to discuss individual student needs.

Donations

Any request for supplies or donations toward the purchase of supplies, materials, equipment, field trips, programs, etc. is completely voluntary under the law in California public schools. Students may not be charged for participation in educational activities and may not be discriminated against or denied participation for not providing voluntary donations to the school. Should any student or parent believe they were impermissibly charged a fee or required to provide materials or supplies that they would not have otherwise voluntarily paid or provided, an application for reimbursement may be filed with the District by calling (818) 735-3206. For further information and legal references you can visit our website at: www.oakparkusd.org/DONATIONGUIDELINES

Attendance

We want all students to be successful at school. Common sense and extensive research tell us that the most successful students are those with good attendance. Because of state law, schools only receive funding for the actual time students are at school, regardless of the reason for an absence.

State Law requires parents to send students ages 6 – 18 to school on time, to compel the student to attend regularly, and to provide an explanation satisfactory to school personnel for all absences or tardiness. Parents and/or guardians who fail to meet these obligations may be guilty of an infraction and subject to prosecution (E.C. 48070).

Reporting an Absence

We ask that parent/guardians call the Attendance Line at 818-597-4227 every morning that their student is going to be absent from school. This number is available 24 hours a day. This will help us verify each student's safe arrival to school, and accurately record each student's daily attendance. Please be ready to provide the following information:

- Name of caller and relationship to student
- Student name
- Teacher name
- Reason for absence

Excessive Absences: Our district attendance system counts the number of days that students miss school whether excused or unexcused. Excused absences include illness or injury to the child, quarantine of the home by a county health official, a medical/dental appointment that can only be scheduled during school hours, or attendance at funeral services for immediate family. Absences for religious holidays may be granted upon written request of parent/guardian.

Reporting Student Tardiness

If your student is going to be late to school due to an appointment or other valid reason, please call the attendance line at 818-597-4227 and let us know when the student will arrive, reason for late arrival and if student will be requiring a hot lunch for the day.

Excessive Tardiness: Students are considered tardy after the 8:25 AM bell. Students who arrive after that must report to the office for a late pass. On the fifth tardy, a letter will be sent home reminding parents that students are required to be on time to school. On the tenth tardy, parents/guardians will be required to conference with the Principal. On the fifteenth tardy, parents/guardians will be referred to the Ventura County School Attendance Review Board (SARB), which in turn may refer the case to the Superior Court for prosecution.

Leaving School

Students may not leave campus without being signed out by the parent/guardian or other adult listed on the child's emergency card. Students leaving campus during the school day will be called to the office from class after being officially discharged in the office. Under no circumstance is anyone to go directly to a class or the playground to remove a child from school.

Independent Study

An Independent Study Contract can be formulated to provide on-going instruction for students who may be away from school due to extended illness and/or other extenuating circumstances. Contracts are for a minimum of five consecutive days. It is the intent of the contract to provide an on-going instructional program while the student is out of the classroom. Parents can assist by setting aside study time each day so that work can be accomplished in a calm and suitable environment. Please note the additional items:

- Independent Study Contracts must be requested in person by parent/guardian in the school office.
- Contracts must be requested one week prior to expected absence.
- All contracts shall be signed and dated by student, parent, teacher and principal.
- Clear and definite homework assignments shall be given to the student that will substitute for at least one day's worth of work for each day of absence from school.
- The contract and all accompanying work shall be turned into the teacher on the day of student's return to school.
- If work is not turned in and is overdue, the absences will be changed from excused to unexcused and the contract will be cancelled. All work will be considered missing.

Make-up Policy

When a child is absent, work will be provided for the student only at the parent/guardian's request. This request must be made before lunch and work will not be available for pick up until after 3:00 pm. Please be aware that the teacher will typically allow the student the number of days absent as an extension for the work to be completed.

Home/Hospital Instruction

Home/Hospital instruction is available to students with temporary disabilities that make attendance in regular day classes or alternative education programs impossible or inadvisable. According to California Education Code §48206.3, a temporary disability is defined as a physical, mental, or emotional disability incurred while a student is enrolled in regular day classes or an alternative education program, after which the student can reasonably be expected to return to regular day classes or an alternative education program without special intervention. Home/Hospital students can normally be expected to return to their regular classes without special intervention after their disability has been addressed through medical intervention. Home/Hospital Instruction is not normally provided to students who may be out between one and two weeks. Instruction for these students can be handled at the site level through either short-term Independent Study or regular classroom teacher support with Make-Up assignments and flexible timelines (see above). Please contact the school office for further information.

School Safety

It is absolutely critical that parents, staff, and students work together to ensure the safety of our campus. Oak Hills has a comprehensive safety plan and the supplies and equipment necessary to handle emergencies. Drills are held periodically to make sure we are prepared in the event of an emergency. In the event of a major disaster, school is one of the safest places for your child. We will immediately protect, and account for students before releasing them to parents. The parking lot will be off limits to all but emergency personnel. Parents/Guardians or designated contacts should pick students up from the Kindergarten Playground.

Emergency Contacts: In case a parent or guardian cannot be reached by telephone only the person(s) listed on the "Emergency Card" may be contacted. It is imperative that you keep this information up-to-date for the safety of your student.

Traffic and Parking Lot Procedures

The following guidelines are designed to ensure everyone's safety and may cause some minor inconveniences. Nevertheless, parents are expected to model good, safe practices and expect their students to do the same. With that in mind, please drive very slowly and carefully, be patient and courteous toward others, and respectfully follow all directions from staff members. Do not use your cell phone while driving, especially in our parking lot. We strongly encourage those students within walking or bicycling distance to please utilize those options. Carpooling is also strongly encouraged. This benefits our environment, mitigates traffic, as well as promotes the physical fitness of students.

Pick-Up and Drop-Off Procedures

There are three areas designated for pick-up and drop-off at Oak Hills:

- The Loop – Located in the staff parking lot by the flagpole. When using this area, please pull all the way forward before picking up or dropping off. Do not drop off anywhere except in the marked “drop off zone” along the walkway. Do not park and get out of your car in this area. UNATTENDED VEHICLES WILL BE TICKETED AND TOWED. If children are not here for pick-up, the driver must either circle again using the “thru traffic lane” or park on the street.
- Staircase on Churchwood – There is a white zone for drop off only. Do not double park.
- Valley View Park – The park has a parking lot. This is an acceptable area as children can walk a short distance directly to our playground.

THE PARKING LOT IS FOR STAFF PARKING ONLY. THERE IS NO PARENT OR VISITOR PARKING IN THE LOT AT ANY TIME.

Parents are invited to park on the street, at the park, or may use the church lot if it is available.

Walking and Bicycling to School

Children who walk to school must walk on the sidewalk and only use marked cross walks to cross any streets.

The following rules will be enforced regarding riding bicycles, scooters, skateboards, roller skates and blades:

- Only students in grades 4 – 5 may ride bicycles to school. Students who do not follow these rules may be forbidden from riding to or from school.
- Students may not ride skates, blades, scooters, Razors, or skateboards or any motorized equipment to school. These items may not be ridden on the campus at any time. This includes before and after school, weekends, holidays and vacations.
- Students riding a bicycle must wear a certified helmet. It must be worn and fastened correctly. It is the parent/guardian responsibility to ensure this. If a student is caught riding a bicycle to school without a helmet, parents will be called to bring the appropriate helmet and/or retrieve the bicycle at dismissal time. The student will not be allowed to leave campus without the proper helmet.
- Bicycles must be walked once the student enters the campus and should be secured in the bike racks.
- Bicycles must use the designated bike lanes when available. Students must walk their bikes across streets at designated cross walks.
- Bicycles are required to follow all traffic rules that affect motor vehicles including heeding of all road signs.
- Bikes must be ridden responsibly and in a controlled and safe manner at all times. It is the parent/guardian obligation and responsibility to ensure that their student is mature and reliable enough to handle the charge of riding their bike to school.

Playground Supervision

The main playground and Kindergarten yard are open and supervised after 7:45 a.m. in the morning. There is no supervision at the park at this time. Only children on the campus playground will be supervised. THERE IS NO SUPERVISION AFTER SCHOOL. FOR THE SAFETY OF YOUR STUDENTS, CHILDREN ARE NOT TO BE ON CAMPUS BEFORE 7:45 A.M. AND MUST BE PICKED UP PROMPTLY AT DISMISSAL.

Playground Rules

The school playground is a place for recreation, enjoyment, and learning. To ensure this, the following rules are in place:

- All games are open. This means that all students may participate in any game at any time. No one may be excluded from any game.
- Deliberate interference with games is not permitted.
- Every game has rules. Many of these rules will be taught to the students as part of the Physical Education program and may not be changed by the students.
- In the event of a disagreement over a game, students playing in the game are to vote. The outcome of the vote is final and may not be appealed to the yard supervisors or principal.
- Food and snacks may be eaten in the lunch area only.
- Martial arts, including karate, are not permitted in any form at any time.
- Games involving tackling, wrestling, pushing, etc. are not permitted.
- Students are not permitted in the parking lot or off campus during the school day.
- Balls, except soccer balls, are not to be kicked. Balls are not to be bounced against classroom walls, including portables.
- Students must use bathrooms designated for their grade levels only. Students may NOT use the bathrooms at the park at any time.
- Students may not wander in the pod areas, library, computer lab, office, front of school, or corridors without a pass from the teacher. Students are not to be in a classroom or school area unattended by a school official. Students should get permission from the playground staff before heading to the office.
- There shall be no climbing or pulling at trees or foliage. All wildlife is to be respected and honored at all times.

- Students may not bring toys to school except for share items with the permission of the teacher. This includes collector items, cards, electronic games, etc. Students may bring their own balls as long as they are clearly labeled with the student's name. These items are to be shared in the same way as school-owned equipment. Any items brought from home are brought at student's own risk.
- In absolutely all cases the yard supervisors are to be respected and obeyed. Students who disobey or are disrespectful will face disciplinary action.
- Students may not use any type of profane language.
- Free falls off the bars and flips are not permitted.
- Students may not throw sand, dirt or other objects at others.

Animals on Campus/Playground

Animals can be an effective teaching aid. In addition, instruction related to the care and treatment of animals teaches students a sense of responsibility and promotes humane treatment of living creatures. Animals may be brought to school for educational purposes subject to rules and precautions related to health, safety and sanitation. (Refer to Board Policy 6163.2(a) and AR 6163.2(a).) Teachers and the responsible adult owner shall ensure that these rules are observed so as to protect both the animal and the students. Dogs that may pose a danger to others may not be brought on campus.

Academic Honesty

Academic honesty is required at all times to ensure student success. Academic dishonesty, including cheating and plagiarism, is considered a violation of school policy and will result in disciplinary consequences including receiving no credit for the assignment, project or test. Examples of academic dishonesty include:

- Copying homework or any class assignment from another source (plagiarizing), or allowing another student to copy one's own work
- Willfully falsifying data and presenting it as one's own research or work
- Passing notes during a test, looking at notes during a test, attempting to look at another student's test, or allowing another student to see one's own test
- Talking or otherwise communicating with others during a test

Racial/Ethnic Sensitivity

Respect for all racial and ethnic groups is required at all times. Students will not make remarks, slurs, innuendoes, jokes, etc. related to a person's race, gender, ethnicity, religion, color, national origin, sexual orientation, or background. These remarks made in general or directed toward another child, adult, or family will not be tolerated. Students who make such remarks are subject to suspension or other consequences.

Sexual Harassment

Any student who engages in sexual harassment may be subject to disciplinary action, up to and including expulsion. Any student who feels that she/he is being harassed should immediately contact the principal. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned. Sexual harassment at the elementary school level may include:

- Sexual slurs, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Graphic verbal comments about an individual's body, overly personal conversation, and/or inappropriate touching
- Sexual jokes, stories, drawings, pictures or gestures
- Spreading sexual rumors
- Displaying sexually suggestive objects

Controlled Substances

Any student who is in possession or under the influence of any controlled substance, or look-alike substance, including tobacco, alcohol, and illegal drugs, or misusing legal prescription or non-prescription drugs, will be suspended from school and may be expelled from all schools in the Oak Park School District.

Oak Hills Elementary School and the entire Oak Park Unified School District is a "Smoke Free Zone." Board Policy strictly prohibits use of any tobacco product by anyone on the grounds or buildings at any time. This also includes field trips with students off campus.

Weapons

The Oak Park Unified School District prohibits the possession of any type of weapons 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, bb, or any explosive device

including a firecracker or fireworks, will result in suspension and possible expulsion. This includes any replica or look-alike of the above.

Students and parents are strictly prohibited from making credible threats against school officials, school property or both.

Technology and Internet

Our classrooms and computer lab are Internet capable for teacher and student use. Internet access is filtered to prevent access to inappropriate material and student use is monitored to the best ability of parent or staff member. Please review the Technology Use Agreement carefully with your student. The Agreement must be signed by each student and/or adult using school computers.

Dress Code

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 or safety of the student or others. Clothing may not be of a nature to 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. No rude or insulting slogans or items that can be viewed as threatening shall be worn.
- Students may not wear revealing clothing, bare midriffs, tank tops or "spaghetti straps". No cut off shirts or shorts, oversized clothing or showing of underwear.
- Appropriate footwear is required. No thongs, sandals, open toed shoes, boots or heels. Comfortable and flexible shoes or tennis shoes are suggested. Shoes must be safe and appropriate for Physical Education activities.
- Hair should be clean and well kept. Outrageous hairstyles and hair color are not permitted. Boys are encouraged not to wear "pony tails" or "rat tails".
- Due to safety issues no dangling earrings are permitted. Girls may only wear post earrings. Boys may not wear earrings at school. This could be viewed as inappropriate at the elementary school age and could be disruptive to the orderly operation of the school.
- Students may not wear any type of tattoo, including temporary rub on types.

- Students are encouraged to wear hats and visors outdoors to provide additional protection from the sun. However, they may not wear them indoors or in classrooms.

Enforcement of Dress Code

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 make arrangements for a change of clothing. Students may be required to remain in the office for the remainder of the school day if parents cannot be reached. If appropriate clothing is available for the student, the inappropriate item will be kept at school until the student's parent/guardian can retrieve the item in person. Repeated issues will result in normal disciplinary procedures.

Cell Phones and Electronic Equipment

- We strongly recommend that elementary students do not bring cell phones to school. If cell phones are brought to school, they must remain completely turned off (not just silenced) and must remain in the student's backpack at all times during the school day. In an emergency, parents will be contacted using the school telephones, not the child's cell phone. Cell phones may only be used before and after school.
- Many electronic devices can have tremendous educational value. Devices such as laptops, tablets, or "e-reader" devices may be brought to school, but only with the permission of the student's teacher and parent.
- Any electronic items brought to school are brought at student's and parent's own risk. These items can be easily lost, damaged, or destroyed and are costly to replace.

Student Behavior and Discipline Procedures

Although positive reinforcement and modeling are our primary tools regarding student behavior, there are times when students will need to understand that their actions can have negative consequences as well. At Oak Hills, the goal of all discipline procedures is to assist parents in their role of providing guidance to their children, and to teach students to make positive choices regarding their behavior and actions. Therefore, the following procedures will be implemented regarding violations of school and classroom rules:

- Students will usually be warned regarding the violation of a rule on the first offense. Warnings will not be given regarding serious offenses such as fighting, theft, destruction of property, or defiance. Consequences will immediately result from these offenses.
- After a warning, the appropriate adult will issue a consequence that fits the offense, such as a time out or benching during lunch or recess. Parents are not normally notified unless this occurs frequently.
- If the offense is serious or if the same offense has occurred before, the student may be referred to the principal. The student will be given the opportunity to offer an explanation. The principal will investigate, weigh the facts, make a judgment on the matter and assign consequences. Consequences may include but are not limited to after school detention, loss of recess, loss of privileges, in school detention, and out of school suspension. In all serious offenses the parents will be notified of the incident.
- In situations that involve fighting, all students who participate may receive consequences no matter who started the altercation. Students should not be advised by adults to fight to defend themselves. Problem solving and conflict resolution should be the goal. No form of fighting will be tolerated at Oak Hills for any reason.

Suspension/Expulsion

Teachers may suspend a child from their class for a period of one day in the school office. The principal or designee may suspend a child for up to five consecutive days either in school or at home. In all situations regarding a suspension, the parents will be required to attend a conference to discuss the situation and to review papers that will be placed in the child's cumulative record. The district policy has been established regarding all suspension that includes due process. Please note the following:

- State law allows schools to require parents to spend a day with their child at school in the event of continuing or severe disciplinary problems. Parents may be required by the school to do this and employers are required to release the parent, however the employer may charge vacation/sick leave.
- Corporal Punishment shall not be inflicted on any student at any time. An amount of force that is reasonable and necessary for a school official to quell a disturbance threatening injury to persons or damage to property, for self-defense or to obtain possession of weapons or dangerous objects shall not be considered corporal punishment.
- Students may be recommended to the governing board for expulsion from school for the continuation of offenses. Students will be recommended for expulsion for possession of weapons or replicas of weapons or narcotics or any controlled substance on the first offense.

Questions and Concerns

In the event that you have questions or concerns about your student, a program or classroom expectations, please contact the teacher first. If after working with the teacher you feel that your concerns are not handled in a satisfactory manner, please contact the principal. Subsequent to that meeting if you still feel dissatisfied you may access the OPUSD Complaint Procedure by filing a written complaint on the form available in the school office.

Classroom Observations

Parents wishing to observe in a classroom must fill out a request form and submit it to the office at least two days prior to the requested visit. Observations are to be no longer than 20 minutes in length and the parent is to be accompanied by a school administrator.

Student Assessment/Goal Conferencing

Student assessment at Oak Hills includes student-led conferencing, goal setting, and standards based report cards. In grades 3 – 5 a student-led goal setting conference will be held in November. In grades K – 2, parent-only conferences with report card distribution will take place at that time. An optional second report card conference will be held in March at the request of either the teacher or parent.

In the spring, students in grades 3 – 5 will participate in Smarter Balanced (SBAC) testing. These assessments are aligned with the Common Core State Standards (CCSS). At Oak Hills we view these tests as just one of several ways that students are assessed.

It is our hope that our carefully crafted assessment system will help us to honor student differences and plan for a wide range of diverse needs. Many areas of growth are targeted and all types of excellence will be celebrated.

Health Information

In an effort to provide the most healthful and wholesome atmosphere for children at Oak Hills, we are providing parents with the following information, rules and regulations:

- Please do not send your child to school with an illness, respiratory infection (common cold), a temperature of 100 degrees or above, or a rash. A child who has had a fever must have a normal temperature (below 100 degrees) for at least 24 hours without taking fever-reducing medication before returning to school.

- Please do not send your child to school to be diagnosed by school staff.
- If your child is sent to school and the staff thinks that his/her physical condition will not support an ability to learn, the parent will be called and the student will be sent home. If a parent is unavailable, persons designated on the emergency card will be contacted.

Prescription and Non-Prescription Medication

If your child requires prescription or non-prescription medication to be given at school on a regular basis, you and your child's doctor must complete a medication form. In addition, the medications must be received by Oak Hills office staff in its original packaging or a prescription bottle from your pharmacist with the name of the student, the dosage, and the name of the medication clearly marked on the label. Please note the following:

- If your child requires as-needed medication for bee stings, peanut allergies, asthma, migraine headaches, etc., and you wish to keep medication on hand at school, a medication form will have to be signed by you and your child's doctor. The medication must be in its original packaging or prescription bottle, clearly labeled with the correct dosage. There must also be a visible expiration date on the package.
- The office does not have a supply of over-the-counter medications for students.
- Office personnel will administer any and all medication provided by you only if you and your student's physician have completed the appropriate medication form. Under NO circumstances may a child have any medication (including over-the-counter products) in his or her possession while at school. All medication forms must be renewed at the beginning of each school year.
- We must have a note from the doctor detailing an injury and necessary restriction of all students with breaks, fractures or sprains. We need information about all injuries that require ace bandages, splints, casts, or crutches.

Nut And Allergic Reaction Policy

Students with allergies need to participate freely in our world community as a whole. So rather than isolate these students or attempt to enforce our site as a "nut free" school environment, we have instead chosen to educate all of our students and staff members about food allergies. It is our belief that if we empower our students, they will become active participants in helping support one other. In addition, we are teaching those with allergies necessary life skills as they approach the uncontrolled environments that they will deal with throughout their lives.

These statements do not mean that we take nut/food allergies lightly. All staff members are trained in the use of Epi-pens. All staff members receive a copy of "Students With Health Concerns" list that

identifies each student with name, picture, allergy and treatment. The front office and campus supervision staff is trained in CPR/first aid as required by district. The health office staff reviews and logs all medication with all office staff for ease of access in the event of emergency.

At Registration and New Student Orientation, all parents are advised to notify the office if their student has any allergies or other health concerns. It is also at this time that parents are reminded that we have students with food allergies on site and to be conscious of this when planning class party foods and packing lunches.

To further identify students with allergies, at initial registration we ask parents to complete the Health Inventory, and fall registration forms are collected before the beginning of school with the health section of the OPUSD enrollment form reviewed by the office staff.

When the school is advised by parents that a student has an allergy, the health tech contacts the parent to establish the course of action that the parent and student's health provider have determined to be appropriate. If medication such as an Epi-pen has been prescribed, it is the parent's responsibility to return the appropriate completed "Authorization for Any Medication Taken During School Hours" form along with the proper medication. At this initial contact, the health tech explains our philosophy and reviews with the parent the prescribed protocol.

After the start of the school year, the health tech visits each classroom to discuss techniques to minimize spread of germs (hand washing, cough covering techniques), health office procedures and helping each other with allergies (food, nut, bee, grass and the like). Students who have allergies are invited to share symptoms of a reaction and what help they might need from their fellow classmates. It is at this time that eating arrangements for nutrition and lunch are discussed.

Severe Reaction Accommodations

At nutrition and lunch we assign our students to eat at grade-level tables. Students who have nuts in their meal are told to not sit at the same table as their fellow students with allergies. No one is isolated; no one is forced to sit alone. If a student has a nut product, they may consume it after anyone with allergies has left the table or they may move to another class level table. Students with a severe reaction threshold are asked to leave the eating area through doors away from trashcans that might contain nut odors.

Homework Policy

The purpose of homework at Oak Hills is to enrich each child's learning experience by providing an appropriate quantity and quality of homework for each child at each grade level. Homework is meant to be a positive learning experience for each child with the intention of reinforcing the concepts taught in the classroom, preparing students for classroom activities, and teaching responsibility and the importance of completing tasks.

One of the most important aspects of a primary education is developing good reading skills. For this reason, each child is expected to read, or be read to, for a minimum of

thirty minutes each day. This time is intended to be an enjoyable part of the child's (and hopefully family's) day.

The purpose of school projects is for the students to develop and share their knowledge of a given subject or concept in a variety of ways. Age and grade level appropriate projects may be assigned with the expectation that students have the knowledge and are capable of completing them on their own.

In addition to the homework described above, a student may need to complete other types of work at home. This may arise if the child has unfinished class work or if the child has make-up work.

Forgotten Homework Materials

During the first few hectic weeks of school the office is happy to assist you and your student with opening classrooms to retrieve forgotten work when possible. Starting in October, we would like you to remind your child to make an extra effort to remember their homework, as the classrooms will not be opened. We suggest that your student write their "study buddy's" telephone number down at home so that forgotten assignments and books can be easily borrowed.

Goals and Guidelines for Holiday Education and Activities

A child's experience in a public elementary school will comply with the First Amendment and the Establishment Clause of the United States Constitution.

- If it is part of the district standards and curriculum for a grade level, teachers may teach about various religious holidays, their historical origins, why they are celebrated, along with associated holiday traditions throughout the year.
- Choral performances in December are considered artistic expression and not a religious celebration.

Student Attendance at Sibling Performances

While we appreciate the desire of parents to have siblings attend each other's school performances during the school day, we would like to make parents aware that this can

create problems for your children and for our staff. In order to minimize the disruptions that might be caused when a child is pulled out of his or her class to watch a sibling perform, we have established the following procedures:

- Please remember that you may be removing the non-performing student from valuable academic lessons. Any work missed will have to be made up.
- Siblings may only attend performances with the permission of the teacher who is hosting the show. Some performances are not intended for an audience that includes siblings.
- Siblings should only attend performances if their teacher is not conducting critical academic instruction.
- A written note requesting permission must be received by both teachers at least two days prior to performance. Last minute requests are extremely disruptive and will not be honored.
- Siblings may not remain in performance classrooms for any subsequent classroom activities or parties. These events are designed for the participating students, not their siblings. Siblings must return to their assigned classroom at the conclusion of the performance.

Field Trips Roads Scholars

All field trips at Oak Hills are voluntary. No child is required to participate in an off campus field trip, and any requested payments for field trips and or buses are voluntary and considered a donation to the school district. If the parent does not sign the consent form for the field trip and return it to the teacher by the stated time, the student will be assigned to another class for the period of the trip. If a bus trip is arranged, parents do not have the option to drive and follow the bus or transport their own student. When using parent-drivers, all children must leave and return with their class as assigned.

Please note the following additional guidelines regarding field trips:

- When parent drivers are used on field trips, they are required to fill out the proper forms in advance and show evidence of minimum limits of liability insurance not less than \$100,000 per person/\$300,000 per occurrence. A

copy will be kept on file. The driver's insurance will provide primary coverage and the district insurance will provide secondary coverage.

- If driving, the driver's car must be in excellent mechanical condition and a seat belt must be available for each student. Students are not permitted to sit in the front seat. Children are safest in the back seat. The car must have enough gasoline to complete the trip without making a stop for gas. Parent drivers are responsible for ensuring that children are safety belted and behaving appropriately in the car at all times.
- Appropriate car seats must be used as required by law. Parents of students who require a car seat or booster are responsible for providing the appropriate car seat and making sure it is installed correctly in the drivers' vehicle.
- Adults who attend field trips should plan to supervise students at all times. Adults are to help keep students safe and orderly. 100% of their attention is to be devoted to the supervision and safety of the students.
- Siblings who are not part of the participating class are not to attend field trips.
- When driving on a field trip all cars must go directly to the destination and return directly to school on the return trip. IT IS NOT PERMITTED TO STOP FOR FOOD, DRINKS, ETC. OR VARY FROM THE PRESCRIBED ROUTE.

Invitations, Flyers and Birthdays

Party invitations and flyers announcing community activities are not to be distributed at school. Public announcements can be made in the Oak Hills Bulletin.

Balloon bouquets, flowers and extreme celebrations are not permitted. In keeping with the District's Wellness Policy, food items should not be used in conjunction with birthday celebrations. Please check with your individual teacher for appropriate alternatives.

Food Service

Snacks can be purchased at morning recess and a full hot lunch can be purchased at lunch recess. Checks should be written to OPUSD Food Services and can be placed in the box in the office.

Lunches

For liability and safety reasons, parents may not provide lunch for students other than their own. Parents are discouraged from bringing food to the school, as it is disruptive to the classroom and overall learning environment. Please arrange to send your child to school with a lunch you provide or make sure your student knows he/she will be purchasing lunch at school. If purchasing a lunch, please make sure your child has money on their lunch account. These arrangements should be made at home prior to school.

Waste Reduction Policy

Oak Hills encourages a policy to aggressively reduce the amount of waste generated by lunch and snack times on campus. We believe that as a school we have the responsibility to teach children and model for them earth friendly habits. Therefore, the following guidelines are established:

- Students who bring lunch or snacks to school should use only a re-usable lunch box.
- All food in this lunch box should be packaged in re-usable containers. If plastic bags are used, they should be taken home and used repeatedly for the life of the bag. Napkins should be cloth and re-usable.
- Students should avoid bringing food to school that is overly packaged. Parents are encouraged to purchase food in larger quantities and then use smaller re-usable containers to send food items to school.
- Drinks should be in re-usable or recyclable containers. Glass containers are not allowed for safety reasons. The preferable method is to send drinks to school in a thermos or other reusable container. Avoid straws and small box drink containers if possible.
- Students will be assigned to monitor recycling containers daily. They will remind peers to sort their waste and not to throw away re-usable containers.
- Oak Hills has a water filtration system that utilizes re-usable containers sold through the PTA or any other re-usable water bottle.

School Supplies

We ask that you make a donation towards the necessary classroom materials that have been provided for our quality instructional programs. These funds will be used for paper, tag board, laminate, consumable science materials, paints, pens, pencils, notebook paper, folders, crayons, markers and many more items. The school has purchased these items for your child in bulk at wholesale cost. This program saves money and means you will not need to provide these materials on an ongoing basis. Your participation is voluntary, and your contribution is considered a donation. Please see the Donations section on page 4 of this handbook or refer to www.oakparkusd.org/DONATIONGUIDELINES on our District website.

District Programs

Special Education Advisory Committee (SEAC)

The Special Education Advisory Committee (SEAC) provides a forum in which staff, administration, and parents of Oak Park Unified School District (OPUSD) can discuss issues and recommend action regarding special education programs and services in OPUSD in order to:

- Advise the OPUSD Board of Education regarding the present status and areas of needed improvement in special education;
- Investigate, address and propose recommendations for urgent issues that have arisen; and
- Educate and inform the public, the administration, the staff, and the Board of Education regarding the laws and best practices pertaining to special education.

Gifted and Talented Education (GATE)

The purpose of the Gifted and Talented Education (GATE) Program is to recognize the performance capabilities of gifted students, as well as to address the unique needs and differences associated with having these abilities. The GATE Program provides gifted learners with qualitatively differentiated curriculum experiences; focusing on basic skills, higher level thinking, inquiry, problem solving and creativity. Classroom instruction for GATE students differs in pace, depth and complexity of study and considers individual learning styles, social-emotional needs, as well as exceptional abilities and special needs. Each school has a GATE Coordinator to assist in the student identification process and to provide information and support to teachers and parents. Regular meetings for parents and school district staff are conducted at the district office.



ESPECIALLY FOR THE STUDENTS

Student Rights

A right is something that belongs to you inherently and cannot be taken away from you by anyone. In turn, students must remember that others have these rights as well, including teachers and classmates.

1. The right to be safe at school. This means that no one should intimidate or make students afraid to be at school. Oak Hills shall be a safe and comfortable place for everyone.
2. The right to be respected and treated with kindness at school. This means that no one should make fun of students or hurt someone's feelings intentionally. No one may embarrass anyone else.
3. The right to be heard. This means that all students will have the opportunity to tell their side of the story before receiving consequences for breaking a rule. If a student feels that one or more of their rights have been violated they should tell their teacher, campus supervisor or principal.
4. The right to be yourself at school. This means you should not be treated unfairly because you look different, talk differently, take a little longer to get the right answer, or are different in any other way. You can be an individual.

Student Responsibilities

1. Do not keep others from learning. Students come to school to learn. If someone is being kept from learning by distractions, then they are being deprived of something that is their right. All classroom rules must be strictly obeyed.
2. Come to school every day unless you are sick. Parents are required by law to send their children to school from ages 6 – 18. The only valid reason for an absence is illness.
3. Be on time for school and classes. Parents are required by law to have their children to school on time every day. Students must be in line by the designated time. Students who arrive after the class starting time are tardy and must report to the office.
4. Students are expected to follow all legal, reasonable direction by any staff member. Staff members include the principal, teachers, yard supervisors, custodians, instructional aides, office staff, librarians, and any specialists. Students should comply without being argumentative or disrespectful. Violation of this rule is known as defiance and is treated very seriously.
5. School property is to be respected. All students will respect all school property as it belongs to all of us. The repair or replacement caused by the destruction or damage of school property will be the financial responsibility of the student's parent/guardian.
6. Students will act appropriately at assemblies, special events, and when on field trips. During these activities it is often difficult to behave at your very best; however, these events are when your very best behavior is expected the most. This includes evening activities.
7. Behavior going to and from school will be excellent. The school rules apply on the way to school and on the way home.
8. Students will adhere to the dress code.
9. Students will respect all adults working on campus. Students will show all adults proper respect, including parent volunteers. Parent volunteers will not be responsible for disciplining students. Teachers and staff will handle all discipline.

School Spirit

We refer to our school as a "Learning Community." This means that all of us including parents, staff, and students, are working together to help each other learn and grow.

One way to show our unified spirit is by wearing our school shirts. Please remember to wear your Oak Hills shirt every Thursday. The PTA has shirts available for no cost to families in need. Just contact the office.

The school mascot is the Coyote. The school motto is "A special place to learn, grow and succeed." If you are new to Oak Hills, you will soon learn our school song. Be sure to sing it with pride!

Participation in Extra Curricular Activities

Students are encouraged to participate in any and all extra curricular activities offered at Oak Hills. Please remember that students participating in these activities must attend school on the day of the activity. Students are expected to follow all school rules while participating in these activities.

Kids with Character

The OHES "Kids with Character" program involves a monthly, school-wide theme with various activities that teachers can individually structure to match what is happening in their classrooms. Character traits for each month are:

September	Respect
October	Friendship/Kindness
November	Responsibility
December	Honesty
January	Fairness
February	Determination
March	Acceptance
April	Cooperation
May	Citizenship

School Service

An important aspect of a child's educational experience at Oak Hills is School Service. All students are engaged in age-appropriate school service projects as part of their daily routine. These activities may include:

- Cleaning their own classrooms on regular basis – including wiping tables and cubbies.
- Cleaning up the lunch area every day so that it is ready for the next group of students.
- Working in teams to help sort recyclables and to enforce the waste reduction policy.

Students can also work on various special projects throughout the year.

Student Government

One of the important aspects to establishing a positive school climate is an effective and active student government. That has been a tradition at Oak Hills and the organization is set up as follows:

A president, vice-president, secretary, treasurer, and publicists will be selected from the members of the Student Council and will be known as the Executive Officers. The Student Council is made up of two representatives from each classroom in grades 2 – 5. Student Council will also have members-at-large, who are students who ran for a representative position, but did not get elected. Classroom teachers must approve all Student Council members in order to be eligible to be part of Student Council. The Student Council will meet twice each month unless more meetings are required at certain times of the year.

Qualifications:

President:	5 th grade
Vice President:	5 th grade
Secretary:	2 nd - 5 th grade
Treasurer:	2 nd - 5 th grade
Publicist:	2 nd - 5 th grade

All students must be in good standing in terms of behavior, academics and have approval from their teacher and parents.

District Contact Information

Oak Park Unified School District
5801 Conifer Street
Oak Park, CA 91377
818-735-3200

SUPERINTENDENT

Dr. Tony Knight
818-735-3206

ASST. SUPERINTENDENT BUSINESS SERVICES

Mr. Martin Klauss
818-735-3210

ASST. SUPERINTENDENT EDUCATIONAL SERVICES

Dr. Leslie Heilbron
818-735-3250

SEAC

Special Education Advisory Committee
Director of Pupil Services
818-735-3208

SCHOOL BOARD MEMBERS

Mr. Allen Rosen
Mrs. Mary Pallant
Mrs. Barbara Laifman
Mrs. Sepideh Yeoh

OTHER SCHOOL SITES

Brookside Elementary
818-597-4200

Medea Creek Middle School
818-707-7922

Oak Park High School
818-735-3300

Oak View High School
818-735-3217

Oak Park Neighborhood School
818-707-7742

Red Oak Elementary
818-707-7972

Oak Hills Elementary School
Policy and Regulation Form
Acknowledgement of Receipt of Information

PRINT & RETURN THIS PAGE ONLY

Thank you for taking the time to thoroughly read this School Handbook. All Oak Hills students and parents are responsible for reading and acknowledging that they understand the content of the School Handbook every year. This page must be printed, signed and returned to the school before students attend class.

**PARENTS/GUARDIANS ARE REQUIRED TO SIGN AND
RETURN THIS FORM AT REGISTRATION**

I have read the 2014-2015 Oak Hills Elementary School Handbook and have carefully reviewed and discussed it with my student. We are aware of our rights, responsibilities, and all school rules, codes, and procedures for discipline.

STUDENT SIGNATURE: _____

PARENT SIGNATURE: _____

Date: _____

SIGN HERE

Safety on Site

SAFETY

Oak Hills has a safety plan and supplies to handle emergencies. Drills are held with staff and students to be prepared in the event of an emergency. In the event of a disaster, school is one of the safest places for your child. We will first protect, then account for, then begin releasing students. The parking lot will be **off limits** to all but emergency personnel. Parents/Guardians or designated contacts should pick students up from the Kindergarten Playground.

Emergency Contacts: In case a parent or guardian cannot be reached by telephone only the person(s) listed on the “Emergency Card” may be contacted. It is imperative that you keep this information up-to-date for the safety of your student.

Traffic and Parking Lot Procedures

The focus of the traffic management program at any school has to be on the safety of the students. We strongly encourage those students within walking or bicycling distance to please utilize those options. Carpooling is also strongly encouraged. This benefits our environment, mitigates traffic, as well as promotes the physical fitness of students.

The following guidelines are designed to encourage safe practices which may cause some minor inconveniences but, if followed, give everyone the best chance for safe drop-off and pickup times. Parents need to model good, safe practices and expect their students to do the same. With that in mind, please do not use your cell phone while driving, especially in our parking lot.

Pick-Up and Drop-Off Procedures

There are three areas designated for pick-up and drop-off at Oak Hills:

- **The Loop** – Located in the parking lot by the flagpole. When using this area, please pull all the way forward before picking up or dropping off. Do not drop off anywhere except in the marked “drop off zone”. **Do not park and get out of your car in this area. UNATTENDED VEHICLES WILL BE TICKETED AND TOWED.** If children are not here for pick-up, the driver must either circle again using the “thru traffic lane” or park on the street.

- Staircase on Churchwood – **NEVER DOUBLE PARK HERE!** It is unsafe and illegal.
- The Park – Valley View Park is contiguous to our campus and has a parking lot. This is an acceptable area as children can walk a short distance directly to our playground.

THE PARKING LOT IS FOR STAFF ONLY. THERE IS NO PARENT OR VISITOR PARKING IN THE LOTS AT ANY TIME. DO NOT USE THE STAFF PARKING LOT BY THE PLAYGROUND TO DROP OFF. THIS IS UNSAFE AND YOU ARE ENDANGERING YOUR STUDENT.

Parents are invited to park free on the street, at the park, or may use the church lot if it is available.

Walking and Bicycling to School

Children who walk to school must walk on the sidewalk and only use marked cross walks to cross any streets.

The following rules will be enforced regarding riding bicycles, scooters, skateboards, roller skates and blades:

- Only students in grades 4 – 5 may ride bicycles to school
- Students **may not** ride skates, blades, scooters, Razors or skateboards to school or use them on the campus at any time. This rule would include any motorized equipment as well.
- Students riding a bicycle must wear a certified helmet. It must be worn and fastened correctly. It is the parent/guardian responsibility to ensure this. If a student is caught riding a bicycle to school without a helmet, parents will be called to bring the appropriate helmet and/or retrieve the bicycle at dismissal time. The student will not be allowed to leave campus without the proper helmet.
- Bicycles must be walked once the student enters the campus and should be secured in the bike racks. Students may not use skates or blades, scooters or Razors on the campus at any time. This includes afternoons, weekends, holidays and vacations.
- Bicycles must use the designated bike lanes when available. Students must walk their bikes across streets at designated cross walks.
- Bicycles are required to follow all traffic rules that affect motor vehicles including heeding of all road signs.
- **Bikes must be ridden responsibly and in a controlled and safe manner at all times.** It is the parent/guardian obligation and responsibility to ensure that their student is mature and reliable enough to handle the charge of riding their bike to school.

Playground Supervision

The main playground and Kindergarten yard are open and supervised after 8:00 a.m. in the morning. There is no supervision at the park at this time. Only children on the campus playground will be supervised. **THERE IS NO SUPERVISION AFTER SCHOOL. FOR THE SAFETY OF YOUR STUDENTS, CHILDREN ARE NOT TO BE ON CAMPUS BEFORE 8:00 A.M. AND MUST BE PICKED UP PROMPTLY AT DISMISSAL.**

Playground Rules

The school playground is a place for recreation and enjoyment. To ensure this, the following rules are in place:

- All games are open. This means that all students may participate in any game at any time. No one may be excluded from any game.
- Deliberate interference with games is not permitted.
- Every game has rules. These rules will be taught to the students as part of the Physical Education program and may not be changed by the students.
- In the event of a disagreement over a game, students playing in the game are to vote. The outcome of the vote is final and may not be appealed to the yard supervisors or principal.
- Food and snacks must be eaten in the lunch area only.
- Martial arts, including karate, are not permitted in any form at any time.
- Games involving tackling, wrestling, pushing, etc. are not permitted.
- Students are not permitted in the parking lot or off campus during the school day.
- Balls, except soccer balls, are not to be kicked. Balls are not to be bounced against classroom walls, including portables.
- Students must use bathrooms designated for their grade levels only. **Under no circumstances are students allowed to use the bathrooms at the park at any time.**
- Students may not wander in the pod areas, library, computer lab, office, front of school, or corridors without a pass from the teacher. Students are not to be in a classroom or school area unattended by a school official.
- There shall be no climbing or pulling at trees or foliage. All wildlife is to be respected and honored at all times.

- Students may not bring toys to school except for share items with the permission of the teacher. This includes collector items, cards, electronic games, etc. Students should not bring their own balls, bats or other equipment to school without permission. Any items brought from home are brought at student's own risk.
- Educational devices such as laptops or "e-reader" devices may only be brought to school with the permission of the student's teacher and are brought at student's own risk.
- Cell phones must remain off and in the student's backpack and may only be used before and after school.
- In absolutely all cases the yard supervisors are to be respected and obeyed. Students who disobey or are disrespectful will face disciplinary action.
- Students may not use any type of profane language.
- Free falls off the bars and flips are not permitted.
- Students may not throw sand, dirt or other objects at others.

Animals on Campus/Playground

Animals can be an effective teaching aid. In addition, instruction related to the care and treatment of animals teaches students a sense of responsibility and promotes humane treatment of living creatures. Animals may be brought to school for educational purposes subject to rules and precautions related to health, safety and sanitation. Teachers and the responsible adult owner shall ensure that these rules are observed so as to protect both the animal and the students. Dogs may be brought to campus as long as they are on a lead and under control at all times. Dogs that may pose a danger to others may not be brought on campus

Field Trips

Roads Scholars

All field trips at Oak Hills are voluntary. No child is required to participate in an off campus field trip, and any requested payments for field trips and or buses are considered a donation to the school district. If the parent does not sign the consent form for the field trip and return it to the teacher by the stated time, the student will be assigned to another class for the period of the trip. If a bus trip is arranged, parents do not have the option to drive and follow the bus to bring their own student. All children must leave and return with their class.

Please note the following additional guidelines regarding field trips:

- When parent drivers are used on field trips, they are required to fill out the proper forms in advance and show evidence of minimum limits of liability insurance not less than \$100,000 per person/\$300,000 per occurrence. The driver's insurance will provide primary coverage and the district insurance will provide secondary coverage.
- If driving, the driver's car must be in excellent mechanical condition and a seat belt must be available for each student. Students are not permitted to sit in the front seat. Children are safest in the back seat. The car must have enough gasoline to complete the trip without making a stop for gas. Parent drivers are responsible for ensuring that children are safety belted and behaving appropriately in the car at all times.
- Parents of students weighing within the legal limits that require their child to ride in a car seat or booster are responsible for providing the appropriate car seat and making sure it is installed correctly in the drivers' vehicle.
- Adults who attend field trips should plan to supervise students at all times.
- Adults are to help keep students safe and orderly. 100% of their attention is to be devoted to the supervision and safety of the students.
- Siblings are not to attend field trips.

- When driving on a field trip all cars must go directly to the destination and return directly to school on the return trip. **IT IS NOT PERMITTED TO STOP FOR FOOD, DRINKS, ETC. OR VARY FROM THE PRESCRIBED ROUTE.**

OAK PARK UNIFIED SCHOOL DISTRICT

School Name _____

School Year _____

SCHOOL DRIVER CERTIFICATION FORM

Name _____

Date of Birth _____

Address _____

Driver's License # _____

Telephone # (____) _____

Expiration Date _____

Do you have any physical condition, or are you taking medication, which would affect driving safety?

☐ YES ☐ NO

APPROVAL FOR: ☐ District Vans ☐ Personal Vehicle (complete vehicle information section)

VEHICLE INFORMATION

Registered Owner _____

Year _____ Make _____

Address _____

License Plate # _____

Registration Expires _____

Phone # (____) _____

Seating Capacity _____

INSURANCE INFORMATION

Have you had a moving violation and/or accident within the past year?

☐ YES ☐ NO

If yes, please explain and give date of incident: _____

Insurance Company _____

Policy # _____

Policy Liability Limits _____

Expiration Date _____

The minimum acceptable liability limit for privately owned vehicles is \$100,000 per person \$300,000 per Accident

Name of Agent _____

Telephone # _____

I certify that I have read, understand and initialed the Attached Personal Vehicle Use Instructions/Guidelines and that the information given above is true and correct. I understand if an accident occurs involving my private vehicle, my insurance coverage shall bear the only responsibility for any losses or claims for damages. I am attaching a copy of my driver's license and insurance policy showing dollar amounts and dates of coverage.

Signature _____

Date _____

Principal's Approval _____

Date _____

OAK PARK UNIFIED SCHOOL DISTRICT

PERSONAL VEHICLE USE INSTRUCTIONS

Drivers and private vehicles being operated for District purposes must meet or exceed the following guidelines:

1. All drivers, employees and volunteers, must be approved by the School or Site administrator.
2. Each driver must:
 - a. Possess a valid driver license.
 - b. Be at least 25 years of age
3. Use of appropriate Vehicle Form must be completed and on file before each trip is taken.
 - a. District employees must complete a new form at the beginning of each semester.
 - b. Proof of insurance must be attached to this form.
 - c. A copy of a valid driver license must be attached to this form.
4. The driver must own the vehicle in use, unless the vehicle is rented.
5. All drivers will enforce reasonable travel speed in accordance with federal, state, and local laws in all motor vehicles.
6. No adult may smoke or otherwise use tobacco products, alcohol, or drugs while there are minors in the vehicle.
7. Prior to departure, the driver shall be instructed as follows:
 - a. Inspect the vehicle for safety: tires, brakes, lights, horn, etc.
 - b. Follow and enforce all safety recommendations of the vehicle manufacturer.
 - c. Follow the most direct route, and avoid unnecessary stops.
 - d. Do not carry non-District personnel, non-students, or other "guests" as passengers.
8. The vehicle must not be designed, used, or maintained to carry more than 10 passengers including the driver. Otherwise, a commercial driver license is required, and the vehicle must be a school bus or student pupil activity bus as defined in the Vehicle Code.
9. In no case shall the number of passengers, including driver, exceed the number of available seat belts.
 - a. Drivers must ensure that required seat belts and/or child passenger restraint systems are properly used. Child passenger restraint systems are required for children under eight (8) years of age or under 4 feet, 9 inches in height.
 - b. All passengers eight (8) years of age and older must wear his/her own seat belt. Seat belts are not to be shared.
 - c. Passengers will only ride in the cab if trucks are used.
10. All vehicles must be covered by liability insurance. Minimum liability insurance coverage limits are:
Each Person: \$100,000 Each Accident: \$300,000
11. The site administrator/program director or designee must approve in advance trip routes to points outside of the District in excess of ten (10) miles.
12. Use of personal vehicles where hazardous road conditions exist is prohibited. This includes hazardous conditions declared by California Highway Patrol, or other City, County, State, or Federal agencies authorized to monitor road conditions.

School Drivers Initial: _____

School Crime Assessment



California Department of Education
Data Reporting Office

CDE » DataQuest » Suspension and Expulsion Report

Suspension and Expulsion Report For 2013-14

Suspension and Expulsion Rates Medea Creek Middle (56738746098255)

Report:

Year:

School:

[Glossary](#)

General Description of this Report

This report provides an **unduplicated** count of students involved in one or more incidents¹ during the academic year who were subsequently suspended or expelled² from school. For the purposes of calculating suspensions and expulsion rates in this report, students who were suspended or expelled multiple times are counted only once in the report totals for these respective disciplinary outcome categories.

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.

Suspension and Expulsion Rate Formulas

(Students Suspended and Students Expelled divided by Cumulative Enrollment) multiplied by 100

List of district and independently reporting charters that did not certify their 2013-14 CALPADS End-of-Year 3 - Discipline submission.

Medea Creek Middle Report

School	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Medea Creek Middle	6098255	1,127	1,144	15	1.3	0	0.0

Report Total

Level	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
<u>Oak Park Unified Total</u>	5673874	4,669	4,793	48	1.0	0	0.0
<u>Ventura County Total</u>	56	141,978	147,872	4,989	3.4	132	0.1
<u>State Total</u>	00	6,236,672	6,405,954	279,383	4.4	6,611	0.1

[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 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 the most severe offense committed as part of the incident.

The "Census Enrollment" count provides the total unique or unduplicated number of primary enrollments on the CALPADS Fall 1 Census Day, which is the first Wednesday in October of the associated academic year.

The "Cumulative Enrollment" count provides the total number of unique or unduplicated primary, secondary, and short-term enrollments within the academic year (July 1 to June 30), regardless of whether the student is enrolled multiple times within a school or district. Cumulative enrollment counts are calculated separately at the school, district and state-levels for the purpose of generating suspension and expulsion reports at these levels. For example, a student who is enrolled in two schools within the same district during the academic year, will be counted in each of the school's cumulative enrollment, but only once in the district's cumulative enrollment count. For this reason, adding the cumulative enrollment of all schools within a district will not equal the district's cumulative enrollment listed at the bottom of the district-level rate report.

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: 1/27/2015 10:35 AM

Source: California Longitudinal Pupil Achievement Data System (CALPADS)

Web Policy

Safe Ingress & Egress

Safe Ingress and Egress

The Oak Park Unified School District works hard to keep students and staff are safe not only during school hours, but also en route to and from school. The following pages detail the rules and regulations for each school site regarding student driving, parking, pick-up, drop-off, and safety for students who walk or ride bikes.

Oak Hills Elementary School

The following procedures have been developed to provide a safe and efficient way to get over 500 students to and from school safely each day. There are three areas designated for pick-up and drop-off at Oak Hills. They are as follows:

1 – The Loop – Located in the parking lot by the flagpole. When using this area please pull all the way forward before picking up or dropping off. Do not drop off anywhere except in the White Zone. Do not park and get out of your car in this area. If your children are not here when you are ready to pick-up you must either circle or park.

2 – Staircase on Churchwood – Do not park within one hundred feet of the staircase – this area is for immediate pick-up and drop-off. You may park anywhere else on Churchwood Street that is available. Children walk down the stairs to a cement path that leads them safely to the playground. Never double park here! It is unsafe and illegal. Also, do not park or stop on the opposite side of the street and have children cross. That is also unsafe and illegal.

3 – The Park – Valley View Park is contiguous to our campus and has a parking lot. This is an acceptable area to drop-off and pick-up your children. Children walk a short distance directly on to our playground.

4 – North Parking Lot – This is not a pick-up or drop-off area. It is for staff parking only. Please do not drive into this lot since there is no outlet and it is not safe to back up and turn around. The area must be kept open for fire access.

The parking lot is for staff only and by permit. There is no parent or visitor parking in the lots. Parents are invited to park free on the street in front of the school or may use the church lot if it is available.

If parents come to school and need to park they have the following choices:

1. Street parking is unrestricted, however, please be careful not to park in front of the fire hydrant near the driveway.
2. Church Lot at the Church of the Epiphany is available to you during the day by the graciousness of the vicar. Please help us maintain this privilege by using the lot in an orderly manner.
3. The Park on Los Arcos drive has a small parking lot. Remember, however, if you enter the campus from this areas, that you must come to the office first if during the school day.

Children who walk to school must walk on the sidewalk and only use marked cross-walks to cross any streets. Parents must be patient, courteous, and safety-minded when picking up and dropping off their children. Safety must always be the #1 concern. Parents should arrive early

and make a plan with their children including all of the children in their carpool as to which of the pick-up options they will use.

Fifth graders are invited to serve as Safety Patrol Officers. They are to be obeyed by students and parents at all times. Parents may not argue with these students. Their job is important and they are learning about rules too. If there is a dispute then the principal should be contacted.

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. Students may not ride skates, in-line skates, or a skate-board to school or use them on the campus at any time.
3. Students riding a bicycle must wear a certified helmet. They must also wear it correctly and fasten it correctly.
4. Bicycles must be walked once the student enters the campus and secured in the bike racks. Students may not skate or in-line skate on the campus at any time. This includes afternoons, weekends, holidays, and vacations.
5. Bicycles must use the designated bike lanes when available. These are available on Kanan Road on the south side of the street.
6. If bike lanes are not available then students must ride in the same direction as traffic and as far to the right as possible. Students riding in groups must ride single file.
7. Bicycles are required to follow all traffic rules that affect motor vehicles including the heeding of all road signs.
8. Only one rider per bike.
9. If the bicyclist must cross Kanan Road at the crosswalk at Churchwood, then the rider must walk the bike across.
10. Bicyclists must remember that they are the most vulnerable of all vehicles. Bikes must be ridden responsibly and in a controlled and safe manner at all times. The traffic at Oak Hills at drop-off time and pick-up time is heavy. Bicyclists must be aware that they are in constant danger from cars and must be on the look out and be defensive.

Dear Parents:

Like many elementary schools, the parking lot at Oak Hills is a continuing issue. With that in mind, I would like to take this opportunity to review a few basic parking lot rules.

- Parking is by permit only as the lot is small and can only accommodate parking for immediate staff. Never park in the parking lot.
- Drivers should never enter the staff parking area past the trash bins to drop off students. This is not a drop off/pick up area and you are putting students crossing the lot at risk by entering this area.
- If you drop off or pick up your student in the lot, please pull as far forward as possible. The first car should start dropping off all the way up at the white curb by the bike racks.
- *Please do not allow your student to enter or exit the vehicle unless you are at the white curb. Do NOT allow your student to exit the vehicle behind parked staff cars!*
- Remember, your student should exit the vehicle at the white curb, on the sidewalk side of the vehicle - their little feet should only exit the vehicle *onto the white curb - never into the lot or in front of passing vehicles.*
- Please note that the curb is painted white for loading and unloading only. *There is absolutely no parking at the curb.* Never ever leave your car unattended at the white curb.
- Parents should check backpacks, apply sunscreen, confirm lunch is accounted for, and give hugs and kisses *at home as students get into the car.* Please do not get out of the vehicle to handle these activities in the parking lot.
- If you must handle the above activities at school or walk your student to class, park your car off campus and walk your student onto campus.

In addition to the parking lot, students may be dropped off at the park on Los Arcos or at the playground stairs on Churchwood. We will set aside about 300 feet along Churchwood Dr. for student drop-off only. The portion of Churchwood Dr. between the playground stairs and the school parking lot entrance will be marked *No Parking - Student Drop-off Only* from 8:00 a.m. – 9:00 a.m. Students can safely exit vehicles on the sidewalk side, and walk directly down the stairs to the playground.

Every one of us knows how rushed life can become, but nothing is more important than the safety of your students. Please help us by allowing extra time so that you aren't rushed and can give your full attention to these safety rules. Let's make the safety of all our students the number one priority.

Thank you in advance for your attention to this important matter.

Erik Warren

Dress Codes

Dress Code

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 be of a nature to 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. **No rude or insulting slogans or items that can be viewed as threatening.**
- Students may not wear revealing clothing, bare midriffs, tank tops or “spaghetti straps”. No cut off shirts or shorts, oversized clothing or showing of underwear.
- Appropriate footwear is required. No thongs, sandals, open toed shoes, boots or heels. Comfortable and flexible shoes or tennis shoes are suggested. Shoes must be safe and appropriate for Physical Education activities.
- Hair should be clean and well kept. Outrageous hairstyles and hair color are not permitted. Boys are encouraged not to wear “pony tails” or “rat tails”.
- Girls may only wear post earrings. Due to safety issues no dangling earrings are permitted. Boys may not wear earrings at school. This could be viewed as inappropriate at the elementary school age and could be disruptive to the orderly operation of the classroom and playground.
- Students may not wear any type of tattoo, including temporary rub on types.

Hats and Visors

Students are encouraged to wear hats and visors outdoors to provide additional protection from the sun. However, they may not wear them indoors or in classrooms.

Enforcement of Dress Code

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 make arrangements for a change of clothing. Students will remain in the office for the remainder of the school day if parents cannot be reached. Repeated issues will result in normal disciplinary procedures.

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 5000

Students

BP 5132

Dress And Grooming

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

Legal Reference:

EDUCATION CODE

35183 School dress codes; uniforms

35294.1 School safety plans

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

CODE OF REGULATIONS, TITLE 5

302 Pupils to be neat and clean on entering school

Hartzell v. Connell (1984) 35 Cal. 3d 899

Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251

Marvin H. Jeglin et al v. San Jacinto Unified School District et al 827 F.Supp. 1459 (C.D. Cal. 1993)

Adopted: 5-24-78

Amended: 8-5-92, 9-17-02

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

2014-2015 OHES Schedule of site drills

September 9, 2014 @ 9:15 AM - Fire Drill

October 16, 2014 @ 10:16 AM - California Shake Out Drill

November 17, 2014 @ 8:55 AM – Lock Down

January 13, 2015 @ 9:20 AM - Fire Drill

February 11, 2015 @ 11:15 AM – Drop & Cover Drill

March 19, 2015 @ 11:20 AM - Lock Down

April 29, 2015 @ 9:20 AM - Drop & Cover Drill

May 18, 2015 @ 8:45 AM - Fire Drill

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 3000

Business and Non-Instructional Operations

BP 3516(a)

Emergencies And Disaster Preparedness Plan

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters and threats of disaster.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516.3 - Earthquake Emergency Procedure System)

The Superintendent or designee shall also develop and maintain emergency plans for each school site.

In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

(cf. 1330 - Use of School Facilities)

School employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)

(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

Legal Reference:

EDUCATION CODE

32001 Fire alarms and drills

32040 Duty to equip school with first aid kit

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 3000

Business and Non-Instructional Operations

BP 3516(b)

32280-32289 School safety plans
32290 Safety devices
39834 Operating overloaded bus
46390-46392 Emergency average daily attendance in case of disaster
49505 Natural disaster; meals for homeless students; reimbursement

GOVERNMENT CODE

3100 Public employees as disaster service workers
8607 Standard emergency management system

CODE OF REGULATIONS, TITLE 5

550 Fire drills
560 Civil defense and disaster preparedness plans

CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized Emergency Management System Regulations

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

Management Resources:

CSBA PUBLICATIONS

Avian Influenza, Governance and Policy Services Fact Sheet, April 2006

911! A Manual for Schools and the Media During a Campus Crisis, 2001

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Pandemic Influenza Planning Checklist, 2006

GOVERNOR'S OFFICE OF EMERGENCY SERVICES

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

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003

WEB SITES

CSBA: <http://www.csba.org>

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

California Department of Education, Crisis Preparedness: <http://www.cde.ca.gov/lr/ss/cp>

California Office of Emergency Services: <http://www.oes.ca.gov>

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

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Contra Costa County Office of Education, Pandemic influenza resources:

http://www.cccoe.k12.ca.us/about/flu/resources_flu_action_kit

Federal Emergency Management Agency: <http://www.fema.gov>

U.S. Department of Education, Emergency Planning:

<http://www.ed.gov/admins/lead/safety/emergencyplan>

U.S. Department of Homeland Security: <http://www.dhs.gov>

Adopted: 9-17-02

Amended: 2-17-04, 2-15-05, 10-17-06

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



Lockdown/Shelter In Place Procedures

"Lockdown"

Warning:

- 1) The warning signal at the school for a "Lockdown" shall be:
"Our School is in a Lockdown, This is not a drill."
- 2) Additional information (example): **"Active shooter on campus, take immediate action."**
- 3) Cancellation: **"The Lockdown has been cancelled, the campus is safe."**

"Lockdown" is considered appropriate for, but not limited to, the following:

- 1) Intruders or unidentified person(s) on site without permission (Lockdown)
- 2) Unauthorized weapons on site (Lockdown)
- 3) Assault, battery, or kidnapping on (Lockdown) or near the school site (Shelter in Place)

"Lockdown" consists of:

- 1) Close and lock classroom doors, close and lock windows and close window treatments, if available
 - a) Once the Lockdown has started, teachers should not, under any circumstance open their doors until the end of the lockdown,
 - b) Opening a door, even to let in a student, could give an active shooter access into the room
- 2) In the event of a lockdown during passing period, lunch, nutrition, before school or after school, all staff and students are to immediately proceed to the nearest indoor space. Teachers and staff should immediately utilize their keys to engage the door locks; however, they should remain at the door allowing students and staff to enter for as long as they deem it safe after which time they should close the door and follow the above procedures.
 - a) Physical Education students should be taken to the nearest room, and held there until the end of the lockdown. When escorting your students from classroom to classroom on daily activities, assemblies or to the library make sure to keep all children in line and an orderly fashion.
 - b) Teaching activities are to be stopped

Lockdown/Shelter In Place Procedures

Page 2 of 3

- c) Silence all mobile telephones, keep the classroom computer turned on, and turn classroom lights off. Continue to check e-mail for updates keep students quiet and away from doors and windows. Maintain a calm environment.
- d) If gunshot(s) or an explosion is heard, begin action "**Duck, Cover, and Hold.**"
- e) Take roll and prepare a list of missing students or any additional students who may have been placed in your room
- f) E-mail attendance information to the office, after the threat is contained.
- g) Administrators will sweep the campus looking for students, known visitors and personnel that may be locked out of classrooms and move them inside.
- h) Principal or designee will announce over the intercom when the lockdown is ended.
- i) Incident Commander will radio District Office immediately. District Office personnel will send out all call messages, text messages or all emails. The SITE Incident Commander (Principal) will manage on site decisions.

Active Assailant:

If the assailant enters an occupied room or classroom:

- 1) If possible, run away from the threat to a safe location
 - a) An open room or behind a block wall or building, or off campus
 - b) It is OK to leave campus if it leads to safety
- 2) Hide where there is concealment and cover
 - a) A place that hides staff and students and provides protection from bullets
- 3) Fight when there are no other options
 - a) Try to use surprise and/or anything you can use as a weapon; Chairs, books, fire extinguisher, etc.

When the Police Arrive:

When the police arrive, they will be focused on finding and eliminating the threat. They will only know that there is an active shooter on campus; any adult or older (high school) student *could* be the shooter, and could represent a threat to the officer.

- 1) When you see or are confronted by an officer, get your hands in the air immediately, and make sure there is nothing in your hands, that could be confused for a weapon, especially a cell phone.
- 2) If you are aware of the shooter's location or have a description of the shooter, provide it to the officer quickly and succinctly. The same holds if they ask you questions, otherwise, let them do their work.
- 3) Follow any instructions provided by a police officer or other public safety official.

Lockdown/Shelter In Place Procedures

Page 3 of 3

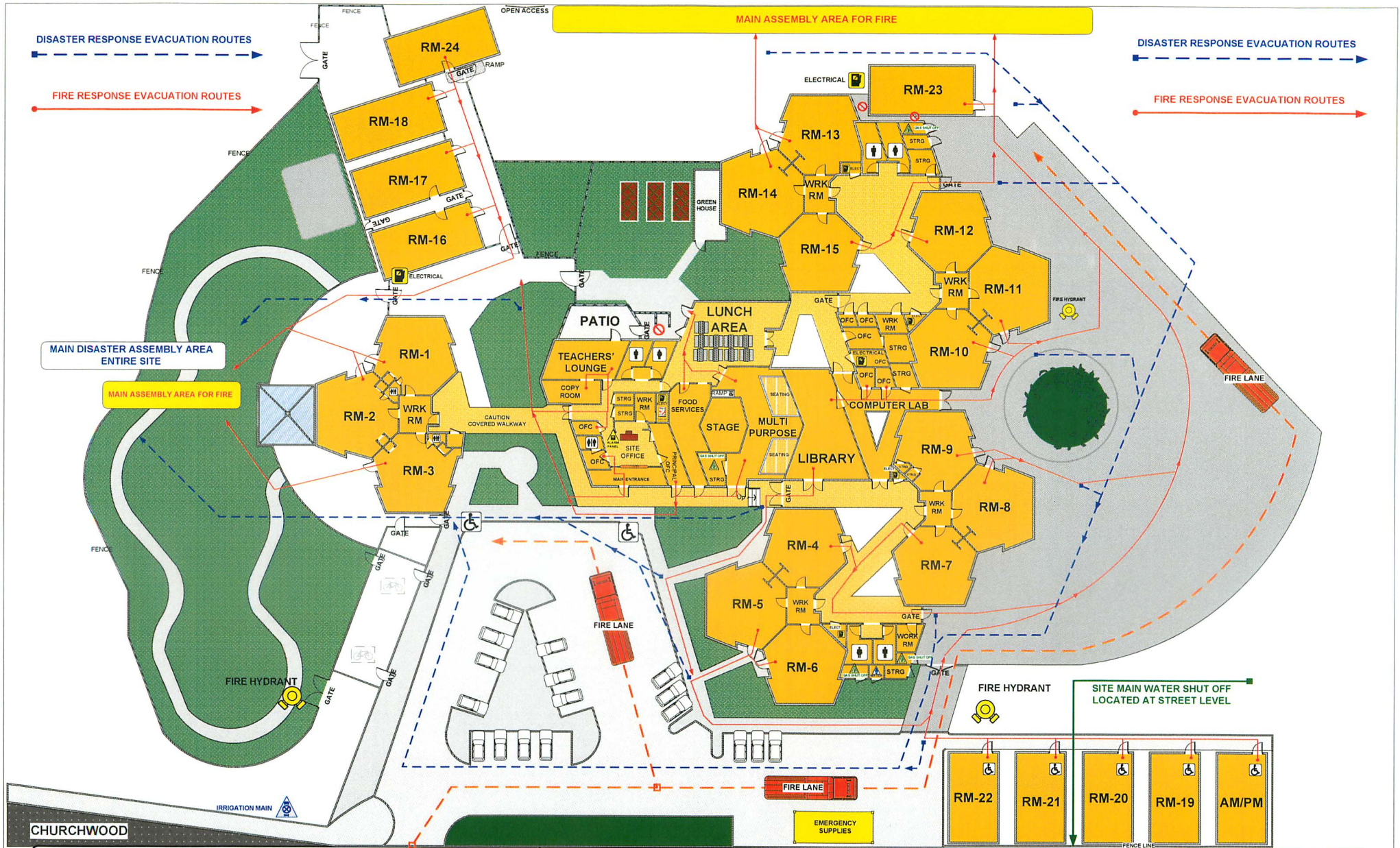
Shelter in Place consists of:

- 1) All procedures from "Lockdown" above
- 2) Exception: teachers may continue teaching, and students may remain in their seats.

"Shelter in Place" is considered appropriate for, but not limited to, the following

- 1) Crimes or emergencies in the neighborhood off site (Shelter in Place)
- 2) It is safer to stay in an area that can be secured than to move to where the potential threat may be encountered (Shelter in Place)
- 3) Bees on campus and hazardous gases (Shelter in Place)

Remember your obligation as a OPUSD employee to remain on campus in an emergency, and to supervise and care for students for as long as is necessary.



OAK HILLS ELEMENTARY SCHOOL

EMERGENCY SITE MAP

2007

OAK PARK SCHOOL DISTRICT



CHEMICALS



ELEVATOR



FIRE HYDRANT



ALARM PANEL



GAS SHUT OFF



WATER SHUT OFF



REST ROOM



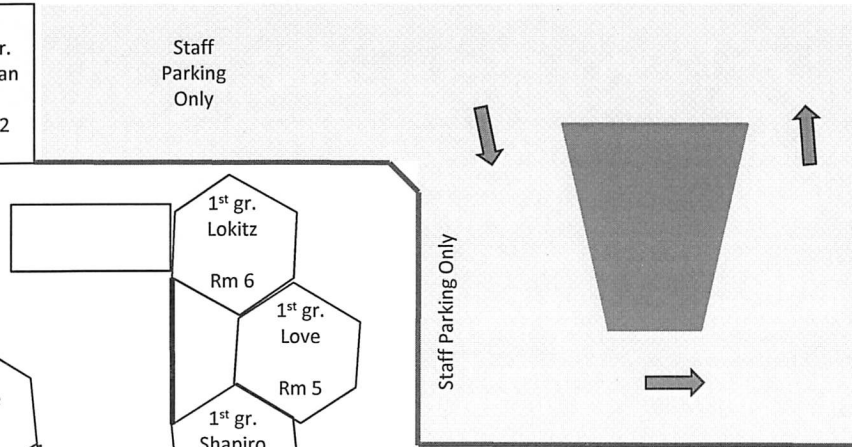
MAIN ROUTE

ALTERNATE ROUTE

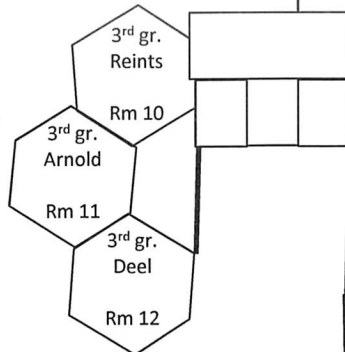
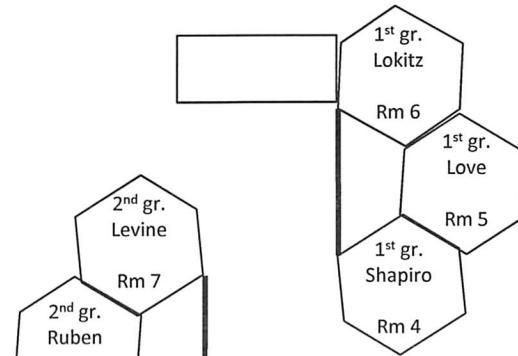
FIRE LANE

OAK HILLS ELEMENTARY SCHOOL 2012 - 2013

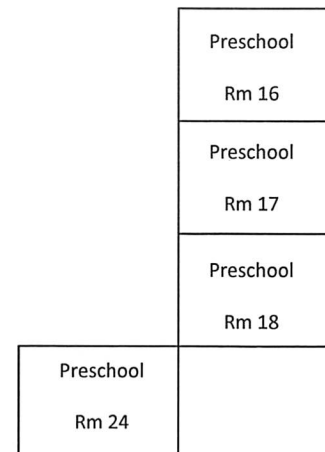
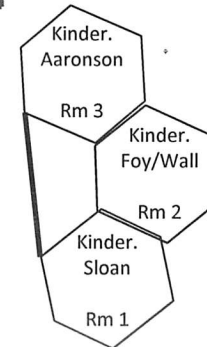
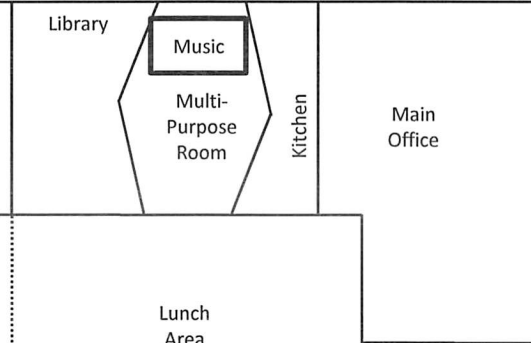
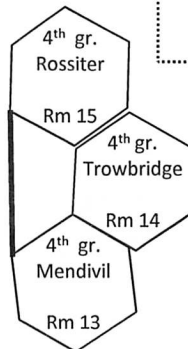
AM/PM	5 th Gr. Novak	5 th Gr. Melville	5 th Gr. Folendorf	5 th Gr. Reisman
	Rm 19	Rm 20	Rm 21	Rm 22



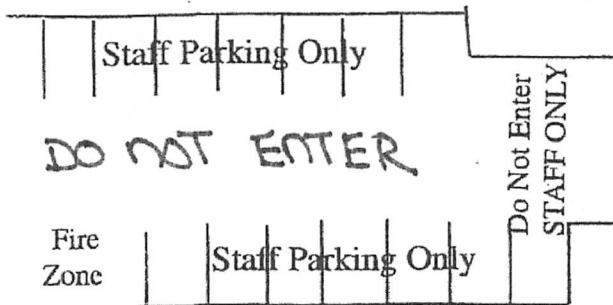
Literacy



Resource
Weaver
Rm 23

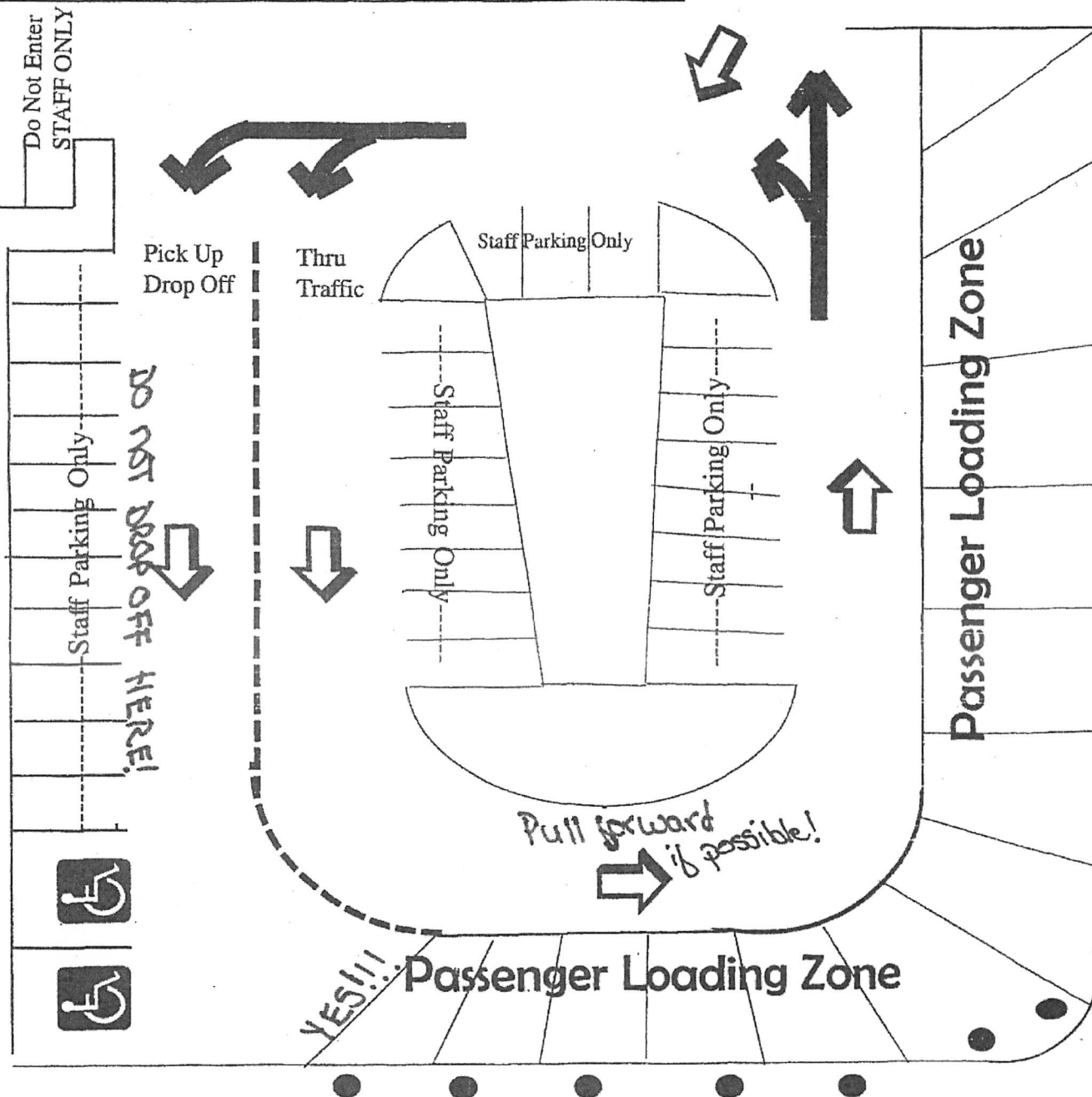


KANAN ROAD



Oak Hills Elementary Pick Up/Drop Off

1. Drop off and pick up students in marked loading zone only. Drop students from passenger side of car only
2. Use "Thru Traffic" lane to pass and exit
3. No parking anywhere in the lot. Park on the street or in the church parking lot. Unauthorized/unattended vehicles **will be towed**.
4. No waiting or parking in the Passenger Loading Zone.
5. Never enter the "Staff Only" lot



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
Crisis Response:
Incidents, Descriptions and Step-by-Step Procedures

Marilyn Lippiatt, Superintendent
Martin Klauss, Assistant Superintendent Business Services
Robert Fraser, Assistant Superintendent Human Resources
Donna Ledferd, Director of Accounting & Risk Management
Cathy Skiba, Director of Pupil Services

Security Numbers

In the Oak Park Unified School District, school security is monitored by a contract with Dial Security and reported to the Ventura County Sheriff's Department.

Dial Security

Ventura County Sheriff

(805) 485-0528 or (805) 496-3174

(805) 654-2380 or 911 (*emergency*)

- ♦ Immediate Response for Emergencies: Dial 911 (this will also offer a direct response from the Ventura County Sheriff's Department, Fire Department, or Emergency Medical Service.
- ♦ The Principal or his/her designee is responsible for contacting the District Office or Sheriff's Department for less serious incidents and **emergency** situations.
- ♦ The Principal will act as the Incident Commander and will utilize the Sheriff's Department as may become necessary and will serve as the direct liaison for public safety agencies or will appoint a designee to do so.
- ♦ The Superintendent or his/her designee will provide information and interviews to the media during the accident/emergency.

Table Contents

- I. Guns and Weapons in Building or on Campus
- II. Bomb Threat Only
- III. Shooting and Stabbing at School
- IV. Bomb Threat with Suspicious Package Found
- V. Actual Bomb Explosion
- VI. Fights
- VII. Fire/Explosion
- VIII. Death/Suicide of Student/Staff member
- IX. Sexual Battery
- X. Kidnapping/Childnapping
- XI. Chemical Spill/Airplane Crash
- XII. Major Student Disruption/Demonstration
- XIII. Hostage
- XIV. Weather: Tornadoes, Thunderstorms, and Lightning
- XV. Lights Out
- XVI. Evacuation Plan and Procedures
- XVII. Building Evacuation Map(s)
- XVIII. Map of School(s)

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 (<i>Code Red</i>) ♦ 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 (<i>Code Green</i>) ♦ 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 if necessary 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. 	Level I: Threat Only	<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 evaluation process, as well as the use of Code Red or Yellow ◆ 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 secession. ◆ 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.

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 and evacuate 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 aid, 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.

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. 	Level II: Threat and Suspicious Package Found	<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 ♦ Evacuate building, relocating staff and students more than 300 yards (use your Emergency Preparedness Plan e 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 <i>Code Red</i> or appropriate code 	<ul style="list-style-type: none"> ♦ Declare <i>Code Green</i> 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

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

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	
♦ If a call comes in, keep person talking-follow Bomb Threat Instruction Card.	Level III: Actual Bomb Explosion	<ul style="list-style-type: none"> ♦ Call 911 for Sheriff's Department and fire/emergency services ♦ Immediately place school on <i>Code Red</i> ♦ Activate site Safe School Team ♦ Notify central office staff immediately ♦ Evacuate building, relocating personnel and students in pre-designated area ♦ 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 <i>Code Red</i> ♦ Notify parents of injured student(s), if necessary ♦ Notify District of possible emergency relocation 	<ul style="list-style-type: none"> ♦ Declare <i>Code Green</i> 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. 	♦ In accordance with QPUSD policy

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

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

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.

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 		<ul style="list-style-type: none"> ♦ Evacuate building(s); follow Fire Drill Plan ♦ 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 Green 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

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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, 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 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
		<i>First 10 Minutes</i>	<i>Next 50 Minutes</i>	<i>Remainder of the Day</i>	<i>Subsequent Days</i>	
♦ Assess the situation		♦ 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 other 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	♦ Isolate any family members who are on campus ♦ Investigate the incident and obtain witness statements ♦ Isolate offender if possible	♦ 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		♦ In accordance with OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual

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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		♦ 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

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

Remember:

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- ♦ It is better to be safe than sorry.
- ♦ Principal does not leave command post
- ♦ Do not confront the suspect.
- ♦ Wait for administrative response.

Chemical Spill/Airplane Crash

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		<i>First 10 Minutes</i>	<i>Next 50 Minutes</i>	<i>Remainder of the Day</i>	<i>Subsequent Days</i>	
Off-Campus Evaluation Required Evacuation Cannot Be Made	Hazardous chemical spill occurs so close to building that the best decision would be to stay inside for protection	<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) ♦ 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 than 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 needed ♦ 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 operations ♦ 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
		<i>First 10 Minutes</i>	<i>Next 50 Minutes</i>	<i>Remainder of the Day</i>	<i>Subsequent Days</i>	
<ul style="list-style-type: none"> ♦ Chemical Spill Occurs on Campus ♦ Recall/Further Evaluation 		<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. <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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Remember:

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- ♦ 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.

DISTRICT RESPONSE TO THREAT OF BIOTERRORISM

February, 2003

In the event of a bioterrorism threat, designated district officials will maintain contact with public health authorities, local police and the fire department. The VCPH Disaster Management Unit is located at 2125 Knoll Drive, Suite 200, Ventura California, 93003, and is coordinated by Julie Frey 805/654-7607.

The VCPH disaster management team's present major focus is directed toward first responders. This includes securing hospital emergency rooms and facilities for decontamination. Judy Seyle, VCSSO Health Programs, serves on Ventura County's Bioterrorism Medical Advisory Committee representing schools and is responsible for keeping school nurses abreast of appropriate school response to bioterrorist threats as the plans are developed. The OPUSD Risk Manager, Safe Schools Coordinator and District Nurse will incorporate this and other information into the district's crisis response plan as soon as it is made available.

During a bioterrorist assault, students will/will not be released to parents as directed by the County and as outlined in each school's crisis response plan.

School district employees should be reminded that according to Government Code Sections 3100 through 3109 "...all public employees (defined as all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed) are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law..." In other words, according to the oath of affirmation taken when hired, school district employees should not expect to go home if a disaster occurs unless officially dismissed by district officials in charge of managing the crisis.

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		<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) persists, 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 student(s) ♦ If a disruption escalates further, announce <i>Code Red</i>, and follow procedures ♦ Announce "All Clear" 	<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

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.

Hostage

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		<i>First 10 Minutes</i>	<i>Next 50 Minutes</i>	<i>Remainder of the Day</i>	<i>Subsequent Days</i>	
Asses situation		<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 Green) ♦ 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 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 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		<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 	<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 not 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:

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- ♦ 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
		<i>First 10 Minutes</i>	<i>Next 50 Minutes</i>	<i>Remainder of the Day</i>	<i>Subsequent Days</i>	
<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

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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)

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.

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.

ACCOUNTABILITY REPORT

Keep this form with your red emergency bag.

Complete this form and *give to Joy Reints immediately*

Teacher: _____

Date: _____

Grade: _____

Time: _____

Room #: _____

_____ All students in my class are present and with me

_____ The following students are not in school today:

_____ The following students are in specials (literacy, speech, resource):

Student

Special

_____ Injured students/personnel left behind:

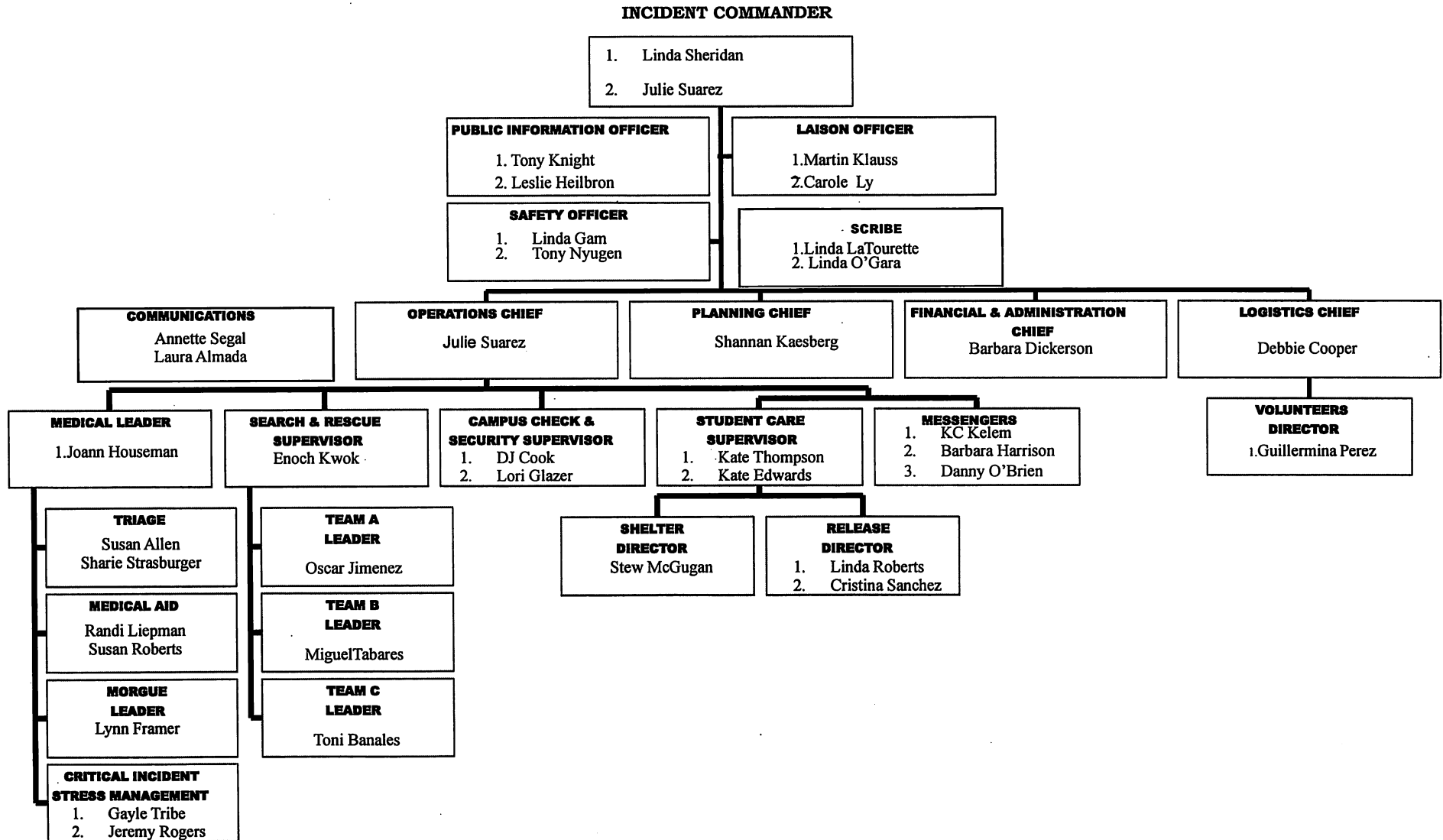
Name

Location

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
JoAnn Houseman	District Nurse	818-735-3224	818-288-3346	Medical Aid
Linda Sheridan	Administrative Assistant	818-735-3206	805-660-1620	Incident Commander
Stewart McGugan	Director, Alternative Education	818-735-3207	805-341-7608	Student Care Chief

**OAK HILLS
ELEMENTARY SCHOOL**

**EMERGENCY/
EVACUATION
PLAN**

2014~2015

UPDATED SEPTEMBER 2014

EMERGENCY ASSIGNMENTS

Ident Commander	Erik Warren (Back-up: Angela Folendorf)
Evacuation Chief/Attendance	Maureen Frey
Assistant to Evacuation Chief and Status Board	Linda Mendivil
Evacuation Area Supervisor/Attendance Assistant to Evacuation Supervisor and Attendance/Runner	Eva Novak Lianne Arnold Allison Shapiro Barbara McPhillips
Triage Officer	Quincie Melville
First Aid Team	Bonnie Chasin/Linda Friedrichs Meredith Glickman
Security Chief Security Team	Joy Reints Andi Hunt Joy Reints Steve Waldman (if on campus) Campus Supervision
Safety Officer	Brian Fay
Fire Suppression Team	Brian Fay & Katelyn Loe Instructional Aides
Search & Rescue Officer Team A (1 st , 2 nd , 5 th)	Beth Ruben Stephanie Love Janet Levine
Team B (3 rd , 4 th , Computer, Library, MPR)	Keri Lieberman Cindy Lokitz
Transport Teams Team A	Amanda Berg Paula Foy/Denise Wall
Team B	Heather Sloan Julie Tunnermann
Reunion/Social Services	Kristin Chobanian Kelly Schultz Danielle Warnes Jennifer Aaronson
Scribe	
Morgue Team	Katelyn Loe & Instructional Aides
Sanitation & Recovery	Joy Reints

CLASSROOM EVACUATION

1. Check on "buddy" safety
 - Give shout out to grade level members
2. Reassure students/Inventory injuries
3. Injured persons who cannot be moved should be protected as much as possible and remain in classroom. Reassure them that Search and Rescue will arrive shortly, consider assigning a buddy.
4. Get your red emergency pack, emergency cylinder and a pencil, personal items (purse, cell phone and personal medications)
5. Check that all students exit room with you
 - Close all doors behind you. LEAVE DOORS UNLOCKED
 - Mark door with green circle if clear and empty/red circle if occupied in any way
6. Take students to evacuation area
 - If the designated route to the Kindergarten yard is not safe, seek out the safest route possible for you and your students
7. Once in the evacuation area, put on appropriate colored vest from cylinder, instruct students to line up as trained in alphabetical order. Account for each student in line. Complete Accountability Report and turn it in to Angela, Maureen, or Erik. IMMEDIATELY NOTE ANY PERSON LEFT IN YOUR CLASSROOM.
8. Handle any minor injuries in evacuation area.
9. All staff members who are not actively engaged in other assigned emergency duties will remain in the evacuation area to supervise students. Keep your students calm and make absolutely sure they stay together in the evacuation area. Explain to them that there is a system in place for releasing to parents who will come as soon as possible.
10. Direct any parents to student checkout at Literacy area. Do not release students directly without following checkout procedure.
11. Be careful not to discuss names of injured. Do not give out names or numbers of injured/dead.
12. You will be contacted at the evacuation area to complete your assigned duties. Advise Evacuation Area Supervisor that you are moving on to assigned tasks when called upon to do so.

EVACUATION CHIEF/ATTENDANCE

Maureen Frey, Office Manager

1. Gather the following items:
 - All walkie-talkies and batteries
 - All school keys including Earthquake shed key
 - Staff roster and sign-in
 - Personal purse/phone/car keys
2. Lock office outer doors to prevent entrance to office
3. Establish Emergency Command Center at flagpole by retrieving table from Earthquake shed. **BE SURE TO START MAKING NOTES OF TIMES/EVENTS.**
4. **Be sure to get car keys from Erik, Brian and Health Tech**
5. Give keys and walkie-talkies to:
 - Incident Commander (Warren)
 - Keep one yourself
 - Evacuation Area Supervisor (Novak)
 - Triage Officer (Melville)
 - Safety Officer (Fay)
 - 1 each Search & Rescue/Transport Team (Love and Lieberman)
 - Security Officer
 - Social Services
6. Establish and maintain communications with personnel above.
7. Start accounting for adult personnel and make reassignments as needed.
8. Assist Incident Commander in establishing and maintaining communications with District Office.
9. Assist in accounting for staff and visitors on campus.
10. When situation is under control, remain at station but assist in directing parents, student supervision and release.

Walkie-Talkie Channels:

Channel 1 = District Office

Channel 11 = Oak Hills Elementary

Channel 12 = Oak Hills Elementary Secondary Channel

INCIDENT COMMANDER

Erik Warren, Principal
(Back-up: Teacher-in-charge)

1. Gather the following items:
 - Bullhorn
 - Backpack
 - Student Information Book
 - Personal wallet/phone/car keys
2. Assist Office Manager in collecting all walkie-talkies in office area.
3. Drop walkie-talkies and Student Information Book at Command Station at flagpole.
4. Assist in establishing Student Release Station at main gate of Literacy Rack area by retrieving table from Earthquake shed.
5. Retrieve walkie-talkie and book from Command Station.
6. Personally establish contact with teacher in charge of student evacuation area. See that she has list of students needed for accountability reports.
7. Account for all staff members and visitors on campus.
8. Check in with Security Chief to assist with accounting of all staff members and visitors on campus.
9. Assign Linda Mendivil to establish a white board to keep track of missing students/staff. Will also act as runner to Incident Commander and note taker.
10. Assign Lianne Arnold, Allison Shapiro and Barbara McPhillips to assist with general supervision and release of students, supervise dependent children of staff, and notifying of parents.
11. Evaluate damage and injury reports as they come in to determine appropriate responses.
12. Report and update District Office.
13. Prepare to meet with parents, media and public. **NEVER GIVE OUT NAMES OR NUMBERS TO PUBLIC/MEDIA.**

SAFETY OFFICER

Brian Fay, Head Custodian

1. Gather the following items:
 - All keys to site
 - Walkie-talkie
 - Wrench (utility shut-off as needed)
 - Personal items such as keys and phone
2. Go to Earthquake shed to unlock shed.
3. Proceed on these tasks only as safe to do so:
 - Determine if leaving the gas turned on creates a fire hazard or a hazard to the safety of people. If a hazard exists, proceed with extreme caution and turn the main gas valve off.
 - Determine if leaving the water turned on creates a flooding hazard. If a hazard exists, proceed with extreme caution and turn the main water valve off.
 - Determine if leaving the electricity on creates a fire hazard or a hazard to the safety of people. If a hazard exists, proceed with extreme caution and turn the main breaker switches off.
4. Return to Earthquake shed to assist with moving items to Triage or Command Centers.
5. Meet with Fire Suppression team at Command Center (flagpole).

FIRE SUPPRESSION TEAM

Headed by Brian Fay

Assisted by Katelyn Loe and Instructional Aides

1. Katelyn and Instructional Aides: Get your students to the Evacuation Area (Kindergarten yard) following the Evacuation Procedures.
2. Once your students are accounted for and calm, and you are needed as a member of the fire suppression team, advise Evacuation Area Supervisor (Eva Novak) that you are moving on to your assigned task.
3. Go to Command Center (flagpole).
4. After meeting at the flagpole to receive instructions from Incident Commander, move on to the Earthquake shed to meet up with Search & Rescue Officer (Beth Ruben).
5. Gather the following items:
 - Be sure you have your keys
 - Walkie-Talkie
 - Fire extinguishers from the shed
6. Break into two groups and accompany the two Search & Rescue teams as they move out to recover injured/trapped/dead.
7. Assist as needed by suppressing fire and determining safety of each room as teams enter.
8. Assist as needed by retrieving/moving injured/trapped/dead.
9. After all rooms have been cleared of persons, return to any hot spots and make sure fire is completely extinguished.
10. Stay in contact with Incident Commander.

SECURITY

Headed by Joe Reints

Assisted by: Andi Hunt, Steve Waldman, and Campus Supervision

1. Get your students to the Evacuation Area (Kindergarten yard) following the Evacuation Procedures.
2. Advise Evacuation Area Supervisor (Eva Novak) that you are moving on to your assigned task.
3. Go to Command Center (flagpole).
4. Joy Reints will pick up walkie-talkie and car keys of Maureen Frey and Health Tech.
5. These cars may be moved to block entrance driveway into school if needed. A staff member must remain with the vehicle so that it can be removed immediately for emergency vehicle access.
6. Joy will remain at this entrance to move these cars should an emergency vehicle need to enter campus. Joy will direct all parents coming onto campus to go to literacy area for student pick up.
7. Unless directed otherwise, remaining members of the security team will be used as follows:
 - a. One will stay with Joy to supply additional supervision and direction to adults entering campus.
 - b. One will go to literacy area to provide security assistance and direction.
 - c. Remaining will go back to student evacuation area to patrol fence line and supervise students. Any parents coming to the fence should be directed to the literacy area.

EVACUATION AREA SUPERVISOR

Eva Novak

Assisted by: Lianne Arnold, Allison Shapiro and Barbara McPhillips

1. Get your students to the Evacuation Area (Kindergarten yard) following the Evacuation Procedures.
2. Maintain supervision of all students in evacuation area. All staff members who are not actively engaged in other assigned emergency duties will remain in the evacuation area to supervise students. Direct these staff members to ensure adequate supervision.
3. Assist with accounting of students, staff and visitors. Keep track of students and staff entering or leaving evacuation area. Send Lianne Arnold to check with Triage Officer to confirm missing or those not in the first-aid area.
4. As other teachers leave to tend to assigned duties, make sure campus supervisor or other staff is available to assist with supervision.
5. Locate and help students get to student release point when requested.
6. Keep Evacuation Area closed to public. Direct all parents to literacy area for appropriate check out.
7. Stay in constant communication with Evacuation Chief and Incident Commander.

ASSISTANT TO INCIDENT COMMANDER

Linda Mendivil

1. Get your students to the Evacuation Area (Kindergarten yard) following the Evacuation Procedures.
2. Once your students are accounted for and calm advice Evacuation Area Supervisor (Eva Novak) that you are moving on to your assigned task.
3. Go to the Literacy area and report to Erik Warren.
4. Assist with getting any remaining items from Earthquake Shed.
5. Take over note taking responsibilities (incident scribe). Document all actions and decisions on a continual basis. Write down any and all radio and verbal contact of Incident Commander.
6. Set up "white board" for general messages between staff members and to keep track of missing students/staff/visitors. KEEP NAMES CONFIDENTIAL.
7. Assist Student Release Team with supervision of students in immediate literacy area that are waiting to be released.
8. Direct parents/adults waiting to pick up students.
9. **Never give out names or numbers.**

Walkie-Talkie Channels:

Channel 1 = District Office

Channel 11 = Oak Hills Elementary

Channel 12 = Oak Hills Elementary Secondary Channel

REUNION/SOCIAL SERVICES

Kristin Chobanian

Kelly Schultz

Danielle Warnes

Jennifer Aaronson

Assisted by: Joy Reints, Andi Hunt, and Lianne Arnold

1. Get your students to the Evacuation Area (Kindergarten yard) following the Evacuation Procedure.
2. Once your students are accounted for and calm, and it is necessary for you to provide Reunion/Social Services, advise Evacuation Area Supervisor (Eva Novak) that you are moving on to your assigned task.
3. Pick-up student rosters from Maureen Frey. Go to Literacy area.
4. Assist Erik Warren and Linda Mendivil in establishing Student Release Area.
5. Oversee release of students to parents/guardian.
6. Stay in constant contact with Maureen Frey regarding status of students present, released, or unaccounted for.
7. Start notifying parents/guardians of student status and procedures for pick up. Use personal cell phone if necessary.
8. Document all actions and decisions on a continual basis.

TRIAGE OFFICER

Quincie Melville

1. Get your students to the Evacuation Area (Kindergarten yard) following the Evacuation Procedures.
2. Once your students are accounted for and calm, and it is necessary for you to serve as Triage Officer, advise Evacuation Area Supervisor (Eva Novak) that you are moving on to your assigned task.
3. Go to Earthquake shed and assist First Aid team with moving items to garden area.
4. Stop by Command Center (flag pole) to check in with Incident Commander and pick up walkie-talkie on way back to garden.
5. Establish three groups of injured:

Level I (RED)	Immediate Needs
Level II (YELLOW)	Delayed Needs
Level III (GREEN)	Minor Needs (consider sending back to evacuation area for treatment)
6. Track injured on white board.
7. Continually re-triage victims to assess if they have deteriorated to "Immediate".
8. Report frequently to Incident Commander and Evacuation Chief regarding status and location of injured.
9. Provide assistance to First Aid team as needed.
10. Document all decisions and actions on a continual basis and do same for First Aid team.
11. Have Morgue Team remove deceased from the First-Aid area.

SEARCH & RESCUE

Beth Ruben

Team A: Stephanie Love
Janet Levine

Search Area: First, Second, Fifth and Bungalows

Team B: Keri Lieberman
Cindy Lokitz

Search Area: Third, Fourth, Computer
Library, MPR, Resource

1. Get your students to the Evacuation Area (Kindergarten yard) following the Evacuation Procedures.
2. Once your students are accounted for and calm it is necessary for you to begin Search and Rescue operations, advise Evacuation Area Supervisor (Eva Novak) that you are moving on to your assigned task.
3. Beth Ruben stops at Command Center (flag pole) to get two walkie-talkies and two master keys.
4. All others go to Earthquake shed and retrieve necessary tools (hard hats, gloves, etc.).
5. **You will be paired with a Transport Team and a Fire Suppression person. Move out as a group.** Beth Ruben will give one walkie-talkie and keys to each group. She will sub in for any teacher who may have been incapacitated or will return to student evacuation area to provide additional supervision/security stopping by the Command Center to advise of status and actions.
6. **Safety Considerations:**
 - Buddy System:* Always work in pairs, with 3rd person acting as a runner.
 - Hazards:* Be alert for hazards such as sharp object, dust, hazardous materials, power lines, leaking natural gas, high water, fire and unstable structures.
7. **Search Methodology:**
 - Call out:* Begin the search by shouting "If anyone can hear my voice, come here." If any victims respond, give them further directions. Be sure to ask victims for any information they may have about the building or other victims.
 - Right Wall/Left Wall:* Move systematically along the wall to either the right or left. The wall is the rescuer's lifeline. If you or your partner becomes disoriented, reverse your steps staying close to the wall until you get back to the doorway. Throughout your search, stay in voice-contact with your partner so you do not get separated.
 - Triangulate:* Three rescuers, guided by victim sounds, form a triangle around a designated area and direct flashlights into that area. The light shining from different directions will eliminate shadows that could otherwise hide victims.
 - Mark Searched Areas:* When teachers evacuated, they should have marked their class rooms as follows:
 - Red Circle = Room contains a person in some manner
 - Green Circle = Room is clear of all personsWhen you enter the room, make a slash "V" on the door. When you exit the room, make a slash in the opposite direction creating an "X" to indicate that all persons have been removed from the room.

TRANSPORT TEAM

Team A: Amanda Berg
Paula Foy/Denise Wall

Team B: Heather Sloan
Julie Tunnermann

1. Get your students to the Evacuation Area (Kindergarten yard) following the Evacuation Procedures.
2. Once your students are accounted for and calm, it is necessary to begin Search and Rescue operations, advise Evacuation Area Supervisor (Eva Novak) that you are moving on to your assigned task.
3. Go to Earthquake shed and retrieve necessary tools (stretcher and medical gloves).
4. **You will be paired with a Search & Rescue Team and a Fire Suppression person. Move out as a group.**
5. Remove injured to garden/triage area when instructed to do so.

Victim Removal:

Self Removal or Assists: Ambulatory victims may be able to get out, with or without assistance, once obstacles are removed. Even when a victim is capable of self-removal, provide assistance and support as the victim vacates the area to avoid the possibility of additional injury.

Lifts and Drags: If a victim cannot get out on his/her own use one of the following:

1. One person arm carry
2. One person pack-strap carry
3. Two person lift
4. Chair carry
5. Blanket drag
6. Drag

Unless there is a condition that threatens rescuer safety, do not use these types of victim removal if you suspect a closed head, neck or spine injury. Victims with injuries to the head or spine should be stabilized on a backboard before removal. Remember to use in-line stabilization.

6. Upon return to triage area, document results. Keep complete records both of removed victims and of victims who remain trapped or dead, then report this information to the Incident Commander.
7. Remain in triage area to assist with transfer of students to/from Evacuation Area or movement of injured within first aid area.

FIRST AID TEAM

Bonnie Chasin/Linda Friedrichs
Meredith Glickman

1. Bonnie/Linda gather the following items:

- All sign in books from counter
- Tardy and absence logs
- Personal items such as purse/phone/keys
- Student emergency binders

Meredith - gather the following items:

- Student Information book
- Red backpack
- Meds
- Personal items such as purse/phone/keys

2. Drop items at Command Center (flag pole) and proceed directly to Earthquake shed.
3. Get necessary items from Earthquake shed and go to Garden area. Set up First Aid station.
4. Triage Officer will start sorting victims into Immediate/Delayed/Minor.
5. **When treating victims, be sure to wear latex gloves and use barriers.**
6. Care for victims classified as Immediate first.
7. Instruct transport team to move victims as possible/necessary.
8. Monitor and re-triage victims on continuing basis.
9. Document all treatments.

SANITATION

Joy Reints

1. Get your students to the Evacuation Area (Kindergarten yard) following the Evacuation Procedures.
2. Remain in evacuation area providing supervision and emotional support to those in need.
3. Once evacuation area is under control, and if it is apparent that incident will extend for several hours, advise Evacuation Area Chief that you are moving on to your assigned job.
4. If safe to re-enter buildings, check kindergarten classroom to confirm if existing toilet facilities are accessible and functional. If building is safe and water isn't working, line the stools with plastic bags.
5. If building is unsafe, go to Earthquake shed and retrieve portable latrines.
6. Establish field latrines (male and female) as needed.
7. When latrines are established, stay in evacuation area to assist with supervision and provide emotional support to Morgue team.

MORGUE TEAM

Angela Folendorf and Instructional Aides

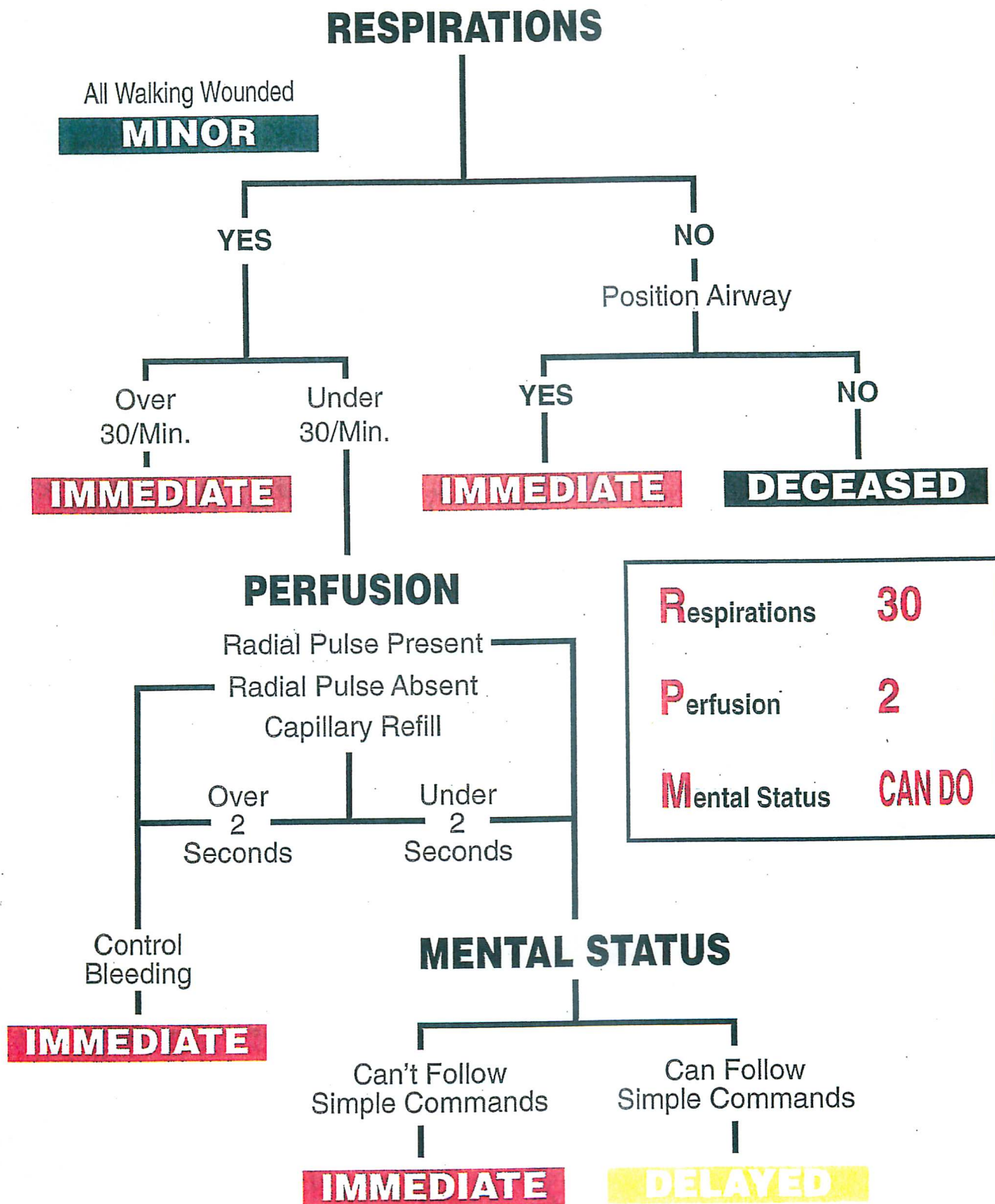
1. After completion of fire suppression duties, remain in evacuation area to provide additional supervision and assistance as needed.
2. When it is apparent that event will be extended, confirm with Incident Commander that morgue operation should be established.
3. Do not release or discuss names or number of deceased. Next of kin will be notified by Incident Commander or designee.
4. **Be sure to wear latex gloves and use barriers when caring for the dead.**
5. Establish a morgue area separate from other areas and be sure area is secure from public view/access.
6. Identify and tag bodies, use available personnel to move deceased.
7. Document the death with as many facts you know related to the death. Do not speculate.
8. Report to Incident Commander when completed and return to evacuation area.

Supplement
for
Triage/First Aid

Medical Aid

- Administer First Aid
- Document name, injury, and first aid given
- Determine need for medical assistance
- Work cooperatively with outside agencies
- Keep Command Center informed
- Maintain morgue as needed

Simple Triage And Rapid Treatment START Triage



Supplement
for
Search & rescue

Incident Command: Choose an incident, put a slash in the assignment completed column, copy the address/location to the incident name section on Incident Briefing, and give Incident Briefing and Assignment Status to incident team leader. Copy address/location to Post-Incident Status and enter start time. When incident is complete, put a backslash in the assignment completed column and the incident end time on the Post-Incident Status form.

ASSIGNMENT STATUS

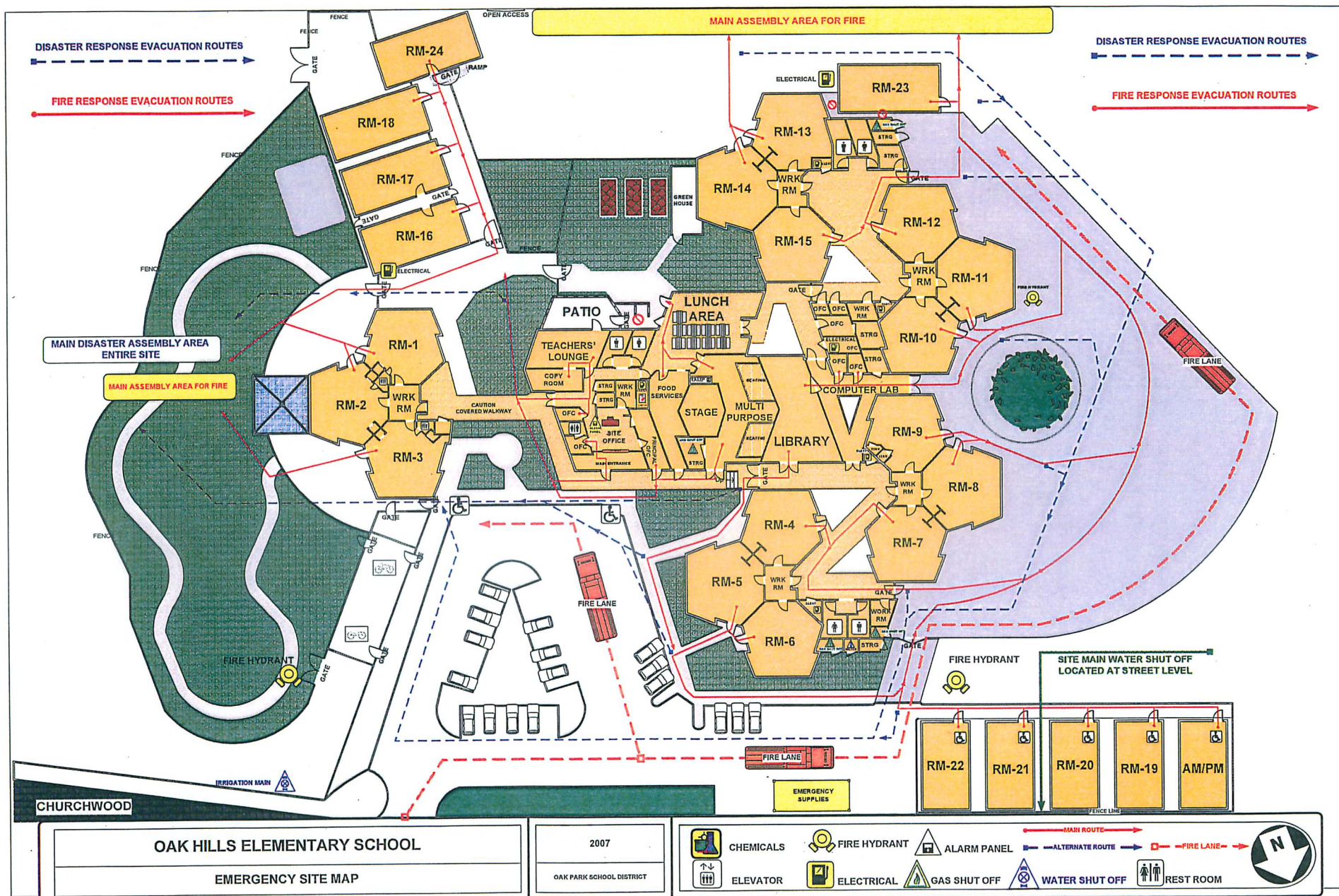
DATE:		PERSON REPORTING:						PAGE #:	
TEAM LEADER		ASST. TEAM LEADER		ASSIGNMENT					
TEAM TYPE		TEAM TYPE		TEAM TYPE		TEAM TYPE		TEAM TYPE	
START TIME	END TIME	START TIME	END TIME	START TIME	END TIME	START TIME	END TIME	START TIME	END TIME
1		1		1		1		1	
2		2		2		2		2	
3		3		3		3		3	
4		4		4		4		4	
5		5		5		5		5	
ASSIGNMENT		ASSIGNMENT		ASSIGNMENT		ASSIGNMENT		ASSIGNMENT	
COMMENTS		COMMENTS		COMMENTS		COMMENTS		COMMENTS	

TO TRACK PERSONNEL ON AN ASSIGNMENT.

www.cert-la.com

10/08/01

Print type of team (for example, Fire). Print team members' names in numbered boxes. If a team completes an assignment, use another team column for the next assignment. Return this form, with Incident Briefing, to Incident Command



Radio Do's and Don'ts: The World is Listening!

DISTRICT NET CONTROL WILL CONTACT EACH CAMPUS: CAMPUSES SHOULD ONLY INITIATE A CALL TO THE D.O. NET FOR IMMEDIATE EMERGENCY NEEDS:

During a pause in transmission say, "EMERGENCY TRAFFIC". D.O. Net Control will then recognize and tell you to go ahead with your information

*Supplement
for
incident
commander*

Transmission Hints: Stay Calm; speak in a normal, clear voice

The worse a situation becomes the calmer and slower radio talk needs to be

- Hold radio just to the side of your mouth-rest on cheek
- Press key for 2 seconds before starting to speak
- Pause during transmission to allow for emergency traffic to break in
- Ask sender to repeat if not clearly understood-don't assume
- Use plain speech:
 - Avoid contractions
 - Using common names: Spell difficult words phonetically
 - Avoid emotional words: DO NOT USE TERM "DEAD BODIES"-USE A CODE FOR SAME
 - Don't ramble: Be concise, brief
 - Do not use names of victims over the air
 - Don't argue or criticize
 - Numbers: 509= "Five Zero Nine"

OPU EMERGENCY REPORT FORM

DATE: _____

SITE INCIDENT COMMANDER: _____

CAMPUS: _____

TIME: _____

INCIDENT: _____

STUDENT/STAFF ACCOUNTING:				
# MISSING	INJURED: # IMMEDIATE	INJURED: # DELAYED	INJURED: # MINOR	INJURED: # DEAD
KEY:				
IMMEDIATE:	Life threatening injuries (airway, bleeding, or shock) rapid treatment is imperative			
DELAYED:	Professional care maybe required, but immediate treatment is not imperative			
MINOR:	Minor injuries not requiring professional care			
DEAD:	No respirations after two attempts to open airway *CPR is not performed in the disaster environment			
DAMAGE ASSESSMENT:				
STRUCTURAL: BUILDINGS/GROUNDS (Collapse, Fire, Haz. Mat., Flood, etc.)	UTILITIES: GAS TURNED: ON/OFF LEAKING	UTILITIES: ELECTRICITY TURNED: ON/OFF	UTILITIES: WATER TURNED: ON/OFF	SECURITY SITUATION
RESOURCES REQUESTED: (FIRE DEPT., SHERIFF, PARAMEDICS, UTILITY CO., PERSONNEL, TRANSPORTATION)				

*use this form when reporting
to district office*

TOP ORANGE MEDICAL BOX INVENTORY

DATED: January 2013

Approx #	Description	Size
1	Ace Wrapping	6 in
1	Ace Wrapping	3 in
6	Alcohol Wipes	
10	Ammonia Inhalents	
	Antiseptic Wash	
1 box	Band Aids - 100	small
16	Band Aids Teflon	
2	Blankets, Emergency	small
1	Blood Pressure Kit	
3	Blood Stoppers Bandage & Dressing	
1	Burn Sheet, Sterile	5' x 8'
10	Cleansing Wipes	
6	Cold Packs	
2	Cold Packs, Instant	
1	Cotton Balls, bag of	
2	Dressing	5 x 9
10	Dressing	4 x 4
3	Dressing	8 x 10
4	Eye Pads	
	Eye Wash	
1	Forcep	
20	Face Masks	
15	Gauze Pads	3 x 3
2	Kerlex	4 in
10	Medical Butterfly Closures	
1	Medication Spoon	
12	Microshield Mouth Barrier	
1	Pupil Light	
1	Resusitation Mask	
3	Roller Gauze	3 in
3	Roller Gauze	4 in
1	Safety pins, bag of	
3	Scissors, Bandage	
3	Splint	2 in
18	Splint	Finger 1 in
	Splinting material velcro closure fracture aids	various
10	Steri Strips	1 1/2 in
1	Stethoscope	
6	Tape	2 in
6	Tape	1 1/2 in
3	Tape	1 in
2	Tape	1/2 in
1	Thermometer	
4	Triangular Bandage	
2	Tweezer	
2	Umbilical Cord Clamps	
1	Waterproof Tape	1 in
1	Waterproof Tape	1/2 in

BOTTOM ORANGE MEDICAL BOX INVENTORY

DATED: January 2013

Approx #	Description	Size
1	Blanket, Emergency	
1	Burn & Trauma Dressing Roehampton Sterile	Leg
1	Burn & Trauma Dressing Roehampton Sterile	Arm
1	Collars	Large
1	Collars	Small
2 boxes	Gloves (100)	
6	Ice Pack, Instant	
2	Hand Sanitizer, 32oz	
1	Splint	Full Leg
1	Splint	Foot & Ankle
1	Splint	Hand & Wrist
1	Splint	1/2 Leg
1	Splint	1/2 Arm
1	Suction Aparatas with Catheter	

GREEN MEDICAL BOX INVENTORY

DATED: January 2013

Approx #	Description	Size
100		4x4
10 dozen		2x2
80		3x3
2	Ace Wraps	
400	Alcohol preps	
1 bottle	Alcohol - liquid	32 oz.
3 bottles	Antiseptic Wash	
100	Band Aids	Butterfly
100	Band Aids	Finger Tips
200	Band Aids	1 in
2	Bandage Scissors	
10	Bandages	2x4
10	Bandages	4x4
10	Bandages	5x5
80	Bandages Circular	1 1/2 in
10	Biohazard Bags	
1	Clipboard with Triage	
13	Combine Dressings	8x10
3	Combine Dressings	8x 7 1/2
2	Cotton Balls	
5	Dressing Pad	Large
1 roll	Duct Tape	
25	Eye Pads	
5 bottles	Eye Wash	32 oz.
2 boxes	Feminine Hygiene products	pads
1	First Aid Booklet	
7 boxes	Gloves (100 ea)	
8	Gauze, Roller	2 in
10	Gauze, Roller	1 in
7 bottles	Hand Sanitizer, 32 oz	
20	Instant Cold Packs	
10	Kerlex	3 in
6	Kerlex	4 1/2 in
1 Roll	Masking Tape	1 in
80	Masks, Fluid Resistant	
50	Masks, Micro Shield	
350	Masks, Surgical	

GREEN MEDICAL BOX INVENTORY

DATED: January 2013

[illegible]

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 3000

Business and Non-Instructional Operations

BP 3530(a)

Risk Management/Insurance

The Governing Board strongly supports a risk management program that protects district resources and promotes the safety of students, staff and the public.

The Superintendent or designee shall establish a risk management program that uses effective safety and loss control practices. The district shall strive to keep its liability at a minimum and its insurance premiums as low as possible while maintaining adequate protection. To determine the most economical means of insuring the district consistent with required services, the Superintendent or designee shall annually review the district's options for obtaining coverage, including qualified insurance agents, a joint powers agency, self-insurance or a combination of these means.

The Board reserves the right to remove an insurance agent-of-record or a participating agent whenever, in the judgment of the Board, such action becomes desirable for the best interests of the district.

To attempt to minimize the district's exposure to liability, the Board shall adopt clear policies related to discrimination, harassment, safety procedures, and the timely handling of claims. The Superintendent or designee shall ensure that these policies and related procedures are enforced fairly and consistently.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3320 - Claims and Actions Against the District)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4132/4232/4332 - Publication or Creation of Materials)

(cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5141.4 - Child Abuse Reporting Procedures)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 6162.6 - Use of Copyrighted Materials)

(cf. 9260 - Legal Protection)

Legal Reference:

EDUCATION CODE

17029.5 Contract funding; board liability

17565-17592 Board duties re property maintenance and control

32350 Liability on equipment loaned to district

35162 Power to sue, be sued, hold and convey property

35200-35214 Liabilities, especially:

35208 Liability insurance

35211 Driver training civil liability insurance

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 3000

Business and Non-Instructional Operations

BP 3530(b)

35213 Reimbursement for loss, destruction or damage of personal property

35214 Liability self-insurance

35331 Medical or hospital service for students on field trip

39837 Transportation of pupils to places of summer employment

41021 Requirement for employees' indemnity bonds

44873 Qualifications for physician (liability coverage)

49470-49474 District medical services and insurance

GOVERNMENT CODE

820.9 Board members not vicariously liable for injuries caused by district

989-991.2 Local public entity insurance

LABOR CODE

3200-4855 Workers' compensation

Adopted: 1-11-78

Amended: 7-23-80, 3-18-86, 7-11-89, 9-17-02, 2-17-04

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

Series 3000

Business and Non-Instructional Operations

AR 3530(a)

Risk Management/Insurance

Risk Management

The Superintendent or designee shall take action to:

1. Identify the risks inherent in the operation of district programs
2. Assess the above risks and keep records of accidents, losses and damage
3. Mitigate risks through loss control and safety-related activities
4. Determine the extent to which risks should be assumed by the district or covered by the purchase of insurance or pooling with other districts

Employees are expected to take reasonable precautions for the care and safety of the school equipment with which they have been entrusted. Employees may be held responsible for recurring damage or losses that occur due to their negligence or lack of supervision. Responsibilities related to safety and loss control shall be included in employee job descriptions.

(cf. 1240 - Volunteer Assistance)
(cf. 1330 - Use of School Facilities)
(cf. 3400 - Management of District Assets/Accounts)
(cf. 3430 - Investing)
(cf. 3440 - Inventories)
(cf. 3512 - Equipment)
(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)
(cf. 3515 - School Safety and Security)
(cf. 3515.1 - Crime Data Reporting)
(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3541.1 - Transportation for School-Related Trips)
(cf. 3543 - Transportation Safety and Emergencies)
(cf. 4112.42 - Drug and Alcohol Testing for School Bus Drivers)
(cf. 4119.3 - Duties of Personnel)
(cf. 4119.42 - Exposure Control Plan for Bloodborne Pathogens)
(cf. 4157/4257/4357- Employee Safety)
(cf. 4212.5 - Criminal Record Check)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.61 - Drug Testing)
(cf. 5141 - Health Care and Emergencies)
(cf. 5141.1 - Accidents)
(cf. 5141.23 - Infectious Disease Prevention)

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

Series 3000

Business and Non-Instructional Operations

AR 3530(b)

(cf. 5142 - Safety)
(cf. 6145.2 - Athletic Competition)
(cf. 6153 - School-Sponsored Trips)
(cf. 9260 - Legal Protection)

Insurance

Insurance coverage shall include, but may not be limited to:

1. Liability insurance (Education Code 35200-35214)
2. Fire insurance for buildings, equipment and vehicles (Education Code 17565)
3. Workers' compensation insurance (Labor Code 3700)
4. Fidelity bond insurance (Education Code 41021)

A suitable bond indemnifying the district against loss shall be purchased for employees responsible for handling district funds and may be purchased for employees responsible for handling district property. The district shall bear the cost of this bonding. (Education Code 41021)

(cf. 1330 - Use of School Facilities)
(cf. 4154 - Health and Welfare Benefits)
(cf. 4156.3/4256.3/4356.3 - Employee Property Reimbursement)
(cf. 4157.1 - Work-Related Injuries)
(cf. 5143 - Insurance)
(cf. 9260 - Legal Protection)

Adopted: 9-17-02

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

Series 3000

Business and Non-Instructional Operations

AR 3541.1(a)

Transportation For School-Related Trips

The district may provide transportation for students, employees and other individuals for field trips and excursions approved according to Board policy and administrative regulations.

(cf. 3541 - Transportation Routes and Services)

(cf. 6153 - School-Sponsored Trips)

The Superintendent or designee shall determine the most appropriate and cost-effective mode of transportation for each approved trip.

(cf. 3312.2 - Educational Travel Program Contracts)

(cf. 3540 - Transportation)

When district transportation is provided, students may be released from using district transportation only with the advance written permission of their parent/guardian.

School-related organizations requesting transportation shall be fully responsible for the costs of their trips unless funding has been approved by the Governing Board.

(cf. 1230 - School-Connected Organizations)

The Superintendent or designee shall ensure that the district has sufficient liability insurance when field trips or excursions involve either transportation by district vehicles or travel to and from a foreign country. When a trip to a foreign country is authorized, liability insurance shall be secured from a carrier licensed to transact insurance business in that country. (Education Code 35330)

(cf. 3530 - Risk Management/Insurance)

Transportation by Private Vehicle

The Superintendent or designee may authorize the transportation of students by private vehicle when the vehicle is driven by an adult age 21 or older who possesses a valid California driver's license or a valid license from his/her state of residence if he/she is a nonresident on active military duty in California. A driver shall be required to have a good driving record and possess at least the minimum insurance required by law. Any person providing transportation in a private vehicle shall have registered with the district for such purposes.

(cf. 1240 - Volunteer Assistance)

Drivers shall receive safety and emergency instructions which shall be kept in their vehicle.

All student passengers shall submit permission slips signed by their parents/guardians. Teachers shall ensure that each driver has a copy of the permission slip for each student riding in his/her vehicle.

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

Series 3000

Business and Non-Instructional Operations

AR 3541.1(b)

Vehicle owners, drivers and passengers shall be informed that the registered owner and his/her insurance company are responsible for any accidents or violations that may occur.

The number of passengers, including the driver, shall not exceed the capacity for which the vehicle was designed. Motor trucks may not transport more persons than can safely sit in the passenger compartment. The driver shall also ensure that manufacturer's recommendations for his/her vehicle are followed regarding the seating of children in seats equipped with airbags.

Passenger Restraint Systems

All drivers shall wear seat belts in accordance with law. In addition, drivers shall ensure that: (Vehicle Code 27315, 27360, 27360.5, 27363)

1. A child who is under age 6 or under 60 pounds, unless exempted by law, is properly secured in an appropriate child passenger restraint system meeting federal safety standards.
2. A child who is age 6 or older or weighs 60 pounds or more uses a seat belt.
3. All other passengers wear seat belts.

Legal Reference:

EDUCATION CODE

35330 Excursions and field trips

35332 Transportation by air

39830 School bus

39830.1 School pupil activity bus

39860 Transportation to special activities by district

44808 Liability when students not on school property

VEHICLE CODE

27315 Mandatory use of seat belts in private passenger vehicles

27360-27360.5 Child passenger restraint systems

27363 Child passenger restraint systems, exemptions

Management Resources:

WEB SITES

California Highway Patrol: <http://www.chp.ca.gov>

Office of Traffic Safety: <http://www.ots.ca.gov>

Department of Motor Vehicles: <http://www.dmv.ca.gov>

National Transportation Safety Board: <http://www.nts.gov>

National Highway Traffic Safety Administration: <http://www.nhtsa.dot.gov>

Adopted: 9-17-02

**OAK PARK UNIFIED SCHOOL DISTRICT
EXHIBIT**

Series 3000

Business and Non-Instructional Operations

E 3541.1(a)

School Related Trips

SCHOOL DRIVER REGISTRATION FORM

Driver (circle one): Employee Parent/Guardian Volunteer
Name: _____ Date of Birth: _____
Address: _____ Driver's License No.: _____
Telephone No.: () _____ Expiration Date: _____

VEHICLE INFORMATION

Name of Owner: _____ Year: _____
Address: _____ Make: _____
Registration Expiration: _____ License Plate No.: _____
Seating Capacity: _____

INSURANCE INFORMATION

Insurance Company: _____ Policy No.: _____
Telephone No.: _____ Expiration Date: _____
Liability Limits of Policy: _____

(The minimum acceptable liability limit for privately-owned vehicles is \$100,000 per occurrence. If you transport students often, it is recommended that your coverage be \$300,000 per occurrence.)

DRIVER STATEMENT

I certify that I have not been convicted of reckless driving or driving under the influence of drugs or alcohol within the past five years and that the information given above is true and correct. I understand that if an accident occurs, my insurance coverage shall bear primary responsibility for any losses or claims for damages.

I certify that I will ensure that all children will be restrained using the appropriate passenger restraint systems.

Name _____ Date _____

OAK PARK UNIFIED SCHOOL DISTRICT

EXHIBIT

Series 3000

Business and Non-Instructional Operations

E 3541.1(b)

DRIVER INSTRUCTIONS

When using your vehicle to transport students on field trips or other school activity trips, please:

1. Be sure that you have registered with the district for such purposes and have a valid driver's license and current liability insurance at or above the minimum amount required by law for each occurrence.
2. Check the safety of your vehicle: tires, brakes, lights, horn, suspension, etc.
3. Carry only the number of passengers for which your vehicle was designed. If you have a pickup truck, carry only as many as can safely sit in the passenger compartment.
4. Require each passenger to use an appropriate child passenger restraint system (child car seat or booster seat) or safety belt in accordance with law.

In case of emergency, keep all the children together and call 911 and the district office.

Adopted: 9-17-02

CREATING A SAFE PHYSICAL ENVIRONMENT

Inevitably, there will be special situations and special places in schools where problems are more likely to occur. To prevent such problems, changing the school environment may be necessary. These interventions alter the use of school space and supervision routines so that opportunities for violent or disruptive behavior are minimized or eliminated.

An analysis of the school environment can determine if hot spots exist in the school. For example, the back hallway leading from the locker commons to the band room may be an area where many fights or disruptions occur due to minimal supervision and poor lighting. Perhaps an analysis also will show that these problems are most likely to occur in the mornings at a time when student traffic increases through the back hallway. A thorough understanding of when and where problems occur should prove invaluable to the Schoolwide Team. Some of the environmental characteristics that a school may examine include the following:

- number and types of exits
- location and design of bathrooms
- design of the cafeteria, common areas, and playground
- patterns of supervision
- density of traffic patterns throughout parts of the school during various times of the day
- lighting
- isolated areas
- bell and class schedules and the mixing of students from different grades
- length of time students stand in line to wait for a bus or to wait for lunch

Equipped with the above information, the Schoolwide Team will be in a position to change the environment to minimize opportunities for inappropriate behavior. By continuing to monitor and supervise all areas of the school regularly, the team can maximize environmental safety.

Source: Dwyer, K. and Osher, D. (2000), "Safeguarding Our Children: An Action Guide." U.S. Departments of Education and Justice, American Institutes for Research, Washington, D.C.; Internet, [http://www.ed.gov/offices/OSERS/OSEP/Action Guide/](http://www.ed.gov/offices/OSERS/OSEP/Action%20Guide/).

America's Playgrounds Safety Report Card

DOES YOUR PLAYGROUND MAKE THE GRADE?

Evaluate the risk factors in your playground by using the following format. A complete explanation of the criteria is on the following pages.

YES NO

Scoring System

For every 'Yes' your playground receives one point. Total up the number of points for each section.

Supervision _____

Age appropriate _____

Fall Surfacing _____

Equipment Main. _____

Total _____

23-20 = A Congratulations on having a SAFE playground. Make sure you maintain this high level of excellence.

19-16 = B Your playground is on its way to providing a safe environment for children. Work on the areas checked 'No.'

15-12 = C Your playground has potential for being hazardous for children. Take corrective measures.

11-8 = D Children are at risk on this playground. Start today to make improvements!

7 and below Do not allow children on the playground.

Call 1-800-554-PLAY

SUPERVISION

Adults present when children are on equipment _____

Children can be easily viewed when on equipment _____

Children can be viewed in crawl spaces _____

Rules posted regarding expected behavior _____

AGE-APPROPRIATE DESIGN

Playgrounds have separate areas for ages 2-5 and 5-12 _____

Signage indicating age group for equipment provided _____

Platforms allow change of directions to get on/off structure _____

Platforms have appropriate guardrails _____

Equipment design prevents climbing outside the structure _____

Supporting structure prevents climbing on it _____

FALL SURFACING

Appropriate surfacing provided _____

Six foot use zone has appropriate surface _____

Appropriate depth of loose fill provided _____

Concrete footings are covered _____

Surface free of foreign objects _____

EQUIPMENT MAINTENANCE

Equipment is free of broken parts _____

Equipment is free of missing parts _____

Equipment is free of protruding bolts _____

Equipment is free of noticeable gaps _____

Equipment is free of head entrapments _____

Equipment is free of rust _____

Equipment is free of splinters _____

Equipment is free of cracks/holes _____

continues

Identifying Warning Signs of Potential Violence

Learn to identify characteristics of persons who exhibit warning signs of potential violence. Those who display these signs should be referred to appropriate agencies or individuals such as counselors, parents, law enforcement, and social, medical, and mental health services. When deciding whether and where to make referrals, one should consider applicable regulations concerning parental consent, confidentiality, and mandatory reporting requirements.

These signs simply mean that a child appears to be troubled, and violence might be one of the possible outcomes of this distress. Neither stigmatize children nor assume that they will be violent just because they are at risk for such behavior. Other warning signs may also exist. Consequently, this list should not be considered all-inclusive, and certain items and combinations may be far more indicative of a potential problem than others. The signs include:

- Has engaged in violent behavior in the past.
- Has tantrums and uncontrollable angry outbursts abnormal for someone that age.
- Continues exhibiting antisocial behaviors that began at an early age.
- Forms and/or maintains friendships with others who have repeatedly engaged in problem behaviors.
- Often engages in name calling, cursing, or abusive language.
- Has brought a weapon or has threatened to bring a weapon to school.
- Consistently makes violent threats when angry.
- Has a substance abuse problem.
- Is frequently truant or has been suspended from school on multiple occasions.
- Seems preoccupied with weapons or violence, especially that associated more with killing humans than with target practice or hunting.
- Has few or no close friends despite having lived in the area for some time.
- Has a sudden decrease in academic performance and/or interest in school activities.
- Is abusive to animals.
- Has too little parental supervision given the student's age and level of maturity.
- Has been a victim of abuse or been neglected by parents/guardians.
- Has repeatedly witnessed domestic abuse or other forms of violence.
- Has experienced trauma or loss in their home or community.
- Pays no attention to the feelings or rights of others.
- Intimidates others.
- Has been a victim of intimidation by others.
- Dwells on perceived slights, rejection, or mistreatment by others; blames others for his/her problems and appears vengeful.
- Seems to be preoccupied with TV shows, movies, video games, reading materials, or music that express violence.
- Reflects excessive anger in writing projects.
- Is involved in a gang or antisocial group.
- Seems depressed/withdrawn or has exhibited severe mood or behavioral swings, which appear greater in magnitude, duration, or frequency than those typically experienced by students that age.
- Expresses sadistic, violent, prejudicial, or intolerant attitudes.
- Has threatened or actually attempted suicide or acts of unfashionable self-mutilation.

Threat Incident Report

School and school district policy should require students and employees to report all threats or incidents of violent behavior they observe or are informed about to the Designated Administration Representative (DAR). The DAR should take the steps necessary to complete a threat incident report as quickly as possible, including private interviews of the victim(s) and witness(es). The report will be used by the Threat Assessment Team to assess the safety of the school and to decide upon a plan of action. It should include:

- Name of the threat-maker and his/her relationship to the school and to the recipient.
- Name(s) of the victims or potential victims.
- When and where the incident occurred.
- What happened immediately prior to the incident.
- The specific language of the threat.
- Physical conduct that would substantiate intent to follow through on the threat.
- How the threat-maker appeared (physically and emotionally).
- Names of others who were directly involved and any actions they took.
- How the incident ended.
- Names of witnesses.
- What happened to the threat-maker after the incident.
- What happened to the other students or employees directly involved after the incident.
- Names of any administrators, teachers, or staff and how they responded.
- What event(s) triggered the incident.
- Any history leading up to the incident.
- The steps that have been taken to ensure the threat will not be carried out.
- Suggestions for preventing school violence in the future.

Elements of the threat incident report and any subsequent actions relating to the incident should be recorded in a tracking system for use by the DAR and the Threat Assessment Team. Such systems range from simple card files to commercially available relational databases. The tracking system, as well as all investigative files, should be kept secure and maintained separately from other records.

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.
Marilyn Lippiatt, Superintendent

Section 6. After a Crisis

The actions taken after severe acts of violence can have a major effect on the well-being of students and the community at large. It is difficult to respond in a timely and appropriate manner without having a pre-established, detailed plan.

A. The Role of School Administrators

1. Support Systems

- a. Implement plans for providing qualified counselors, especially for providing Critical Incident Stress Debriefing (see the textbox on page 30). Students, faculty, and staff may require both short-term and long-term counseling.
- b. When providing information and counseling, take into account multi-lingual needs.
- c. Maintain both an information line and special call-in line for victims and their families whenever large groups of students are affected.
- d. Keep in close contact with injured victims and/or surviving family members.
- e. Determine the need for additional health services and resources (e.g., nursing staff) to attend to increased physical needs of students.
- f. Hold meetings to provide staff with information related to the crisis, eliminate rumors, advise them of next steps, and advise them on what to tell their students.
- g. Develop written statements for teachers to read in class. Send similar statements to parents.
- h. Help students, faculty, and staff deal with their own reactions. Whenever possible, help teachers and staff deal with their reactions first, before they interact with their students.
- i. Hold a special meeting with victims and their siblings.
- j. Ensure that each school in the district supports siblings of victims by providing them with additional reassurances of safety and academic support as appropriate.
- k. Provide places and times for members of peer groups to meet and counsel each other.
- l. Designate space for "safe rooms" where at any time, students, teachers, and staff can receive comfort and counseling and talk about events during the crisis.
- m. Provide information to parents/guardians who want to know how to help their children cope with feelings about the crisis.
- n. Hold special workshops for students who feel angry about the crisis to express their feelings.
- o. Keep parents/guardians informed of the support services being made available to their children.
- p. Provide a place after the crisis where parents/guardians can meet with counselors and other adults to discuss

ways to help their children transition back into school.

- q. Provide a list of suggested readings to teachers, parents, and students.
- r. Only after persons who have been directly affected by the crisis have received needed attention, evaluate whether community forums should be initiated for people to air their concerns about the tragedy or other issues pertaining to school safety.
- s. Fund additional time for teachers to work with students needing additional academic support due to such problems as grief, stress, difficulty concentrating, and anxiety.
- t. Hire a volunteer coordinator to ensure the meaningful participation of parents/guardians and community members in a way that does not use additional administrative time.
- u. Provide for the orientation of families who enroll their children in schools where violent events have occurred. Include younger students who graduate into these schools and students who transfer from other schools.

2. Managing the School Environment After Violence

- a. Maintain close cooperation with investigating authorities to facilitate completing investigations and minimizing complications.
- b. Deal with problems of deceased students' desks and lockers. Have a counselor or other qualified adult provide therapy while sitting at an empty assigned desk, bus seat, or locker. In the case of an empty desk, one strategy is to move the desk, over time, to the back of the row and all other desks forward; then eventually, remove the desk.

- c. When appropriate, remove deceased students' names from forms, posters, rosters, absence reporting logs, and anywhere else they occur in reporting systems.
- d. In collaboration with families of victims and the school community, evaluate how affected areas in the school site where school violence took place should be handled when students return to school.

3. Memorials, Funerals, and Incident Anniversaries

- a. Allow excused absences and time off for all students, teachers, and staff who wish to attend funerals and memorials.
- b. Allow for and cooperate with families who are planning memorials and activities to honor victims.
- c. Arrange to have a quiet area for staff and students who do not wish to attend memorials and activities.
- d. If possible, avoid conducting funerals at the school.
- e. Assess the appropriateness of creating memorials to victims on school premises, particularly in the case of religious memorials. If establishing memorials on site would not be appropriate, identify alternative sites, and consider living memorials such as trees as an option.
- f. Include students, families of victims, and community members in planning for memorials.
- g. Establish a policy for how school administration should handle student or community members' independently establishing memorials.
- h. Assess whether families want recognition of victims at graduation ceremonies, at assemblies, in yearbooks, and on anniversaries of the

crisis. Particularly at graduations, chairs for those students could be left empty and their names read.

- i. Invite family members of victims to all ceremonies and memorials.
- j. Plan ahead for the attention the school will receive on the one-year anniversary of the incident.
- k. Plan ahead for the emotional needs of the school community on anniversaries.
- l. Consider the special needs of families of offenders.
- m. Ensure someone is at the home of the deceased victims and perpetrators during funerals and/or memorial services to prevent against theft, vandalism, etc.

4. Closure of Mourning Period and Moving Forward

- a. Consult with counselors, teachers, students, and staff on when would be

the most appropriate time to signal closure of the mourning period.

- b. Conduct a public ceremony to symbolize closure of the mourning period, and control media access to it.
- c. Hold a parents' night to bring closure to the crisis.
- d. Get school in session and moving forward as soon as possible.

5. Lessons Learned

- a. Conduct meetings with school site and district personnel to review lessons learned from the experience.
- b. Reevaluate the adequacy of crisis and safety planning based on lessons learned, and make modifications as necessary.
- c. Write thank-you notes to out-of-building district and community resource people who provided (or are still providing) support during the crisis.

B. The Role of Teachers and Staff

1. Cooperate with law enforcement to maximize investigative effectiveness.
2. Help victims and other students re-enter the school environment. Classmates of victims may need help in knowing how to act.
3. Provide accurate information to students and dispel rumors.
4. Provide activities to reduce stress and trauma, such as artwork, music, and writing.
5. Alter curricula and postpone testing as needed.
6. Ensure librarians have books available that deal with managing grief

and other reactions to crisis situations.

7. Train teachers to be aware of warning signs of grief and depression.
8. Train teachers to implement techniques to deal with the range of students' emotions related to crisis situations.
9. Have class discussions about the incident and how to cope with the aftermath.
10. Be careful of the use of TV broadcasts in the classroom. Live newscasts can be traumatizing.

11. Lower classroom and/or school flags to half-staff.
12. Discuss funeral procedures when appropriate.
13. Volunteer to help victims and their families.

14. Organize and participate in memorials and other activities.
15. Seek counseling for help in dealing with personal feelings about the incident.

C. The Role of School Counselors, Psychologists, and Social Workers

1. Stay in close contact with the counseling director of the Crisis Management Team.
2. Be available by canceling other activities.
3. Obtain the schedule of any seriously injured or deceased students and visit their classes. Also visit classes attended by their close friends.
4. Organize and provide individual and group counseling as needed to students, teachers, and staff.
5. Contact parents/guardians of affected students with suggestions for counseling support and referrals.
6. Locate counseling assistance throughout the community, including counselors from other nearby schools.
7. Establish a self-referral procedure. Make referral forms available.
8. Provide and advise counseling for the crisis team and emergency response personnel.
9. Keep records of affected students and provide follow-up services.
10. Accept other responsibilities as designated by the Crisis Management Team director.

D. The Role of Parents

1. Learn to recognize and help children with their reactions. Common reactions include unrealistic fears of the future, insomnia, physical illness, and becoming easily distracted.
2. Encourage children to receive counseling or to speak to a trusted adult about their feelings surrounding the incident.
3. Consider attending school as needed with children who are very fearful of returning to their classes.
4. Obtain counseling as needed in order to be able to remain physically and emotionally healthy and be available for one's children.

E. The Role of the Community

1. Volunteer time and resources to victims.
2. Provide services to meet the needs of victims.

3. Provide a central location where other members of the community can go to receive information about the types of assistance needed and/or available.

F. The Role of Law Enforcement

1. After a crisis, conduct a thorough investigation including debriefing of all persons present at the time of the incident.
2. Encourage the development and use of regional Critical Incident Stress Debriefing Teams for involved emergency personnel. (See the textbox on page 30 for more information).
3. Coordinate with affected schools and other agencies to assist victims' families in locating survivors.
4. Encourage schools to support their employees and students in the prosecution of people who commit acts of violent crime.
5. Encourage law enforcement and schools to coordinate their news releases.
6. Provide schools with a central point of contact in the police department who will answer questions and address concerns.
7. Encourage students and school employees to participate in aftermath debriefings.
8. Facilitate meetings in which teachers, staff, students, and parents/ guardians can express their thoughts on how police handled the incident.
9. Undertake and coordinate critique of the department's response after a serious incident of school violence. Identify areas in need of improvement.

California's "zero tolerance" law (Education Code 48915) requires the superintendent to immediately suspend and recommend for expulsion any student who knowingly possesses or furnishes a firearm, brandishes a knife, sells a controlled substance at school or at a school activity, or commits or attempts to commit a sexual assault or sexual battery. Federal law (20 U.S.C. 8921) and Education Code 48916 require students to be expelled for one year if found to have committed any of these offenses, although exceptions may be made on a case-by-case basis.

At the local level, some boards have broadened zero tolerance grounds to include any type of weapon or drugs, or participation in a violent act (including hate crimes, harassment and discrimination) on campus or at school-sponsored events. The state Attorney General, however, has opined that a district may not adopt a zero tolerance policy which would call for automatic expulsion for the first offense involving possession of drugs or alcohol (80 *Ops. Cal. Atty. Gen.* 347, 1997), as such a policy would conflict with the legislature's determination that mandatory expulsion is for the most serious offenses listed in Education Code 48915(c).

Many communities view zero tolerance policies as the responsible route to safer schools. Such policies place as a top priority the removal of potentially dangerous students from school. They also ensure fair and equal treatment of all students. Others are concerned that such policies will unfairly punish some "good students" who may be carrying weapons out of fear or for some other sound reason and that students too young to understand the consequences of their behavior will be held to the same standards as older students.

Boards choosing to adopt a zero tolerance approach must be careful not to circumvent state or federal law. For example, the superintendent must consider individual circumstances when making a determination whether to recommend the student for expulsion. Boards also need to take appropriate steps to ensure that staff, students and parents are aware of the policy and that it will be strictly enforced. To accomplish this, some schools have held "violence awareness" assemblies or used parent and student contracts to explain the rationale behind the new rules and the consequences of violations.

Another issue that should be addressed by boards considering a zero tolerance policy is the level of evidence necessary to determine if a student has committed the prohibited act. With regard to firearms, state law requires the governing board to confirm, prior to expulsion, that an employee can verify the student's possession of the gun. If the policy is broadened to include behavior such as discrimination or harassment, this same requirement of employee verification might be added. In practice, verifying the possession of a weapon may be more clear-cut and less subjective than verifying whether the student discriminated against or harassed someone. Therefore, it is recommended that districts consult with legal counsel before broadening a zero tolerance policy beyond state or federal mandates.

Finally, boards should consider what educational and related services will be provided to expelled students. Boards may place expelled students in community day schools or create other alternative programs. The board should determine whether the necessary resources are available to provide counseling and other support services. Without appropriate services, troubled students once expelled may be left with less supervision and little incentive or instruction to change their behaviors.

ELEMENTS OF A SUCCESSFUL ZERO TOLERANCE POLICY

PROGRAM ELEMENTS

Using zero tolerance is far more complex than issuing a policy and expecting students to follow it. At schools where the practice has succeeded, several common elements are present.

A Clear, Specific Policy

Specify exactly what behaviors or property you intend to ban, and the consequences for ignoring the policy. Policies need to be straightforward and simple, something that students understand, something that is easily publicized, and something that does not discriminate among students.

The policy adopted in San Diego was based on California's criminal penal code, which provided well-defined criteria for violation. It also eliminated potential conflict among district constituents over what items and behaviors should be included in the policy.

Community and School District Cooperation

Effective zero tolerance involves communitywide effort; it is not a practice restricted to school district staff. Support from school board members, parents, police officers, and court officials is essential. Police officers must be willing to exercise the proper intake procedure for students who violate a zero tolerance policy; court officials must hold students in juvenile detention hall until they can be seen by a judge; and the judge must work with families to find out why students act the way they do.

Student Knowledge and Understanding of the Policy

Publicity is a key aspect of the program. Before implementing zero tolerance, students in San Diego were shown videotapes depicting weapons and behavior prohibited by the new policy. Contracts signed prior to the school year are also used to alert

students and parents to their obligations under zero tolerance.

Perhaps the most effective way to publicize zero tolerance policies is enforcement. Under zero tolerance, students are sent to juvenile hall for bringing a weapon to campus.

Uniformly Applied Consequences

Effective zero tolerance means school administrators have zero discretion in applying consequences when students violate the policy. The same procedures must be followed each time a violation occurs, regardless of who is involved.

One way to encourage consistency in the intake process is to turn all violations over to police officers. Turning violations over to the police ensures consistency, and a program will go bad without consistency.

TIPS ON MAINTAINING PUBLIC SUPPORT FOR ZERO TOLERANCE

- **Keep drastic action within the confines of the penal code.** If a weapon or incident does not meet specific criteria defined by law, it should be handled administratively as a general rules violation. Expulsions to alternative education should be reserved for only the worst offenses.
- **Develop an alternative education program.** Students who are removed from school need an opportunity to continue their education in a structured environment. By just expelling them, the school is not really helping them and is potentially making matters worse on the street.
- **Keep everyone well informed of roles within zero tolerance.** School officials need to work closely with law enforcement so beat officers understand the program. The judge in the juvenile system must understand why it is more important to detain kids on zero tolerance charges than to detain kids in other situations. Reinforce to police officers the importance of arresting students.

Source: Jamie Whaley and Holly Kleinsasser, "Making Zero Tolerance Work," *Inside School Safety*, Vol. 1:4, Aspen Publishers, Inc., © 1996.

SUPERINTENDENT
Marilyn Lippiatt



BOARD OF EDUCATION
Jan Iceland
Bob Kahn
James Kalember
Linda Heizer Seaman
Cynthia Vinson

OAK PARK UNIFIED SCHOOL DISTRICT

5801 E. Conifer St. • Oak Park, CA 91377-1002
(818) 735-3200 • Fax (818) 879-0372

October 2001

Dear Parents, Students and Community Members,

The safety of students on school campuses in Oak Park is a high priority of the Ventura County Sheriff's Department and the Oak Park Unified School District. Over the past several years our two agencies have developed a strong partnership focused on law enforcement, school and community safety and prevention. This collaborative relationship, involvement of school sites, parents and community members helps to keep the schools in Oak Park positive, productive and safe learning environments.

In an effort to ensure safety on school campuses, the Sheriff's Department has taken a strong stance against possession of weapons, drugs, alcohol, tobacco and violent assaults. The Oak Park Unified School District and the Board of Education support this policy.

The Ventura County Sheriff's Department has a strict Juvenile Hall lodging policy for all students arrested for weapons violations and/or violent assaults that occur on school campuses. The discretionary practice of citing juveniles and releasing them to their parents from the Sheriff's station for these types of violations will not occur absent mitigating circumstances, and only at the direction of the Watch Commander. Additionally, any crimes involving drug violations occurring on school campuses will be enforced to the full extent of the law. If a student is found in possession of marijuana, regardless of the amount, he/she will be arrested for the violation. This policy includes students coming to and going from the school campus.

It is important that you understand and support this practice. It is the goal of both agencies to provide the safe and secure campus environment the students in Oak Park deserve. It is our hope that your influence and guidance concerning the serious consequences related to possession of weapons and drugs on campus will guide your child and others in Oak Park to positive choices. By designing and implementing these policies, it is hoped that they will rarely need to be used.

Thank you for your support.

Chris Godfrey, Commander
Ventura County Sheriff's Office

Marilyn Lippiatt, Superintendent
Oak Park Unified School District

County of Ventura

VENTURA COUNTY SHERIFF'S DEPARTMENT
East County Police Services

MEMORANDUM

TO: East County Patrol Personnel

FROM: Bruce McDowell, Chief Deputy 

DATE: September 14, 1999

SUBJECT: "ZERO TOLERANCE" INVOLVING SCHOOL INCIDENTS

It is the goal of East County Police Services and related school districts to provide a safe learning environment for all students. For this reason, it is important that all personnel adhere to the following policy.

Any incident on a school campus within East County Police Services' jurisdiction involving a violent assault or illegal possession or use of a weapon as defined in the Penal Code, will be enforced to the full extent of the law. This policy encompasses all students coming and going from the school campus.

All suspects, regardless of their student status, shall be removed from the campus and transported to the station for photographs and fingerprint processing. Juvenile Hall officials have agreed to assist in the zero tolerance policy by allowing deputies to lodge all such juvenile offenders. If the suspect is an adult, the decision to book the suspect in the county jail will be subject to the guidelines of Penal Code Section 853.6.

The intent of the zero tolerance policy is to show an immediate, visible response to students and parents when a student is the victim of an assault where there are significant injuries, a weapon used, or where there are multiple students attacking a single student.

Two other types of school campus crimes are to be considered as part of the zero tolerance policy. Fights involving gang members and fights that are racially motivated. The SED/Gang Unit should be notified when gang fights occur on campus. Many of the fights involve weapons and probation term violations. Incidents involving weapons not defined in the Penal Code, or incidents involving weapons not in violation of a criminal statute should be handled administratively by the school.

School officials may handle physical fights administratively that do not involve weapons, racially motivated assaults, or gang activity unless there are significant injuries to substantiate that a violent assault has occurred. As an example, a situation may develop where a call is received from a parent demanding to file a report for an assault

Zero Tolerance School Policy

Page 2

that occurred against his or her child on the campus. A crime report will be taken; however, if the crime does not meet the requirements above, the juvenile offender would not be transported to juvenile hall. Under this scenario, circumstances surrounding the incident will dictate whether it will be handled administratively or the suspected offender will be taken to the East County Station for cite and release.

In keeping with the community oriented policing philosophy, deputies are to work cooperatively and in partnership with school officials to help resolve problems. Some resolutions may involve options not in keeping with the zero tolerance policy because the incident does not meet the criteria for arrest and removal from campus.

A detailed list of laws pertaining to schools is included in the East County Police Services Municipal Codes and County Ordinances. This book is available from the Thousand Oaks Police Department's C.O.P.P.S. Unit.

If mitigating circumstances are present, the decision to cite and release or release pursuant to Penal Code Section 849(b)(1), shall be made by the watch commander.

SCHOOL SEARCH CHECKLISTS

INTRODUCTION

The following school search checklists were developed to help school officials understand and comply with the Fourth Amendment of the United States Constitution, which imposes limitations on the authority of public school teachers, principals and other administrators, coaches, and other public school staff members to conduct searches. The checklists refer to some but not all of the rules and principles that are described in greater detail in the main text.

These checklists concisely restate some of the most important search and seizure rules, and are designed to help school officials identify and record appropriate facts that would justify a search of a student and his/her locker and possessions when there are reasonable grounds to believe that a student has committed an offense or violation of school rules and that evidence of an infraction would be revealed by the search. This is done by presenting a series of questions that a school official should be prepared to answer to justify a search or seizure. Note that not all of these questions will be pertinent in any given situation.

Some questions will require more than a simple "yes" or "no" response, and when a more detailed answer is appropriate, the checklist will usually indicate in parentheses that the school official should be prepared to more fully "explain" or "describe" the relevant circumstances and/or why the school official drew the inference or reached the conclusion that he or she did.

The Fourth Amendment only prohibits searches that are unreasonable, balancing the legitimate privacy rights of students against the legitimate need for school officials to maintain order, discipline, and safety. The key to meeting the reasonableness test, simply stated, is to document all of the reasons that justify the decision to undertake the search. When school officials think carefully about what they are doing and try consciously to minimize the intrusion upon students' privacy rights, they are far less likely to violate the Fourth Amendment. For school officials as for police officers, most Fourth Amendment violations are thoughtless ones. It is hoped that these checklists will help school officials to organize their thoughts.

These checklists do not by any means list all of the pertinent facts and observations that could conceiv-

ably occur during an investigation into suspected criminal activity or violation of school rules. It is simply not possible to anticipate every situation that could arise, and school officials should be prepared to record any additional pieces of information that might be relevant in determining the reasonableness of a search.

School officials should carefully document all of the facts that were known before conducting a search, as well as any information learned during the course of conducting a search. The timing and sequence of events are critical. School officials must be prepared to explain what they knew, and when they knew it. An investigation must be thought of as a step-by-step process where each step in the unfolding sequence of events is justified by the information learned in the preceding steps. Thus, for example, a school official must have "reasonable grounds" to believe an offense or infraction was committed before opening a locker or bookbag to search for evidence of the infraction. School officials should carefully document not only all relevant facts and observations, but also the reasonable, common sense inferences that can be drawn from the information at hand based upon the school official's training and experience.

SEARCH DEFINED

A search entails a "peeking," "poking," or "prying" by a teacher, principal, or other school official into a private area or an enclosed opaque container, such as a locker, desk, purse/handbag, knapsack, backpack, briefcase, folder, book, or article of clothing. The act of opening a locker or container to inspect its contents constitutes a search, as does the act of reading a journal or handwritten notes. Ordering a student to open a locker or container, or to empty his/her pockets, also constitutes a search.

A search may be based on suspicion of either a criminal offense or a violation of school rules. A search can be for contraband (e.g., drugs, alcohol, explosives or fireworks, and/or prohibited weapons); an instrumentality used to commit an offense or school rule violation (e.g., a weapon used to assault or threaten another or burglar tools); the fruits or spoils of an offense or school rule violation (e.g., the cash proceeds of a drug sale, gambling profits, or a stolen item) or other evidence of an offense or

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School Search Checklists continued

school rule violation (e.g., gambling slips, hate pamphlets, records of drug or illegal gambling debts, "crib" notes or other evidence of cheating or plagiarism, etc.).

GENERAL RULE

In order for a search to be reasonable, a school official must satisfy two separate inquiries: First, was the search justified at its inception? Second, was the search conducted in an appropriate manner, that is, was the actual search reasonable in its scope, duration, and intensity?

A search is constitutionally permissible at its inception where the school official has reasonable grounds—based on the totality of the known circumstances—for suspecting that the search will reveal evidence that the student has violated or is violating either the law or the rules of the school. Reasonable grounds is more than a mere hunch or unsubstantiated rumor.

A search will be reasonable in its scope and intensity where it is reasonably related to the objectives of the search and is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction.

Note: If the search is conducted in concert with or at the specific request of a police officer, stricter rules will usually apply, and the school official should defer to the police officer in conducting the search.

AUTHORITY TO INITIATE THE SEARCH

To initiate a lawful search, a school official must have reasonable grounds to believe that:

- a law or school rule has been or is being broken
- a particular student(s) has committed the violation or infraction
- the suspected violation or infraction is of a kind for which there may be physical evidence (i.e., contraband, instrumentality, fruits or spoils, or other evidence)
- the sought-after evidence would be found in a particular place associated with the student(s) suspected of committing the violation or infraction

"Reasonable grounds" means a suspicion that is based on reasons that can be articulated. It is more than a mere hunch or supposition, but much less

than the level of proof that would be required to impose a disciplinary sanction.

COMMON FACTS THAT SUPPORT REASONABLE GROUNDS

The following factors and circumstances may be used in determining whether reasonable grounds exist to initiate a search:

Factors Justifying a Search

- observed infraction/offense in progress
- observed item believed to be stolen (Explain.)
- observed weapon or portion thereof
- observed contraband
- smell of burning tobacco or marijuana
- student appears to be under influence of alcohol/drugs (Explain.)
- student admits violation
- student appears to be lying (Explain.)
- student fits description of suspect of recently reported offense
- student(s) flee from vicinity of recent offense
- student(s) flee upon approach of school official
- information provided by others (See Information Provided by Others, below.)
- threatening words or behavior (Explain.)
- incriminating evidence was found during a lawful consent search
- incriminating evidence was discovered by a teacher/administrator (If this discovery entailed a "search," that search must have been lawful.)
- incriminating evidence was turned over by another student
- other suspicious conduct (Must fully explain.)

Other Relevant Factors

- training and experience of school official conducting the search and familiarity with the particular disciplinary problem
- extent of particular disciplinary problem in school
- reputation of student to be searched
- student to be searched has history of previous similar violations
- student was previously disciplined for a similar offense/infraction
- student was already subject of pending investigation for similar offense/infraction

continues

School Search Checklists continued

- report of stolen item
- student seen leaving area where infractions are often committed (i.e., location where students congregate to smoke)
- student became nervous or excited when you approached (Explain.)
- student refused to make eye contact with you
- student made a suspicious or "furtive" movement (Must describe the exact conduct and why it was suspicious.)
- Did the student try to conceal an object from your view?
- Did the student deny making the suspicious movement you observed? (Note: Lying is always relevant in deciding whether there are reasonable grounds to believe that the student committed an offense/infraction.)
- student is part of a group known to have committed similar offenses/infractions (Explain.)

SEARCHES OF MULTIPLE SUSPECTS

- Did the search involve more than one student? If so, were there reasonable grounds to believe that each individual to be searched would be in possession of the item(s) being sought? (Note: In some situations, the number of suspects may be so small that the entire group may be searched. Courts will consider: (1) the size of the group, (2) the strength of the grounds to believe that one of them is the person who committed the offense, (3) the seriousness of the offense, and (4) whether the sought-after evidence could harm others.)
- What investigative steps were taken before searching a group of students to narrow the field of suspects? (Explain.)

INFORMATION PROVIDED BY OTHERS

Note: All source information should be carefully documented, explaining why the source is credible and why the information is reliable. The record should indicate when, during the course of the investigation, each particular piece of information was learned, and from what source. An anonymous "tip" standing alone will usually not justify a search unless the information provided is corroborated by independent investigation or observation, or by some other source of information.

- Was the information provided by a school staff member?
- Was the information provided by a student?
- Was similar or corroborative information provided by multiple sources?
- Was the information provided by a victim of an offense?
- How recent or "fresh" is the information? If there was a delay in reporting the information, why?
- Was the information provided by an eyewitness to an offense/infraction? Did the source actually see the offense and offender? (Describe the circumstances and the likelihood that the person could be mistaken (e.g., poor lighting, observation from a substantial distance, obstructed view, etc.).)
- Was the information provided by a person who had personal knowledge of the offense/infraction, or instead by someone who only learned of the incident from yet another person? (Explain.)
- How did the person learn of or know about the offense/infraction and the existence and location of the evidence (e.g., he/she was present when the offense/infraction was committed; he/she saw (or smelled) the evidence and saw where it was being kept, etc.)?
- Was the information provided by a person who heard the suspect admit to or boast about the offense/infraction? (Explain the circumstances of the overheard admission and the likelihood that the suspect was lying or exaggerating to impress others.)
- Was the information provided by a person with a reputation for veracity? Did the source of the information have a motive to lie or exaggerate?
- Was the information provided anonymously? If so, describe the steps taken to verify/corroborate the information before conducting the search.
- Were similar anonymous "tips" obtained from two or more separate sources?
- Was the anonymous tip consistent with information you were already aware of? (Explain.)
- Was the information provided by someone known to be involved in unlawful activity? If so, explain why this source of information is credible.
- Has this source provided reliable information in the past?
- Did the source make a statement against his or her own interests?

continues

School Search Checklists continued

- Does the source have a motive to lie or to minimize his/her own culpability by falsely accusing another?
- Did the source provide information only in exchange for leniency?

ADDITIONAL INFORMATION LEARNED BEFORE CONDUCTING THE SEARCH

- Did you find and question other persons who may have witnessed the violation/infraction or who may have relevant information? If yes, with what results? If not, why not?
- Did the student suspected of the infraction/violation make an admission to other students?
- Did you observe conduct or circumstances that would tend to corroborate the suspicion (e.g., student appeared to have been in recent fight, student appeared to be under influence of drugs, student observed congregating with other persons suspected of committing offense, etc.)? (Explain.)

ADDITIONAL INFORMATION LEARNED BY INTERVIEWING THE SUSPECT STUDENT

- Did you confront the student about the violation before conducting the search? If so, describe the student's reaction (e.g., admitted offense, denied offense, became nervous, excited, belligerent, was evasive, etc.).
- Describe the student's attitude to your questions (e.g., evasive, hostile, uncooperative, etc.). (Note: A student's refusal to consent to a search may not be used as evidence that the student is guilty or has something to hide.)
- Did the student provide an implausible explanation for his/her conduct? (If so, explain.)
- Did the student make any statement that you knew to be false or misleading? (If so, explain.)
- Were there any discrepancies/inconsistencies in the student's story? (If so, explain.)
- Was the suspected offense/infraction committed by more than one student? If so, did you question each one separately?
- Did two or more suspect students give conflicting stories/explanations?
- Did the student(s) make any furtive or unusual movements? (Describe the actions and why they were suspicious.)

- Did you ask the student to explain these furtive or unusual movements?
- Did the student deny making any suspicious movements that you observed?
- Did the student refuse to comply with any instructions (e.g., refused to remove hands from pockets, refused to put down package, etc.)? Note: Ordering a student to empty his/her pockets constitutes a search that must be justified by school officials.
- Did you smell tobacco/alcohol/drugs on the student's person?
- Did the suspect appear intoxicated (e.g., dilated pupils, red eyes/nose, sluggish, hyperactive, etc.)?
- Did the student have difficulty in responding or standing?
- Did another school staff member question the student about the incident? If so, did the student give answers different from the ones given to you? (Explain.)

MANNER IN WHICH SEARCH WAS CONDUCTED

School officials are generally expected to use the least intrusive means available to accomplish the legitimate objectives of the search. The search should be no broader in scope, nor longer in duration than is reasonably necessary to locate the specific object(s) being sought. A school official conducting a search should therefore follow a logical plan designed to minimize the intrusiveness of the search and complete the search as quickly and easily as possible.

For example, the plan might be to: (1) tell the student what you are looking for and give him/her a chance to surrender the item; (2) conduct any search away from other students; (3) have another school official present as a witness; (4) start any search in the place where the sought-after item is most likely to be; (5) look to see if you can visually identify the item(s) you are looking for before touching or rummaging through personal belongings; (6) feel the outside of a soft-bodied container to determine whether the sought-after object is inside before opening the container and exposing all of its contents; and (7) stop searching when the sought-after item is found unless at that moment there are reasonable grounds to believe that additional evidence would be found if the search were to continue.

continues

School Search Checklists continued

Describe the object(s) you expected to find before the search was initiated:

- Was there a logical and reasonable connection between the thing or place to be searched and the item expected to be found there (i.e., why did you think that the evidence of the suspected offense/infracton would be found at this location)? (Explain.)
- Were there reasonable grounds to believe that the sought-after evidence would still be at this location?
- When was the last time the evidence was seen or reported to be at this location?
- Was the suspected offense/infracton of an ongoing nature (i.e., drug possession or distribution), or was it a "one-time" incident?
- When was the last time that the suspect committed the offense/infracton?
- Did anyone report actually seeing the sought-after evidence at the location to be searched?
- Was the container/place to be searched physically capable of concealing the evidence you were looking for?
- Was the container/place to be searched of a kind commonly used to store or conceal the type of evidence that you were looking for? (Explain.)
- Have previous searches of such containers/places resulted in the discovery of this kind of evidence?
- Have you received drug recognition or other training from police concerning the nature of local drug or gang-related activities and the manner in which drugs or weapons are concealed or packaged?
- Did you feel or examine the container to determine whether the sought-after object was inside before opening the container and exposing all of its contents to view?
- Was the actual search (i.e., the opening of the locker, backpack, etc.) conducted out of the presence of other students? If not, why not?
- Was the search conducted in the presence of the student suspected of committing the offense/infracton? If so, was the student given an opportunity to assist in the search (i.e., to open the bookbag and to produce only the sought-after item)?
- Was there reason to believe that the student would resist or interfere in the search, try to conceal or destroy evidence, or reach for and use a concealed weapon? (Explain basis for concern.)
- Was at least one other school official present to serve as a witness? (Identify the witness.)
- Did the search involve a vehicle? If yes, was the vehicle on school property? Were students advised that vehicles brought onto school parking lots are subject to being searched?
- How long did the search take to complete?
- Did the search cause any damage to student property? If so, describe the damage and why this was necessary?
- Did you threaten to use force against a student? (Must explain.)
- Did you use actual force against a student (i.e., physical restraint)? (Must fully explain.)
- Did the student resist or attempt to interfere with the search or threaten anyone with violence? If so, were the police called?
- Did the search cease when the particular item(s) being sought was found and taken into custody? If not, explain the reasonable grounds to believe that additional evidence of an offense/infracton would be found.
- Did you find evidence of a school rule infracton or violation of law that you did not initially expect to find?

If yes, when you discovered this other item(s), were you looking in a place and in a manner likely to find the item that you were originally looking for? If not, you must explain why you expanded the scope of your initial search.

When you discovered this other item(s), was it immediately apparent to you that this object was contraband or evidence of an offense/infracton? (Explain.)

SPECIAL RULES FOR SEARCHES OF PERSONS

School officials should be especially cautious before undertaking a search of a student's person. The scope of the search must not be excessively intrusive in light of the age of the student and the nature of the suspected infracton. Students therefore should not ordinarily be subjected to a physical touching to find evidence of comparatively minor infractons of school rules. Rather, a physical search of a person is more likely to be sustained where the object of the search poses a direct threat to students, such as weapons (and especially firearms) and illicit drugs.

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School Search Checklists continued

School officials must be especially cautious in touching a student's crotch area or female breasts.

As with any search, a school official should follow a logical plan that minimizes the degree of intrusion to the greatest extent possible and that reduces the likelihood that a student would resort to violence.

For example, the plan might be to: (1) bring the student to the principal's office or other location away from other students; (2) make certain that at least one other school official is present to assist and serve as a witness; (3) clearly identify the specific object(s) being sought and provide the student an opportunity to surrender it unless to do so would create an unreasonable risk; (4) separate the student from any handbag that he/she is carrying and require the student to remove an outer garment so that it could be searched without touching the student; (5) make certain that any physical touching of the student is done by a staff member of the same sex as the student; (6) if the search is for a weapon and a hand-held metal detector is readily available, the wand should be used to identify pockets or areas to be searched as well as pockets that should not be touched; (7) begin any touching of the student in the place where the object(s) is most likely to be; (8) conduct a limited "patdown" of the student's clothing before reaching into a pocket or waistband; (9) require the student to empty his/her pockets when a patdown reveals something that could be the sought-after evidence unless it would be dangerous to do so (i.e., where the item is a weapon that the student might reasonably use to commit an assault); and (10) stop searching immediately upon finding and securing the sought-after item unless there are reasonable grounds to believe that the student is carrying additional evidence that would justify a further search of the person.

- How old is the student to be searched?
- What is the gender of the student to be searched?
- Was the student brought to the principal's office or other location away from other students? If not, why not?
- Was another school employee present as a witness? (Recall that searches should be conducted in private and away from other students. It is nonetheless recommended that another school staff member attend to serve as a witness.)
- Did the student at any time resist or threaten to resist the search? If yes, were the police called? If

not, why not? (While school officials may be authorized in some circumstances to use force in conducting a search, the better practice is to call the police for assistance.) (Explain.)

- Did you tell the student exactly what you were looking for?
- Was the student given an opportunity to remove the sought-after item from his/her pocket before being physically touched? If not, why not (i.e., the sought-after item was a weapon that the student could have used to commit an assault)?
- Did you separate the student from any handbag or container he/she was carrying?
- Did you ask the student to take off any coat or jacket so that it could be searched without touching the student?
- Was any touching of the student done by a staff member of the same sex as the student? If not, why not?
- Was any touching of the student first done at the location most likely to be concealing the sought-after evidence?
- Was the student "frisked" (i.e., a limited patdown of the outer clothing) to feel for the sought-after object before reaching into a pocket or waistband?
- Did the frisk reveal an object that could have been the item being sought?
- Did the frisk unexpectedly reveal an object immediately believed to be a weapon or other contraband?
- Did you ask the student to empty a pocket to reveal any object felt during a patdown that could reasonably have been the sought-after item? If not, why not?
- Did the object appear to be a weapon that could have been used to assault you?
- Did the student comply with this request?
- Did the search at any time expose the student's undergarments or naked body? (Must fully explain.)

Note: Some states have enacted laws that prohibit school officials from conducting a "strip search" of a student. A strip search would include the removal or re-arrangement of clothing for the purpose of visual inspection of the person's undergarments, buttocks, anus, genitals, or breasts. The term generally does not include any removal or re-arrangement of clothing reasonably required to render medical treatment or assistance, or the removal of articles of outer

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School Search Checklists continued

clothing, such as coats, ties, belts, or shoelaces. A sweater or sweatshirt worn under another sweatshirt, jacket, or vest should not be deemed to be an undergarment unless it is in direct contact with the student's skin. The statutory prohibition would also not preclude a school official from ordering a student to produce an object concealed on his or her person, even if the object is located in the crotch area or in a brassiere, provided that there is no touching by a school official of the student nor significant exposure to view of the student's undergarments or nude body. (Note that ordering a student to produce the sought-after evidence does constitute a search, although not necessarily a "strip search.")

OBTAINING PERMISSION TO SEARCH

A school official may ask for permission to conduct a search, even if the official does not have reasonable grounds to believe that the search would reveal evidence of an offense/infracton. Note that if you do already have reasonable grounds to believe that evidence of an offense/infracton will be found in a particular place, you need not rely on the consent doctrine and may conduct a search of that location even over a student's objection.

To be valid, permission to search must be clear and unequivocal and must constitute a knowing and voluntary waiver of constitutional rights. The better practice is to obtain consent that is express and in writing. A student's mere acquiescence to your request to search would not constitute a valid consent if the student reasonably believed that you would conduct the search whether he/she agreed to the search or not. A student's refusal to give permission may not be considered as evidence of guilt.

- Where did the waiver of rights take place (e.g., principal's office, crowded hallway, etc.)?
- Was a Permission to Search form used?
- Did the student read and sign the form?
- Did the person giving consent appear to have the authority to consent to search the area or object to be searched?
- Did the person giving consent claim or appear to own the property/area?
- Did the person giving consent appear to control the property/area? (Explain.)
- Was the place to be searched a locker assigned to that student? (Note: Special care should be taken in obtaining consent to search an area under joint

control, such as a locker assigned to two students. In that event, the search must be limited to the belongings of the person giving consent.)

- Did the student deny ownership of the object to be searched? (If so, the student has no expectation of privacy and that particular student cannot later complain that you went ahead and searched that object. However, the student would also have no authority to grant permission to search that object/place.)
- Was the person giving consent mature enough to be able to understand his/her rights? (Explain.)
- Describe the person's state of mind and appearance (e.g., calm, trembling, protesting his/her innocence, anxious, etc.).
- Was the student familiar to you (i.e., did you have any prior interaction with the student that would put him/her at ease)?
- Was he/she accustomed to being brought to the principal's office?
- Had the student ever before been asked to give consent to search? (Describe the prior incident.)
- Were any threats or promises made by you or anyone else to obtain consent?
- If the student giving consent is under the age of 18, was a parent or legal guardian given the opportunity to participate in the waiver process? If not, why not? Was the student told that he/she could withhold consent until a parent or guardian could be consulted?
- Did you tell the student/parent why you were asking for permission to search and describe what you were looking for?
- Was the student/parent advised that he/she may refuse to give consent and that there would be no recriminations for doing so?
- Did the student reasonably believe that you would proceed to conduct the search whether he/she consented or not? (Explain.)
- Was the student/parent advised that he/she could limit the scope of the consent search to particular places or things to be searched, and could withhold consent as to particular places and things? (Note: You may not use a student's refusal to consent to search a particular object or location as evidence that the student is hiding something at that location.)
- Was the student/parent advised that he/she may terminate consent at any time without having to give a reason for doing so?

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School Search Checklists continued

- Was the student/parent present during the execution of the search?
- Was the student/parent aware that he/she could watch the search being conducted (e.g., did you advise the student/parent that he/she could be present during the search)?
- Was the execution of the consent search limited to the scope of the consent that was given (e.g., limited to places/objects specifically discussed as part of an oral waiver or described in the signed form)?
- Did any signed consent form authorize the search of the student's entire locker, including any backpacks or other closed containers stored therein?
- Did the student/parent at any time revoke or withdraw permission to search? If yes, did you immediately stop searching? (*Note: You may not use a withdrawal of consent as evidence that you were getting close to uncovering an incriminating object.*)
- If you continued to search after consent was withdrawn or revoked, did you at that point have reasonable grounds to believe that a further search would reveal evidence of an offense/infraction?

Courtesy of National Association of Attorneys General, Washington, D.C.

Oak Park Unified School District

Crisis Response:

Incidents, Descriptions and Step-by-Step Procedures



Tony Knight, Superintendent
Martin Klauss, Assistant Superintendent, Business Services & Classified Personnel
Cliff Moore, Assistant Superintendent, Educational Services & Certificated Personnel
Donna Ledferd, Director, Accounting & Risk Management
Cathy Skiba, Director, Pupil Services
Lou Tabone, Director, Alternative Education

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.

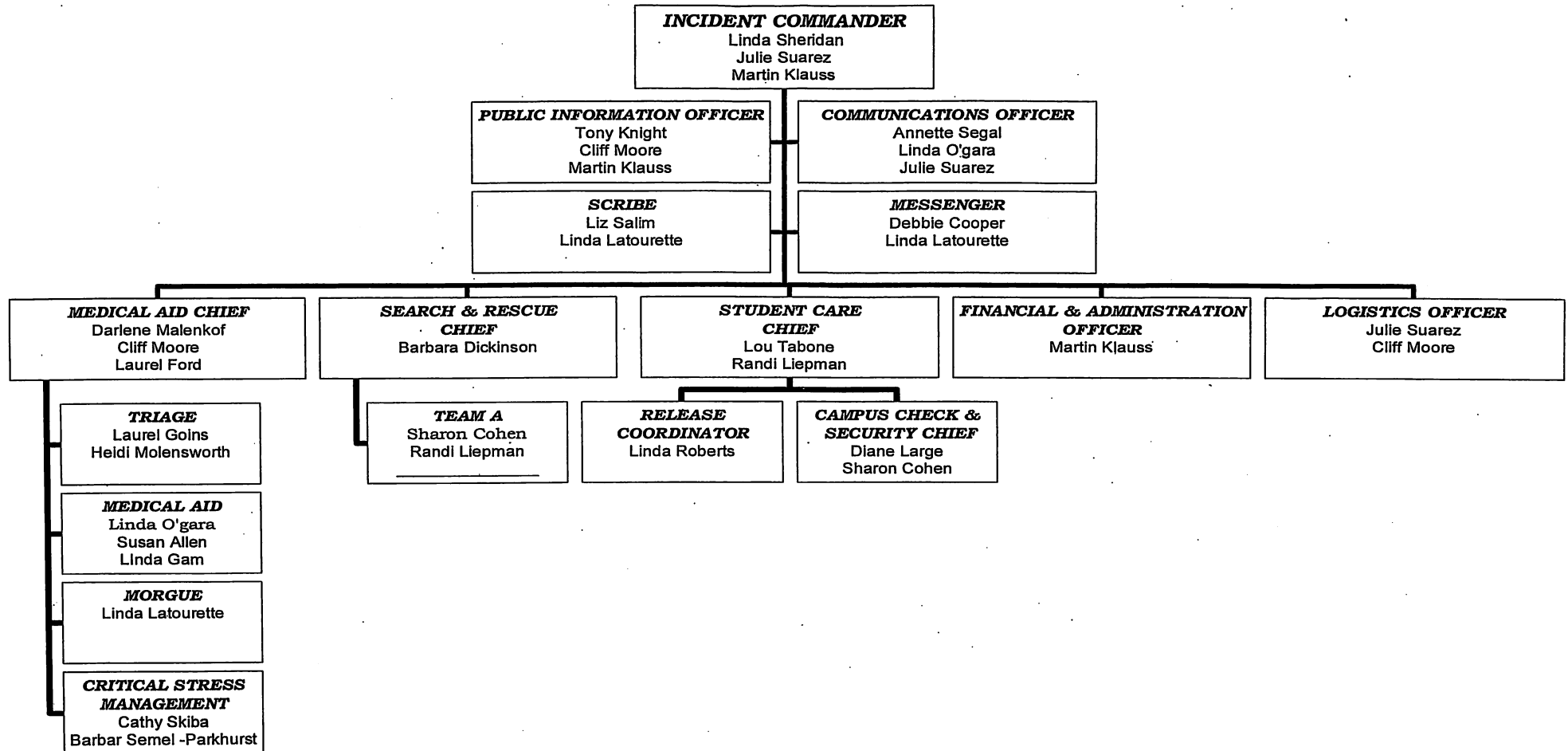
A general Crisis Procedure Checklist is provided below as an example of the way in which Oak Park Unified School District schools respond to emergencies.

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.

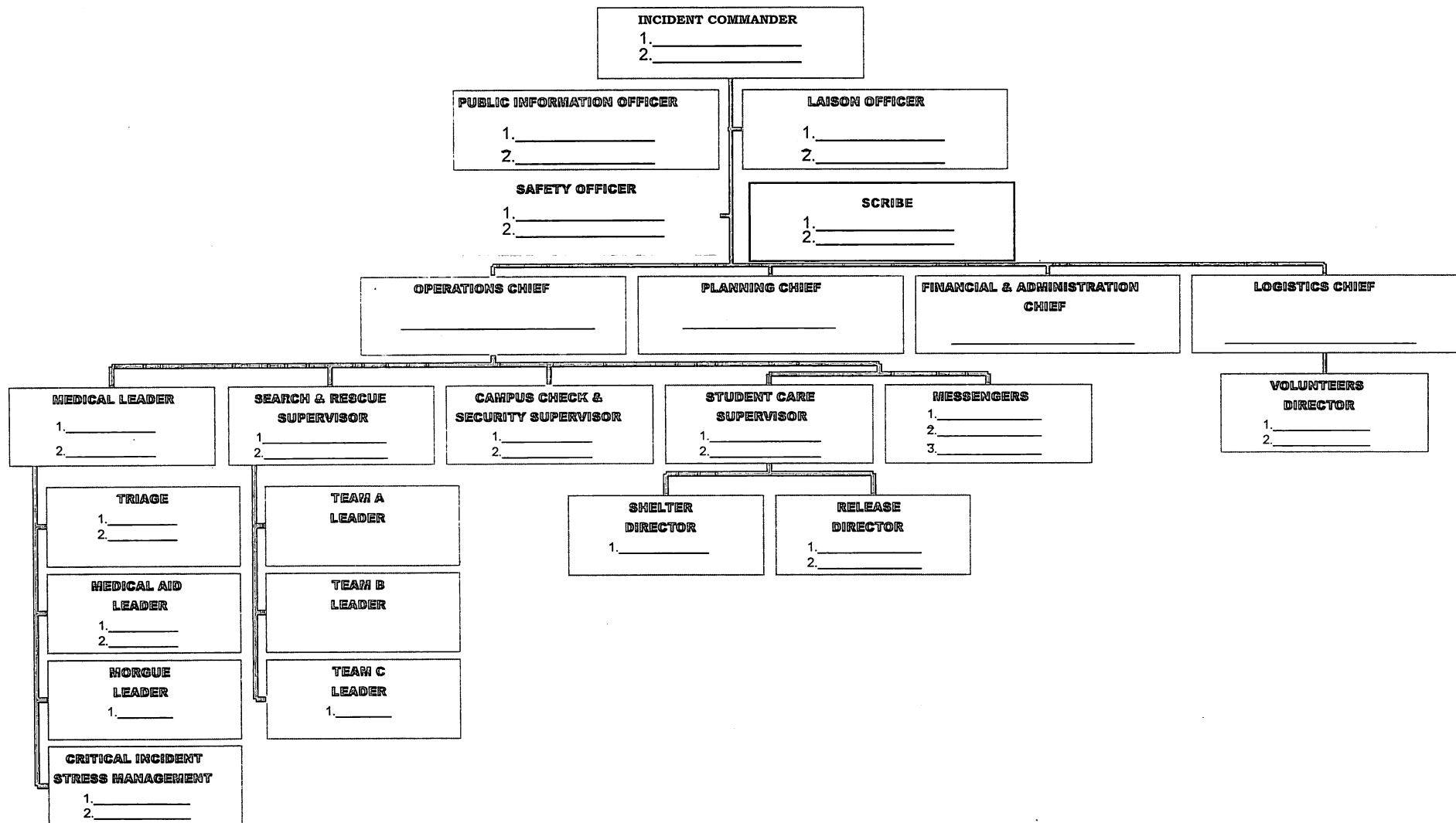
OAK PARK UNIFIED SCHOOL DISTRICT

INCIDENT COMMAND ORGANIZATION CHART



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 Ihori	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

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

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

Two-way radio job description

Forms: Search & Rescue maps, large campus map

S&R equipment

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:

$0.016 \times \text{students} + \text{staff} = \# \text{ cases}$
(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

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