



Oak Park High School  
899 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 High 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*
<b>1 School Vision</b> <i>Statement of the school's mission and vision</i>	2/1/15		J.M.		
<b>2 A Safe &amp; Orderly Environment</b> <i>Programs and practices promoting a safe and orderly environment conducive to learning</i>	2/1/15		J.M.		
<b>3 Safety on Site</b> <i>Leaving Campus, Student Passes, and Electronic Devices</i>	2/1/15		J.M.		
<b>4 School Crime Assessment</b> <i>Uniform information reporting system report</i>	2/1/15			1-2	1-4
<b>5 Safe Ingress and Egress</b> <i>Safe Ingress and Egress To and From School</i>	2/1/15		J.M.		
<b>6 Dress Codes</b> <i>Policies and regulations pertaining to student dress codes</i>	2/1/15		J.M.		
<b>7 In the Event of a Disaster</b> <i>Procedures, Routine, Maps, Scheduled Drills and Emergency Provisions</i>	2/1/15			1, 14, 15, 16 17, 18, 19, 20 23	→ updated
<b>8 Emergency Response</b> <i>Team Flow Chart, Emergency Contact Numbers, Crisis Checklist, Response Team Job Descriptions</i>	2/1/15		J.M.		
<b>9 The District at a Glance</b>					
<b>10 Sexual Harassment Policy</b> <i>Policies and regulations pertaining to sexual harassment</i>					
<b>11 Discipline: Rules and Procedures</b> <i>Policies and regulations pertaining to student discipline</i>					
<b>12 Hate Crime/Bullying Policies and Procedures</b> <i>Policies and regulations pertaining to hate/bullying reporting procedures</i>					
<b>13 Teacher Notification Policies</b> <i>Teacher notification policies regarding dangerous students</i>					
<b>14 Infectious Diseases</b> <i>Policies and regulations pertaining to infectious diseases</i>					
<b>15 Child Abuse Reporting Procedures</b> <i>Policies and regulations pertaining to child abuse reporting procedures</i>					
<b>16 Suspension &amp; Expulsion Policies</b> <i>Policies and regulations pertaining to student suspension and expulsion</i>					

Signatures and Certification:

\_\_\_\_\_  
School Principal

\_\_\_\_\_  
Site Council or Safety Committee Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

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



# School Vision



## **Mission Statement**

The mission of Oak Park High School is to ensure a quality educational experience, which will develop the intellectual, personal, social, and cultural foundations of our students and instill in them a desire to achieve excellence.

## **The Global Learning Goals**

The Global Learning Goals for Oak Park High School have been developed with the idea that our primary role as educators is to create a learning environment where students become self-directed learners. In order to attain this goal, students must demonstrate a mastery of academic content, exhibit high levels of thinking and produce high quality work. In addition, students should display the individual and collective personal qualities that contribute to an effective learning community. To reach this goal the school community is charged with the task of taking students from where they are, adding value to what they already know and building on what they are able to do.

Oak Park High School prepares graduates to be:

1. Academic Achievers who:
  - Know (define, memorize, record, name, recognize) the content required to meet the academic standards
  - Understand (discuss, relate, clarify, explain) the content required to meet the academic standards
  - Demonstrate growth in meeting the academic standards
2. Critical Thinkers who:
  - Apply complex problem-solving strategies to meaningful tasks
  - Analyze, integrate and evaluate significant concepts within various contexts
  - Transfer learned skills to new situations
  - Synthesize information from multiple sources to identify complexities and discrepancies
3. Quality Producers who:
  - Adhere to high quality standards in their academic and personal pursuits
  - Utilize technology to complement their work
  - Demonstrate creativity and original thinking
  - Display connections between disciplines
4. Self-Directed Learners who:
  - Set, pursue and accomplish realistic, yet challenging goals for themselves
  - Exhibit self-motivation, self-discipline and self-evaluation
  - Develop and apply effective personal learning strategies and work habits
  - Overcome obstacles through the effective application of learned skills
5. School Community Contributors who:
  - Demonstrate high personal standards of behavior
  - Accept individual and group responsibility
  - Display honesty and integrity
  - Contribute time, energy and talent to improve the quality of life in the school

OAK PARK UNIFIED SCHOOL DISTRICT  
EXHIBIT

*Series 0000*

*Philosophy, Goals, Objectives & Comprehensive Plans*

*E0000*

---

Mission

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



# 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



## 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



A Safe &  
Orderly  
Environment

# We Maintain a Safe and Orderly Environment

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

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

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

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

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

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

## General Safety Guidelines

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

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



## Other Safety Guidelines

### If an Accident Occurs...

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

### No Medication at School

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

### Practice Racial and Ethnic Sensitivity

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

### No Sickness at School

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

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

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

## Use Technology Responsibly

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

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

## We Have Zero Tolerance for Drugs, Alcohol, and Tobacco

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

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

## **We Have Zero Tolerance for Weapons**

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



## **Appropriate Programs and Strategies that Provide School Safety**

In this section write in narrative form which programs and strategies are in place at your site that provide/enhance school safety. (This section should be about 1 or 2 pages in length.)

### **Some possibilities are:**

1. Law enforcement presence – role in school safety
2. School administration who provide school safety support – position and role
3. Attendance policies - TRP Program – monitors and reinforces requirements for school attendance
4. Campus supervisors – How many and role in school safety
5. Communication tools – Radios, cell phones, intercom, etc.
6. Other staff – Community counselor, outreach, intervention specialist, etc. – role in school safety
7. Student identification policy
8. Visitor policy
9. Monitoring and reinforcement of the requirements of school academic progress and school behavior
10. List and explain examples of various available resources that support school safety on your campus:
  - Counseling: Personal Counseling, Intervention Specialist, Community Counselor, EL coordinator, etc.
  - Prevention and Intervention Programs – which are in place and future plans for implementation
11. Other...  
Safe School Ambassadors, Peer mediation programs, FNL, TUPE, TATU, Support Teams, peer help programs, conflict resolution programs, class size reduction, tutoring, parent training, alternative programs (Independent studies, Workforce 2000, ROP, Discovery Center, etc) structured positive activities during non instructional time, after school recreation, community or neighborhood watch programs, youth service programs, gang prevention and intervention

# Safety on Site

# Safety at Oak Park High School

899 North Kanan Rd.

Oak Park, CA 91377

## Emergency Contacts

When a student's parent or guardian cannot be reached by telephone, only the people listed on the student's Emergency Card will be contacted. Parents must try to keep this information up-to-date. Parents should notify the Attendance Office if they have Hospital Release Forms on file at local hospitals.

## Leaving Campus

1. Temporary Passes: Students will be issued a one-time, temporary pass to leave the campus prior to the end of the school day upon receipt of one of the following prior to leaving campus:

- a. A personal contact by their parents
- b. A written note signed by the parent stating the reason for the pass
- c. A telephone call from the parent

Note: Parents are discouraged from calling the office to request a one-day temporary lunch pass for their child. The off-campus lunch privilege will be extended only to Juniors and Seniors. Underclassmen must remain on campus for lunch and make appropriate arrangements for doing so.

2. Long Term Passes (Lunch Passes): As a privilege of becoming upperclassmen, Juniors and Seniors may be issued one-year passes to leave the campus for lunch only. At all other times, all students must have appropriate permission to leave campus.

Before an off-campus lunch pass is issued, the parent of the student must visit the school in-person to sign an official lunch release form. Should a student with an off-campus lunch pass feel that they may not return after lunch because of illness, the parent must call the attendance office that afternoon. Students who do not adhere to this policy will receive unexcused absences. Students may not leave campus any other time during the day (including nutrition) without first checking out through the office.

## Student Passes

Students must carry a "Campus Pass" with them each time they leave class. Counselors and administrators will send for students with a signed pass. Students may not leave class without a pass or to see a counselor or administrator at their own request.

Peer Counseling's premier fundraiser Hypnagogi, hosted by Bruce Wilkoff, is an annual show held at Oak Park High School to entertain through hypnosis. Come and laugh at the hilarious things he'll make other people do!

The purpose of this program is to provide middle school students with positive role models. By placing high school Advanced PCs on MCMS campus, a sense of familiarity and security can be established. Middle school students are more inclined to open up on a peer level in a relaxed, less formal environment. PCs provide an outlet to relieve frustration, stress, and peer pressure, typical of middle school age development.

## ADVANCED PCO CALLER

- Transition for New Students
- Friendships
- Stress
- Depression
- Relationships
- Eating Disorders
- Life In General



We are here to help you! If you want to talk to a peer counselor, contact us through the Counseling Office or through the school counselors.

## Teens Helping Other Teens

Mondays through Fridays  
Nutrition, Lunch, Free Periods, After School  
Drop request form in P.C. box in Counseling Office  
*All Talks Confidential...*

### Sophomores

Brett Hall  
Austin Koff  
Andrew Lerman  
Ishan Purl  
Brian Reilly  
Rachel Schall  
Nicki Toczaer

### Juniors

Carl Chen\*  
Arielle Gillman  
Derek Green  
Brianna Fischer  
Brianna Frisch  
Samantha Futerman  
Sumeela Haritharan  
Ilana Kaye  
Leana Markos  
Ben Pyle  
Meghan Toomayan  
Erin Walker

\*Denotes Leadership

### Seniors

Kaitlyn Berman  
Chaniel Cooper  
Caitlin Dawson  
Michael Fabrizio  
Melissa Freeman  
Taylor Frisch  
Melanie Gabball\*  
Casey Gerber\*  
Emily Glickman  
Alanna Gordon\*  
Kirsten Jackson  
Sarah Kapitiz\*  
Randall Koff  
Lauren Keba\*  
Matthew Lerman\*  
Maryam Moeinazad  
Alex Neigher  
David Silver  
Allie Spector  
James Tedjasaputra  
Mark Toyama\*  
Zach Wechter\*

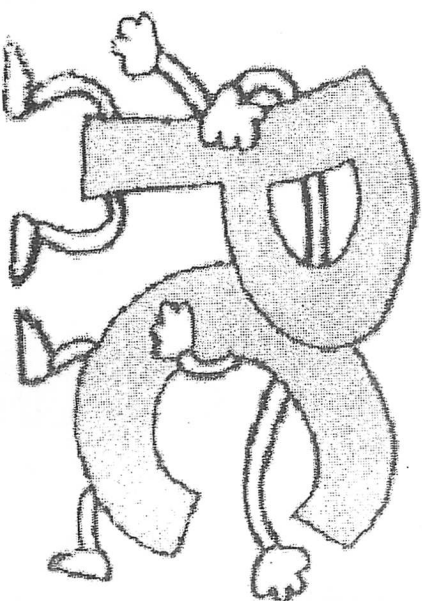
### Advisor

Ms. Tess Wilkoff



It  
Drew

# Oak Park High School Advanced Peer Counseling

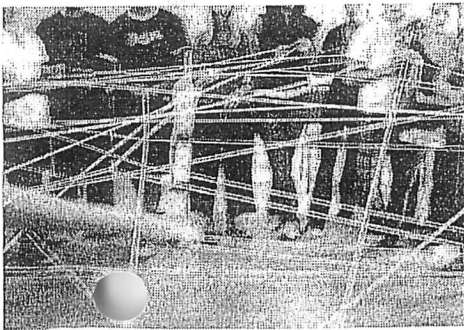




OUR MISSION: TO PROMOTE AWARENESS AND ACCEPTANCE, TO CONFIDENTIALLY SUPPORT AND FACILITATE STUDENTS' NAVIGATION THROUGH THEIR PROBLEMS, AND TO CREATE A TRUSTING AND SAFE EMOTIONAL ENVIRONMENT FOR ALL STUDENTS AT OAK PARK HIGH SCHOOL.

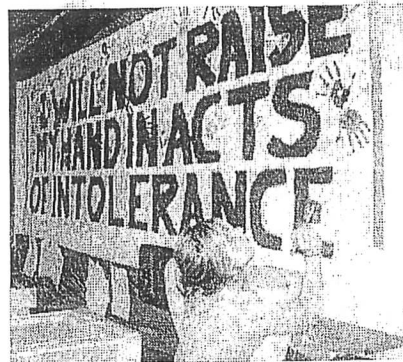
Advanced Peer Counseling has been dedicated for over 20 years in providing support for students in need. We promote a mentally safe environment for OPHS. We create awareness for various concerns that often arise in teenagers, encouraging students to prevent and cope with issues. As our students mature, we are here to direct positive growth. We offer education about respect and acceptance of others, and instill a sense of belief in one's own ability. Advanced Peer Counselors (PCs) are ADL (Anti-Defamation League) trained to help others. We celebrate the diversity on our campus and welcome all, to create an environment of inclusion, not exclusion. We believe in the ability of positive peer empowerment, so that all students can succeed in their high school life.

Peer Counselors are committed to helping our peers. We are always available on and off campus by a simple request or call to the Counseling Office. Peer Counselors are regular students just like everyone else at OPHS, but we have trained and dedicated ourselves to helping others.



Acceptance Week is an annual event held to teach tolerance to students inside and outside of class. In a world with so many different kinds of people, we must learn to understand and accept one another. Lectures, seminars, contests, and video presentations of various interviews with faculty and students bring to light just how much intolerance our world reflects and how each of us can make a difference to change that. Acceptance Week addresses many issues including:

- ☐ Teasing
- ☐ Bullying
- ☐ Cliques
- ☐ Gender Issues
- ☐ Homophobia
- ☐ Racism and Racial Slurs
- ☐ Hate Crimes



Interested in Peer Counseling and helping others? Come join us Mondays during lunch in the Pavilion. During meetings, we will bond as PCs will teach the basic skills required to be a Peer Counselor. At the end of this process, Beginning PCs will be interviewed and selected to join Advanced Peer Counseling. Headed by Ms. Debi Fries, Beginning Peer Counseling is the gateway into helping others.

## PEER CONFLICT MEDIATION

The newest addition to the PC program is Conflict Mediation. Peer Counselors are trained to mediate conflicts and disputes between students in order to arrive at a compromise or solution, preventing further confrontations. Students are encouraged to participate in Conflict Mediation to resolve problems; this process provides neutral territory where each student can find a voice in explaining his/her side of the story. Confidentiality is always maintained.

## FRESHMEN MENTORING

We have taken on a significant role to instill support in the lives of freshmen students in Oak Park High School each year. Two PCs partner up and adopt an English class, spending forty-five minutes each month leading lively lessons. Peer Counselors dialogue and discuss:

- ❖ Acceptance & Respect
- ❖ Communication & Understanding
- ❖ Friendships & Relationships
- ❖ Eating Disorders
- ❖ Drinking & Drug Abuse

There are many fun games and icebreakers as well, in which Advanced PCs bond with the students, creating a comfortable environment where students openly share their thoughts and feelings. Freshmen Mentoring has shown great success helping to improve the mindset and openness of OPHS students.

Just between us...

When you need to talk,  
someone to listen and understand

## Safe School Ambassadors Training Oak Park High School

Currently, Oak Park high school has implemented several wonderful programs. Our Peer Counseling Program, "Keys to My Future" (a Summer School transition course for freshmen) and guest speakers have made commendable efforts in addressing ways students can effectively communicate with their peers. However, we do not currently have an anti-bullying program in place that directly addresses bullying and harassment that we as adults do not see on our campus. The Safe School Ambassadors (SSA) Program's main goal is to provide a safe school climate which will create an effective way for all students to learn. We firmly believe in the theory of the Hierarchy of needs; which describes a person's need to feel safe, physically and emotionally, before they can reach self-achievement. This program hopes to create that security for students on the school campus.

One way of obtaining self-achievement is to break the cycle of bullying and harassment, and to replace it with a safe school climate. This type of environment will support academic excellence, it will engage, empower, and equip all students to stand up and speak out for what's right, and it will prevent and stop the mistreatment of other human beings at the mercy of bullying. Our goal is to ignite the confidence in the by-standers of the student community, the silent but caring majority of students.

We have an opportunity to reach students by implementing the Safe School Ambassador (SSA) program at Oak Park High School. The SSA program trains approximately 50 students who are admired and respected by their peers. The key is to get students from a wide range of social groups to participate. By engaging these students in the anti-bullying program, we will be building a safer school "from the inside-out" and creating a voice for our student population. The heart of the training for The Safe School Ambassador program will be a two-day training course for the student ambassadors. We do not have enough adult man-power to constantly monitor our students. For this reason, we need the help of the student themselves to reach our goal of reducing bullying and harassment at Oak Park High School. This two day training period will be dedicated to giving students the skills to *Notice* common problems, *Think* about intervention options, *Act* appropriately and *Follow Through* with students and adults.

Although we currently have several programs in place that help with peer on peer relationships, the SSA program is an excellent complement. In conjunction with these programs the SSA program will help Oak Park High School address peer-on-peer mistreatment more comprehensively.

### **SSA Training for Oak Park High School**

When: ~~March 11<sup>th</sup> and 12<sup>th</sup> 2008~~ *October 2013*

8:00am – 4:00pm

Where: Oak Park Community Center – Buena Vista Room

How many: Roughly 40 students and 10+ staff members and possible parent volunteers (TBA)

For a more in depth Safe School Ambassadors program overview click on the link below:

<http://www.safeschoolambassadors.org/keydocuments/SSAProgramOverview.pdf>

### Already in Place at Oak Park High School

<b>What</b>	<b>When</b>	<b>Who</b>
<b><u>Keys to My Future</u></b> – Guest speakers discuss school policies, bullying and harassment topics.	Summer School	Counselor/Teacher/Asst. Principal/Principal
<b><u>9<sup>th</sup> grade orientation.</u></b> Meet with student to review rules, policies, and procedures relating to safety and behavior.	August	Principal, Asst Principals, Peer Counselors, ASB
<b><u>Student Tracker</u></b> – Students are presented with a “Student Tracker” that informs them of school policies and regulations they must sign and return that they have in fact read through the policies and regulations.	August	All Students
<b><u>Peer Conflict Mediation</u></b> Advanced Peer counselors are trained in conflict mediation between peers.	On-Going	Advanced Peer Counselors
<b><u>Advanced Peer Counseling Student Outreach</u></b> – Students provide one-on-one counseling support, when requested	On-Going	Advanced Peer Counselors
<b><u>Freshmen Mentoring</u></b> - Advanced Peer Counseling – Pairs of Advanced Peer Counselors adopt a 9 <sup>th</sup> grade English class, making 45 minute presentations once a month. They cover topics and create a supportive bond.	Once a month - Starting on October	Advanced Peer Counselors
<b><u>“Back to the Future”</u></b> - Advanced Peer Counselors meet with Medea Creek students during their lunch to inform students about high school and mediate any disagreements.	Every Wednesday at lunch-October-June	Advanced Peer Counselors
<b><u>Beginning Peer Counseling/Advanced Peer Counseling Clubs</u></b> – Students are trained on how to effectively communicate with their peers on issues regarding but not limited to; alcohol, drugs, peer pressures, bullying, academics and divorce.	Meet once a week	Fries/Wilkoff/Students
<b><u>Gay Straight Alliance Club</u></b> - Students meet to plan equal rights walks and activities.	Meet once every two weeks	Ms. Lovejoy/Students
<b><u>Acceptance Week</u></b> - Proving the importance of acceptance and demonstrating how to become more in touch with people's differences through interactive presentations, speakers, contests and discrimination fair.	December for 1 week	Peer Counselors
<b><u>Rachel's Challenge</u></b> – Guest speaker presents a video depiction and discussion of the tragedy of Columbine high school. Students are given 5 challenges to help them realize their potential as positive community members. There is a presentation for students and parents at night. Students are also offered a workshop during the day.	December	Peer Counselors
<b><u>Guest Speaker Seth Baxter</u></b> – He discusses his experiences and acceptance issues, emphasizing positive love. Part of Acceptance week.	December	Seth Baxter
<b><u>Visit 8<sup>th</sup> graders</u></b> – 9 <sup>th</sup> grade counselor visits future freshman to discuss procedures, policies, bullying, harassment topics and course scheduling.	March 17,18,19	Freshmen Counselor
<b><u>Healthy Kids Survey</u></b>	Every two years	Assistant Principal



### **New Implemented at Oak Park High School**

<b>What</b>	<b>When</b>	<b>Who</b>
<b><u>Safe School Ambassadors</u></b> (SSA) – This program draws students from diverse backgrounds across the campus and forms them into a team of Ambassadors. Ambassadors are committed to and trained in the skills of nonviolent communication.	March 11 - 12 Training	40-50 students, 1 faculty member for every 10 students
<b><u>Friend of Rachel Club</u></b> (FOR) – Students discuss issues and plan ways to improve community involvement amongst their peers.	Students are exploring possibilities of bringing this program to OPHS	Faculty member/students

# School Crime Assessment



California Department of Education  
Data Reporting Office

CDE » DataQuest » Suspension and Expulsion Report

## Suspension and Expulsion Report For 2013-14

### Total Offenses Committed Oak Park High ( 56738745630132 )

Report:

Year:

School:

#### Glossary

#### General Description of this Report

This report provides a total count of California Education Code section violations committed by students and reported to CALPADS for all incidents<sup>1</sup> during the academic year, not just the **most severe** offense (see [Glossary](#)) each student committed within a given incident. This report also includes a student-level disciplinary outcome (suspension or expulsion<sup>2</sup>) associated with the incidents in which these offenses occurred.

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

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

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

#### Oak Park High Report

EdCodeSection	Offense Description	Total Number of Offenses Involved in Expulsions	Total Number of Offenses Involved in Suspensions	Total Number of Offenses Involved in Other Actions
48900(a)(1)	Caused, Attempted, or Threatened Physical Injury	0	1	0
48900(a)(2)	Used Force or Violence	0	2	1
48900(c)	Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant	0	2	0
48900(f)	Property Damage	0	4	0
48900(j)	Obscene Acts, Profanity, and Vulgarity	0	1	1
48900(k)	Disruption, Defiance	0	6	27
48900.3	Committed an act of Hate Violence	0	3	0
48900.4	Harassment or Intimidation	0	10	1
48900.7	Made Terrorist Threats	0	2	0

#### Report Total

Level	Code	Total Number of Offenses Involved in Expulsions	Total Number of Offenses Involved in Suspensions	Total Number of Offenses Involved in Other Actions
Oak Park High	5630132	0	31	30

#### Download Data

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

2

**Viewing this Report**

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

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

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

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

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

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

**Availability of UMIRS Reports**

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

Type: All Students

Report generated: 2/2/2015 1:58 PM

Source: California Longitudinal Pupil Achievement Data System (CALPADS)

---

Web Policy



3



California Department of Education  
Data Reporting Office

CDE » DataQuest » Suspension and Expulsion Report

## Suspension and Expulsion Report For 2013-14

### Suspension and Expulsion Rates Oak Park High ( 56738745630132 )

Report: Suspension and Expulsion Rates

Year: 2013-14

School: 5630132 -- Oak Park High

[Glossary](#)

#### General Description of this Report

This report provides an **unduplicated** count of students involved in one or more incidents<sup>1</sup> during the academic year who were subsequently suspended or expelled<sup>2</sup> 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.

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

<sup>2</sup>Expulsion 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.

#### Oak Park High Report

School	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Oak Park High	5630132	1,518	1,567	19	1.2	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: 2/2/2015 2:12 PM

Source: California Longitudinal Pupil Achievement Data System (CALPADS)

---

Web Policy

# Safe Ingress & Egress



## **Safe Ingress and Egress**

The Oak Park unified School district makes every effort to insure student 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.

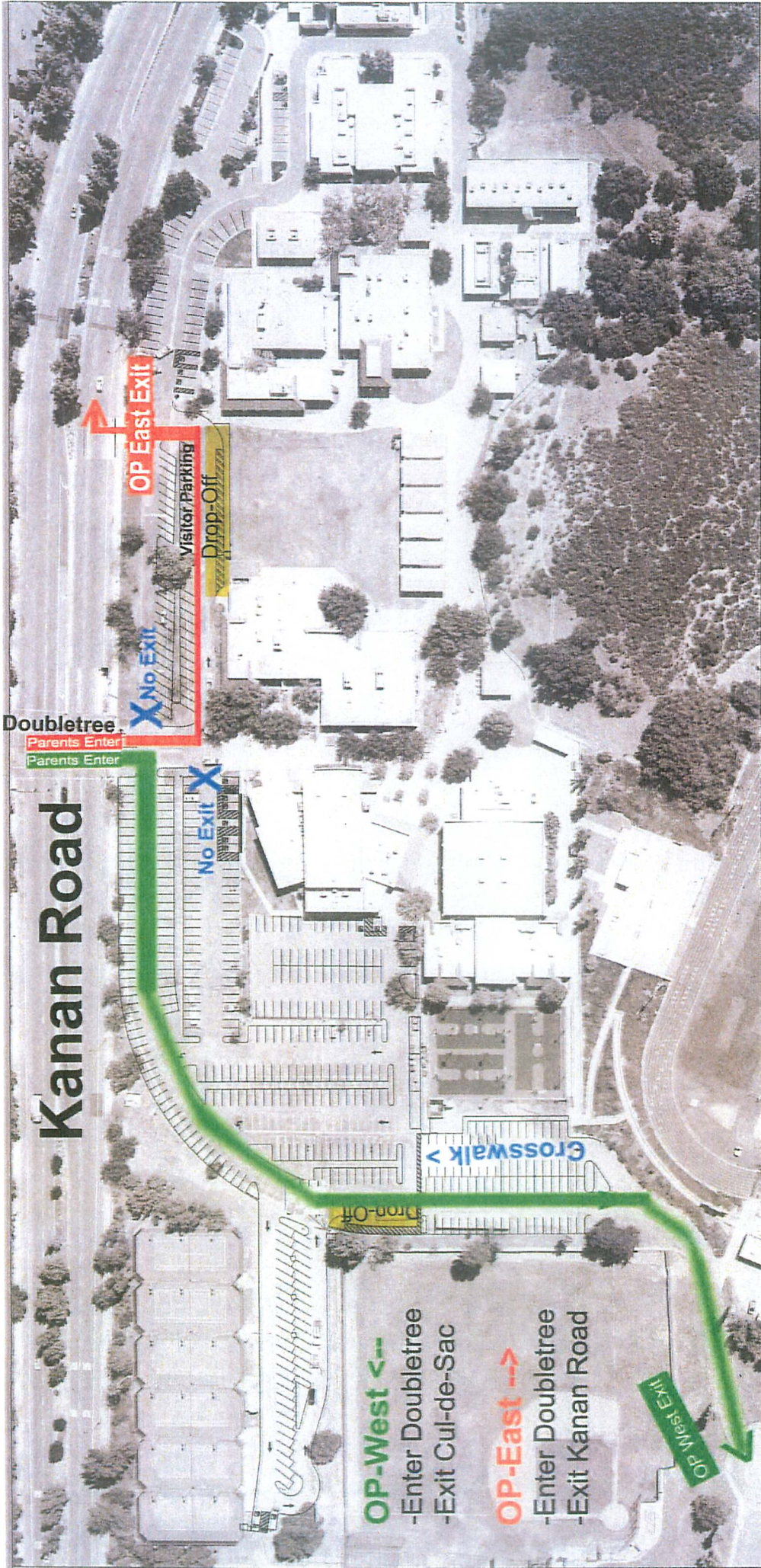
# Oak Park High School

High school student parking is heavily restricted due to a growing population and only 236 parking spaces. Juniors and Seniors are allowed the privilege of applying for parking permits. Permits are issued on a first-come-first-served basis at the time of school registration. Fees were recently raised to encourage ride sharing and to provide funding for parking enforcement and lot supervision at high traffic times. Students who violate parking rules are in danger of losing parking privileges. To regain privileges, students will be placed on a waiting list and, if granted a spot, will pay the parking fee again. To obtain a parking permit, a student must do the following:

1. Submit a completed Student Parking Permit form with a ~~\$50~~<sup>100</sup>.00 fee.
2. Understand that the Oak Park Unified School District and Oak Park High School assume no responsibility for damage or theft to vehicles while parked or driving on campus.
3. Abide by the regulations listed on the Student Parking permit form, the published California Vehicle Code, and display the assigned tag in the front window of the vehicle.
4. Agree that all vehicles parking on the Oak Park High School campus may be searched by the school's administrative staff for reasonable cause.

Conditions of parking are outlined on a Student Parking Permit form. Students must realize that parking on campus is a privilege that can be revoked for violating any of the regulations stated on the Parking Permit form. On school days, students may not park in any areas on campus, except for the student parking lot, during the hours of 7:00 AM – 3:00 PM. Students must park in clearly marked spaces in the student lot and cannot park in any numbered or reserved spaces on campus. Violators will be subject to disciplinary action and citations by the Sheriff's Department.





Kanan Road

Doubletree  
Parents Enter  
Parents Enter

OP East Exit

Visitor Parking

Drop-Off

No Exit

No Exit

Crosswalk

OP-West <--

-Enter Doubletree  
-Exit Cul-de-Sac

OP-East -->

-Enter Doubletree  
-Exit Kanan Road

OP West Exit

# Dress Codes

# **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(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:



# **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)*



2. The first time a student is discovered to be in violation of the school's policy on Academic Honesty, the following procedures will be implemented:

Following the incident, the classroom teacher will:

- Give the student a zero on the particular assignment, quiz, or test.
- Hold a private conference with the student to discuss the incident.
- Contact the parent/guardian by phone to explain the incident and the school's Academic Honesty policy.
- Submit a referral detailing the incident to the assistant principal's office.

The administration then will:

- Call the student into the office to review the incident and the school's Academic Honesty policy; a 4-hr Saturday School will be assigned.
- Mail a letter to the parent/guardian, summarizing the incident and the school's Academic Honesty policy, within 5 school days of the incident.

3. If a second incident of academic dishonesty occurs at any point during the student's high school career, regardless of the particular class, the student will be rendered ineligible to participate in extra-curricular activities for a length of time not to exceed one semester. Additionally, the student will be drop-failed from that class. The parent/guardian will be informed of this decision by a letter mailed home within 5 school days of the incident.

4. Formal appeals of any violations to this policy must be submitted by a student in writing, addressed to the assistant principal's office at the high school, and received within thirty (30) school days of the date of the incident. Subsequently, an appeals committee consisting of the principal, and at least 2 classroom teachers will be convened. Any decision of this committee shall be considered as final.

Note: Violations are counted against the Academic Honesty policy, not each class.

## Internet Usage Policy

All students and parents must complete and sign the "Internet Use Agreement" contract before the student is allowed access to the internet on any OPHS computer. Violations of the provisions of this contract will result in sanctions ranging from the loss of user privileges up to and including expulsion from the school district. The library computers fall under all school Internet/Rules and Policies.

## Appearance and Dress

Oak Park High School does have a Dress Code and students are expected to dress appropriately, grooming themselves for school in a way that reflects personal pride. Attire should adhere to accepted standards of decency. It should not pose a threat to public or personal safety and should not be disruptive or distracting to classroom activity or other students' behavior. **A poor decision will be grounds for exclusion from class. Teachers will be encouraged to send students who are improperly dressed to the office, where they will be asked to call home for a change of clothes or be given a school T-shirt to wear.** The following should be helpful in making decisions about what is/is not permissible attire for school.

- Wearing of a color, style, or item of clothing, a particular hair style or jewelry, and symbols of identification associated with gangs, profanity, purposely offensive sayings, pornography, alcohol, cigarettes, or illegal substances are not allowed.
- Students may not wear outfits with tube tops or bare midriffs, with exposed underwear, undershirts, or other forms of undergarments, nor with pants that drop below the waistband of their undergarments. Girls are cautioned that backless or low-cut tops will not be permitted. Boys may not wear tank tops.
- Any faculty or staff member may require that a student remove his/her hat while inside classrooms or school buildings.
- For reasons of safety, no chains, including wallet-chains, are allowed.
- For reasons of safety, students will not be permitted to attend school in bare feet and must wear sandals or shoes.
- For reasons of safety, students must wear protective glasses while working at or in the vicinity of machinery or power-driven equipment; students must wear clothing deemed appropriate and safe by the shop instructor, and students with long hair must wear hair covering.
- For reasons of safety, students must wear protective gear when deemed appropriate by the science instructor.
- The principal and staff of the school may establish reasonable additional regulations regarding student appearance and attire to be required of students who voluntarily engage in extracurricular or other special activities, including school dances.

# In the Event of a Disaster

/

## **2014/2015 Safety Meetings / Drills**

- September 25<sup>th</sup> Update Classroom Safety Binders
- October 16<sup>th</sup> Earth Quake Drill
- October 18<sup>h</sup> Drill review
- October 26<sup>th</sup> Safety Committee Meeting
- February 19<sup>th</sup> Lock Down Drill
- February 25<sup>th</sup> Inventory Safety Supplies
- TBD Fire Drill OPHS
- TBD Safety Committee Meeting



# **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](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>

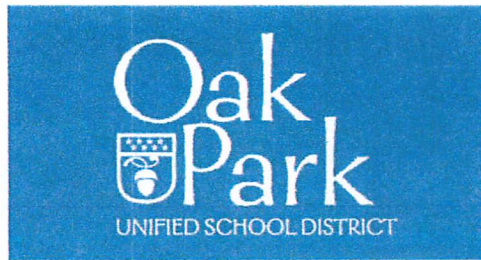
California Seismic Safety Commission: <http://www.seismic.ca.gov>

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.**

2014-2015 Safety Team  
Oak Park High School

1. Jason Meskis (Administration)
2. Victor Anderson (Teacher)
3. Winnie Litten (Teacher)
4. Brenda Pasqua (Teacher)
5. Mike Weisenberg (Parent)

# OAK PARK HIGH SCHOOL 2014-15 MASTER SCHEDULE – PAGE 1/Semester 2

Teacher	Period 0 7:20-8:20	Period 1 8:30-10:05	Period 2 8:30-10:05	Period 3 10:25-12:05	Period 4 10:25-12:05	Period 5 12:50-2:25	Period 6 12:50-2:25
Allison H-9		Journalism Journalism					
Amerikaner C-4	Off Sftwr Off Sftwr	AP COMPUTR SCIENCE A	ROP Off Softwr ROP Off Softwr	AP COMPUTR SCIENCE A	ROP Off Softwr ROP Web Desgn	Compu Prog Compu Prog	Study Hall Study Hall
Anderson H-1	MOCK TRIAL Period 8			US HISTORY AP	US HISTORY	US HISTORY AP	US HISTORY
Appell G-7	Life Skills	AP Psych	Life Skills Life Skills	AP Psych AP Psych	Life Skills	Life Skills AP Psych	Life Skills
Atkins Gym			PE BEG & ADV DANCE		PE BEG & ADV DANCE	Study Hall Study Hall	PE BEG & ADV DANCE
Barnett i-6	ALGEBRA II	ALGEBRA IB	ALGEBRA II	ALGEBRA IB	ALGEBRA IB 9	ALGEBRA IA	
Billingsley Gym	PE9	PE 9	Tm Spt/Wgt Trm Tm Spt/Wgt Trm	AD PE9		Tm Spt/Wgt Trm Tm Spt/Wgt Trm	
Bolyog C-11		SPANISH II	SPANISH II	SPANISH II	SPANISH II		SPANISH II
Boone H-4			SPANISH I	SPANISH I	SPANISH I	SPANISH II	SPANISH II
Borquez B-2	WIND ENSEMBLE	JAZZ BAND	CONCERT BAND				PERIOD 8 ADV MARCH BAND
Bovard H-5		FRENCH III	FRENCH I	FRENCH II	FRENCH II		FRENCH III/IV & AP
Bowman H-6		ENGLISH I	ENGLISH I	ENGLISH I	ENGLISH I	ENGLISH I	ENGLISH I
Bray i-7		AMERICAN SIGN I	AMERICAN SIGN II	AMERICAN SIGN III	AMERICAN SIGN I	AMERICAN SIGN II	
Buchanan Pavilion	STAGECRAFT Pd. 8						
Chevalier E. E-4		FOUND OF SCIENCE L	ANATOMY & PHYSIOLOGY	FOUND OF SCIENCE L	ANATOMY & PHYSIOLOGY	FOUND OF SCIENCE L	
Chevalier T. B-3	US HISTORY AP	Government Economics	US HISTORY AP		US HISTORY AP		Government Economics
Cissell B-1			ASB PREP		ASB GOVERNMENT	CHAMBER CHOIR	CONCERT CHOIR
Creason G-8		US HISTORY H	US HISTORY	WORLD HISTORY	WORLD HISTORY	WORLD HISTORY	World History
Custodio H-13		ALGEBRA II Dakin	STUDY SKILLS	STUDY SKILLS	STUDY SKILLS	STUDY SKILLS	
Dakin F-5	MATH SKILLS LAB	ALGEBRA II	GEOMETRY	ALGEBRA II	ALGEBRA II		GEOMETRY 9
D'Ascoli Library		ELL LAB					
Deck H-12		ALGEBRA IB	TEST PREP	STUDY SKILLS	STUDY SKILLS	STUDY SKILLS	STUDY SKILLS
Enoch/Gillett H-7	Madness & ID	Myth to SciFi Madness & ID	Madness & ID Myth to SciFi		Madness & ID Myth to SciFi	ENGLISH IV H	Madness & ID
Fels C-2		SPANISH III	SPANISH III H	SPANISH IV H & AP SPANISH	SPANISH III H		SPANISH IV H & AP SPANISH
Fowler H-9			ENGLISH II H	Children's Lit Children's Lit	Children's Lit Children's Lit	ENGLISH II H	Children's Lit Children's Lit
Fullmer C-9		3D DESIGN		AP STUDIO ART 3D DSGN/ADV 3D DESIGN	3D DESIGN	3D DESIGN	3D DESIGN
Galbreath F-3		Wld Geography Wld Geography	Wld Geography Wld Geography	Wld Geography Wld Geography	Psychology Psychology	Wld Geography Wld Geography	Wld Geography
Gorji i-4		GEOMETRY	ALGEBRA II	GEOMETRY 9		GEOMETRY	ALGEBRA II
Gross H-14		Life Skills Meyer	TEST PREP	STUDY SKILLS	STUDY SKILLS		STUDY SKILLS
Hall G-1	Government Government	World History Government	AP Gvmt & Poli Government	AP Gvmt & Poli Government	AP Gvmt & Poli Government	AP Gvmt & Poli	
Hankins H-3/H-2		ENGLISH II H-3		ENGLISH II H-3		ENGLISH II H-2	
Herberg G-6			AP ENGLISH LIT & COMP	AP ENGLISH LIT & COMP	ENGLISH III	AP ENGLISH LIT & COMP	ENGLISH III
Hung H-2	CHINESE I	CHINESE II & III	CHINESE I	CHINESE III H	CHINESE II & III		CHINESE AP
Hunt B-4		Theatre A Acting Theatre A Acting				Study Hall Study Hall	Study Hall
Johnson H-15			ENGLISH	STUDY SKILLS	STUDY SKILLS	STUDY SKILLS	STUDY SKILLS
Jones F-8		PHYSICS		PHYSICS 2 AP	PHYSICS 1 AP	PHYSICS	PHYSICS 1 AP
Kawakatsu F-2		ENVIRONMTL SCIENCE AP	CHEMISTRY	FOUND OF SCIENCE P	CHEMISTRY		FOUND OF SCIENCE P

YEAR-LONG CLASSES IN UPPER CASE LETTERS. Semester classes in lower case letters. Revise 1/26/15



# OAK PARK HIGH SCHOOL 2014-15 MASTER SCHEDULE - PAGE 2/Semester 2

Teacher	Period 0 7:20-8:20	Period 1 8:30-10:05	Period 2 8:30-10:05	Period 3 10:25-12:05	Period 4 10:25-12:05	Period 5 12:50-2:25	Period 6 12:50-2:25
Kenny G-9	FOOTBALL	WORLD HISTORY	WORLD HISTORY	WORLD HISTORY	WORLD HISTORY		
Kinberg G-2		EUROPEAN HISTORY AP	ENGLISH II	ENGLISH II	ENGLISH II	<u>Intrtnal Stu Info</u> Baseball	<u>Film as Lit</u> Speech
Labnow E-5		FOUND OF SCIENCE P	FOUND OF SCIENCE P	BIOLOGY	FOUND OF SCIENCE L	FOUND OF SCIENCE P	FOUND OF SCIENCE L
Lac i-2		ALGEBRA IA	GEOMETRY	ALGEBRA IA	ALGEBRA II	ALGEBRA II W/TRIG H	GEOMETRY
Litten E-2	BIOLOGY H	BIOLOGY AP	BIOLOGY H	BIOLOGY AP	BIOLOGY H		BIOLOGY H
Lory F-6		MATH ANALYSIS	AP CALCULUS BC		GEOMETRY 9	GEOMETRY 9	MATH ANALYSIS
Lovejoy C-8	ART DRW PAINT I/II	ART DRW PAINT I/II	ART DRW PAINT I/II	ADV DRAWING/ PAINTING III/IV	AP STUDIO ART DRAWING		ART DRW PAINT I/II
Mach i-5		@ MCMS	@ MCMS	@ MCMS	@ MCMS	STUDY SKILLS 11	STUDY SKILLS 11
Meyer G-4	<u>Life Skills</u>	<u>Life Skills</u> World History	WORLD HISTORY	<u>Life Skills</u> <u>Life Skills</u>	<u>Soc of Am Pop</u>	WORLD HISTORY	<u>Sociology</u>
Micek i-5	GEOMETRY	STATISTICS AP	STATISTICS AP	STATISTICS	STATISTICS		
Midiri i-1	ACA DECA Pd 8	AP CALCULUS AB	MATH ANAYLSIS H	ALGEBRA II			AP CALCULUS AB
Miller H-3			ENGLISH I	ENGLISH II	ENGLISH I	ENGLISH II	ENGLISH I
Oswaks H-11		ALGEBRA IA		ALGEBRA IB	TESTING	STUDY SKILLS	STUDY SKILLS
Parmar F-1		CHEMISTRY		CHEMISTRY	FUND OF SCIENCE	CHEMISTRY	FUND OF SCIENCE
Pasqua B-4	<u>ROP</u> AthTm 2		<u>ROP</u> Ath Tn 1 <u>ROP</u> AthTm 2, 3		<u>ROP</u> Ath Tm 1		<u>Study Hall</u>
Paulson C-1	<u>ROP</u> Architecture	<u>ROP</u> Wood I/ II <u>ROP</u> Wood I/II	<u>ROP</u> Wood I/ II <u>ROP</u> Wood I/II	<u>ROP</u> Architecture <u>ROP</u> Wood I/ II	<u>ROP</u> Wood I/ II	<u>ROP</u> Wood I/ II <u>ROP</u> Architecture	
Peluce C-5		ANIMATION I/II & ADV	<u>Web Design</u>	ANIMATION I/II & ADV	CMPTR GRPH I/II AP STD ART	<u>Intro Dig Photo</u> <u>Intro Dig Photo</u>	CMPTR GRPH I/II AP STD ART
Peters R-17		US HISTORY		US HISTORY	<u>Wld Geography</u> <u>Wld Geography</u>	US HISTORY	WORLD HISTORY/GEOG
Pettit Gym			ATHLETIC DIRECTOR	PE 9	PE 9	PE 9	ATHLETIC DIRECTOR
Prochazka B-3				GEOMETRY		ALGEBRA II	
Pryor R-16		<u>Health</u> <u>Health</u>	<u>Health</u> <u>Health</u>	<u>Health</u> <u>Health</u>	<u>Health</u> <u>Health</u>	<u>Health</u> <u>Health</u>	<u>Health</u> <u>Health</u>
Rohlfs G-5		ENGLISH III	ENGLISH III	ENGLISH III		ENGLISH III	<u>Yearbook</u> <u>Yearbook</u>
Schultheis H-8		AP ENG LG / COMP & ENG H	AP ENG LG / COMP & ENG H		AP ENG LG / COMP & ENG H	AP ENG LG / COMP & ENG H	AP ENG LG / COMP & ENG H
Shaw Gym		PE 10	PE 9	<u>Tm Spt/Wgt Trn</u> <u>Tm Spt/Wgt Trn</u>	PE 9	<u>Basketball</u>	PE 9
Sloan E-1		CHEMISTRY H	CHEMISTRY AP	CHEMISTRY H	CHEMISTRY AP	CHEMISTRY H	CHEMISTRY
Smith G-3	<u>Economics</u> <u>Economics</u> X-ntry Pd 8	<u>Economics</u> AP Macro Economics	<u>Economics</u> Economics	<u>Economics</u>	<u>Economics</u> AP Macro Economics		
Stutz E-3		BIOLOGY I	BIOLOGY I		BIOLOGY I	BIOLOGY I	BIOLOGY I
Van Slooten C-10		SPANISH I	SPANISH III		SPANISH III	SPANISH I	SPANISH I
Villalpando H-16			OAK VIEW	FOUND OF SCIENCE	STUDY SKILLS	STUDY SKILLS	STUDY SKILLS
Warren F-4		FINITE MATH	FINITE MATH	MATH ANALYSIS	MATH ANALYSIS	FINITE MATH	
Willis H-10		ENGLISH I	ENGLILSH I	ENGLISH I	ENGLISH II H	ENGLISH I	ENGLISH II H
Winkler i-3	<u>Financial Math</u>	ALGEBRA IB 9	ALGEBRA I	ALGEBRA IB 9	ALGEBRA I	ALGEBRA I	<u>Financial Math</u>

YEAR-LONG CLASSES IN UPPER CASE LETTERS. Semester classes in lower case letters. *Revise 1/26/15*

Staff Member	ROOM	PHONE	VOICE MAIL	ROOM EXT.	PARKING
Ahdoot, Rinat	Office	735-3360	360		34
Amerikaner, Erik	C-4		110	230	112
Anderson, Victor	H-1		100	621	16
Appell, Jeff	G-7		107	707	41
ASB Line		865-9835		363	
Atkins, Kristen	Gym		170		84
Barnett, Jim	R-6		137	615	60
Benaszek, Diane	H-15		314	314	6
Billingsley, Dick	Gym/Office	735-3303	303		81
Blum, Liz	C-9		165	243	70
Bolyog, Michael	C-11		101	214	62
Boone, Sheri	H-4		152	624	114
Borquez, Zachary	B-2		112	803	78
Bovard, Maryannick	H-5		120	625	108
Bowman, Kathy	H-6		114	626	7
Bray, Deanne	H-15		171	314	110
Buchanan, Kevin	Office	735-3312	312	312	1
Cafeteria/Mary Klamecki	Cafeteria	735-3353	Kathleen St. John	Diana Recchio	100-105
+ Café Ladies:	Carol Schmidt	Dana Call	Arlene Fleishman	Rachele Tattersall	
Canales, Primo	Office	735-3312			75
Chavez, Jane	Office	735-3312	332		91
Chavez, Lionel	Office	735-3312			98
Chevalier, Ellen	E-4		128	438	9
Chevalier, Tim	B-3		124	804	79
Cissell, Heidi	B-1	735-3345		345	73
Cohen, Karen	Office	735-3332	332		68
Cortes, Serafin	Office	735-3312			76
Creason, Todd	G-8		102	708	24
Curtis, Shannon (Irish)					99
Custodio, Rebecca	H-13	735-3363	363	363	17
Dakin, Lauren	F-5		135	515	111
D'Ascoli, Suzanne	Library	735-3346	226	346	Library
Deck, Scott	H-12	735-3373	373	373	31
Demogenes, Sandra	H-11	735-3318	318	318	90
Enoch, Don	H-7		147	627	32
Falk, Darryl	Office	735-3312			93
F-Bldg Lounge	F-7			518	
Fels, Nora	C-2		104	226	118
Fowler, Caitlin	H-9		146	629	39
Fullmer, Ian	C-9			243	80
Galbreath, Kim	F-3		108	513	12
G-Bldg. Lounge				715	
G-9 Presentation Room	G-9			709	
Gentle, Claudette	Office	735-3312			95
Gorji, Yeganeh	R-4		130	613	72
Gross, Kellie	H-14	735-3348	348	348	36
Hall, Rob	G-1		109	701	23
Hankins, Jen	H-9 & H-10		139	629/630	67
Hawkins, Jean	C-6	735-3315		315	66
Heeney, Julie	Office	735-3375	375		35
Herberg, Roland	G-6		111	706	20
Hung, Sherry	H-2		169	362	117
Hunt, Allan	B-4		140	805	85
Iwanoff, Sandy	C-7	Store: 735-3342	342	238	33
Jania, Cynthia	H-11	735-3318	167	318	28
Johnson, Tiffany	H-15	735-3314	314	314	87
Jones, Kenneth	F-8		123	518	26
Kawakatsu, Yukako	F-2		151	512	113
Kenney, Tim					83
Kinberg, David	G-2/G-9		113	702/709	21
Kolosieke, Karen	H-12	735-3373	373	373	63

Staff Member	ROOM	PHONE	VOICE MAIL	ROOM EXT.	PARKING
Labnow, Troy	E-5		119	440	116
Lac, Jacquelyn	R-2		118	611	69
Lafuffa, Al	Office	735-3312			96
Library Conference		735-3346			
Matton, Winnie	E-2		116	432	8
Melory, Cathy	F-6		142	516	40
Lovejoy, Anna	C-8		154	239	71
Mach, Susan					14
Martin, Bryan	Office	735-3307	307		48
McLelland, Randy	Office	735-3308			4
Meskis, Jason	Office	735-3306	306	306	46
Meyer, Chris	G-4		117	704	22
Micek, Matt	R-5		150	614	42
Midiri, Robin	R-1		115	610	115
Miller, Leslie	H-3			623	86
Monterrozo, Oscar	Office				97
Office Conference Rm	Office	735-3361	361		
Oonk, Linda	H-14	735-3348	348	348	27
Oswaks, Doreen	H-11	735-3318	318	318	49
Parmar, Nisha	F-1			511	77
Pasqua, Brenda	B-4		162	805	Trainer Space
Paulson, Ken	C-1		125	201	61
Paulson, Toni	Office	735-3312	312		2
Peluce, Tony	C-5		103	231	74
Peters, Russ	R-17		172	217	47
Pettit, Ann	Gym/Office	735-3303	303		45
Pryor, Eric	R-16		149	216	13
Ramer, Paige	H-14	735-3348	348	348	88
Ramirez, Pat	Office	735-3310	310		3
R-Bldg Conference	R-Bldg	735-3358	358		
Rauch, Debbie	Office	735-3311	311		15
Rivkin, Wendy					106
Rohlf's-Leggett, Kathie	G-5		344	705	25
Sands, Debbie	H-13	735-3363	363		43
Schultheis, Kathy	H-8		144	628	109
Shaw, Aaron	Gym		132		82
Shiney, Susan	H-16	735-3322	322	322	38
Sloan, David	E-1		106	431	11
Smith, Kevin	G-3		126	703	19
Sterling, Geri	Office	735-3301	301		5
Strauch, Ann	H-13	735-3363	363	363	94
Stutz, Sharon	E-4		121	437	10
Svoboda, Janet	Office	735-3309			29
Tabor, Eric	Office	735-3312	156		65
Tamaddon, Jennifer	Office	735-3312			92
Van Slooten, Michael	C-10		129	240	64
Villalpando, Kimberly	H-16	735-3322	322	322	18
Walker-Sean, Stephanie	R-16B	735-3352	352	352	30
Warren, Lisa	F-4		157	514	44
Wierenga, Kim	H-12	735-3373	373	373	63
Willis, Jan	H-10		159	630	37
Winkler, Michael	R-3		138	612	107

8-18-14

## Oak Park High School Block Calendar 2014-15

Fall Semester					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>August</b>	25 No School	26 No School	27 1-3-5	28 0-2-4-6	29 0-1-3-5
<b>September</b> (9/26-Progress Rpt.)	1 No School	2 0-2-4-6	3 0-1-3-5	4 0-2-4-6	5 0-1-3-5
	8 D-2-4-6	9 0-1-3-5	10 0-2-4-6	11 0-1-3-5	12 0-2-4-6
	15 L-1-3-5	16 0-2-4-6	17 0-1-3-5	18 0-2-4-6	19 0-1-3-5
	22 M-2-4-6	23 0-1-3-5	24 0-2-4-6	25 No School	26 0-1-3-5
<b>October</b> (10/31-Quarter 1)	29 S-2-4-6	30 0-1-3-5	1 0-2-4-6	2 0-1-3-5	3 0-2-4-6
	6 D-1-3-5	7 0-2-4-6	8 0-1-3-5	9 0-2-4-6	10 0-1-3-5
	13 L-2-4-6	14 0-1-3-5	15 0-2-4-6	16 0-1-3-5	17 0-2-4-6
	20 M-1-3-5	21 0-2-4-6	22 0-1-3-5	23 0-2-4-6	24 0-1-3-5
	27 S-2-4-6	28 0-1-3-5	29 0-2-4-6	30 0-1-3-5	31 0-2-4-6
<b>November</b>	3 D-1-3-5	4 0-2-4-6	5 0-1-3-5	6 0-2-4-6	7 0-1-3-5
	10 No School	11 No School	12 0-2-4-6	13 0-1-3-5	14 0-2-4-6
	17 L-1-3-5	18 0-2-4-6	19 0-1-3-5	20 0-2-4-6	21 0-1-3-5
	24 S-2-4-6	25 0-1-3-5	26 No School	27 No School	28 No School
<b>December</b> (12/5-Progress Rpt.)	1 M-2-4-6	2 0-1-3-5	3 0-2-4-6	4 0-1-3-5	5 0-2-4-6
	8 D-1-3-5	9 0-2-4-6	10 0-1-3-5	11 0-2-4-6	12 0-1-3-5
	15 L-2-4-6	16 0-1-3-5	17 0-2-4-6	18 0-1-3-5	19 0-2-4-6
	22 No School	23 No School	24 No School	25 No School	26 No School
	29 No School	30 No School	31 No School	1 No School	2 No School
<b>January</b> (1/23-Semester 1)	5 M-1-3-5	6 0-2-4-6	7 0-1-3-5	8 0-2-4-6	9 0-1-3-5
	12 S-2-4-6	13 0-1-3-5	14 0-2-4-6	15 0-1-3-5	16 Zero Finals 0-2-4-6
	19 No School	20 - Zero Finals 0-6	21 - FINALS 1-2	22 - FINALS 3-4	23 - FINALS 5-6
	26 No School	27 0-1-3-5	28 0-2-4-6	29 0-1-3-5	30 0-2-4-6

## Meeting Legend - Staff Only

L - Leadership; D - Department; S - All Staff; M - Other Meeting as Needed

## Oak Park High School Block Calendar 2014-15

Spring Semester					
	Monday	Tuesday	Wednesday	Thursday	Friday
<b>February</b> (2/27 – Progress Rpt.)	2 D – 1 – 3 – 5	3 0 – 2 – 4 – 6	4 0 – 1 – 3 – 5	5 0 – 2 – 4 – 6	6 0 – 1 – 3 – 5
	9 L – 2 – 4 – 6	10 0 – 1 – 3 – 5	11 0 – 2 – 4 – 6	12 0 – 1 – 3 – 5	13 0 – 2 – 4 – 6
	16 No School	17 0 – 1 – 3 – 5	18 0 – 2 – 4 – 6	19 0 – 1 – 3 – 5	20 0 – 2 – 4 – 6
	23 M – 1 – 3 – 5	24 0 – 2 – 4 – 6	25 0 – 1 – 3 – 5	26 0 – 2 – 4 – 6	27 0 – 1 – 3 – 5
<b>March</b>	2 S – 2 – 4 – 6	3 0 – 1 – 3 – 5	4 0 – 2 – 4 – 6	5 0 – 1 – 3 – 5	6 0 – 2 – 4 – 6
	9 D – 1 – 3 – 5	10 0 – 2 – 4 – 6	11 0 – 1 – 3 – 5	12 0 – 2 – 4 – 6	13 0 – 1 – 3 – 5
	16 L – 2 – 4 – 6	17 0 – 1 – 3 – 5	18 0 – 2 – 4 – 6	19 0 – 1 – 3 – 5	20 No School
	23 M – 2 – 4 – 6	24 0 – 1 – 3 – 5	25 0 – 2 – 4 – 6	26 0 – 1 – 3 – 5	27 0 – 2 – 4 – 6
<b>April</b> (4/2 – Quarter 3)	30 S – 1 – 3 – 5	31 0 – 2 – 4 – 6	1 0 – 1 – 3 – 5	2 0 – 2 – 4 – 6	3 No School
	6 No School	7 No School	8 No School	9 No School	10 No School
	13 M – 1 – 3 – 5	14 0 – 2 – 4 – 6	15 0 – 1 – 3 – 5	16 0 – 2 – 4 – 6	17 0 – 1 – 3 – 5
	20 D – 2 – 4 – 6	21 0 – 1 – 3 – 5	22 0 – 2 – 4 – 6	23 0 – 1 – 3 – 5	24 0 – 2 – 4 – 6
	27 L – 1 – 3 – 5	28 0 – 2 – 4 – 6	29 0 – 1 – 3 – 5	30 0 – 2 – 4 – 6	1 0 – 1 – 3 – 5
<b>May</b> (5/8 – Progress Rpt.)	4–Chem/ ES/ Psych S – 2 – 4 – 6	5– Comp Sci/ Span 0 – 1 – 3 – 5	6– Calc/Chinese 0 – 2 – 4 – 6	7– Eng. Lit 0 – 1 – 3 – 5	8– Eng. Lang/ Stat 0 – 2 – 4 – 6
	11 Bio/ Physics D – 1 – 3 – 5	12– Gov/ French 0 – 2 – 4 – 6	13– US Hist/ Euro 0 – 1 – 3 – 5	14– Econ 0 – 2 – 4 – 6	15 – 0 – 1 – 3 – 5 SBFT Gr-11 Min. Day
	18 L – 2 – 4 – 6 SBFT Gr-11 Min. Day	19 0 – 1 – 3 – 5 SBFT Gr 11 Min. Day	20 0 – 2 – 4 – 6 SBFT Gr-11 Min. Day	21 0 – 1 – 3 – 5	22 0 – 2 – 4 – 6
	25 No School	26 0 – 1 – 3 – 5	27 0 – 2 – 4 – 6	28 0 – 1 – 3 – 5	29 0 – 2 – 4 – 6
<b>June</b> (6/12 – Semester 2)	1 S – 1 – 3 – 5	2 0 – 2 – 4 – 6	3 0 – 1 – 3 – 5	4 Zero Finals 0 – 2 – 4 – 6	5 Zero Finals 0 – 1 – 3 – 5
	8 M – 2 – 4 – 6	9 1 – 6	10 FINALS 1 – 2	11 FINALS 3 – 4	12 FINALS 5 – 6

Rev 8/13/2014 KB/BDM

## Meeting Legend – Staff Only

L – Leadership; D – Department; S – All Staff; M – Other Meeting as Needed



# Oak Park High School Emergency Procedures Handbook

## Table of Contents

➤	<b>EMERGENCY PROCEDURES - IMPORTANT GENERAL REMINDERS .....</b>	<b>2</b>
➤	<b>INCIDENT COMMAND LEADERSHIP.....</b>	<b>2</b>
➤	<b>EVACUATION ASSEMBLY AREAS .....</b>	<b>2</b>
➤	<b>SEE FOOTBALL FIELD LINE UP MAP ON FOLLOWING PAGE .....</b>	<b>2</b>
	FOOTBALL FIELD ASSEMBLY MAP.....	3
➤	<b>EMERGENCY PROCEDURES .....</b>	<b>4</b>
	FIRE EMERGENCY .....	4
	LOCKDOWN.....	4
	EARTHQUAKE .....	5
➤	<b>BUDDY STAFF ASSIGNMENTS .....</b>	<b>7</b>
➤	<b>ROLES OF TEACHERS AND OTHER INSTRUCTIONAL STAFF .....</b>	<b>8</b>
➤	<b>REGISTRAR, ATTENDANCE AND HEALTH CLERK (OR OTHERS ASSIGNED AS NEEDED) .....</b>	<b>9</b>
➤	<b>CHECKLIST FOR COUNSELORS (OR REPLACEMENT FOR COUNSELOR) .....</b>	<b>9</b>
➤	<b>STUDENT EVACUATION AREA SUPERVISORS.....</b>	<b>10</b>
➤	<b>COMMAND TEAM .....</b>	<b>11</b>
	CHECKLIST FOR INCIDENT COMMANDER .....	11
	CHECKLIST FOR 2 <sup>ND</sup> IN COMMAND .....	12
➤	<b>SEARCH AND RESCUE TEAM .....</b>	<b>13</b>
➤	<b>FIRST AID TEAM.....</b>	<b>15</b>
➤	<b>FIRE CONTROL/UTILITY SHUTOFF TEAM .....</b>	<b>15</b>
➤	<b>SECURITY AND TRAFFIC CONTROL TEAM .....</b>	<b>16</b>
➤	<b>REUNION TEAM.....</b>	<b>16</b>

## **Emergency Procedures - Important General Reminders**

- Read this guide. Emergency preparedness and injury prevention begins with an awareness of appropriate actions to be taken during an emergency.
- Take all drills seriously. Explain to students that while the likelihood of an emergency incident is low, by “rehearsing” response steps, we are more likely to make the safest decisions in a real life situation when there may not be time to think through options.
- Practice the “drop, cover, and hold” maneuver twice a semester with your third period class.
- Create a visible wall space for the posting of maps, evacuation routes and emergency procedures. Space near the primary exit door is preferred. Include the name and classroom of your staff emergency “buddies”. If emergency checklists or other essential items are stored elsewhere in your classroom, post the location of that information on the wall with the other emergency information to direct a substitute teacher to the item(s).
- Briefly review emergency procedures and the evacuation route with each class at the beginning of each semester. Provide them with the name of your emergency “buddy(s)”.
- Check with your students early in the 1<sup>st</sup> semester to see if any of them are certified in First-Aid and/or CPR.
- Be flexible and use common sense; complex solutions won’t normally work in emergency situations.

## **Incident Command Leadership**

Overall Command:	Mr. Buchanan
Incident Commander:	Mr. Meskis
2 <sup>nd</sup> in Command:	Mr. Martin

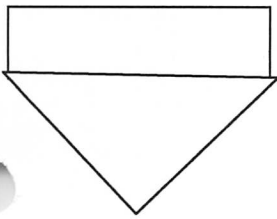
## **Evacuation Assembly Areas**

The primary assembly area when building evacuation is required shall be the Football Field. Throughout this document the Football Field is therefore listed as the Evacuation Assembly Area; however, should the Incident Commander determine that assembly should not take place on the Football Field, s/he will designate one of the following alternate areas and all references to the Football Field shall refer to that location.

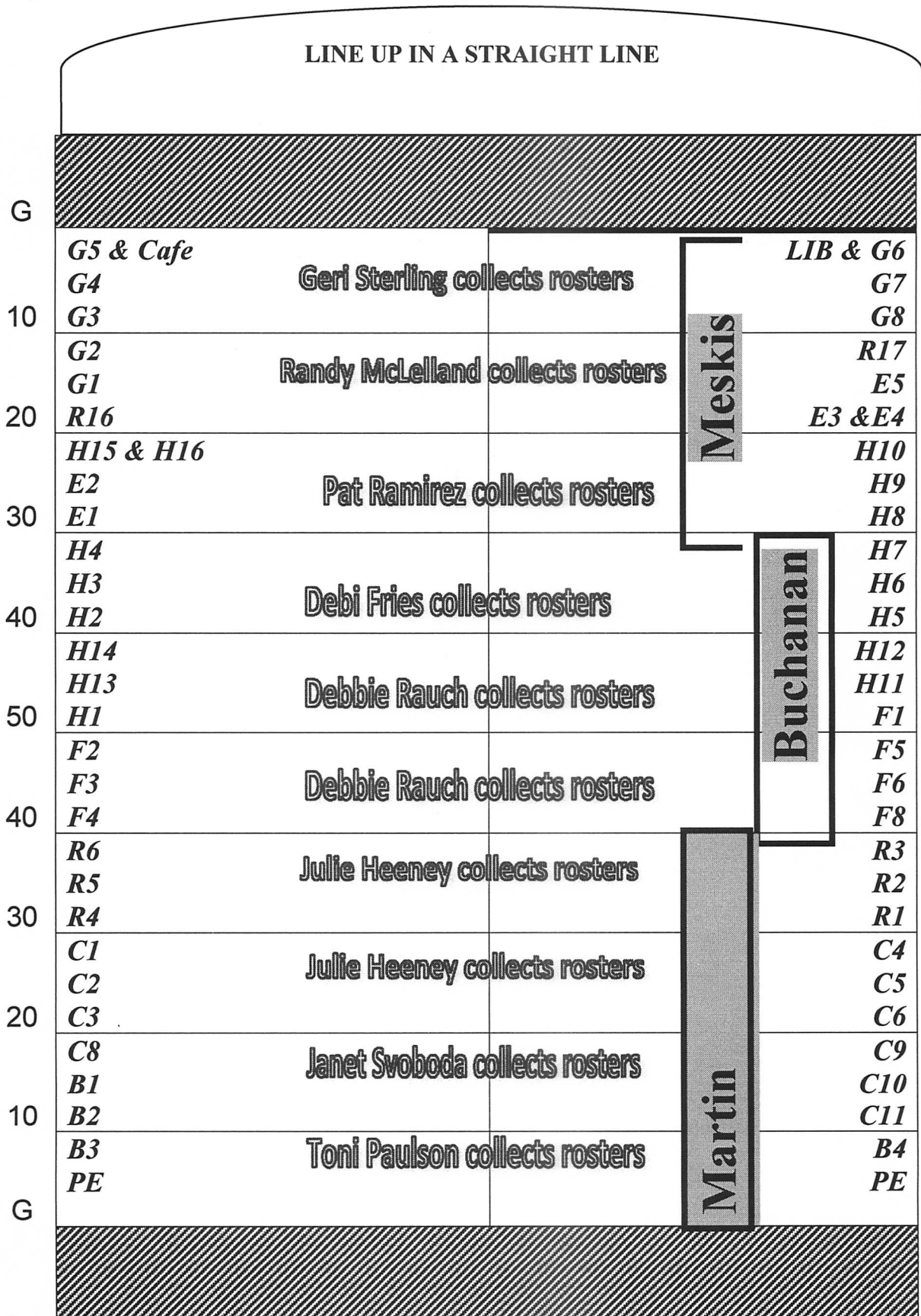
1. Primary - Football Field
2. 1<sup>st</sup> Alternate - Baseball
3. 2<sup>nd</sup> Alternate - Tennis Courts

## **See Football Field Line Up Map on Following Page**

(Revision Note – The map is a separate document. Update it. Print it as a PDF. Save the PDF as a JPG and paste it on following page.)



# Oak Park High School Site Evacuation Locations for Students and Staff



STANDS

## **Emergency Procedures**

It is important that emergency responses be planned, logical and easily implemented in order to be most effective during actual emergency situations. Practice drills provide an opportunity to review procedures and discuss the key elements of each specific response. Staff should use each drill as an opportunity to reinforce the key elements of each response. In an actual emergency, staff and students will then be prepared to take the correct immediate actions after which more detailed instructions can be followed from notes and checklists.

### **Fire Emergency**

1. Notification - The fire alarm will be sounded to indicate a Fire Emergency.
2. Primary Initial Goal - To evacuate all buildings as quickly and safely as possible.
3. Procedures
  - a. Teachers are to have students leave books etc. in class and walk together to the Football Field following the evacuation route designated for their classroom.
  - b. Teachers are to take their class rosters with them to the Football Field.
  - c. Prior to leaving, teachers are to quickly ensure that adjacent rooms, hallways and bathrooms are all evacuated before locking their classroom doors and escorting students to the Football Field.
  - d. Upon reaching the Football Field, each class is to line up in its designated location and teachers are to take roll and report any missing students
  - e. In the event that building evacuation is necessary during nutrition, lunch, before school or after school, all staff and students are to be directed to the Football Field where they are to gather by 3<sup>rd</sup> period class. Administration will bring 3<sup>rd</sup> period attendance lists to the Football Field.
  - f. ALL personnel and students are REQUIRED to report to the Football Field during ALL drills.
  - g. At anytime that personnel leave school during the regular school day are to notify the school office manager that they will be off campus.
  - h. The end of drills will be indicated by an "All Clear" announcement.

### **Lockdown**

1. Notification - The school PA system will be used to announce a school lock down.
2. Primary Initial Goal - To secure all staff and students inside locked buildings as quickly and safely as possible to protect against an intruder.
3. Procedures
  - a. Students and personnel who are not inside of classrooms should immediately proceed to the nearest indoor space to seek shelter.
  - b. Teachers are to immediately lock all doors.
  - c. Students are to sit on the floor facing away from doors and windows.
  - d. Turn off all indoor lights to make it more difficult to see inside of buildings from outside.
  - e. Keep students quiet, calm and engaged.
  - f. Administrators will sweep the campus looking for students, known visitors and personnel that may be locked out of classrooms and move them inside.
  - g. Should you see a suspect, do not confront them.

- h. Do not open the door for anyone. Administrators will have a key to let themselves in.
- i. In the event of a lockdown during nutrition, lunch, 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.
- j. An administrator will give the "All Clear" signal.

### **Earthquake**

1. Notification - Notification is self evident and will be experienced by everyone at school simultaneously.
2. Primary Initial Goal - To protect all staff and students from risks of injury associated with earthquakes.  
Such risk is posed by such things as items falling from walls and shelves, furniture moving and tipping over, overhead lighting fixtures and ceiling materials falling, broken glass etc.
3. Procedures –
  - a. If inside, all students and staff are to seek shelter using the "drop, cover and hold" maneuver for protection. (See detailed description below.)
  - b. Teachers are to immediately remind students take cover and not wait to see if it will be a "big one". Time is of the essence.
  - c. Once the shaking has ended, check for injured individuals. Injured who are capable of moving to the evacuation area without further injury should be assisted in doing so. Any injured who cannot be moved without risking further injury shall remain inside the building unless remaining inside poses a greater threat to their safety; in which case they should be moved outside of the building but not to the evacuation area.
  - d. Once everyone is accounted for in each class, teachers are to determine the safest way to exit the building and move to the Football Field.
  - e. Before leaving the building, teachers are to check hallways, bathrooms and other rooms to ensure that nobody is left behind.
  - f. Walk to the Football Field by way of the designated evacuation route unless doing so poses additional risk; in which case, each teacher should use their best judgement to find the safest route to the Football Field. Special attention should be paid to stay away from the edges of buildings from which roofing material or other roof top equipment may fall.
  - g. Upon reaching the Football Field, each class is to line up in its designated location and teachers are to take roll and report any missing students .

(Continued on Next Page)



## **Drop, Cover, Hold**

From the Federal Emergency Management Agency (FEMA)

<http://www.ready.gov/earthquakes>

**The “Drop, Cover and Hold On” procedure is to be practiced with students during the annual Great Shakeout typically held in October each year.**

**During an Earthquake** - Minimize your movements to a few steps to a nearby safe place and if you are indoors, stay there until the shaking has stopped and you are sure exiting is safe.

### **When Indoors:**

- DROP to the ground; take COVER by getting under a sturdy table or other piece of furniture; and HOLD ON until the shaking stops. If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
- Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures, mounted TV's, Smartboard projectors or furniture.
- Do not use a doorway except if you know it is a strongly supported, load-bearing doorway and it is close to you. Many inside doorways are lightly constructed and do not offer protection..
- Stay inside until the shaking stops and it is safe to go outside. Do not exit a building during the shaking. Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave.
- DO NOT use the elevators.
- Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.

### **When Outdoors:**

- Stay there.
- Move away from buildings, streetlights, and utility wires.
- Once in the open, stay there until the shaking stops. The greatest danger exists directly outside buildings, at exits and alongside exterior walls. Many of the 120 fatalities from the 1933 Long Beach earthquake occurred when people ran outside of buildings only to be killed by falling debris from collapsing walls. Ground movement during an earthquake is seldom the direct cause of death or injury. Most earthquake-related casualties result from collapsing walls, flying glass, and falling objects.

### **Buddy Staff Assignments**

Know who is in your area that you would want checking on you during the "lock and leave" phase of evacuation.

1	C-1 Fels	C-2 Paulson				
2	C-4 Amerikaner	C-4 Glass	C-5 Palowski			
3	College Career Center	Iwanoff				
4	C-11 Bolyog	C-10 Van Slooten				
5	G-4 Meyer	G-6 Herberg	G-5 Rohlf's-Legget			
6	G-3 K. Smith	G-2 Kinberg	G-1 Hall			
7	Oonk	Shiney	Fullmer	Sands	H-13 Custodio	
8	H-14 Pedretti	H-11 Oswaks	H-11 Firkins	H-15 Mach	H-16 Villapando	H-12 Deck
9	H-10 Willis	H-9 Fowler				
10	H-6 Bowman	H-7 Enoc	H-8 Schultheis			
11	H-5 Bovard	H-4 Boone	H-1 Anderson	H-2 Hung	H-3 Reinking	
12	E-2 Litten	E-1 Nelson	E-4 E.Chevalier	H-2 Stutz	E-5 Labnow	
13	R-17 Peters	R-16 Pryor	R-16b Walker-Sean			
14	F-2 Sloan	F-1 McManus				
15	F-3 Galbreath	F-4 Warren	F-5 Dakin			
16	F-7 Harnish	F-6 Lory				
17	G-8 Creason	G-7 Appell				
18	Gym Billingsley	Gym Pettit	Gym Shaw	Gym Atkins		
19	B-2 Hunt	B-1 Cissell	B-3 T.Chevalier	B-4 Blount	B4 Hankins	B-2 Pasqua
20	R-3 Winkler	R-4 Gorji				
21	R-6 Barnett	R-5 Micek				
22	R-1 Midiri	R-2 Lac				
23	Admin Rauch	Admin Ramirez	Admin Cohen	Admin Paulson	Admin Sterling	
24	C-8 Lovejoy	C-9 Blum				
25	Klemcki	Schmidt	Crouse	St. John		
26	Fleishman	Sigel	Rowbotham	Tattersall		
27	Campus Aid Tamddorn	Campus Aid Gentile	Campus Aid Charnow	Campus Aid Meloeny	Campus Aid Falk	
28	Custodian Cortes	Custodian Tabor				
29	Admin Buchanan	Admin Martin	Admin McGugan			
30	Admin McLelland	Admin Svoboda	Admin Fries	Admin Heeney		

## Staff Buddies

1	C-1 Paulson	C-2 Fels				
2	C-4 Amerikaner	C-5 Peluce				
3	College Career Center Hawkins	Student Store Iwanoff				
4	C-11 Bolyog	C-10 Van Slooten				
5	G-4 Meyer	G-6 Herberg	G-5 Rohlf- Legget			
6	G-3 K. Smith	G-2 Kinberg	G-1 Hall			
7	Oonk	Shiney	Fullmer	Sands	H-13 Custodio	
8	H-14 Pedretti	H-11 Oswaks	H-15 Mach	H-16 Villapando	H-12 Deck	
9	H-10 Willis	H- 9 Fowler				
10	H-6 Bowman	H-7 Enoch	H-8 Schultheis	H-9 Hankins		
11	H-5 Bovard	H-4 Boone	H-1 Anderson	H-2 Hung	H-3 Reinking	
12	E-2 Litten	E-1 Sloan	E-4 E.Chevalier	E-3 Stutz	E-5 Labnow	
13	R-17 Peters	R-16 Pryor	R-16b Walker- Sean			
14	F-2 Kawakatsu	F-1 Jones				
15	F-3 Galbreath	F-4 Warren	F-5 Dakin			
16	F-8 Leber	F-6 Lory				
17	G-8 Creason	G-7 Appell				
18	Gym Billingsley	Gym Pettit	Gym Shaw	Gym Atkins		
19	B-2 Borquez	B-1 Cissell	B-3 T.Chevalier	B-4 Pasqua/Hunt		
20	R-3 Winkler	R-4 Gorji				
21	R-6 Barnett	R-5 Micek				
22	R-1 Midiri	R-2 Lac				
23	Admin Rauch	Admin Ramirez	Admin Cohen	Admin Paulson	Admin Sterling	
24	C-8 Lovejoy	C-9 Blum				
25	Klemcki	Schmidt	Crouse	St. John		
26	Fleishman	Sigel	Rowbotham	Tattersall		
27	Campus Aid Tamadorn	Campus Aid Gentile	Campus Aid Chavez & Chavez	Campus Aid Al	Campus Aid Falk	Campus Aid Pollen
28	Custodian Cortes	Custodian Tabor	Custodian Oscar	Custodian Primo		
29	Admin Buchanan	Admin Martin	Admin Meskis			
30	Admin McLelland	Admin Svoboda	Admin Fries	Admin Heeney		

## Roles of Teachers and Other Instructional Staff

1. Protect yourself during times of potential injury.
2. Keep students calm and protected.
3. If evacuating the building, do not leave your room until you:
  - a. Know the route that you will take with your students to the Football Field.
  - b. Check with your assigned buddy(s) and determine their ability to carry out their responsibilities.
  - c. Determine whether there are any injured students or staff within your buddy group who will not be moved. If so:
    - i. Decide which staff member will stay with the injured (Caretaker) and which will lead (Leader) all other students to the Football Field.
  - ii. The Caretaker shall
    1. Gather available first aid equipment and supplies to provide aid to the injured.
    2. Provide care only to the level of your training:
    3. Only move the injured if they are in danger of greater injury if they remain in place.
  - iii. The Leader shall
    1. Write down the names and general condition of any students and staff being left behind.
    2. Know which students were absent in each of the classes you are escorting to the Football Field.
    3. Gather remaining emergency equipment, student attendance lists for classes being supervised and keys.
    4. Lead students to the Football Field by the predetermined route, ensuring that no students (other than known injured students who cannot be moved) remain behind.
    5. Do not lock outer and inner doors. (For which emergencies? All? Any concern re: personal items left behind?
6. **Upon reaching the Football Field:**
  - a. Have students assemble in your designated classroom meeting location.
  - b. Immediately report injured students and staff who remained behind to the Command Center.
  - c. Take attendance carefully once assembled. On the attendance list, clearly write "Absent" or "Missing" as appropriate.
  - d. If students are missing, ask the following questions of others and look around to confirm that they are actually missing because tremendous energy and effort will be put into finding missing students.
    - i. Are they lined up in the wrong place? Have any students seen them since you left the classroom? Did anyone see them leave? Where is their sibling? Where is their boy/girlfriend?
  - e. Report missing students to the Student Attendance Station.
7. Upon notice from the Incident Commander, report to your team assignment and be ready to go.

**Registrar, Attendance and Health Clerk (or others assigned as needed)**

1. Protect yourself during times of potential injury; then check on buddy safety.
2. Get emergency procedures, equipment, and supplies; review before moving out.
  - a. First Aid blue kits sent to First Aid Station.
  - b. Alpha Line markers (grocery bags)
  - c. Current daily attendance and signout sheet.
  - d. Medication logs and medications.
  - e. Enrollment / Emergency Info cards in box on counter.
3. Establish contact with Assistant Principal to report any problems or needs for the setting up of the First Aid Center and student checkout procedures (to be done later).
4. Start treatment of injured (document in log).

**Checklist for Counselors (or replacement for Counselor)**

1. Protect yourself during danger time; then check on buddy safety.
2. Get emergency procedures, equipment, and supplies; review before moving out.
  - a. All keys, communications, backup tapes, and procedure lists needed for the duration.
  - b. Locate first aid kits.
3. Get to the Football Field
4. In the absence of Command Personnel, be prepared to evaluate the necessity to move to an alternate Evacuation Assembly Area.
5. As teachers and classes arrive at the Football Field, remind them that:
  - a. Their first priority is to report to the Command Center any persons left behind for search and rescue to attend to (assuming an earthquake or other injury causing event).
  - b. Their second priority is to line up in their designated location, take roll and report any missing students to the Command Center. Emphasize that accuracy rather than speed is critical when taking roll.
  - c. Their third priority is to go to the emergency post to which they are assigned, if directed.
6. If a decision is made to dismiss students to their parents and therefore to reconfigure each class alphabetically:
  - a. Get the alpha signs for lines (in Snack Shack building)
  - b. Assign a student or the teacher at the front of each line to hold up the sign at the proper location (see Alpha Dismissal Line Up map for assembly).
  - c. It is your job to get the initial organization of this area done.
  - d. If students want to leave we ask them to stay seated and assist others to remain calm until we can do an orderly checkout based on their emergency cards. If we see some leaving against directions we want to encourage them to stay to assist, but insist on getting names so that we can note their leaving on a master list that can be used later to give information to parents who may be looking for students. We do not physically detain students.
  - e. Check with the other counselor and teachers to begin to free up people to assist with keeping parents out of the student area until we can begin a check out process. If we can get some lines started that parallel the student lines parents can see that students are fine and may wait out the process. We also want to free up teachers to assist with the checkout procedure under the direction of the principal and registrar.



**Student Evacuation Area Supervisors**

After completing responsibilities as classroom teacher (above)

1. Keep students and staff calm by insisting that procedures be followed.
2. Line up as trained in alpha order.
3. Sit quietly once alpha order is determined.
4. Help each other remain calm so directions can be followed.
5. Accuracy of accounting is more important than speed.
6. Check staff list to determine if staff are missing and report to Counselor who will contact the Emergency Command Center. Many staff have other assignments, so the student accounting will have to be done slowly by those available.
7. Counselor should have alpha lists if they are not available with teachers.

## COMMAND TEAM

- **Personnel:** Buchanan, Martin and Meskis
- **Location:**
  - **Football Stadium:**
  - **Baseball Field:**
  - **Tennis Courts and parking area in front of courts.**
- **Duties:** Coordination of all activities and communications.
- **Objectives:** Have a full picture of the situation (get accurate and current status reports from all stations); coordinate and direct all emergency plans and procedures; direct resources appropriately.
- **Responsibilities:** Handle all communications; make student-release decisions. See checklist. (What checklist? Who has it? How does it get to the Football Field?)
- **Remember:** Disseminate vital information quickly; make command decisions; don't assume anything; utilize runners if communications break down; be succinct and specific in your communications; set up a system for contacting families; designate a helicopter landing site for supplies with a 50 ft. clearance area.

### Checklist for Incident Commander

#### **During Drill or Incident**

1. Protect yourself during danger time; then check on buddy safety
2. Get emergency procedures list, equipment, and supplies; review before moving out.
  - A. All keys, communications and backpacks needed for the duration.
  - B. Keys for Search and Rescue teams.
  - C. Walkie Talkie and District Communication Radio.
3. Lock office outer doors to prevent that entrance to school. Who?
4. Establish Incident Command Center with Office and Admin. Staff
  - A. Check on Progress of student evacuation. If decision is made to go to assemble all students in ALPHA order or move to another location of students make contact with all teams. Collect and redistribute walkie-talkies\* to teams that need them.
  - B. Communications established with key personnel
    - 1) Custodian\* (checking utilities and building integrity)
    - 2) Search and Rescue teams 1-3\* (send when buildings safe)
    - 3) First Aid Treatment area
    - 4) Counselors and Teachers (establishing student assembly area)
    - 5) Perimeter Security (blocking driveways and issuing info)
5. Start accounting for adult personnel and make reassignments as needed.
6. Establish communications with District Office when they call on channel one of district radio

## Oak Park High School Emergency Procedures Handbook

7. Evaluate damage and injury reports as they come in to determine next steps. Have the attendance clerk begin the reconciliation of students reported as missing with the absence list, sign-out list, first aid list. (Who/where/how are these other lists being created and maintained?)
8. Begin checkout of students to parents or emergency contacts on the emergency Checkout cards. What are "emergency Checkout cards"? Where are they kept? How will they get to the field? Are pens kept with them? How are these students tracked?

**Checklist for 2<sup>nd</sup> in Command**

1. Protect yourself during danger time; then check on buddy safety.
2. Get emergency procedures, equipment, and supplies; review before moving out.
  - A. All keys, communications (district radio and OPHS walkie-talkie), backup tapes, and emergency backpacks needed for the duration.
  - B. Stretcher and wheelchair.
3. Check on the establishment of First Aid center and student attendance records (to be used later).
4. Get radio from command center so that you can check in and report any problems. Make sure you know how to use the radio properly before you leave the command center. Do battery check. Stay off the radio unless you are reporting in or reporting a problem.
5. Check with Counselors that student evacuation is proceeding as planned.
6. Go to and check that Search and Rescue is proceeding as planned.
7. Communicate with Principal on progress with above.

## **SEARCH AND RESCUE TEAM**

**Personnel:** (Underlined individual is the team's leader.)

**TEAM ONE:** Leggett and Creason, with triage and first aid by Smith.

(G-building, Library, H-Buildings, R- 16 and 17)

**TEAM TWO:** Kinberg, Shaw, and Pasqua, with triage and first aid by Shaw.

(Administration, F and E-building and R-1-6 bungalows)

**TEAM THREE:** T. Chevalier, Petit, and Barnett with triage and first aid by Pettit.

(C-building, Gymnasium, Cafeteria and Pavilion)

- **Location:** Equipment in shed to the south of library and behind restroom buildings – see map. S/R assignments are on maps in this set of procedures and in the S/R barrels.
- **Duties:** Perform light search and rescue, possibly triage, and low level first aid functions during emergency.
- **Objectives: Find and assist, don't become victims!**
  - Report conditions encountered - Are there victims? How many? Where are they located? Are there fires? Are there any gas or water leaks? Are there electrical problems? Is there damage to any of the buildings? How much? Are there any urgent search and rescue needs? Do not use names of students over the radio – ID by location if still in a room or by ID# if known.
  - Locate victims - Identify where rescue operations are required; use safe search methods; perform life-saving measures if necessary.
  - Removal of victims - Remove un-trapped victims first; remove trapped victims only after un-trapped have been removed and only if removing them will not create further injury.

### **Responsibilities:**

- Safety - your own, your team's, your victims'; use the "buddy system."
- Pre-assigned search area - be familiar with it (know where it is!), where are the exits, utilities, fire extinguishers? Know what is stored inside of buildings and containers.
- Know your rescue equipment - practice using it; keep it up-to-date.
- **Remember:**
  - Wheel or carry S/R and F/A supplies with you.
  - Have a first aid triage person with your team if possible. Use triage and F/A training on victims.
  - Do a quick "exterior survey" of each building before entry. Confirm that building has been cleared for search and rescue – don't become a victim.
  - Do not attempt a heavy search and rescue -high chance of injury to team members.
  - Use radio to call for assistance, otherwise
  - Try to become familiar with safe building entry, interior search, victim removal, and lifting procedures.

**SEARCH AND RESCUE SWEEPS**

- Start by responding to known victim locations based on reports sent to the command center and relayed to your team.
- Do not use names of students over the radio – ID by location if still in a room or by ID# if known.
- Teams begin conducting light search and rescue sweeps of designated areas for those rooms not covered during response to known victims.
- Each door that is entered is marked with slash (/) to indicate that the S/R team has entered the door and then is red (X) when the search is completed and the room is secure. Entry and exit are always through the same door after the two-person team sweeps along both walls, crossing in the middle. Third team member does the recording and triage if trained. Call for transport or additional first aid as needed.
- Each room needs to be searched (even interior rooms) in this manner, and each that is completed is marked off on the search map.
- Head custodian and his team control utilities and direct fire fighting operations.

**DO NOT ATTEMPT UNTIL BUILDINGS ARE DETERMINED TO BE SAFE FOR ENTRY!**

Custodian and Shop Teacher are doing check of utilities and integrity of buildings,  
check with command center.



### **FIRST AID TEAM**

- **Personnel:** Smith, Pettit, Shaw, Billingsley (bring materials and report to Reunion Team), Pasqua (K. Paulson if needed – also on Utilities Team).
- **Location:** Great Lawn.
- **Supplies:** Brought from health office by attendance clerk, and brought from disaster shed in rolling yellow bin.
- **Duties:** Set up treatment area; provide comfort measures; treat injuries through triage and creative first aid. Monitor and respond to radio calls from Search and Rescue teams with information, by sending supplies, or sending stretchers with students to transport victims (Ask for students to be assigned to you by counselors who will be supervising the assembly area. Prepare patients for off-site transportation.)
- **Communicate:** To the degree possible, communicate in person with the incident command about victims who need additional care or who may be deceased. Do not use names of students or staff over the radio – ID by location if still in a room or by ID# if known.
- **Remember:** Implement triage system; use creative first-aid; maintain up-to-date emergency cards.

### **FIRE CONTROL/UTILITY SHUTOFF TEAM**

- **Personnel:** Tabor, K. Paulson and backup designee Primo.
- **Location:** Near room C-11 by the main gas and electrical shut-off valves. Irrigation Combo #3210.
- **Duties:** Controls utilities, conducts fire control efforts, and assists with supply distribution.
- **Objectives:** Examine all utilities during initial "exterior survey"; know locations of all shut-offs before the disaster; control hazardous spills and fires.
- **Responsibilities:** Safety first - your own, your team's, your victims'; conduct an "exterior survey" before fighting fires; know what is stored inside of buildings and containers; know your personal limitations; use appropriate control techniques; be cognizant of the locations of all fire extinguishers.
- **Remember:** Turn off the gas only if you smell gas, suspect a leak or there is a known fire on campus. Keep appropriate tools handy. Download electrical systems gradually; mark all breakers before the disaster; hot water heaters should be strapped down; flammables should be stored in metal cabinets bolted to wall studs.

### **Security and Traffic Control Team**

- **Personnel:** Jenny Tamaddon, Jane Chavez, Daryl Falk
- **Duties:**
  - Protect yourself during danger time; then check on buddy safety.
  - Take keys for cars to be moved to block entrances so that only emergency vehicles are permitted into front access road or faculty lot, one stays with cars to move them for emergency vehicles.
  - Cones from parking lot traffic control can be used as alert in front of vehicles.
  - Move car to block entrance so that only emergency vehicles can enter if you move your car. (can you back on to a curb to let them by and not be blocked by others?)
  - Stand by car to show your presence and to identify you as someone that can give information. Keep calm and encourage calm by reassuring parents that students are safe and being cared for. Checkout of students will begin when everyone is accounted for and it can be done in an orderly manner.

### **REUNION TEAM**

- **Personnel:** Debbie Rauch (A-F), Mike Van Slooten (G-L), Pat Ramirez (M-R), and Karen Cohen (S-Z).
- **Location:** Gate by snack shack on football field.
- **Duties:** Coordination of student release and reuniting of parents with their children.
- **Objectives:** Provide access for parents to pick up their children in an orderly fashion; produce an official log of students who leave campus with a parent or guardian.
- **Responsibilities:** Keep things organized; ensure the safe and orderly reunion of students with their parent or guardian; maintain an accurate logbook of activity (comings and goings).
- **Remember:** Parents should be directed to line up on Kanan rd. for reunion; student runners can retrieve students from the *assembly area*; don't restrain students from leaving, but do account for them if they decide to go; officially log all students out; bring updated student schedules and a folding card table.

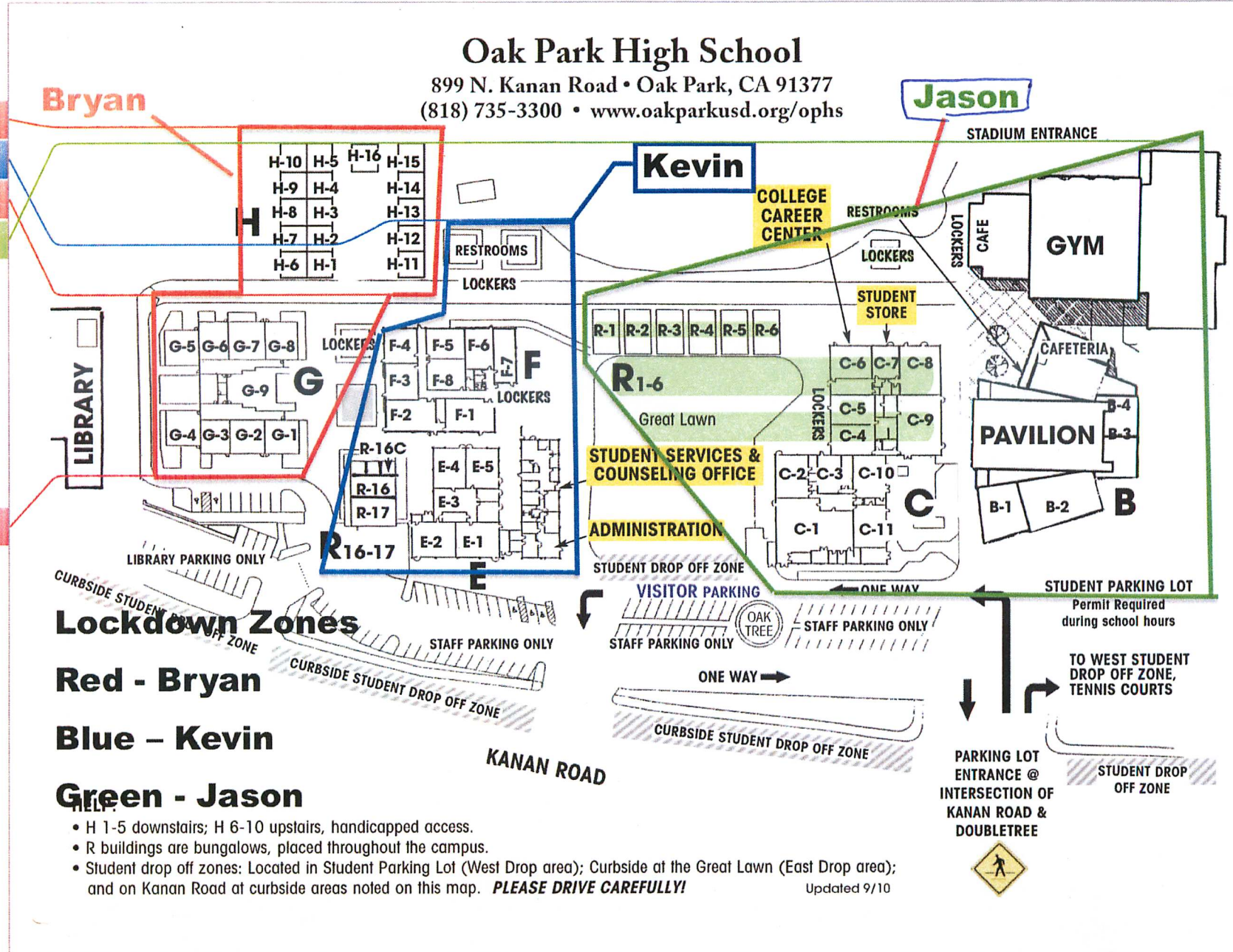
# Oak Park High School

899 N. Kanan Road • Oak Park, CA 91377  
(818) 735-3300 • [www.oakparkusd.org/ophs](http://www.oakparkusd.org/ophs)

**Bryan**

**Jason**

**Kevin**





39 11 TOTAL

1/20/2012

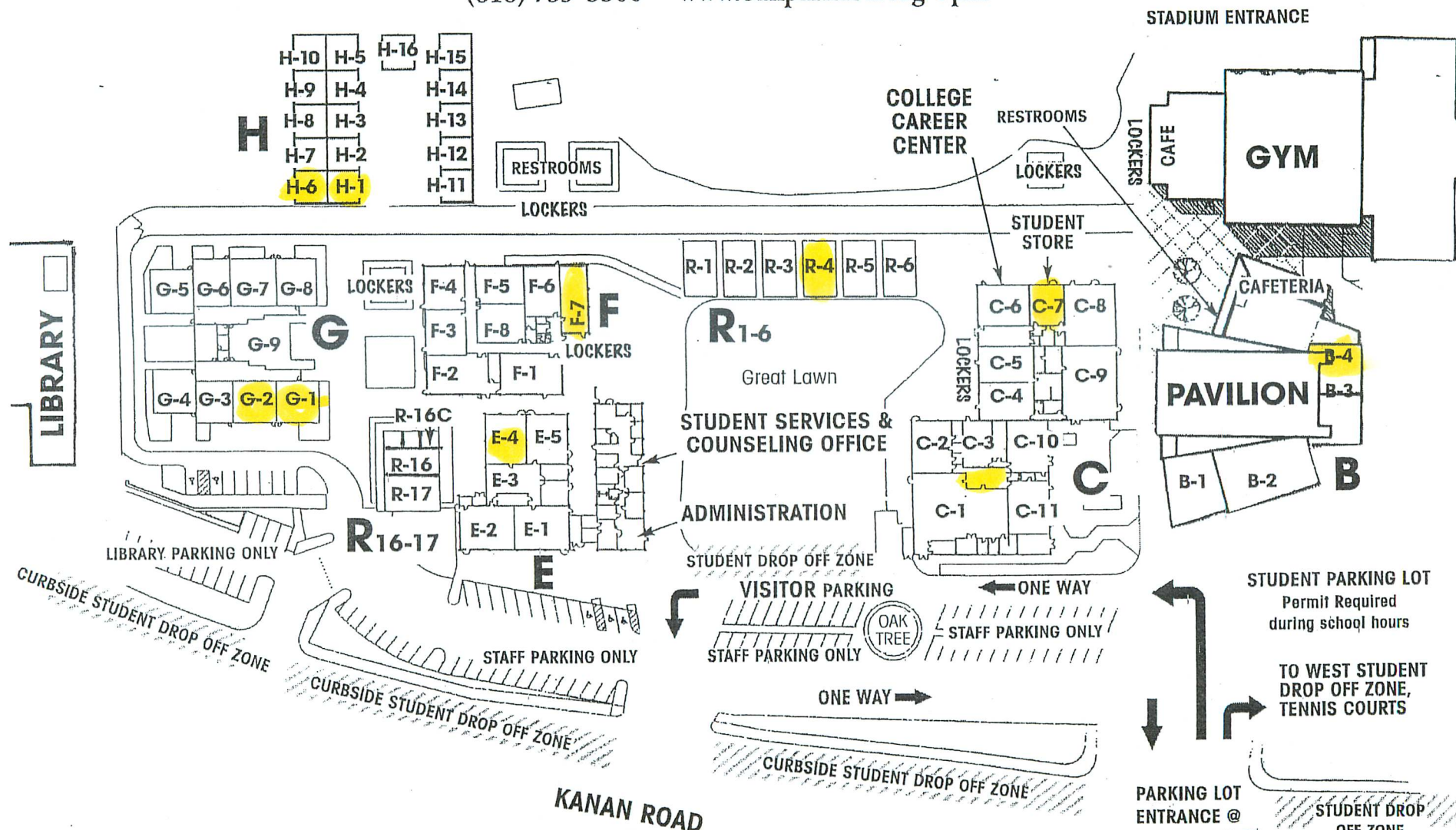
# ORANGE EMERGENCY BAGS

## Oak Park High School

899 N. Kanan Road • Oak Park, CA 91377  
(818) 735-3300 • [www.oakparkusd.org/ophs](http://www.oakparkusd.org/ophs)



Press Box



### HELP:

- H 1-5 downstairs; H 6-10 upstairs, handicapped access.
- R buildings are bungalows, placed throughout the campus.
- Student drop off zones: Located in Student Parking Lot (West Drop area); Curbside at the Great Lawn (East Drop area); and on Kanan Road at curbside areas noted on this map. **PLEASE DRIVE CAREFULLY!**

Updated 9/10

MCGUGAN

# ALPHA LINES ORDER

Snack Rack

G		
10	A-F	G-L
	↕	↕
	↕	↕
	↕	↕
	A-F	G-L
40	M-R	S-Z
	↕	↕
	↕	↕
	↕	↕
	M-R	S-Z
G		

STANDS



## 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**

**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"



## **Incident Commander (Jason Meskis)**

- Assess the level of danger and determine the level of threat
- Move students and staff away from the crisis area
- Set a perimeter
- Summons additional help
- Set up a command post
- Summons Emergency Services
- Compile status and final incident reports

## **Public Information Officer (Kevin Buchanan)**

- Gather accurate details of the incident
- Release information to parents, community members, and the media during the crisis
- Send out communication to school staff, parents and students about the crisis
- Document all contacts and announcements

## **Liaison Officer (Jason Meskis)**

- Check with incident Commander for situation briefing on working with outside agencies
- Determine your personal operating location and set up
- Obtain necessary equipment and supplies
- Open and maintain a position log
- Brief agency reps on current situations, priorities and incident action plan
- Keep Incident Command of agencies action plans

### **Scribe (Geri Sterling)**

- Assists Incident Commander in completing the incident form to document events, response and outcomes
- Document ALL activities, listing times and actual event

## **Communication Officer (Toni Paulson)**

- Reports with Incident Commander about current situations and events
- Reports to the District Office regarding any potential dangers, casualties and injuries
- Documents ALL radio conversations with the District Office
- Responsible for bringing District Office radio to evacuation area

## **Operations Chief (Russ Peters) & (Vic Anderson-Backup)**

- Check in with Incident Commander for situation briefing
- Open and Maintain a position log – Document actions taken, messages, decision Justifications, Requests filled
- Identify and mitigate safety hazards on the green lawn and areas where Search and Rescue will be operating
- Stop and Modify all UNSAFE operations
- Ensure responders use appropriate safety equipment
- Keep Incident Commander advised



## **Logistics Chief (Randy McLelland)**

- Makes sure the Nurse Emergency kit and Emergency cards
- Works with the volunteers' directors to help calm parents down who are picking up their children if we have to move to an emergency release and to help with coordinating where parent/community volunteers may be needed.
- Works with the Operations Chief to maintain contact with responding groups (ie. Fire, police, Red Cross, Hazmat, mental health, etc)

**Volunteers Director  
(Debi Fries and Janet Svoboda)**

- Report to Logistics Chief (McLelland) to help him.
- Help recruit and find community/parent volunteers to help with medical and triage aid
- Help parents who are distressed while picking up their child

## **Messengers**

### **(Mike Winkler and Winnie Litten)**

- Unlock Disaster Bin (Need to get key from Toni Paulson prior to drill)
- Unlock Red Cross Bin: *Combo 5468*
- Remove and set up command center table and radios on Great Lawn
- Provide CERT member with Incident Commander Communications
- Responsible to test radios monthly in office.

## **Student Care Supervisor (Julie Heeney)**

- Manages student feeding and dehydration
- Manages sheltering and sanitation of operations
- Set up secure assembly on football field
- Coordinate with Release Directors and teachers lining up students in alpha order
- Make arrangements for shelter, bathroom visits and activities for students

**Campus Check and Security Supervisor  
(Lonnie Chavez and Daryl Falk)**

- Block entrances of parking lot so ONLY emergency vehicles may enter.
- Place golf carts or cones in front of parking lot entrances
- Report in with the Shelter Director

**Shelter Director**  
**(Ken Paulson and Jim Barnett Backup)**

- Oversee Custodians and checking of gas leaks, meters and all shut off valves.
- Post yellow caution tape around damages or hazardous areas.
- Verify campus is locked down and report to Incident Commander
- Be sure that entire campus has been checked for safety hazards
- Coordinate with Campus Supervisors/Security
- Responsible for filling out Damage Assessment sheet. You may want to work with Search and Rescue supervisor on possible damage.



**Custodians**  
**(Eric Tabor and Serafin Cortes)**

- Check in with Shelter Director (Ken Paulson and Jim Barnett Backup)
- Check for any leaks and entire campus has been checked for safety hazards
- Turn off any valves water, gas, electric, etc if necessary

## **Release Coordinators**

**(Karen Cohen, Debbie Rauch, Pat Ramirez, Mike VanSlooten)**

- Set up secure reunion area on football field or other designated area. Place alpha signs in the appropriate areas on the football field and on the pick up areas
- Check students emergency cards for authorized release
- Complete release log
- Coordinate with the Public Information Officer (Principal) on external messages to parents, community, etc.
- Work with teachers who are lining up students in alpha order to assign a student runner who can go in between students and release coordinators for student pickup.
- Make sure you have writing utensils.

## **Search and Rescue Supervisor (Dave Kinberg)**

- Muster and set up area on great lawn
- Help Search and Rescue teams with getting equipment out of emergency container.
- Perform visual check of outfitted team, include radio check
- Record names and assignments before deploying teams
- Dispatch teams to know hazardous situations first, then search campus
- Record all teams progress and reports on site map. When a room is reported clear mark a C on the map.
- Record exact location of damaged and triage tally

### **Search and Rescue Teams**

**Team A – Smith, Creason, Leggett**

**Team B – Shaw, Kinberg, Pasqua**

**Team C – T.Chevalier, Barnett, Pettit**

- Report to Search and Rescue Supervisor
- Search campus in a methodical pattern to find injured and missing persons
- Report location of all injured persons to Command Center
- Assess damage to structures and report to Command Center
- Station team members as guards near unsafe buildings to prevent re-entry
- Direct loiterers to appropriate locations

**Medical Supervisor/Triage Leader  
(Dick Billingsley and Ann Pettit Backup)**

- Set up three different areas on great lawn determined by Urgent Care priority
- Oversee Medical Aid Leader
- Assist Medical Aid Leader if necessary with first aid and injury
- Document name, injury and first aid
- Keep Command Center informed
- Maintain morgue as needed
- Work cooperatively with outside agencies

**Medical Aid Leader  
(Brenda Pasqua)**

- Report to Medical Supervisor
- Administer first aid
- Determine need for medical assistance and priority



## **Morgue Leader (Roland Herberg)**

- Confirm that the person is actually deceased
- Notify Incident Commander
- Do not move the body until directed by the Incident Commander
- Keep accurate records
- Write the following:

Date and time

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

## **Stress Management**

**(Stephanie Walker-Sean and Kim Galbreath)**

- Work with the critically injured helping them remain calm
- Collaborate with Medical Supervisor on who has a high priority

**Financial Administration Chief**  
**(Sandy Iwanoff)**

- Documenting events when they occur, instead of weeks or months later, is the major task of Finance
- Injury and Damage Documentation is prepared from prompt recording of all injuries
- Contracting with vendors for all services not available through involved agencies
- Disaster Relief Records are used to coordinate with state and federal representatives and to assure that costs and damage records are prepared in proper format to assure reimbursement





# Evacuation B building and Pavilion OPHS

revised 10/2009





# Evacuation-Administration-OPHS

revised 10/2009





# Evacuation- C Buildings-OPHS

revised 10/2009

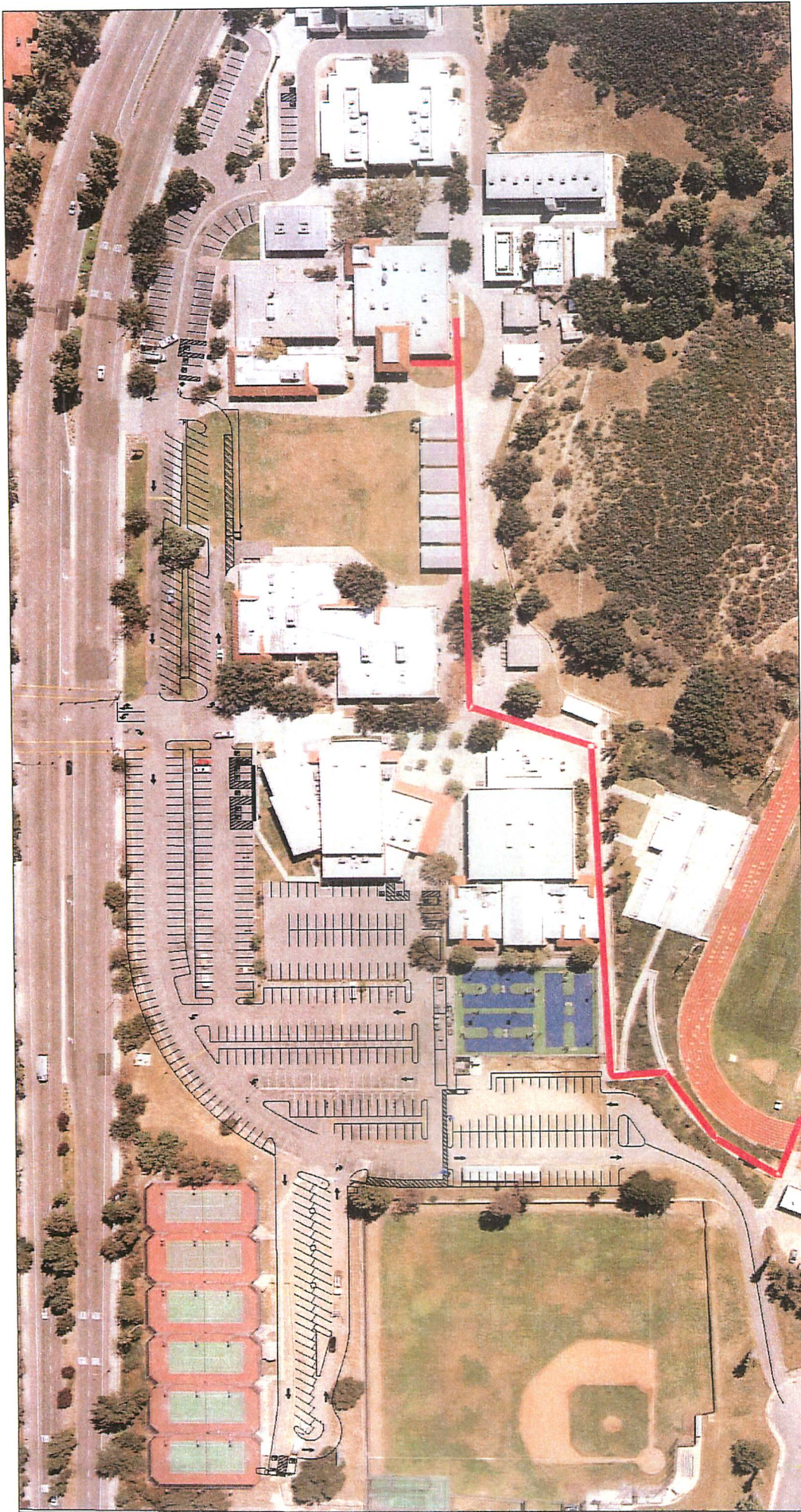




# E- building- OPHS

revised 10/2009

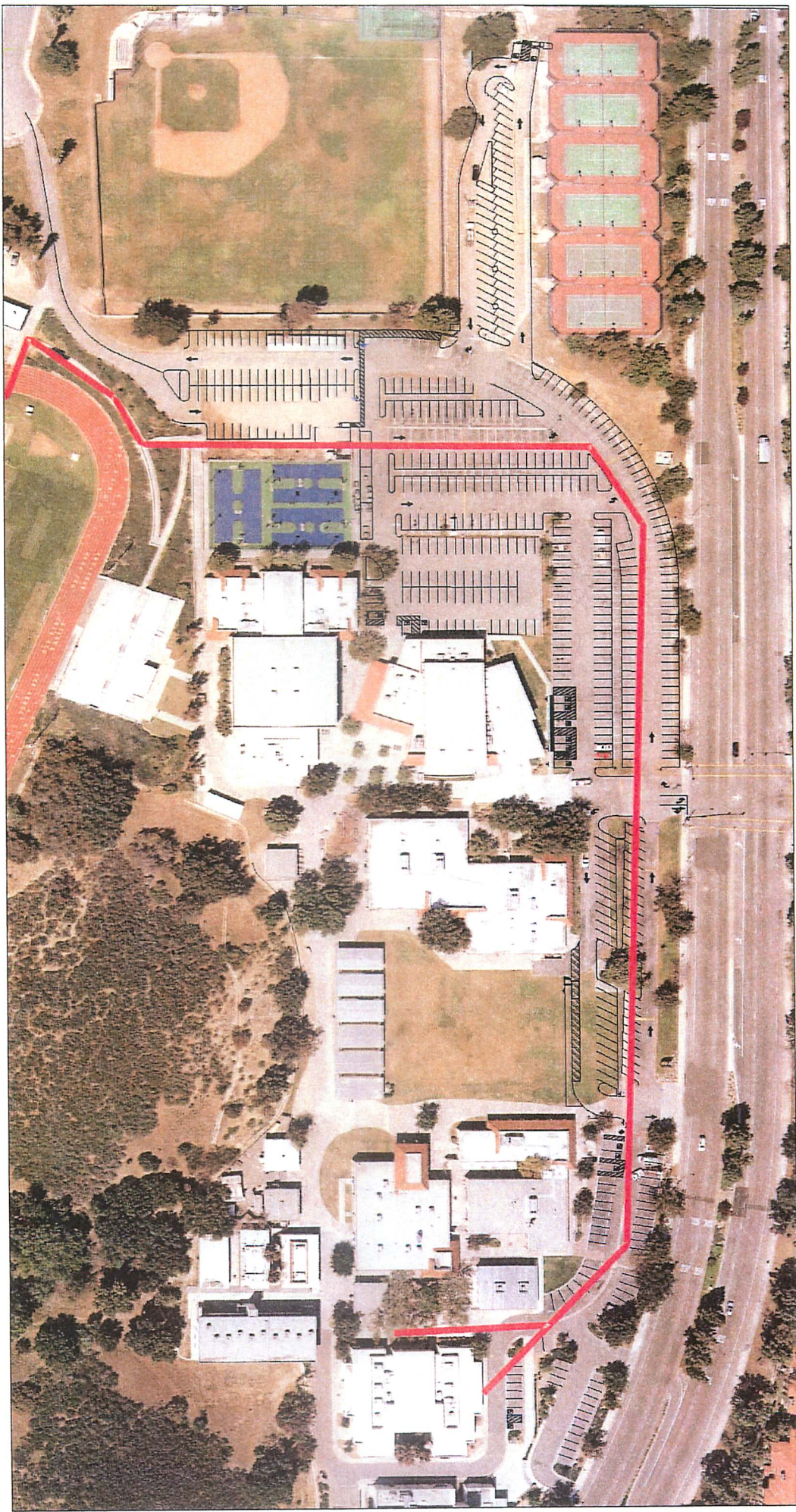




# Evacuation F- building-OPHS

revised 10/2009





# Evacuation-G- building- OPHS

revised 10/2009





# Evacuation - H building-OPHS

revised 10/2009



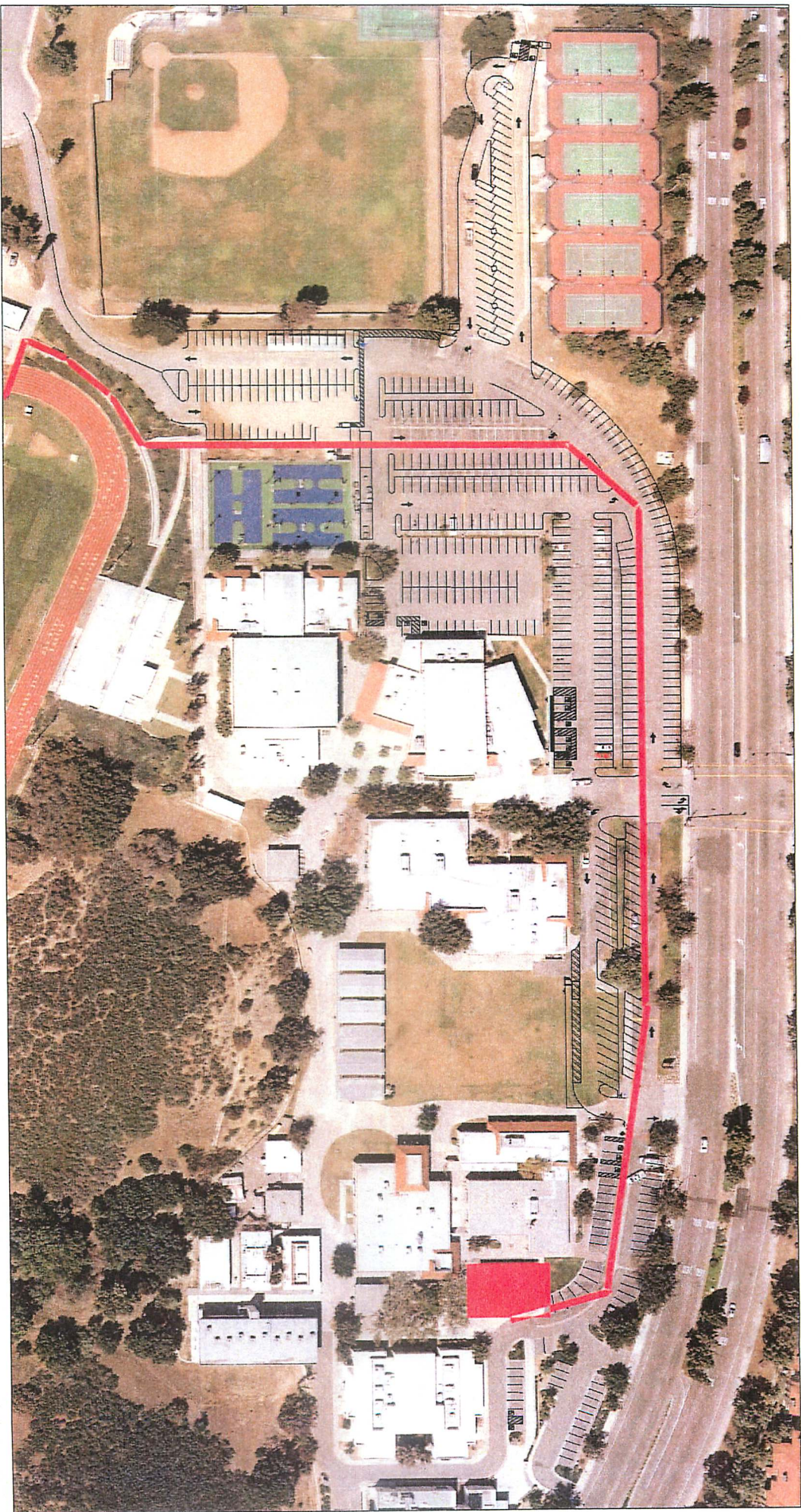


# Evacuation R-1 to R-6 OPHS

revised 10/2009

I-1 to I-7





# Evacuation-R16 to R17-OPHS

revised 10/2009





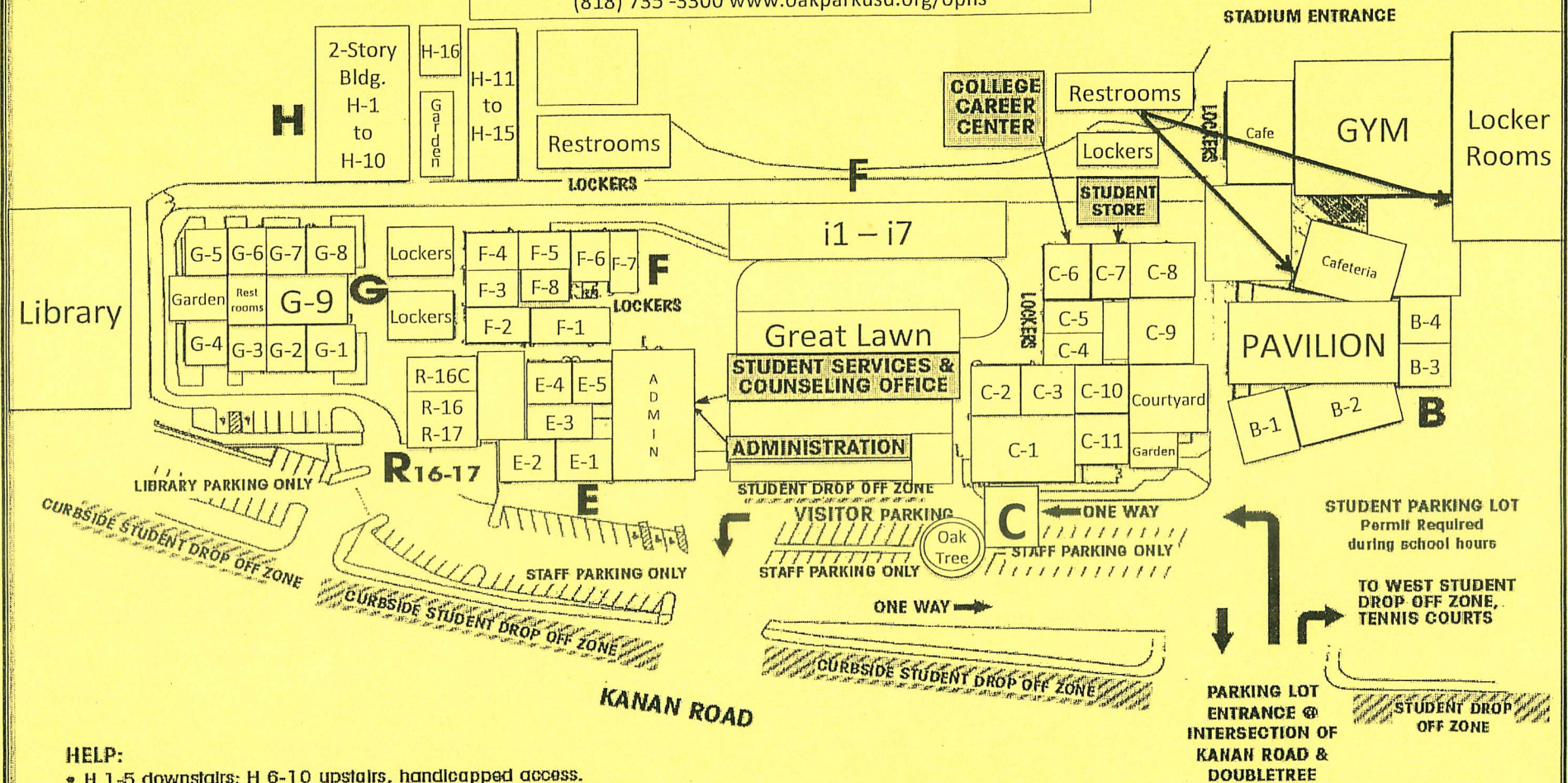
# Evacuation H-11 to H-16 OPHS

revised Sept., 2010



# Oak Park High School

899 N. Kanan Road Oak Park, CA 91377  
(818) 735 -3300 [www.oakparkusd.org/ophs](http://www.oakparkusd.org/ophs)



## HELP:

- H 1-5 downstairs; H 6-10 upstairs, handicapped access.
- R buildings are bungalows, placed throughout the campus.
- Student drop off zones: Located in Student Parking Lot (West Drop area); Curbside at the Great Lawn (East Drop area); and on Kanan Road at curbside areas noted on this map. **PLEASE DRIVE CAREFULLY!**



CAMPUS: \_\_\_\_\_

TIME: \_\_\_\_\_

INCIDENT: \_\_\_\_\_

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

# 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.

# 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



## 78

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.

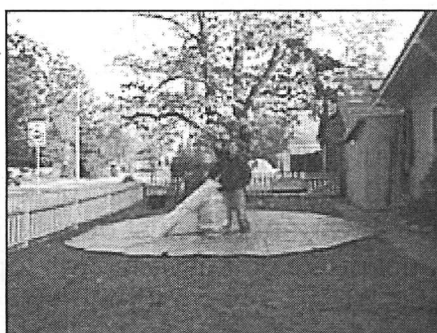
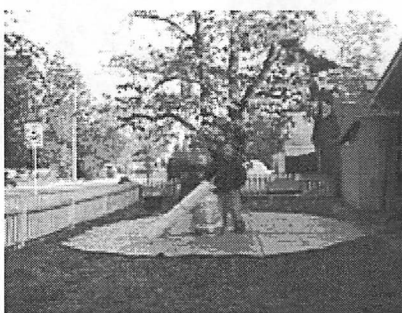


The Worlds Strongest Dome Tents Since 1976

[about us](#) [shelters](#) [greenhouses](#) [grip clips](#) [designs](#) [testimonials](#) [q & a](#) [manual](#) [sitemap](#) [home](#) [store](#) [search](#)  
[yurts & domes](#) [playadomes](#) [bubbledome](#) [crystalcave](#) [accessories](#) [relief tents](#) [prepareshelters](#) [other uses](#)

## Domes, Yurts, Tents and Greenhouses Go Up in 30 Minutes

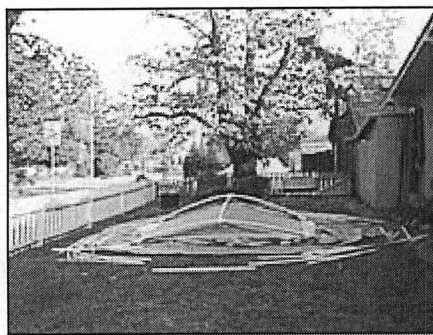
**Shelter Systems domes are not kits.** You don't have to cut anything. You don't need any tools. Everything is in place and ready to assemble. All dome poles except the window poles are the same length, and interchangeable - every pole will go in every other position. All window poles are the same length. Only the most general directions are required (and are provided with each dome, of course). Most people can put up the 14, 18, and 20 in 30 minutes. Shelter Systems domes create multipurpose enclosures that are affordable, portable, reliable, windproof and watertight.



Shelter Systems domes come to you in two packages of approximately equal weight (for the 18'er 30 lbs each).

Spread out poles and covering on top of floor.





Add poles to top of dome covering one pole at a time. Each pole is the same length so you cannot go wrong.

Continue to work your way around dome adding poles.



The poles bend slightly, adding tension to the covering and the dome begins to lift off the ground.

Before you know it, the last poles are added and your dome is up!

## Watch a Set Up Video

### Up In 30 Minutes!

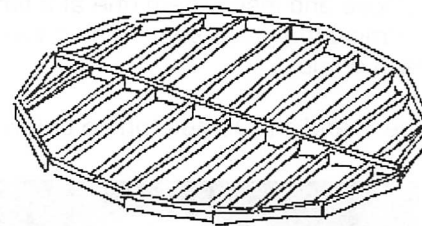
**1 1/2-YEAR GUARANTEE.** If for any reason you're not completely pleased with your purchase, return it in original, clean condition within 30 days of receipt for a full refund or exchange as you wish. All items in this catalog have a warranty against defects in materials and workmanship for 1 1/2 years. Should any product prove defective we will repair or replace it at no cost to you. Special Orders are not returnable. Read Snow and Wind Warnings.

**Order online with our Secure Order Form!**

Questions? Orders & Customer Service: Toll Free 866-777-1066 or 831-464-2002  
[eleanor@shelter-systems.com](mailto:eleanor@shelter-systems.com) Technical: 650-323-6202 [bob@shelter-systems.com](mailto:bob@shelter-systems.com). Copyright  
© Shelter Systems 1976 - 2010 All Rights Reserved

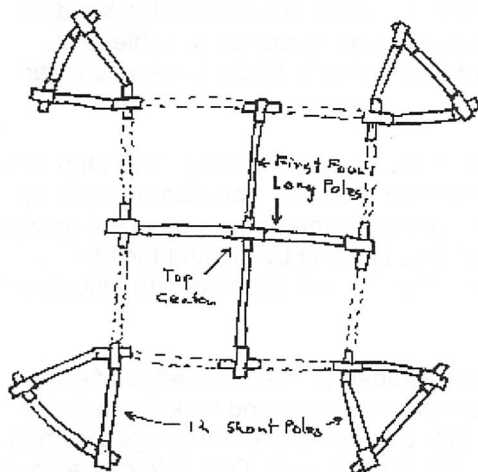
want it. Trace around the perimeter of your dome onto the deck. Remove the dome and cut the decking along the line you marked, but not through the joists that are under the decking. Because poles of the repositioned dome will not align exactly with the protruding joists, you will need to cut some 2"x 6" supports for the poles to sit on. (Measure the distance between each pair of joists under the cut deck.) Now secure the measured sections to the joists. Place the dome back on the deck and anchor your dome with "eye" bolts to the 2"x 6" sections. Now, rain running off the dome will run onto the 2"x 6"s that you have attached under your deck and not onto the deck and into your dome.

Here is an example of a way to construct a deck for a 20' dome built of 2"x 6" Douglas fir and plywood. It has 12 equal sides. The spacing for the joists is 2'. Use joist hangers. Support underneath with 4"x4"s toe-nailed into foundation piers placed under each joist's ends and several under the central joists. Extend the dome's skirt (with plywood or plastic) to the ground to block cold air from coming up under the dome.



**More on deck building and riser walls:** [click here](#).

**Assembling and Disassembling Your Dome: Wear eye protection and gloves for safety. For 30' and 31': Click Here.** Have a friend help you the when you set up your dome at least the first time. Spread the dome on top of the floor so the dome's connectors are visible and the top of the dome (marked with a strip of fabric). Taking one pole at a time, insert into the connector at the top of the dome. Insert the other end of the pole into a connector outward from the center of the dome. Insert the next three long poles from the center outward. You should now have formed an X at the top of the dome and there should only be a little slack in the covering under the poles. Note: it does not matter which connector is on top and which is underneath; random is best.



Continue to bending and inserting long poles working from the top down. As more poles are added, the canopy will become tighter requiring that you bend the poles and pull on the connectors to fit the poles in place. All poles cross making an X at the connectors.

Insert the 12 short poles around the 4 triangular "window" panels. (The 30 foot dome has 8 short poles that are just above the corner of the doors.) If you have trouble inserting any of the short poles, remove the long poles adjacent to the window panels and then insert the short poles first.



To get a pole to arch, fit one end of it on to a connector, then grab the pole in the center and pull outward from the dome. Simultaneously push the other end of the pole inward. At the same time, put this end in the next connector.

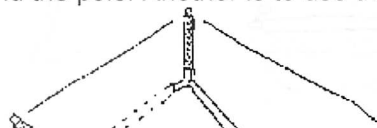
Your dome's poles will take a slight set and the cover will fit your poles better over time. You will also get more used to putting it up. All of this will make setting up your dome easier each time you put it up.

**Disassembling your dome is the same but in reverse. Wear eye protection and gloves for safety.**

#### Tricks for tube bending:

The 18 and 30 foot Yurt Domes are the most difficult to put up. Make sure you have two strong people working on it. If you have trouble bending the poles try one or more of the following:

See attached photo; also try inserting the upper end of the pole first then the lower. One technique is to insert a leg between the dome and the pole to use the body to help bend the pole. Another is to use the lower connectors as a lever to pry the pole into it. Try having your help pull out on the middle of the pole to bend it (being careful not to pull so hard that the pole kinks) while you pull on the connector, that the other end of the pole is to go into, to





stretch the dome's covering underneath the pole.

**Note when putting up your dome in the cold:** The poles of the dome are made of PVC, a thermo plastic, which gets stiffer with the cold. In putting up the dome the poles are bent and inserted into connectors. It is preferable that the domes be set up during the day when the air temperature is warmer. Poles may be kept warm by wrapping them in a blanket with several large bottles of boiling hot water. Once the poles are warm remove and insert them one at a time from the blanket. If the domes are set up in the extreme cold with out warming the poles some may break. This should not be a problem however since we include 4 extra poles with each dome.

The 8' and 11' Domes (photo below) have a different shape and "Y" connectors.



After all poles are in, turn your dome so the doors face the direction you want. Hook all the doors closed. (Leave them closed until the dome is anchored.) Your dome knows how to hold itself in a nice circle for staking out the bottom if the doors are closed.

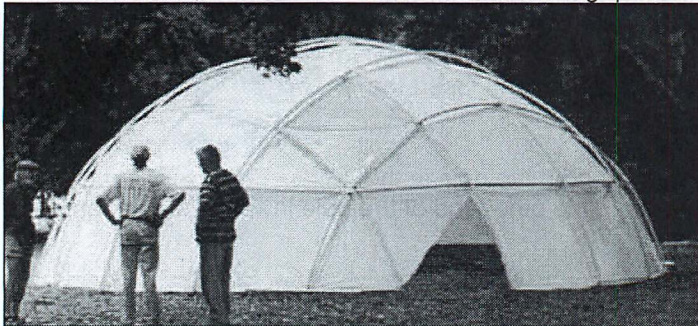
**The BubbleDomes™** are taller than our other domes and they are standard with one tall door.

**The 30' Yurt Domes™** are set up as the other domes but require more strength to lift the dome when adding poles. Notice also that the 8 short poles go just above the 8 door openings.

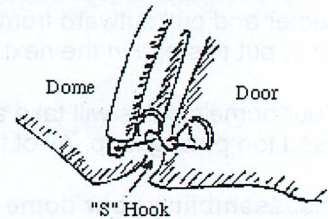
**Doors:** You can fine tune the doors of your dome by adjusting the length of the cord that hold the "S" hooks are attached to the door covers. The door clips themselves can be moved to achieve a

larger degree of adjustment (see the "clipping instructions near the end of this manual). Sticky back velcro can also be useful to achieve a better seal (see below).

The fabric strips across the threshold of the doors hold the door openings in their proper spacing. This strip can be removed, if it proves to be in the way, by unclipping one of the clips that hold the strip. This can be done by removing the pole and stake that hold this clip. However, try to avoid cutting it since the dome's base will spring out without the strip, and if you move your yurt you will need to reestablish this spacing by moving the stakes towards each other so that your door flaps will overlap your door openings. If your door openings are adjusted to the correct width, the doors should seal without a gap when closed.



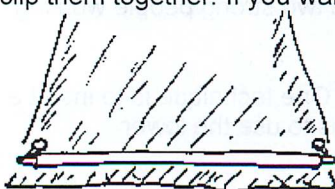
A pole can be added to the lower edge of each door to hold the door tight and make it easier to use. The door pole goes over the plugs attached to the corners of each door. One side of the door can be left hooked closed all the time if you do not need the extra ventilation. This is particularly nice if you're using a door pole, since it allows the door to swing



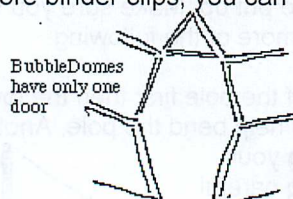
open and shut easily. In strong winds, hook both sides closed. Binder clips are provided with your dome to secure the doors in wind or when a tight seal is desired.

They also work well on net doors. They hold best if you overlap the door and side wall materials a little as you clip them together. If you want more binder clips, you can get them at a stationery store. To prop your door

open, tuck the tip of the door pole under an adjacent horizontal pole. Of course, if you aren't using a door pole, just roll the door panel up and tuck it over the pole above the door.



Add a pole then hook this corner to the dome



BubbleDomes have only one door

Note: that the 30' does not use door poles. Door poles come only with the 14', 18' and 20'. You can rig a door pole for the 30' with one of your spare





The Worlds Strongest Dome Tents Since 1976

[about us](#) [shelters](#) [greenhouses](#) [grip clips](#) [designs](#) [testimonials](#) [q & a](#) [manual](#) [sitemap](#) [home](#) [store](#) [search](#)  
[yurts & domes](#) [playadomes](#) [bubbledome](#) [crystalcave](#) [accessories](#) [relief tents](#) [prepareshelters](#) [other uses](#)

### Accessories for Domes, Tents, Yurts and Greenhouses

Shelter Systems offers many additional accessories for its domes, tents, yurts, and greenhouses. These accessories include mosquito net doors and walls, floors, liners, porches, sunshades, stakes, PVC poles, tarp fasteners (Grip Clips), woven ripstop films, canvas, and vinyl.

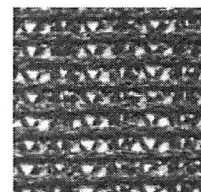
#### SunShades

Where shade can not be found consider getting one or more of our sunshades. The spacing between the Sunshade and the dome allows air to flow and dissipate heat that is absorbed by the Sunshade. It is generally better to have multiple small Sunshades on our 14, 18 and 20 foot domes and yurts as these fit the curve of the domed shape better than the larger Sunshades and provide space between them to heated air to escape.



The Woven Black or Silver Sunshades we offer a woven sunshade in Black or Silver that fits the contours of the dome a better than our standard white/black and since it allows some of the wind through its weave handles wind better.

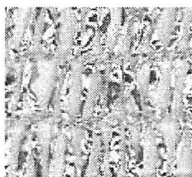
These shades block 80% and 70% respectively. They are both made with a loose weave material which allows for cooling air to flow through and rain can not puddle.



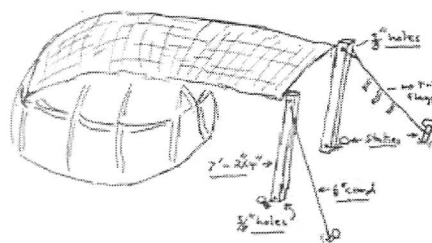
#### Price:

Black 80% Shade 12' x 16' \$45 (with 10 snap grips)

Black 80% Shade 20' x 20' \$105 (with 18 snap grips)



The Silver Aluminet Sunshade acts like a mirror to reflect unwanted sunlight and radiant heat. These come with snap grips.



#### Price

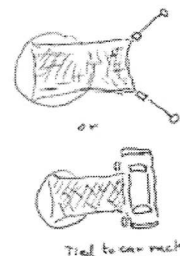
Silver Aluminet 70% Shade 14' x 14' \$95 (with 10 snap grips)

Silver Aluminet

70% Shade 21'

x 21' \$205 (with

18 snap grips)



If over heating is likely a problem consider two or more SunShades. Arrange your Sun Shades such that they do not overlap each other completely. The airspace under the shades and the gaps between the shades will allow heat to be



# Emergency Response

OAK PARK UNIFIED SCHOOL DISTRICT

INCIDENT COMMAND ORGANIZATION CHART

INCIDENT COMMANDER

1. Linda Sheridan
2. Julie Suarez

PUBLIC INFORMATION OFFICER

1. Tony Knight
2. Leslie Heilbron

LAISON OFFICER

1. Martin Klauss
2. Carole Ly

SAFETY OFFICER

1. Linda Gam
2. Tony Nyugen

SCRIBE

1. Linda LaTourette
2. Linda O'Gara

COMMUNICATIONS

Annette Segal  
Laura Almada

OPERATIONS CHIEF

Julie Suarez

PLANNING CHIEF

Shannan Kaesberg

FINANCIAL & ADMINISTRATION  
CHIEF

Barbara Dickerson

LOGISTICS CHIEF

Debbie Cooper

MEDICAL LEADER

1. Joann Houseman

SEARCH & RESCUE  
SUPERVISOR

Enoch Kwok

CAMPUS CHECK &  
SECURITY SUPERVISOR

1. DJ Cook
2. Lori Glazer

STUDENT CARE  
SUPERVISOR

1. Kate Thompson
2. Kate Edwards

MESSENGERS

1. KC Kelem
2. Barbara Harrison
3. Danny O'Brien

VOLUNTEERS  
DIRECTOR

1. Guillermina Perez

TRIAGE

Susan Allen  
Sharie Strasburger

MEDICAL AID

Randi Liepman  
Susan Roberts

MORGUE  
LEADER

Lynn Framer

CRITICAL INCIDENT  
STRESS MANAGEMENT

1. Gayle Tribe
2. Jeremy Rogers

TEAM A  
LEADER

Oscar Jimenez

TEAM B  
LEADER

Miguel Tabares

TEAM C  
LEADER

Toni Banales

SHELTER  
DIRECTOR

Stew McGugan

RELEASE  
DIRECTOR

1. Linda Roberts
2. Cristina Sanchez

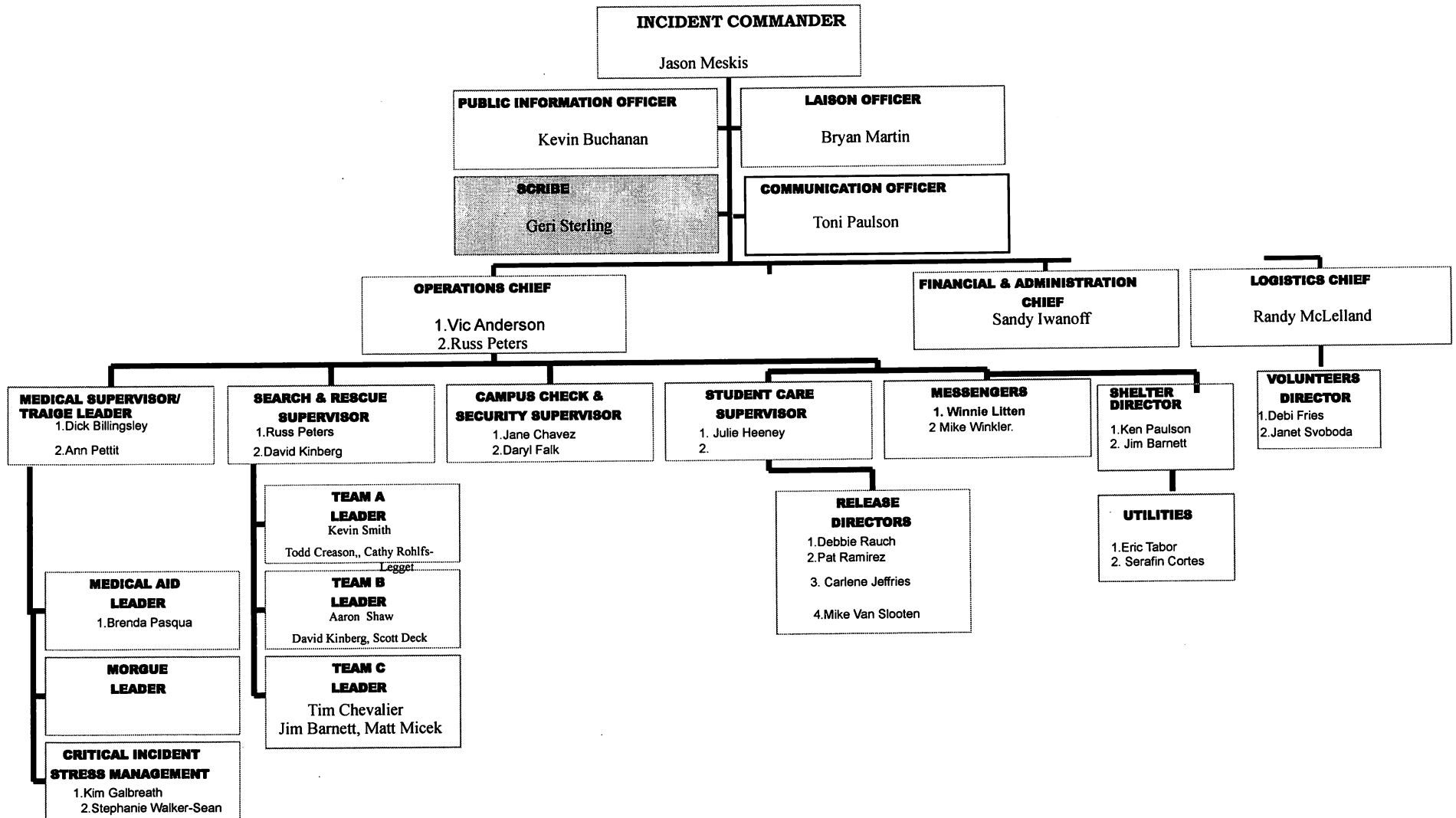
# **OPUSD**

## **Management Team**

<b>Members</b>	<b>Title</b>	<b>Work Phone</b>	<b>Cell Phone</b>	<b>Support Task</b>
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 PARK UNIFIED SCHOOL DISTRICT

INCIDENT COMMAND ORGANIZATION CHART





# CERT Graduates

## Brookside

## Oak Hills

Deborah King

## Red Oak

Barbara Jones

Karen Kovisto

Janet Convey

## Medea Creek

## Oak Park High

Kathie Leggett

Jason Meskis

Dick Billinsley

Roland Herzberg

Brenda Pasqua

~~Patti Pedretti~~

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	Student Care
Search & Rescue	Student Release
Medical	

**Start-Up Actions:**

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

**Operational Duties:**

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

**Closing Down:**

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

**Equipment/Supplies:**

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

## Section: Operations

### Site Facility Check/Security

**Personnel:** Staff as assigned. Work in pairs.



**Responsibilities:** Take no action that will endanger yourself.

**Start Up Actions:**

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

**Operational duties:**

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

**Closing Down:**

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

**Equipment/Supplies:**

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

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

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

## Section: Operations

### Search and Rescue Team Leader

- Safety Rules:** Buddy system: Minimum of 2 persons per team.  
Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.  
Follow all operational and safety procedures.
- Start-up Actions:** ☐ Obtain all necessary equipment from container. See list below.  
☐ Obtain briefing from Operations Chief, noting known fires, injuries, or other situations requiring response.  
☐ Assign teams based on available manpower, minimum 2 persons per team.
- Operational Duties:** ☐ Perform visual check of outfitted team leaving CP; include radio check. Teams must wear sturdy shoes and safety equipment.  
☐ Record names and assignments before deploying teams.  
☐ Dispatch teams to known hazards or situations first, then to search the campus using specific planned routes. Send a specific map assignment with each team.  
☐ Remain at Command Post (CP) in radio contact with S&R Teams.  
☐ Record all teams' progress and reports on site map, keeping others at CP informed of problems. When a room is reported clear, mark a "C" on the map.  
☐ If injured students are located, consult Operations Chief for response. Utilize Transport teams, or send a First Aid Team.  
☐ Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead on map).  
☐ Keep radio communication brief and simple. No codes.\*
- Closing Down:** ☐ Record the return of each S&R team. Direct them to return equipment and report for additional assignment to Logistics.  
☐ Provide maps & logs to the Documentation Unit.
- Equipment/Supplies:** Teams wear vest, hard hat, work and latex gloves, & whistle with master keys on lanyard. One member wears first aid backpack.  
Teams carry campus 2-way radio and clipboard with job description and map indicating search plan.  
Teams carry bucket or duffel bag with goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, masking tape.
- \* Remember:** If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

## Section: Operations

### Search and Rescue Teams

- Safety:** Buddy system: Minimum of 2 persons per team.  
Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.  
Follow all operational and safety procedures.
- Start-up Actions:** ☐ Obtain all necessary equipment from container. See list below.  
You must be wearing sturdy shoes and long sleeves. Put batteries in flashlight.  
☐ Check at Command Post (CP) for assignment.
- Operational Duties:** ☐ Report gas leaks, fires, or structural damage to CP immediately upon discovery. Shut off gas or extinguish fires if possible.  
☐ Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.  
☐ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")\*  
☐ When injured victim is located, team transmits location, number, and condition of injured to CP. Do not use names of students or staff. Follow directions from CP.  
☐ Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead on map and report information to CP.  
☐ Keep radio communication brief and simple. No codes.
- Closing Down:** ☐ Return equipment to Logistics. Provide maps and logs to the Documentation Unit.
- Equipment/Supplies:** Wear vest, hard hat, work and latex gloves, & whistle with master keys on neck lanyard. Wear first aid backpack.  
Carry campus 2-way radio and clipboard with job description & map indicating search plan.  
Carry bucket or duffel bag with goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, masking tape.

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

## Section: Operations

### Medical Team Leader

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



**Closing Down:**

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

**Equipment/  
Supplies:**

First Aid Supplies: See list below

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

**Recommended First Aid Supplies:**

4 x 4" compress: 1000 per 500 students

8 x 10" compress: 150 per 500 students

Kerlix bandaging: 1 per student

Ace wrap: 2-inch: 12 per campus

4-inch: 12 per campus

Triangular bandage: 24 per campus

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

Steri-strips or butterfly bandages:

50/campus

Aqua-Blox (water) cases:

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

Neosporin: 144 squeeze packs/campus

Hydrogen peroxide: 10 pints/campus

Bleach, 1 small bottle

Plastic basket or wire basket stretchers

or backboards: 1.5/100 students

Scissors, paramedic: 4 per campus

Tweezers: 3 assorted per campus

Triage tags: 50 per 500 students

Latex gloves: 100 per 500 students

Oval eye patch: 50 per campus

Tapes: 1" cloth: 50 rolls/campus

2" cloth: 24 per campus

Dust masks: 25/100 students

Disposable blanket: 10 per 100 students

First Aid Books: 2 standard and 2  
advanced per campus

Space blankets: 1/student and staff

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



## Section: Planning/Intelligence Documentation

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

**Start-Up Actions:**

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

**Operational Duties:**

**Records:**

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

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

**Student and Staff Accounting:**

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

**Closing Down:**

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

**Equipment/  
Supplies:**

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

Sample log  
Student Accounting Form

## Section: Planning/Intelligence Situation Analysis

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

**Start-Up Actions:**

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

**Operational Duties:**

**Situation Status (Map):**

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

**Situation Analysis:**

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

**Closing Down:**

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

**Equipment/  
Supplies:**

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

## Section: Logistics

### Logistics Chief

- Responsibilities:** The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.
- Start-Up Actions:**
- ☐ Check in with Incident Commander (IC) for situation briefing.
  - ☐ Open supplies container or other storage facility.
  - ☐ Put on position identifier, such as vest, if available.
  - ☐ Begin distribution of supplies and equipment as needed.
  - ☐ Ensure that the Command Post and other facilities are set up as needed.
- Operational Duties:**
- ☐ Assume the duties of all Logistics positions until staff is available and assigned.
  - ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
  - ☐ Coordinate supplies, equipment, and personnel needs with the IC.
  - ☐ Maintain security of cargo container, supplies and equipment.
- Closing Down:**
- ☐ At the IC's direction, deactivate the section and close out all logs.
  - ☐ Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.
- Equipment/  
Supplies:**
- 2-way radio
  - Job description clipboard
  - Paper, pens
  - Cargo container or other storage facility and all emergency supplies stored on campus
  - Clipboards with volunteer sign-in sheets
  - Forms: Inventory of emergency supplies on campus
    - Site Status Report
    - Communications log
    - Message forms

## Section: Logistics Supplies/Facilities

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



## Section: Logistics Staffing

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

## Section: Logistics Communications

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

## Section: Finance/Administration

### Finance/Administration Chief

**Responsibilities:** The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

**Start-Up Actions:**

- ☐ Check in with Incident Commander (IC) for situation briefing.
- ☐ Put on position identifier, such as vest, if available.
- ☐ Locate and set up work space.
- ☐ Check in with the Documentation Clerk to collect records and information which relate to personnel time keeping and/or purchasing.

**Operational Duties:**

- ☐ Assume the duties of all Finance/Administration positions until staff is available and assigned.
- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.

**Closing Down:**

- ☐ At the IC's direction, deactivate the section and close out all logs.
- ☐ Verify that closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.

**Equipment/Supplies:**

Job description clipboard  
Paper, pens  
Forms: Staff Duty Log

## Section: Finance/Administration Timekeeping

- Responsibilities:** This unit is responsible for maintaining accurate and complete records of staff hours.
- Start-Up Actions:**
- ☐ Check in with Finance/Administration Chief for situation briefing.
  - ☐ Put on position identifier, such as vest, if available.
  - ☐ Locate and set up work space.
  - ☐ Check in with the Documentation Clerk to collect records and information which relate to personnel time keeping.
- Operational Duties:**
- ☐ Meet with Finance/Administration Chief to determine process for tracking regular and overtime of staff.
  - ☐ Ensure that accurate records are kept of all staff members, indicating hours worked.
  - ☐ If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.
- Closing Down:**
- ☐ Close out all logs.
  - ☐ Secure all documents and records.
- Equipment/  
Supplies:**
- Job description clipboard  
Paper, pens  
Forms: Staff Duty Log

## Section: Finance/Administration Purchasing

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

**Start-Up Actions:**

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

**Operational Duties:**

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

**Closing Down:**

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

**Equipment/  
Supplies:**

Job description clipboard  
Paper, pens



## Student Care: Teacher Responsibilities

**Personnel:** All teachers and substitute teachers

**Responsibilities:**

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

### Lockdown or Shelter in Place:

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

### Evacuation:

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

### Assembly Area:

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

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

### Remaining Supervising Teacher:

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

### Student Release:

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

**Equipment/  
Supplies**

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

## Support Staff Responsibilities

### Personnel:

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

### Responsibilities:

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



# Evacuation Plan & Procedures

## Evacuation of School Buildings

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

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

## Evacuation of Campus

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

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

## Lockdown

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

## Media

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



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

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

Remember:

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



## Bomb Threat with Suspicious Package Found

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

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

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

**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.



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

**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.



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

**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.



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

**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.



# Death/Suicide of a Student/Staff Member

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

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

Remember:

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



# Sexual Battery

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

**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.



# Kidnapping/Childnapping

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

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

1. All persons not enrolled in or employed at a school entering a school campus must sign in at the designated office

2. All visitors on campus **must** wear visitor passes.

3. The name of the parent/legal guardian **must** be indicated on student's **Emergency Card**.

4. The parent/legal guardian should show legal identification.

5. The parent/legal guardian **must** sign out the student through the designated school office.

6. Checking out students during the last 30 minutes of the school day should be discouraged.

7. Elementary schools may consider implementing a security code system in which parents designate a secret code that identifies them as the parent/legal guardian.

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

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



# Fights

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

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

**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.



# 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	Principal must establish 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"> <li>♦ Call District Office</li> <li>♦ Alert campus supervisors and other administrators</li> <li>♦ Attempt to diffuse tension by:</li> <li>♦ Identifying key players/concerns</li> <li>♦ Isolating key players in a neutral area</li> <li>♦ Conferencing with players</li> <li>♦ Alerting parents/legal guardians</li> <li>♦ If situation cannot be diffused, separate and detain students and solicit support of parents</li> <li>♦ Call school officials and/or 911, if situation calls for further action</li> <li>♦ 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</li> <li>♦ DO NOT release students from classes</li> <li>♦ Announce <i>Code Red</i></li> <li>♦ If a student(s) persist, after second warning and reasonable period of time (not more than two or three minutes), notify student(s) of his/her suspension and give direction for his/her leaving the campus; if student(s) do not cease and desist, direct police to arrest the student(s)</li> <li>♦ If a disruption escalates further, announce <i>Code Red</i>, and follow procedures</li> <li>♦ Announce "All Clear" <i>Code White</i></li> </ul>	<ul style="list-style-type: none"> <li>♦ Notify parents/legal guardians of involved students</li> <li>♦ Secure detailed written statement(s) from students and other witness, including involved staff members</li> <li>♦ Take appropriate disciplinary action as directed by OPUSD Discipline Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>♦ Discourage all communication until clearance from law enforcement is received</li> <li>♦ Designate a place for parents who arrive on campus</li> <li>♦ Have an administrator on hand to answer questions</li> <li>♦ Debrief Safe School Team and other staff</li> <li>♦ Debrief central level staff</li> <li>♦ Complete a written report</li> <li>♦ Summon other central level staff, as needed</li> <li>♦ Meet with parents, if necessary</li> <li>♦ Let police handle any questions regarding crime and the investigation</li> <li>♦ Once incident is over, return to normal operations</li> <li>♦ Debrief staff and revise plans</li> <li>♦ Debrief students</li> <li>♦ Send home notices</li> </ul>	<ul style="list-style-type: none"> <li>♦ Meet with Safe School Team to update and revise plans, if needed</li> <li>♦ Meet with parents, if needed</li> <li>♦ If media person appears, meet them in a designated area</li> <li>♦ Monitor school building continually</li> <li>♦ Update school staff and revise plans as necessary</li> </ul>	<ul style="list-style-type: none"> <li>♦ In accordance with OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual</li> </ul>

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

**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



# Chemical Spill/Airplane Crash

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

(continued on next page)



# Chemical Spill/Airplane Crash

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

**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.



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

(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"> <li>♦ School Grounds</li> <li>♦ School Buildings</li> <li>♦ Athletic Events</li> <li>♦ In Transit</li> <li>♦ Field Trips or Hiking in an Open Area</li> </ul>	<ul style="list-style-type: none"> <li>♦ Storm approaching</li> </ul> <p>Principal must establish level of incident</p> <p>Give appropriate code action and procedure to be taken</p> <p>Principal should not leave the command area</p>	<ul style="list-style-type: none"> <li>♦ Get out of open areas and into an enclosed building as quickly as possible</li> <li>♦ Do not seek shelter under isolated trees or close to metal fences, playground equipment, or shelters in exposed locations</li> <li>♦ Get indoors; stay indoors</li> <li>♦ Stay away from open doors and windows, metal objects, electrical appliances</li> <li>♦ Keep telephone use to a minimum</li> <li>♦ Do not handle flammable liquids in open containers</li> <li>♦ Seek Shelter in buildings</li> <li>♦ Avoid open spaces, metal fence, sheds, or unenclosed structures</li> <li>♦ Do not use metal objects such as fishing rods or golf clubs</li> <li>♦ Remove metal-cleated shoes</li> <li>♦ Stay inside of vehicle, DO NOT TOUCH exposed metal parts</li> <li>♦ DO NOT park under electrical lines, or trees</li> <li>♦ Persons using scooters, motorcycles, bicycles, and other open vehicles should seek protected shelter</li> <li>♦ Move to high ground and avoid lone trees and small sheds</li> <li>♦ Stay away from metal fences</li> <li>♦ Seek shelter in thick timber, ravine, ditch, or in an enclosed vehicle or building</li> </ul>	<ul style="list-style-type: none"> <li>♦ Based on facts, decide if school should be evacuated immediately, thus guaranteeing safety of students, staff, or kept in regular session</li> <li>♦ Activate and brief the Safe School Team; use all available resources, if needed</li> <li>♦ Brief all personnel after initial call</li> <li>♦ Determine plan for day</li> <li>♦ Declare appropriate code</li> <li>♦ Determine if incident is a Level II incident, follow Level II instructions.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Declare Code Green, when appropriate</li> <li>♦ Principal, police and appropriate central level staffs hold joint press conference, if needed, giving specific details</li> <li>♦ Give Superintendent update</li> <li>♦ Principal meet with Safe School Team for update</li> <li>♦ Hold staff meeting giving details and answering questions</li> <li>♦ Summon counselors, social workers or the needed staff</li> <li>♦ Meet with parents, if necessary</li> <li>♦ Send notice home if appropriate</li> <li>♦ Debrief with students</li> </ul>	<ul style="list-style-type: none"> <li>♦ Meet with Safe School Team to update and revise plans, if needed</li> <li>♦ Meet with parents, if needed</li> <li>♦ If media person appears, meet them in a designated area</li> </ul>	<ul style="list-style-type: none"> <li>♦ In accordance with OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual</li> </ul>

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

Remember:

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



# Black Out

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

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

**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.



# 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.



## 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

### 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 \_\_\_\_\_

### 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

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 multilingual 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 year-books, 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.

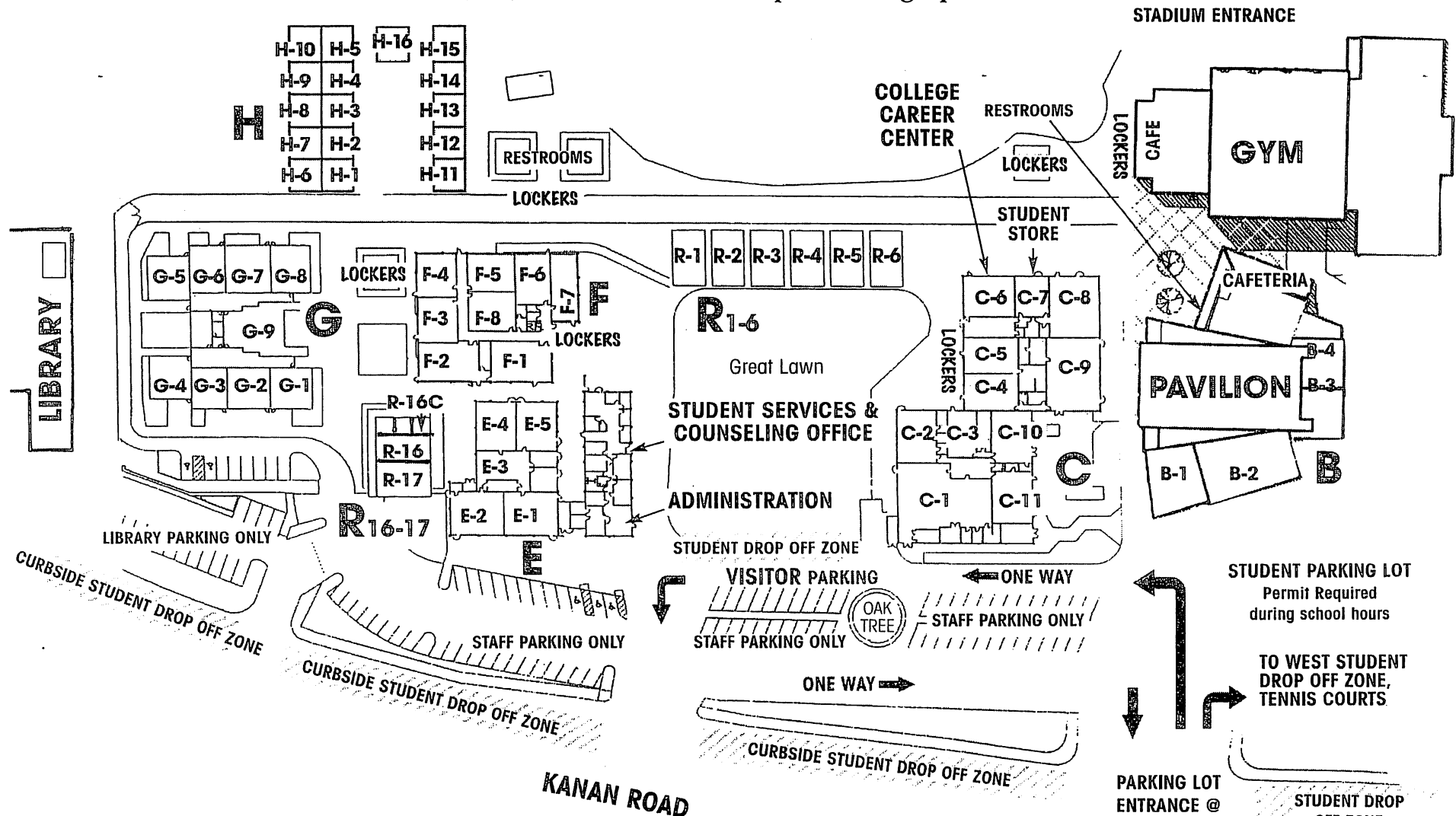
## **F. The Role of Law Enforcement**

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.



# Oak Park High School

899 N. Kanan Road • Oak Park, CA 91377  
(818) 735-3300 • [www.oakparkusd.org/ophs](http://www.oakparkusd.org/ophs)



## HELP:

- H 1-5 downstairs; H 6-10 upstairs, handicapped access.
- R buildings are bungalows, placed throughout the campus.
- Student drop off zones: Located in Student Parking Lot (West Drop area); Curbside at the Great Lawn (East Drop area); and on Kanan Road at curbside areas noted on this map. **PLEASE DRIVE CAREFULLY!**

Updated 9/10