

Oak Park Unified School District

**Brookside Elementary School**  
**Comprehensive School Safety Plan**  
**January 14, 2014**

SCHOOL SAFETY PLAN

# Brookside Elementary School Comprehensive School Safety Plan 2013-14 Annual Update Checklist

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

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

Signatures and Certification:

Debra Burgher  
School Principal  
1-14-14

Becky Weidensapalm  
Site Council or Safety Committee Representative  
1-14-14

Date

Date

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

BROOKSIDE ELEMENTARY SCHOOL

**SCHOOL SAFETY PLAN**

2013-2014

Submitted by:

Debra Burgher

Principal

**SCHOOL SAFETY COMMITTEE MEMBERS**

NAME	TITLE
Margie Puryear	Incident Commander
Kathy Grossman	First Aid
Becky Koch	Scribe
Virginia Standing	Student Release

Reviewed by:

Debra Burgher

Principal Signature

1-30-14

Date

Virginia Standing

Site Council/Safety Committee Representative Signature

1-30-14

Date

Date and Location of Public Meeting:

Jan. 14, 2014 - Brookside

Elementary School

# School Vision



## **A Message from Your Principal, Debra Burgher**

Welcome to Brookside Elementary School, home of the Brookside Tigers! We strive to recognize the potential in all learners and to translate that into performance. Our team approach to teaching and learning encourages the academic, social and emotional development of the whole child. Our students are joyful learners and delighted to come to school.

Brookside is an exceptional place for learning. Ranked as one of the top elementary schools in California, our school has been recognized as a National Blue Ribbon School by the U.S. Department of Education for meeting national standards for school excellence. On four occasions we have been named a California Distinguished School by the California State Department of Education. Additionally, Brookside is a member of the California Business for Education Excellence Honor Roll, which recognizes schools with outstanding achievement.

Brookside has a rich tradition of providing a challenging and meaningful learning environment for all children. Brookside's philosophy is that every child can and will learn if presented with the right learning opportunity.

Parents and community members are encouraged to participate and become involved at our school. We actively ask for your support, ideas and suggestions. Our incredible PTA organizes and funds some of our most popular programs and activities. I encourage you to get acquainted and get involved. You will find the effort enjoyable and rewarding.

We hope you will find that Brookside Elementary School is truly a place where learning is joyful and children delight in coming to school. Come learn with us!

## **Brookside Vision Statement**

*The Brookside School community actively involves all children in becoming passionate, innovative and culturally enriched life-long learners. We provide a foundation for students to reach their full potential through a comprehensive, rigorous, standards-aligned curriculum that is enhanced by technology. Meaningful learning opportunities empower children to be independent thinkers, problem solvers and responsible citizens.*

OAK PARK UNIFIED SCHOOL DISTRICT  
EXHIBIT

*Series 0000*

*Philosophy, Goals, Objectives & Comprehensive Plans*

*E0000*

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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

A Safe &  
Orderly  
Environment

## **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

October 1, 2013

Dear Parents,

Some of you have asked for information about the new safety procedures that are being implemented this week. These procedures are not very different from what has always been in place at Brookside. At the start of each year, parents receive an all school phone message asking them to drop off their children and not linger on the playground. After school, as stated on page 10 of the school handbook *"If you are on campus waiting for your child to be dismissed, you must wait at the lunch tables to avoid disturbing classrooms."*

Many of you have expressed your appreciation for increasing the focus on campus safety. By restricting adults on the playground, yard supervisors are better able to identify unfamiliar individuals. This helps contain the campus without the need to install fencing around the entire school.

At the district level we have had many conversations about improving the safety and security of our schools. The district funded the cost of additional yard supervisors to support safety measures. These supervisors now monitor the campus throughout the day. Additionally, staff members are now wearing ID badges. In the near future, security cameras and improved lighting will be installed at all Oak Park Schools.

Thank you for supporting a safe and secure Brookside.

Warm Regards,

Debra Burgher, Principal

Added to: #2 A Safe + Orderly Environment



# SB 187 Comprehensive School Safety Plan Matrix

## Requirements and Planning Responsibilities

✓	REQUIREMENTS: EC § 32282	SCHOOL	DISTRICT/COE
	Assessment of current status of school crime (EC § 32282(a)(1)).	Review current CSSA reports or law enforcement statistics.	Provide crime data to schools.
	Child abuse reporting procedures pursuant to PC § 11164 et seq.	Insert into the plan procedures for notifying appropriate authorities.	Provide district-developed policies or procedures to schools.
	Disaster procedures, routine, and emergency.	Obtain district disaster plans and include in plan.	Provide district disaster plan to schools that meet SEMS* requirements.
	Policies related to suspension, expulsion or mandatory expulsion, and other school-designated serious act which would lead to suspension or expulsion.	Obtain district policy on student discipline and include in plan.	Provide district policies to schools.
	Notification to teachers pursuant to EC §49079.	Obtain district procedures for notifying teachers and include in plan.	Provide district-developed procedures for notifying teachers.
	A sexual harassment policy (EC § 212.6(b)).	Obtain policy from district and include in plan.	Provide policy to schools.
	The provisions of any schoolwide dress code (EC § 35183).	School or district policies should be included in plan.	Provide district-developed dress code policies to schools.
	Safe ingress and egress of pupils, parents, and school employees to and from school.	Include in plan any school-developed strategies or safe corridor maps for students and staff.	Provide schools with pre-determined evacuation routes.
	Safe and orderly school environment.	Develop a School Safety Plan using existing resources. ✓	Provide statistical information, current statutes on school safety, and district policies.
	Rules and procedures on school discipline pursuant to EC § 35291 and EC § 35291.5.	Update school rules and include in plan.	Review rules for compliance.
	Hate crime reporting procedures pursuant to PC Chapter 1.2 Section 628	Obtain district policy on hate crime and include in plan.	Provide district policies to schools.
	Hold a public meeting (EC 32288(b)(1)).	Announce and conduct meeting at school site prior to submitting plan to district.	Develop a district calendar of dates and times of all school public meetings.

August 2004 eg

\* Standardized Emergency Management System (SEMS)



# 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**

A 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. 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 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 called and the student will be sent with a parent 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.

Unhealthy air quality usually accompanies higher temperatures. As you know, temperatures over 85° can be dangerous outside. Physical activities should be eliminated when temperatures rise above 85°. All children and adults should be carefully monitored at all times, encouraged to drink plenty of water, and removed from physical activities at the first sign of difficulty. We receive the air pollution report daily. I will keep you apprised of the Air Quality Index (AQI) on especially warm days to help you make safe decisions for kids during the fall sport season. Guidelines from the U.S. Environmental Protection Agency (EPA) are:

AQI

- |         |   |
|---------|---|
| 0-50    | Good Air Quality: All physical activities and exercises may be conducted.   |
| 51-100  | Moderate Air Quality: All physical activity may be conducted. Sensitive students and adults should be monitored and activity reduced as necessary.        |
| 101-150 | Unhealthy for Sensitive Groups: Outdoor physical activities will be eliminated for all students and adults. Indoor activities will be limited.            |
| 151-200 | Unhealthy: Physic activity of any type will be eliminated. Students and staff will remain indoors and air conditioners will be used to re-circulate. air. |

October 1, 2013

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At the district level we have had many conversations about improving the safety and security of our schools. The district funded the cost of additional yard supervisors to support safety measures. These supervisors now monitor the campus throughout the day. Additionally, staff members are now wearing ID badges. In the near future, security cameras and improved lighting will be installed at all Oak Park Schools.

Thank you for supporting a safe and secure Brookside.

Warm Regards,

Debra Burgher, Principal

Added to: #2 A Safe + Orderly Environment

# Safety on Site



## **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...

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

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

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

### Emergency Services

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

#### HIGHWAY PATROL:

MOORPARK

(805) 553-0800

VENTURA

(805) 477-4100

#### EAST COUNTY SHERIFF'S

(805) 494-8200

[WWW.VCSD.ORG](http://WWW.VCSD.ORG)

NON-EMERGENCY

L.A. CO. LOST HILLS SHERIFF'S

(818) 597-2954

#### THE GAS COMPANY

[WWW.SOCALGAS.COM](http://WWW.SOCALGAS.COM)

1-800-427-2200

VENTURA CO. FIRE DEPT.

(818) 597-2954

[WWW.FIRE.COUNTYOFVENTURA.ORG](http://WWW.FIRE.COUNTYOFVENTURA.ORG) (FIRE UPDATES)

VENTURA CO. RED CROSS

(805) 339-2234

EDISON EMERGENCY

1-800-684-8123

[WWW.ARCVENTURA.ORG](http://WWW.ARCVENTURA.ORG)

OAK PARK WATER

1-800-613-0901

# LEADERSHIP TEAM 2012-2013

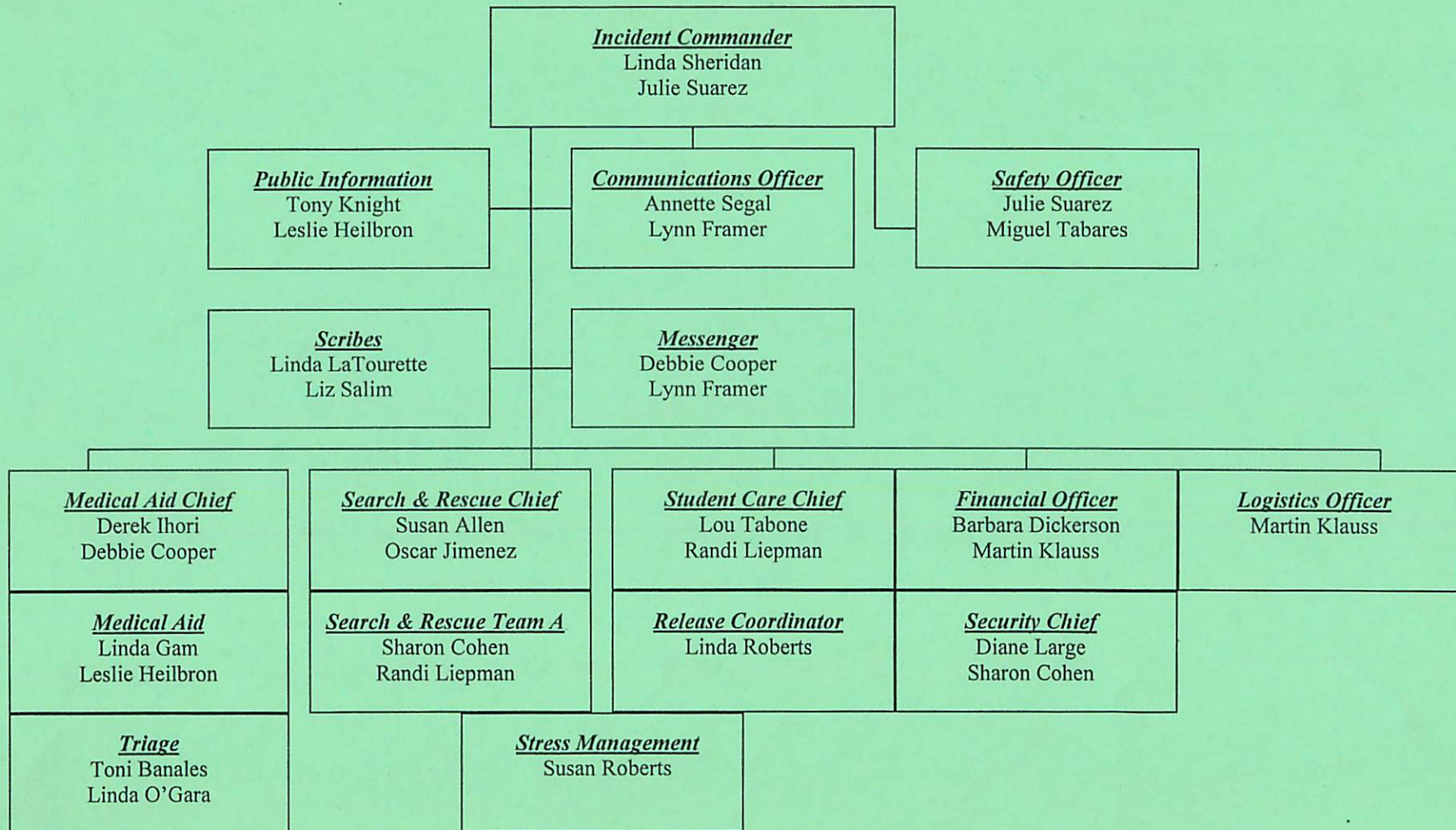
Tony Knight	H (818) 501-0505 C (818) 324-8915 W (818-735-3277 (Private)	Kevin Buchanan	H (818) 532-7443 C (818) 926-8316 W (818) 735-3355 (Private)
Martin Klauss	H (818) 735-0235 C (818) 203-2586 W (818) 735-3238 (Private)	Stew McGugan	H N/A C (805) 341-7608 W (818) 735-3307 (Private)
Leslie Heilbron	H (818) 702-6336 C (818) 261-2836 W (818) 735-3266 (Private)	Bryan Martin	H (818) 679-3007 C (818) 519-5176 W (818) 735-3306 (Private)
Cliff Moore	H (805) 484-0472 C (805) 377-8569 W (818) 735-3207 (Private)	Brad Benioff	H (805) 496-0140 C (818) 335-7619 W (818) 597-4299 (Private)
Jane Mintz	Personal C (805) 907-2525 Work C (818) 335-7700 W (818) 735-3201	Amanda Bagheri	C (818) 667-5511 H (818) 366-2635 or (949) 661-5097 W (818) 597-4267 (Private)
Julie Suarez	H (805) 870-4054 C (818) 355-7176 W (818) 735-3210	Debbie Burgher	H (818) 889-3347 C (818) 612-2500 W (818) 597-4201 (Private)
Barbara Dickerson	H (805) 583-1289 C (805) 404-5674 W (818) 735-3215	Erik Warren	H (310) 454-3311 C (310) 717-4384 W (818) 597-4221 (Private)
Susan Roberts	H (818) 360-9305 C (818) 929-0146 W (818) 735-3214 (Private)	Jon Duim	H (805) 241-0360 H (805) 492-0909 C (805) 660-6651 W (818) 597-4241 (Private)
Derek Ihori	H (661) 367-7092 C (818) 324-7438 W (818) 735-3224	Kim Gregorchuk	H (818) 707-0767 C (818) 681-3190 W (818) 707-7742
Lou Tabone	H (818) 889-4257 C (818) 489-1348 W (818) 735-3219	Debby West	C (805) 890-6450
Oscar Jimenez	C (818) 256-4010 C (818) 256-4002	Linda Sheridan	H (805) 374-8974 C (805) 660-1620 W (818) 735-3206
Miguel Tabares	VC Sheriff Station Mgr (805) 494-8263 VC Sheriff Info Officer (805) 947-8091	Rueben (Bobby) Botello (grounds) 805-377-4905 Deerhill Station (805) 371-1111 X36 LA County -Lost Hills (818) 878-1808 CA Highway Patrol (805) 654-4578 VC Fire/AMR Dispatch (805) 384-1500	Non-Emergency No. (805) 654-9511

# LEADERSHIP TEAM 2013-2014

Kevin Buchanan	W (818) 332-3333 (Private) C (818) 926-8316 H (818) 332-3443	Long Knight	W (818) 332-3333 (Private) C (818) 334-8912 H (818) 301-0302
Steve McGinnis	W (818) 332-3303 (Private) C (802) 341-7608 H N/A	John Klans	W (818) 332-3338 (Private) C (818) 303-2588 H (818) 732-0332
Bryan Martin	W (818) 332-3306 (Private) C (818) 319-2136 H (818) 979-3007	Debbie Robinson	W (818) 332-3388 (Private) C (818) 301-2836 H (818) 702-8336
Brad Benoit	W (818) 332-4309 (Private) C (818) 332-7919 H (802) 430-0140	CHIT Moore	W (818) 332-3303 (Private) C (802) 337-8269 H (802) 434-0472
Amanda Baggett	W (818) 332-4307 (Private) C (818) 667-2211 H (818) 332-7932 or (802) 434-2083	Jane Smith	W (818) 332-3301 C (818) 332-7700 H (802) 607-2222
Debbie Ingber	W (818) 332-4301 (Private) C (818) 612-2500 H (818) 880-3317	Debbie Smith	W (818) 332-3310 C (818) 332-7176 H (802) 870-4024
Erik Warren	W (818) 332-4331 (Private) C (810) 717-4384 H (810) 421-3311	Barbara Dickerson	W (818) 332-3312 C (802) 404-2674 H (802) 283-1289
Jon Dunn	W (818) 332-4341 (Private) C (802) 660-6621 H (802) 492-0000	John Roberts	W (818) 332-3314 (Private) C (818) 610-0146 H (818) 390-6602
Ken Gregorich	W (818) 332-4345 C (818) 681-3190 H (818) 707-0797	David Reed	W (818) 332-3334 C (818) 334-7458 H (802) 307-2022
Debbie West	C (802) 890-9450	Lou Tibone	W (818) 332-3319 C (818) 489-1248 H (818) 889-1227
Linda Sheridan	W (818) 332-3306 C (802) 660-1670 H (802) 334-8974	John Tibone	C (818) 250-4002 C (818) 250-4010
VC Highway Patrol - (802) 624-4278	VC Highway Patrol - (802) 624-4278	VC Sheriff Station Mgr (802) 494-2563	VC Sheriff Station Mgr (802) 494-2563
VC Highway Patrol - (802) 384-4200	VC Highway Patrol - (802) 384-4200	VC Sheriff Station Mgr (802) 494-2563	VC Sheriff Station Mgr (802) 494-2563
VC Highway Patrol - (802) 384-4200	VC Highway Patrol - (802) 384-4200	VC Sheriff Station Mgr (802) 494-2563	VC Sheriff Station Mgr (802) 494-2563



# OPUSD Incident Command Organization Chart



# EMERGENCY CONTACT NUMBERS

NAME HOME CELL

TONY KNIGHT (818) 501-0505 (818) 324-8915

MARTIN KLAUSS (818) 735-0235

LESLIE HEILBRON (818) 702-6336

JULIE SUAREZ (805) 532-1753

BARBARA DICKERSON (805)-583-1289

SUSAN ROBERTS (818) 360-9305

DEREK IHORI (818) 324-7438

LINDA SHERIDAN (805) 374-8974

OSCAR JIMENEZ (818) 782-4113

MIGUEL TABARES (818) 256-4002

KEVIN BUCHANNAN (818) 532-7443

JERRY BLOCK (805) 734-0024

STEWART MCGUGAN (805) 341-7608

LOU TABONE (818) 889-4257

BRAD BENIOFF (805) 496-0140

AMANDA BAGHERI (818) 366-2635

BIBIE BURGHER (818) 889-3347

JON DUIM (805) 492-0909

KIM GREGORCHUK (818) 707-0767

JANE MINTZ (805) 263-0098

Erik Warren

HIGHWAY PATROL:

MOORPARK

VENTURA

(805) 553-0800

(805) 477-4100

EAST COUNTY SHERIFF'S

[WWW.VCSD.ORG](http://WWW.VCSD.ORG)

(805) 494-8200

NON-EMERGENCY

L.A. CO. LOST HILLS SHERIFF'S

(818) 597-2954

THE GAS COMPANY

1-800-427-2200

[WWW.SOCALGAS.COM](http://WWW.SOCALGAS.COM)

VENTURA CO. FIRE DEPT.

(818) 597-2954

[WWW.FIRE.COUNTYOFVENTURA.ORG](http://WWW.FIRE.COUNTYOFVENTURA.ORG) (FIRE UPDATES)

VENTURA CO. RED CROSS

(805) 339-2234

EDISON EMERGENCY

1-800-684-8123

[WWW.ARCVENTURA.ORG](http://WWW.ARCVENTURA.ORG)

OAK PARK WATER

1-800-613-0901

## Emergency Services

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

# EMERGENCY CONTACT NUMBERS

NAME	HOME	CELL
JOHN KNIGHT	(818) 301-0202	(818) 354-8912
BARBARA KILPATRICK	(818) 732-0332	(818) 303-5280
JOHN HILTON	(818) 702-0330	(818) 304-5230
JOHN SHARPE	(802) 332-1722	(818) 332-7170
BARBARA DICKERSON	(802) 322-1220	(802) 404-5674
JOHN ROBERTS	(818) 300-0302	(818) 020-0140
JOHN HORN	(818) 354-7478	(818) 354-7478
JOHN SHERRIDAN	(802) 374-8074	(802) 000-1020
JOHN HANSEN	(818) 782-4112	(818) 320-1010
MICHAEL TABARES	(818) 320-4002	(818) 320-4002
KEVIN BUCHANAN	(818) 321-7443	(802) 020-8310
JERRY BLOK	(802) 324-0024	(802) 328-8120
STUART MCGILL	(802) 341-7008	(802) 341-7008
JOHN LARSEN	(818) 880-1222	(818) 480-1248
BRAD BENNETT	(802) 400-0140	(818) 332-7010
AMANDA BACHER	(818) 300-2022	(818) 007-2211
BRIE BURCHER	(818) 880-3347	(818) 012-2200
JOHN DUM	(802) 402-0000	(802) 000-0021
JOHN GREGORICH	(818) 707-0707	(818) 081-3100
JANE MINTZ	(802) 203-0008	(818) 322-7200

## Emergency Services

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

EMERGENCY	HOME	CELL	EMERGENCY
MOORE PARK	(802) 323-0800	(802) 404-8200	EAST COUNTY SHERIFFS
MOORE PARK	(802) 323-4100	WWW.VOICE.ORG	WWW.VOICE.ORG
MOORE PARK	(818) 302-2024	THE GAS COMPANY	1-800-432-2300
MOORE PARK	(818) 302-2024	WWW.SCOVING.COM	WWW.SCOVING.COM
MOORE PARK	(802) 320-2234	EDISON EMERGENCY	1-800-084-8122
MOORE PARK	1-800-612-0004	OAK PARK WATER	1-800-612-0004

# **Safety on Site**

All six of our Oak Park Unified campuses are different and some safety measures vary from school to school. Procedures and rules can change with the facilities. The following pages describe some safety measures characteristic to the high school, middle school, and elementary school campuses.



# School Crime Assessment



California Department of Education  
Data Reporting Office

CDE » DataQuest » Suspension and Expulsion Report

## Suspension and Expulsion Report For 2012-13

### Total Offenses Committed Brookside Elementary ( 56738746055677 )

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 2012-13 CALPADS End-of-Year 3 - Discipline submission.

### Brookside Elementary 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	2	0
48900(k)	Disruption, Defiance	0	1	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
Brookside Elementary	6055677	0	3	0

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

#### Viewing this Report

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

identification of all of the offenses committed as part of the incident.

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

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

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

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

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

#### **Availability of UMIRS Reports**

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

Type: All Students

Report generated: 5/15/2014 9:22 PM

Source: California Longitudinal Pupil Achievement Data System (CALPADS)

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Web Policy

# Safe Ingress & Egress

## **Safe Ingress and Egress Procedures**

This section should include maps for the safe comings and goings of pupils, parents, and school employees to and from school. This would also include evacuation maps and routes.



# EMERGENCY SITE MAP

2007

OAK PARK SCHOOL DISTRICT



## CHEMICALS



ELECTRICAL



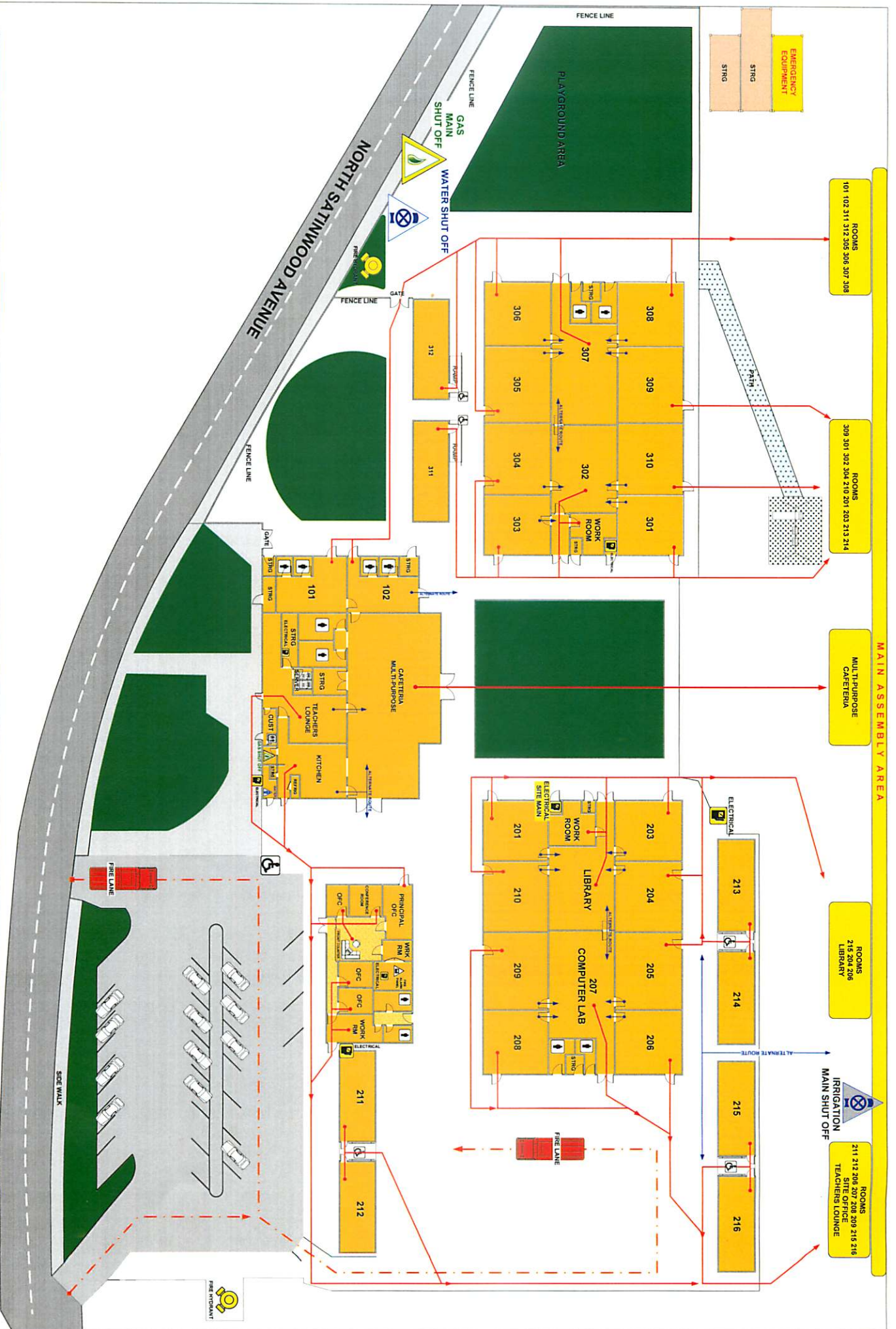
## ALARM PANEL



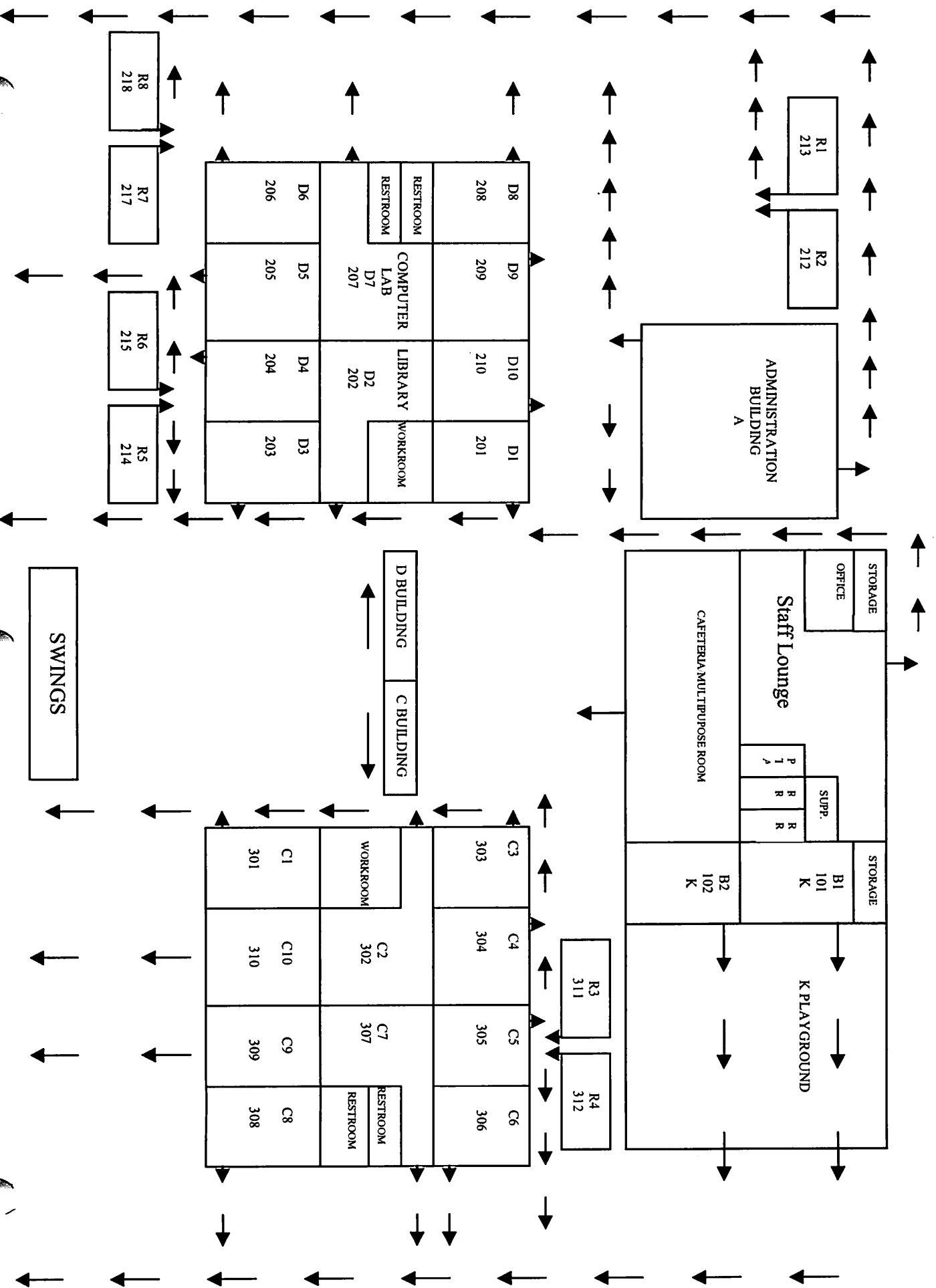
## WATER SHUT OFF



REST ROOMS



# BROOKSIDE ELEMENTARY SCHOOL

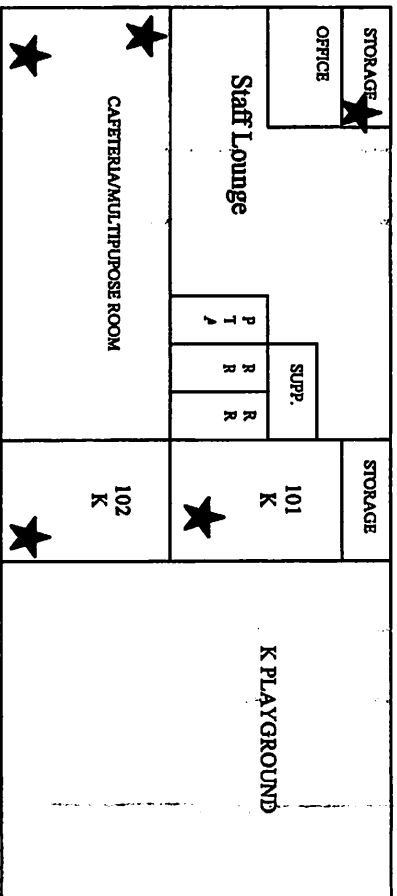
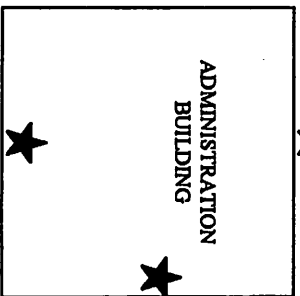


# BROOKSIDE ELEMENTARY SCHOOL

★ Denotes fire extinguishers

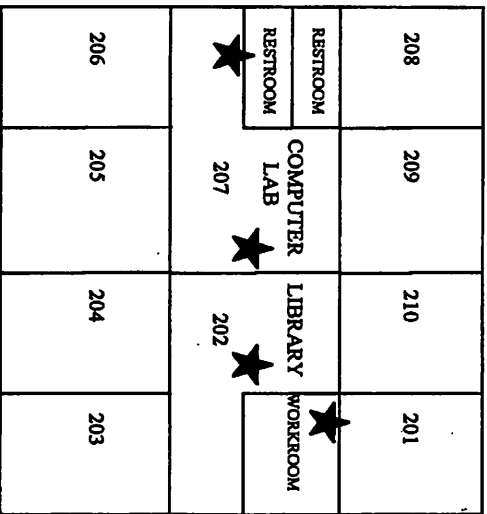
★ 212

★ 211



★ 311

★ 312

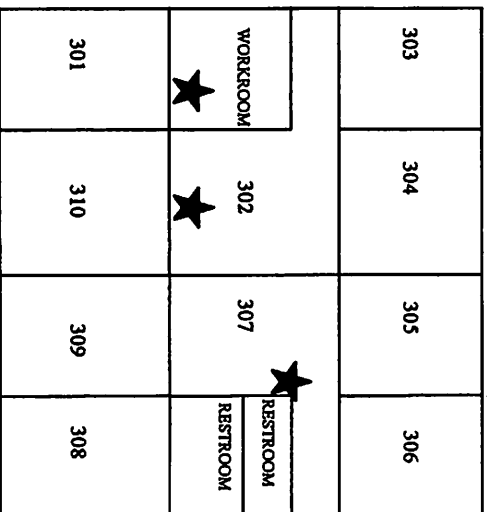
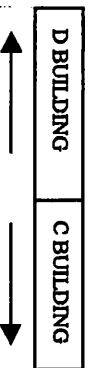


★ 216

★ 215

★ 214

★ 213



SWINGS



# **Safe Ingress and Egress**

The Oak Park Unified School District works hard to keep students and staff 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.

# Brookside Elementary School

The following procedures have been developed to provide a safe and efficient way to get over 500 students to and from school safely each day.

## Traffic Flow

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

## Drop-Off Lane

Parking is not permitted along the red curb in front of the school at any time. Children must be dropped off in the designated area by the benches. Parents may not park there!

Parents may not leave their cars (unless the cars are parked in a parking area along the street). If parents are holding up traffic in the drop-off lane, they must move or find an appropriate space. The parking lot is closed after school and children may not be picked up there.

## Traffic Violations

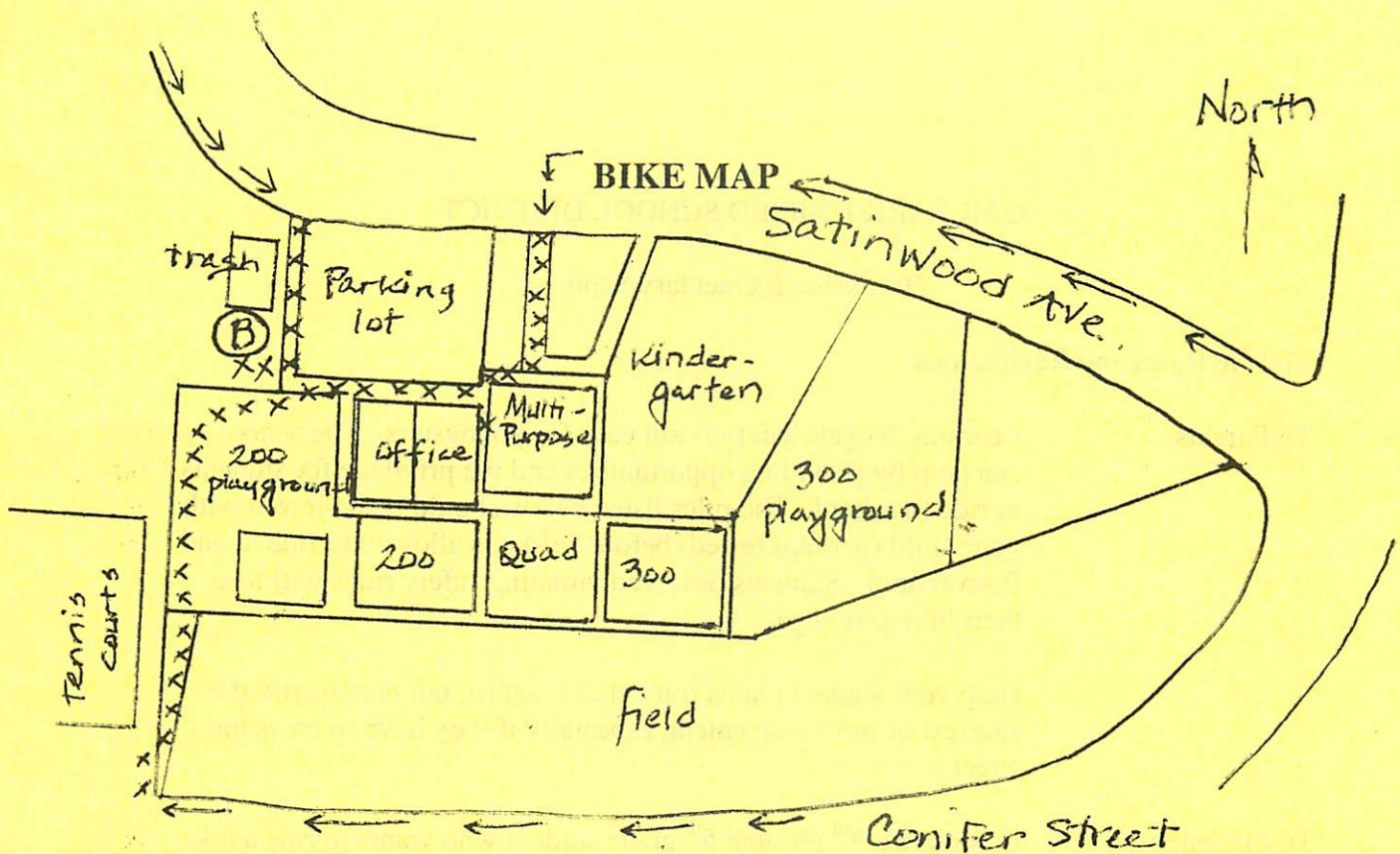
1. Parking or stopping for long periods of time in a red or drop-off zone.
2. Double parking or dropping off students in the street or between cars.
3. Parking in Handicapped spaces.
4. Driving in an unsafe manner (too fast, over cones, wrong direction).
5. Parking or driving in the fire lane.
6. Blatant disrespect towards staff.

Violators of these traffic safety rules will be warned and reminded by Brookside volunteers and school personnel. Highway Patrol has been invited to make unannounced checks of the area as well.

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

1. Only students in grades 3 and above may ride bicycles to school.
2. Students in grades K-8 may not ride skates, in-line skates, or a skateboard to school or use them on the campus at any time.
3. All students riding a bicycle must wear a certified helmet. They must also wear it correctly and fasten it correctly. It is the parents' responsibility to ensure this. This is a DMV rule as well as a school rule. If a student rides a bicycle to school without a helmet, parents may be called to bring one or to collect the bicycle and the student at dismissal time.

4. Bicycles must be walked once the student enters the campus and be secured in the bike racks with a lock.
5. Students may not skate, skateboard, in-line skate, or ride bicycles on the campus at any time. This includes after school, weekends, holidays, and vacations.
6. One person per bike.
7. No curb jumping, trick riding, or wheelies in the street. Bike lanes must be used when possible. Students must ride in the same direction as traffic and as far to the right as possible. Bicycles are required to follow all traffic rules that affect motor vehicles including all road signs and signals. Parents should obtain a copy of the DMV handbook and go over the section on bicycles with their children before allowing them to ride to school. Bikes should always be walked across large intersections, especially on Kanan Road.
8. Children should not ride bikes to school on wet or rainy days.
9. Bikes must be ridden to and from school in a safe and responsible manner. Riding to school is a privilege many students enjoy. Students who demonstrate a disregard for these rules and regulations may receive appropriate disciplinary consequences or loss of the privilege.
10. See the bike map for further details.



Bike Map:

Many sidewalks provide access to our campus, but bikes must be walked at all times on designated sidewalks.

xxxx Bike path for walking bikes.

Bike rack for locking up bikes. Leave area immediately After locking your bike.

Suggested safe riding paths. Avoid parking lot driveway.

No bikes by buildings or playgrounds. Students should stay away from bike areas during the school day.

Reverse directions and side of the street on the map for returning home. Obey all traffic signs and crossing guards.

I have read and will obey the bicycle rules of Brookside Elementary School and request permission to ride my bike to school. I understand that this privilege may be taken away if I do not follow the safety rules.

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_



## OAK PARK UNIFIED SCHOOL DISTRICT

### Brookside Elementary School

#### Bicycle Rules and Regulations

**To Parents:** Learning bicycle safety is not easy for youngsters. The school can help by providing opportunities and the privilege for students to ride to school. The rules listed below should be reviewed with your child (perhaps tested) before he/she is allowed to ride to and from school. Students observed violating safety rules will lose their bike privilege.

Help your student plan a route that is safest, not necessarily the shortest or most convenient, especially if they have to cross the street.

**To Students:** If you are a 3<sup>rd</sup> through 5<sup>th</sup> grade student who wants to ride a bike to school, you must learn to follow the rules below. The Bike Map shows how to enter school with your bike, where to walk and where to park. Since riding to school is a privilege, if you don't follow the rules you will not be allowed to ride to school. Your safety and the safety of others is the reason for these rules.

**Bike Rules:** (For riding to and from school)

1. Ride in the street, with traffic, in a single file line, close to the curb.
2. One person only per bike.
3. No curb jumping, trick riding, or wheelies down the middle of the street.
4. Always walk your bike on school grounds.
5. Bikes must remain in the bike areas while at school. If you think it's going to rain, don't ride.
6. Bikes must be locked up – one bike per lock. Do not lock your friend's bike with yours.
7. No skateboards or skates/roller blades on campus.
8. Bicycle riding is not allowed on campus after school.

# Dress Codes

# Dress Codes

The Oak Park Unified School District recognizes that students and staff promote a positive learning environment when appropriate dress codes are observed. We expect students to present themselves in an orderly manner conducive to the advancement of education. The students' appearance and attire should adhere to accepted standards of decency.

Students are required to groom themselves for school in a way that reflects personal pride. Clothing should not pose a threat to public or personal safety and should not be disruptive or distracting to classroom activity or other students' behavior. An inappropriate appearance is grounds for exclusion from class. Teachers will send students who are improperly dressed to the office. The following explains what is and is not permissible attire for school.

## Oak Park High School Dress Code

1. Wearing of a color, style, or item of clothing, a particular hair-style or jewelry, and symbols of identification associated with gangs, profanity, pornography, alcohol, cigarettes, or illegal substances are not allowed.
2. 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. Backless or low-cut tops will not be permitted. Boys may not wear tank tops.
3. Any faculty or staff member may require that a student remove his/her hat while inside classrooms or school buildings.
4. For reasons of safety, no chains, including wallet-chains, are allowed.
5. For reasons of safety, students are not permitted to attend school in bare feet and must wear sandals or shoes.
6. 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.
7. For reasons of safety, students must wear protective gear when deemed appropriate by the science instructor.
8. 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.

## Oak View High School Dress Code

The appearance and manner of a student's dress is normally a matter to be determined primarily by the student and the student's parents. However, according to the California Administrative Code, Title 5, Section 302, "a pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress, may be sent home to be properly



prepared for the school room.” Therefore, the school reserves the right to set standards regarding attire that may be inappropriate for school. Attire should adhere to accepted standards of decency and should not pose a threat to public or personal safety. In addition, it should not be suggestive or revealing, or clothing that has references to alcohol or drugs. In addition, articles of clothing or jewelry (including wallet chains) that pose a threat to the safety of others shall not be worn on campus or at school activities. No articles of clothing related to a group or gang which has the potential to provoke others to violence may be worn on campus or at school activities. As required by state law, safe and suitable footwear must be worn at all times while on campus. Violations of the dress code will result in parents being informed and students being sent home to dress appropriately.

## Medea Creek Middle School Dress Code

1. For safety, all students must wear shoes with backs.
2. No outfits are permitted which are revealing, see-through, or show underwear or a student's private parts.
3. No clothes may be worn which look like underwear.
4. No strapless or back-less tops are appropriate.
5. No clothing which depicts sexually suggestive behavior, foul language, or pictures which advertise alcohol, tobacco, or illegal substances.
6. No clothes or hair-styles which create a disturbance.
7. No gang-related apparel, as identified by the sheriff's department, may be worn.
8. No hats may be worn on the school campus.

## Elementary School Dress Codes

1. Boys are strongly encouraged not to wear earrings. This is clearly disruptive regarding elementary school children and becomes an issue that involves teasing, fighting, and contributes to a disorderly school environment.
2. Girls may only wear post earrings – no dangling ear rings. This is primarily a safety issue.
3. No attire may be worn that promotes or advertises the following: alcoholic beverages, tobacco products, other drugs, heavy metal rock groups, negative or profane comments (this will include all attire with “The Simpsons,” “Beavis and Butthead,” “South Park,” etc. logos on them).
4. Students may not wear tank tops, crop tops, or cut-off shirts.
5. Students may not wear cut-off shorts.
6. Clothing must be neat and clean and not ragged or dirty.
7. Appropriate footwear is required. No thongs, or plastic shoes are allowed. This includes “jellies.” Students are encouraged not to wear boots. No platform shoes, open-toed shoes, sandals, or Teva's, etc.
8. Students may not wear hats or visors indoors anywhere at school.

9. Hair should be well kept. Boys are encouraged not to wear "pony tails" or "rat tails." Boys are strongly encouraged to wear their hair no longer than the bottom of the collar.
10. Students are expected and highly encouraged to wear their hair with their natural color. Students should not wear their hair dyed, bleached, or colored in any way.
11. Outrageous hair-styles are not permitted. A neat look is encouraged for both boys and girls.
12. Students may not wear oversized clothing.
13. Students may not wear any type of tattoo, including temporary rub-on types.
14. Students may not have wallets on chains.
15. Students may not wear bandannas.
16. Students may not wear make-up.
17. Students may not wear tops with "spaghetti straps."
18. Students' undergarments may not be exposed at any time.
19. Students may not wear shirts or tops that are so short that they expose any skin when moving about.

(taken from student handbooks  
derived from Board Policy 5132  
consistent with Education Code 35183)

# In the Event of a Disaster

## **Malibu/Lost Hills Station School Site Plan Information Sheet**

**School:** Brookside Elementary School

**Type:** Elementary

**Address:** 165 North Satinwood Ave.

**Cross Streets:** Kanan Rd./Conifer Rd.

**Thomas Guide:** Page 558, B-2

**Population Day:** Students: 494  
Staff: 64

**Session Schedule:**  
September-June  
0700 - 1700 Monday - Friday  
No summer school

**Population Night:** 0

**Point of Contact:** Debbie Burgher, Principal

**Telephone:** (818) 597-4200 or 889-0720

**FAX:** (818) 889-0725

**E-Mail:** none

**Emergency Coordinator:** Brandie Pryor (805) 241-1586

**Emergency Telephone (after hours):** (818) 889-3347 (Principal's home #)

**School Security Head:** Martin Klauss.

**Telephone:** (818) 735-3216  
After hrs. (805) 497-0287

**On Site Hazards:** None

**Past Threat History:** None

**Trauma Hospitals:**

Colombia/Los Robles Medical Center  
215 W. Janss Rd. Thousand Oaks, Ca. 91360  
(805) 370-4430  
Thomas Guide(Ventura): Page 526, E-4

**Updated 01 -18-08**

**Malibu/Lost Hills Station School Site Plan Information Sheet**

# 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.

# In the Event of a Disaster

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

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

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

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

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

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

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

# **Oak Park Unified School District Crisis Response: Incidents, Descriptions and Step-by-Step Procedures**



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



# Security Numbers

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

## Dial Security

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

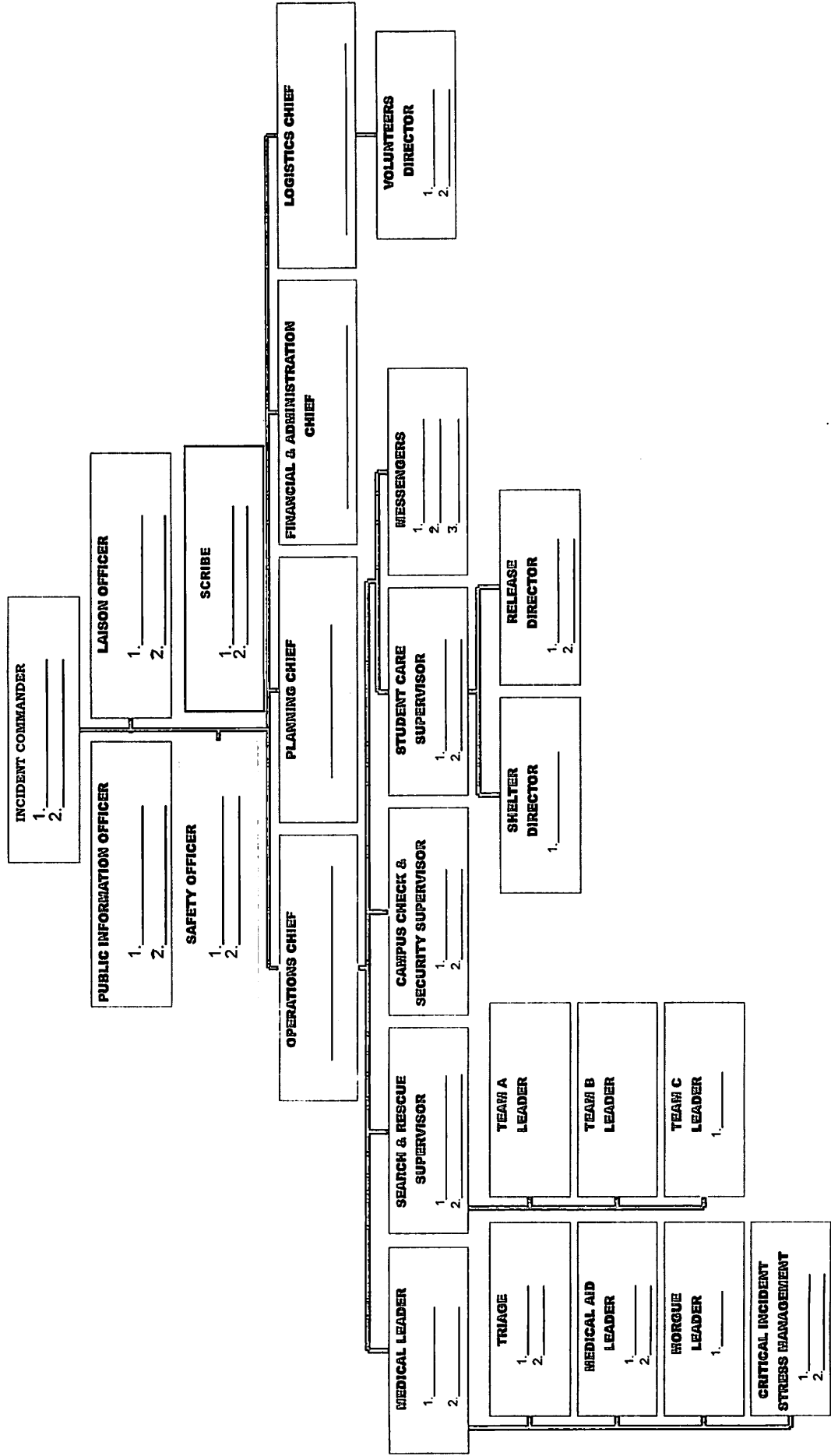
## Ventura County Sheriff

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

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

# OAK PARK UNIFIED SCHOOL DISTRICT

## INCIDENT COMMAND ORGANIZATION CHART



# **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 Office
Martin Klauss	Asst. Superintendent	818-735-3238	818-203-2586	Logistics
Leslie Heilbron	Asst. Superintendent	818-735-3266	818-261-2836	Contract Issues
Barbara Dickerson	Director, Budget & Accounting	818-735-3215	805-404-5674	Financial Officer
Julie Suarez	Director, Business Operations	818-735-3210	818-355-7176	Safety Officer
Susan Roberts	Director, Pupil Services	818-735-3214	818-929-0146	Stress Management
Derek Ihori	Program Specialist	818-735-3224	818-324-7438	Medical Aid
Linda Sheridan	Administrative Assistant	818-735-3224	805-660-1620	Incident Commander
Stewart McGugan	Director, Alternative Education	818-735-3207	805-341-7608	Student Care Chief

# CERT Graduates

## **Brookside**

## **Oak Hills**

Deborah King

## **Red Oak**

Barbara Jones

Karen Kovisto

Janet Convey

## **Medea Creek**

## **Oak Park High**

Kathie Leggett

Dick Billinsley

Brenda Pasqua

Victor Anderson

## **District Office**

Miguel Tabares

Julie Suarez

Linda Sheridan

Debbie Cooper

## **All Sites**

Debbie West

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# Guns & Weapons in Building or on Campus

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

		Plan of Action to be Taken				
Establish Facts of Situation	Establish Level of the Incident	First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	Policy Reference
<ul style="list-style-type: none"> <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 (<i>Code Red</i>)</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 (<i>Code Green</i>)</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 if necessary 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.
- ♦ Principal does not leave command post
- ♦ It is better to be safe than sorry.
- ♦ Do not confront the suspect.
- ♦ Maintain control of the facility at all times.
- ♦ Wait for administrative response.

# Bomb Threat Only

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

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
<ul style="list-style-type: none"> <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>	Level I: Threat Only	<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 evaluation process, as well as the use of Code Red or Yellow</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 Policy Manual</li> </ul>

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

*Remember:*

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



# Shooting/Stabbing at School

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

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
<ul style="list-style-type: none"> <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 and evacuate 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 aid, 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 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.

# 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>	Level II: Threat and Suspicious Package Found	<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>♦ Evacuate building, relocating staff and students more than 300 yards (use your Emergency Preparedness Plan e 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 <i>Code Red</i> or appropriate code</li> </ul>	<ul style="list-style-type: none"> <li>♦ Declare <i>Code Green</i> 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	
♦ If a call comes in, keep person talking-follow Bomb Threat Instruction Card.	Level III: Actual Bomb Explosion	<ul style="list-style-type: none"> <li>♦ Call 911 for Sheriff's Department and fire/emergency services</li> <li>♦ Immediately place school on <i>Code Red</i></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</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 <i>Code Red</i></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 <i>Code Green</i> 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>

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**Remember:**

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

**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</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.

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

# Death/Suicide of Student/Staff Member

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		<i>First 10 Minutes</i>	<i>Next 50 Minutes</i>	<i>Remainder of the Day</i>	<i>Subsequent Days</i>	
<ul style="list-style-type: none"> <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 an 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> <li>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.

# 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>		<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 other 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 Policy Manual</li> </ul>

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



# Kidnapping Childnapping

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

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

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

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
♦ If a child is kidnapped from school		♦ Call Sheriff's Department ♦ Contact the custodial parent ♦ Obtain witness statements ♦ Inform District Office	♦ Assist the police investigation	♦ Continue to assist the police investigation ♦ Meet with staff to update and revise plans ♦ Brief students on factual information ♦ Send note home if appropriate	♦ Early morning meeting with Safe School team to update and revise plans, if needed, to update and revise plans, if needed ♦ Meet with parents, if needed, to update them on incident ♦ Summon counselors or others, as needed	♦ In accordance with OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual

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Remember:

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- ♦ 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	Hazardous chemical spill occurs so close to building that the best decision would be to stay inside for protection	<ul style="list-style-type: none"> <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)</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 than 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 needed</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 operations</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
		<i>First 10 Minutes</i>	<i>Next 50 Minutes</i>	<i>Remainder of the Day</i>	<i>Subsequent Days</i>	
<ul style="list-style-type: none"> <li>♦ Chemical Spill Occurs on Campus</li> <li>♦ Recall/Further Evaluation</li> </ul>		<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. <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>

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- ♦ Wait for administrative response.

# Major Student Disruption

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

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
When a major student disruption occurs		<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: <ul style="list-style-type: none"> <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> </ul> </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 <i>"All Clear"</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 appropriated 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</li> </ul>

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- ♦ Wait for administrative response.

#

# Weather Tornadoes

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

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

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

Establish Facts of Situation	Establish Level of the Incident	Plan of Action to be Taken				Policy Reference
		First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	
Tornado Watch		<ul style="list-style-type: none"> <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>

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# 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>	<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
		<i>First 10 Minutes</i>	<i>Next 50 Minutes</i>	<i>Remainder of the Day</i>	<i>Subsequent Days</i>	
<ul style="list-style-type: none"> <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.

# 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 in line to hold open exit door(s) until all persons in the class have evacuated. (Continue this procedure until building is clear.)
6. Classes should proceed to the pre-designated holding area/assembly point. Once there, teachers should make note of students who are not present and maintain order.
7. Teachers should remain with their classes until an "all clear" signal is sounded or an administrator gives other instructions.
8. Students should be instructed to take their backpacks with them (from the classroom)

## Evacuation of Campus

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

1. Identify at least four assembly points (North, South, East, West) a minimum of one quarter ( $\frac{1}{4}$ ) 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.

# 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

### Scoring System

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

Supervision \_\_\_\_\_

Age appropriate \_\_\_\_\_

Fall Surfacing \_\_\_\_\_

Equipment Main. \_\_\_\_\_

Total \_\_\_\_\_

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

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

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

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

7 and below Do not allow children on the playground.

Call 1-800-554-PLAY

### SUPERVISION

Adults present when children are on equipment \_\_\_\_\_

Children can be easily viewed when on equipment \_\_\_\_\_

Children can be viewed in crawl spaces \_\_\_\_\_

Rules posted regarding expected behavior \_\_\_\_\_

### AGE-APPROPRIATE DESIGN

Playgrounds have separate areas for ages 2-5 and 5-12 \_\_\_\_\_

Signage indicating age group for equipment provided \_\_\_\_\_

Platforms allow change of directions to get on/off structure \_\_\_\_\_

Platforms have appropriate guardrails \_\_\_\_\_

Equipment design prevents climbing outside the structure \_\_\_\_\_

Supporting structure prevents climbing on it \_\_\_\_\_

### FALL SURFACING

Appropriate surfacing provided \_\_\_\_\_

Six foot use zone has appropriate surface \_\_\_\_\_

Appropriate depth of loose fill provided \_\_\_\_\_

Concrete footings are covered \_\_\_\_\_

Surface free of foreign objects \_\_\_\_\_

### EQUIPMENT MAINTENANCE

Equipment is free of broken parts \_\_\_\_\_

Equipment is free of missing parts \_\_\_\_\_

Equipment is free of protruding bolts \_\_\_\_\_

Equipment is free of noticeable gaps \_\_\_\_\_

Equipment is free of head entrapments \_\_\_\_\_

Equipment is free of rust \_\_\_\_\_

Equipment is free of splinters \_\_\_\_\_

Equipment is free of cracks/holes \_\_\_\_\_

continues

## Identifying Warning Signs of Potential Violence

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

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

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

## Threat Incident Report

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

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

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



## Student Threat Response Checklist

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

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

## THREAT ASSESSMENT CARD

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

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

Can you tell why?

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

Is the threat

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

Factors

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

**LOW LEVEL THREATS**—min. risk to public safety

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

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

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

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

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

## FOUR PRONGED APPROACH

### Personality

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

### Family Dynamics

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

### School Dynamics

- ☐ Disrespectful Behavior
- ☐ Detachment

### Social dynamics

- ☐ Media
- ☐ Drugs and Alcohol



## BOMB THREAT

### QUESTIONS TO ASK:

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

### EXACT WORDING OF THE THREAT:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

PLACE THIS CARD UNDER YOUR  
TELEPHONE

### CALLER'S VOICE:

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

If voice is familiar, who did it sound like?

### BACKGROUND SOUNDS:

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

### THREAT LANGUAGE:

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

REMARKS: \_\_\_\_\_

REPORT TO: \_\_\_\_\_

PHONE NUMBER: \_\_\_\_\_

REPORT MADE BY: \_\_\_\_\_

Position: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Date: \_\_\_\_\_

OAK PARK UNIFIED SCHOOL DIST.  
Marilyn Lippiatt, Superintendent

# Section 6. After a Crisis

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

## A. The Role of School Administrators

### 1. Support Systems

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

ways to help their children transition back into school.

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

## **2. Managing the School Environment After Violence**

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

- c. When appropriate, remove deceased students' names from forms, posters, rosters, absence reporting logs, and anywhere else they occur in reporting systems.

- d. In collaboration with families of victims and the school community, evaluate how affected areas in the school site where school violence took place should be handled when students return to school.

## **3. Memorials, Funerals, and Incident Anniversaries**

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

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

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

#### **4. Closure of Mourning Period and Moving Forward**

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

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

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

#### **5. Lessons Learned**

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

### **B. The Role of Teachers and Staff**

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

and other reactions to crisis situations.

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

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

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

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

1. Stay in close contact with the counseling director of the Crisis Management Team.
2. Be available by canceling other activities.
3. Obtain the schedule of any seriously injured or deceased students and visit their classes. Also visit classes attended by their close friends.
4. Organize and provide individual and group counseling as needed to students, teachers, and staff.
5. Contact parents/guardians of affected students with suggestions for counseling support and referrals.

6. Locate counseling assistance throughout the community, including counselors from other nearby schools.
7. Establish a self-referral procedure. Make referral forms available.
8. Provide and advise counseling for the crisis team and emergency response personnel.
9. Keep records of affected students and provide follow-up services.
10. Accept other responsibilities as designated by the Crisis Management Team director.

### D. The Role of Parents

1. Learn to recognize and help children with their reactions. Common reactions include unrealistic fears of the future, insomnia, physical illness, and becoming easily distracted.
2. Encourage children to receive counseling or to speak to a trusted adult about their feelings surrounding the incident.

3. Consider attending school as needed with children who are very fearful of returning to their classes.
4. Obtain counseling as needed in order to be able to remain physically and emotionally healthy and be available for one's children.

### E. The Role of the Community

1. Volunteer time and resources to victims.

2. Provide services to meet the needs of victims.

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

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

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



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

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

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

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

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

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

## ELEMENTS OF A SUCCESSFUL ZERO TOLERANCE POLICY

## PROGRAM ELEMENTS

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

## A Clear, Specific Policy

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

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

## Community and School District Cooperation

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

## Student Knowledge and Understanding of the Policy

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

students and parents to their obligations under zero tolerance.

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

## Uniformly Applied Consequences

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

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

## TIPS ON MAINTAINING PUBLIC SUPPORT FOR ZERO TOLERANCE

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

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

SUPERINTENDENT  
Marilyn Lippiatt



BOARD OF EDUCATION  
Jan Iceland  
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# OAK PARK UNIFIED SCHOOL DISTRICT

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

October 2001

Dear Parents, Students and Community Members,

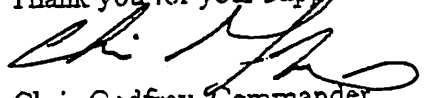
The safety of students on school campuses in Oak Park is a high priority of the Ventura County Sheriff's Department and the Oak Park Unified School District. Over the past several years our two agencies have developed a strong partnership focused on law enforcement, school and community safety and prevention.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


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

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

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

Thank you for your support.

  
Chris Godfrey, Commander  
Ventura County Sheriff's Office


  
Marilyn Lippiatt, Superintendent  
Oak Park Unified School District

County of Ventura

**VENTURA COUNTY SHERIFF'S DEPARTMENT**  
**East County Police Services**

**MEMORANDUM**

**TO:** East County Patrol Personnel

**FROM:** Bruce McDowell, Chief Deputy 

**DATE:** September 14, 1999

**SUBJECT: "ZERO TOLERANCE" INVOLVING SCHOOL INCIDENTS**

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

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

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

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

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

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

Zero Tolerance School Policy  
Page 2

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

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

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

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

## SCHOOL SEARCH CHECKLISTS

### INTRODUCTION

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

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

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

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

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

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

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

### SEARCH DEFINED

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

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

*continues*

## School Search Checklists continued

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

**GENERAL RULE**

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

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

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

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

**AUTHORITY TO INITIATE THE SEARCH**

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

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

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

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

**COMMON FACTS THAT SUPPORT REASONABLE GROUNDS**

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

**Factors Justifying a Search**

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

**Other Relevant Factors**

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

*continues*

## School Search Checklists continued

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

## SEARCHES OF MULTIPLE SUSPECTS

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

## INFORMATION PROVIDED BY OTHERS

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

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

continues



## School Search Checklists continued

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

#### ADDITIONAL INFORMATION LEARNED BEFORE CONDUCTING THE SEARCH

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

#### ADDITIONAL INFORMATION LEARNED BY INTERVIEWING THE SUSPECT STUDENT

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

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

#### MANNER IN WHICH SEARCH WAS CONDUCTED

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

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

continues

## School Search Checklists continued

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

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

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

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

### SPECIAL RULES FOR SEARCHES OF PERSONS

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

*continues*

## School Search Checklists continued

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

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

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

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

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

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

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

continues

## School Search Checklists continued

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

## OBTAINING PERMISSION TO SEARCH

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

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

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

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

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

continues

School Search Checklists continued

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

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

# Emergency Response

Disaster Preparedness Teams 2013-2014
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**District Communication**

D. Burgher (campus oversight)

**Command Post**

M. Puryear (I.C.)

C. Hicks (Asst. I.C.)

B. Koch (Scribe)

**Student Release**

\* V. Standring

M. Winter

M. DiCamillo

L. Moderhak

A. Cooper

**Student Supervision**

\* C. Morrow

K. Annino/B. Lee

T. Hees/B. Pryor

A. Gerin

M. Johnson

Specialists when on campus&

Librarian, music teacher, J.

Rosen

**First Aid**

\*K. Grossman

L. Williams

S. Landis

D. Keane

S. Keba

**Search & Rescue (teams)**

(Directed by I.C.)

M.Varju, B. Barber, D. Farlow

J.Thomas, H.Powers, C. Stephens,

S.Hirano, T.Watson, S. Rodarte

**Campus Security**

\* E. Squire

Rudy Munoz

L. Ortiz

S. Reisman

\* Indicates Team Leader

ALL OTHER STAFF & VOLUNTEERS REPORT TO STUDENT RELEASE
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## 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.

## Support Staff Responsibilities

### Personnel:

Librarian  
Cafeteria Workers  
RSP  
SDC  
Speech  
Aides  
Campus Volunteers  
Resource Teachers  
Counselors

Guidance Counselors  
DESL  
Maintenance Workers  
Day Care  
ROP  
Curriculum Specialist  
Deans  
Custodians

### 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.

## Student Support Teams (Optional)

### Personnel:

Pre-selected students inserviced on emergency procedures with parental permission to serve in this capacity. Students should never be placed in hazardous or potentially traumatic situations or unsupervised positions of responsibility for the safety of others.

### Responsibilities:

- Report to classroom location for roll call.
- After roll is taken, check in at Command Post for assignment.
- Possible assignments may include:
- Runners for student release or delivery of written information to/from Command Post.
- Assist in set up of student release and other response locations.
- Assist Student Care Director by delivering or assembling equipment (portable toilets and enclosures), distributing water, or acting as information runners.
- Assist in recreational activities for students.

### Equipment/ Supplies:

- Orange safety vest (if available)
- Others issued as necessary



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: 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 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



## 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: Operations

### Operations Chief

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<b>Responsibilities:</b>	<p>The Operations Chief manages the direct response to the disaster, which can include the following:</p> <table><tr><td>Site Facility Check/Security</td><td></td></tr><tr><td>Search &amp; Rescue</td><td>Student Care</td></tr><tr><td>Medical</td><td>Student Release</td></tr></table>	Site Facility Check/Security		Search & Rescue	Student Care	Medical	Student Release
Site Facility Check/Security							
Search & Rescue	Student Care						
Medical	Student Release						
<b>Start-Up Actions:</b>	<ul style="list-style-type: none"><li>• Check in with Incident Commander for situation briefing.</li><li>• Obtain necessary equipment and supplies from Logistics.</li><li>• Put on position identifier, such as vest, if available.</li></ul>						
<b>Operational Duties:</b>	<ul style="list-style-type: none"><li>• Assume the duties of all operations positions until staff is available and assigned.</li><li>• As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.</li><li>• 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.</li><li>• Coordinate Search &amp; Rescue operations. Appoint S&amp;R Team Leader to direct their operations if necessary.</li><li>• As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.</li><li>• Inform the Incident Commander regarding tasks and priorities.</li><li>• Make sure that Operations staff are following standard procedures, utilizing appropriate safety gear, and documenting their activities.</li><li>• Schedule breaks and reassign Operations staff within the section as needed.</li></ul>						
<b>Closing Down:</b>	<ul style="list-style-type: none"><li>• At the Incident Commander's (IC) direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.</li><li>• Return equipment and reusable supplies to Logistics.</li><li>• When authorized by IC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.</li></ul>						
<b>Equipment/</b>	Vest or position identifier, if available						
<b>Supplies:</b>	S&R equipment						
	Two-way radio						
	job description						
	clipboard, paper, pens						
	Forms: Search & Rescue maps, large campus map						

## 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  
clipboard with job description  
Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, and shutoff tools — for gas & water (crescent wrench)

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

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

Site Facility Check/Security

Search & Rescue

Medical

Student Care

Student Release

**Start-Up Actions:**

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

**Operational Duties:**

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

**Closing Down:**

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

**Equipment/  
Supplies:**

Vest or position identifier, if available

Two-way radio      job description

Forms: Search & Rescue maps, large campus map

S&R equipment

clipboard, paper, pens

## Section: Operations

### Site Facility Check/Security

**Personnel:**

Staff as assigned. Work in pairs.

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

**Start Up Actions:**

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

**Operational duties:**

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

**Closing Down:**

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

**Equipment/Supplies:** Wear vest, hard hat, work gloves, and whistle.  
Carry campus 2-way radio, master keys, and clipboard with job description. Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, and shutoff tools — for gas & (crescent wrench)

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

## Section: Operations

### Search and Rescue Team Leader

#### Safety Rules:

**Buddy system: Minimum of 2 persons per team.**

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

**Follow all operational and safety procedures.**

#### Start-up Actions:

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

#### Operational Duties:

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

#### Closing Down:

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

#### Equipment/ Supplies:

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

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



## Section: Operations

### Search and Rescue Teams

#### Safety:

**Buddy system: Minimum of 2 persons per team.**

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

**Follow all operational and safety procedures.**

#### Start-up Actions:

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

#### Operational Duties:

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

#### Closing Down:

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

#### Equipment/ Supplies:

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

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

## Section: Operations

### Medical Team Leader

**Responsibilities:** The Medical Team Leader is responsible for the provision of emergency medical response, first aid, and counseling. Informs the Operations Chief or Incident Commander (IC) when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.

**Start-Up Actions:**

- ☐ Establish scope of disaster with IC and determine probability of outside emergency medical support and transport needs.
- ☐ Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- ☐ Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- ☐ Assess available inventory of supplies & equipment.
- ☐ Review safety procedures and assignments with personnel.
- ☐ Establish point of entry ("triage") into treatment area.
- ☐ Establish "immediate" and "delayed" treatment areas.
- ☐ Set up a separate Psychological First Aid area if staff levels are sufficient.

**Operational Duties:**

- ☐ Oversee care, treatment, and assessment of patients
- ☐ Ensure caregiver and rescuer safety
  - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- ☐ Make sure that accurate records are kept.
- ☐ Provide personnel response for injuries in remote locations or request Transport Team from Logistics.
- ☐ If needed, request additional personnel from Logistics.
- ☐ Brief newly assigned personnel.
- ☐ Report deaths immediately to Operations Chief.
- ☐ Keep Operations Chief informed of overall status.
- ☐ Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.
- ☐ Stay alert for communicable diseases and isolate appropriately.
- ☐ Consult with Student Care Director regarding health care, medications, and meals for students with known medical conditions (diabetes, asthma, etc.).

**Closing Down:**

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

**Equipment/  
Supplies:**

First Aid Supplies: See list below

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

**Recommended First Aid Supplies:**

4 x 4" compress: 1000 per 500 students

8 x 10" compress: 150 per 500 students

Kerlix bandaging: 1 per student

Ace wrap: 2-inch: 12 per campus

4-inch: 12 per campus

Triangular bandage: 24 per campus

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

Steri-strips or butterfly bandages:

50/campus

Aqua-Blox (water) cases:

$0.016 \times \text{students} + \text{staff} = \# \text{ cases}$   
(for flushing wounds, etc.)

Neosporin: 144 squeeze packs/campus

Hydrogen peroxide: 10 pints/campus

Bleach, 1 small bottle

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

Scissors, paramedic: 4 per campus

Tweezers: 3 assorted per campus

Triage tags: 50 per 500 students

Latex gloves: 100 per 500 students

Oval eye patch: 50 per campus

Tapes: 1" cloth: 50 rolls/campus

2" cloth: 24 per campus

Dust masks: 25/100 students

Disposable blanket: 10 per 100 students

First Aid Books: 2 standard and 2  
advanced per campus

Space blankets: 1/student and staff

Heavy duty rubber gloves, 4 pair

## Section: Operations Medical Team

**Personnel:** First-aid trained staff and volunteers

**Responsibilities:** ☐ Use approved safety equipment and techniques.

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

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

### **Triage Entry Area:**

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

### **Treatment Areas ("Immediate" & Delayed")**

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

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

**Equipment/  
Supplies:**

First-aid supplies (See list below)

Job description clipboards

Marking pens

Stretchers

Blankets

Vests, if available

Quick reference medical guides

Tables & chairs

Ground cover/tarps

Staff and student medication from health office

Forms: Notice of First Aid Care

Medical Treatment Victim Log

**Recommended First Aid Supplies:**

4 x 4" compress: 1000 per 500 students

8 x 10" compress: 150 per 500 students

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Aqua-Blox (water) cases:

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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

Pens/Pencils

Plastic trash bags

Duct tape

Vicks Vapo Rub

Plastic tarps

Stapler

2" cloth tape

# Department of Chief Medical Examiner—Coroner

## Coroner's Jurisdiction

The State Government Code, Section 27491, states the following deaths are immediately reportable to the Coroner:

- Without medical attendance
  - When the decedent has not been attended by a physician within 20 days prior to death.
  - When the attending physician is unable to state the cause of death
  - Known or suspected homicides
  - Known or suspected suicides
  - When the decedent died as a result of an accident, either old or recent
  - Related to or following known or suspected self-induced or criminal abortion
  - Therapeutic misadventures
  - Poisonings (food, chemical, drug, therapeutic agents)
  - Drowning
  - Fire
  - Hanging
  - Gunshot
  - Stabbing
  - Occupational diseases or hazards
  - Known or suspected contagious diseases constituting a public health hazard
  - When the suspected cause of death is Sudden Infant Death Syndrome (SIDS)
  - Deaths in whole or in part occasioned by criminal means
  - State hospital deaths
  - Under such circumstances as to afford a reasonable ground to suspect that the death was caused by the criminal act of another.
- |             |                  |
|-------------|------------------|
| Cutting     | Strangulation    |
| Exposure    | Drug Addiction   |
| Starvation  | Acute Alcoholism |
| Aspiration  |                  |
| Suffocation |                  |

## Coroner's Disaster Responsibilities

The Medical Examiner-Coroner determines the cause, manner, and circumstances of death and is responsible for:

1. Recovery of human remains.
2. Identification of the dead.
3. Notification to their next-of-kin.
4. Protection of personal property.
5. Final disposition of remains.
6. Files and records death certificates.

Additional responsibilities include:

1. Coordinates with all agencies both public and private for the collection, identification, notification, and disposition of human remains and their personal property.
  2. Recruits additional, qualified personnel to perform those various duties.
  3. Establishes collection points and body staging areas for processing the dead.
  4. Procures temporary cold storage facilities and adequate equipment and supplies.
  5. Submits requests for mutual aid assistance in accordance with existing procedures.
  6. Establishes comprehensive records systems for updating and recording disaster operations.
  7. Provides mass media, the public, and all agencies involved, with timely information regarding Coroner's activities.
1. Provides counseling services (staffed by Red Cross, Clergy, Mental Health workers, and others) for relatives of missing or deceased victims.



## Coroner's Disaster Response

The scope of the operation will be determined by the magnitude of the event as listed in the following stages:

- Stage I      10 - 100 Fatalities
- Stage II     101 - 1000 Fatalities
- Stage III    1001 - Over Fatalities

### *Stage I*

The Coroner is equipped to handle and process a disaster of this magnitude at the central facility and handle the normal caseload which averages 48 per day.

### *Stage II*

Most of the normal functions of the central facility would be disrupted and would not be able to handle the normal caseload. It may be necessary to establish temporary morgue facilities and recruit local funeral directors along with their equipment and supplies.

### *Stage III*

A total disruption of normal workload. All funeral directors' establishments (204 in Los Angeles County) recruited as well as cemeteries (56). As the scope intensifies, recovery, identification, notification, etc. becomes more difficult and time-consuming. A public health hazard may be created. Cold storage facilities and embalming for preservation and disease prevention will be necessary. Mutual aid and cooperation of local, state, and federal agencies will be required.

### *Final Disposition*

The question of mass burials may become necessary when the number of victims reaches the point where a public health hazard is indicated. In general, mass burials should be avoided as people need to know whether or not their loved ones are alive or dead. If dead, they want to inter the remains with a decent ceremony consistent with their culture and beliefs.


Just as the missing in action in Southeast Asia is an unsettling and unsatisfactory conclusion, so too would be a similar conclusion following a disaster in Los Angeles County.



## ***FOR YOUR INFORMATION***

### **BROOKSIDE ELEMENTARY SCHOOL Parent Procedures in the Event of an Emergency**

1. Upon entering school premises, go directly to the Student Release Station on the field.
2. The Student Release Station is set up alphabetically by last name. Give your name to the staff member. The staff member will locate your child's **Disaster Release Form** and verify you are authorized to pick up the student. A runner will be sent to the Emergency Assembly Area (EEA) to get your child.
3. Step aside and wait for the runner to return with your child. This will allow the Station to process as many people as possible, quickly.
4. When the runner returns with your child, a second staff member will ask you to sign the Disaster Release Form and release your child to you.




Please be patient and be calm. We have created a system to release your child(children) as quickly as possible. Your child is in the safest place here at school.

It is critical that you check your child out for two reasons:

First we have an accounting of your child and who has taken them. In the event of a serious emergency, contacting relatives and friends may be impossible. When you show up at the school we want to be able to tell you where your child is and with whom.

Second we have staff members designated to find missing students. If you take your child without checking them out and someone else tries to pick them up, your child will be listed as missing. Search and Rescue teams will begin looking for them. These staff members will be entering unsafe areas trying to find your child. For everyone's safety and peace of mind it is essential you check your child out at the Student Release Station.



The Oak Park Unified School District Information Packet has made arrangements with radio stations KVEN-1450 AM and KHAY-100.7 FM to broadcast emergency instructions, in the event of a disaster.

## FOR YOUR INFORMATION

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## 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: 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