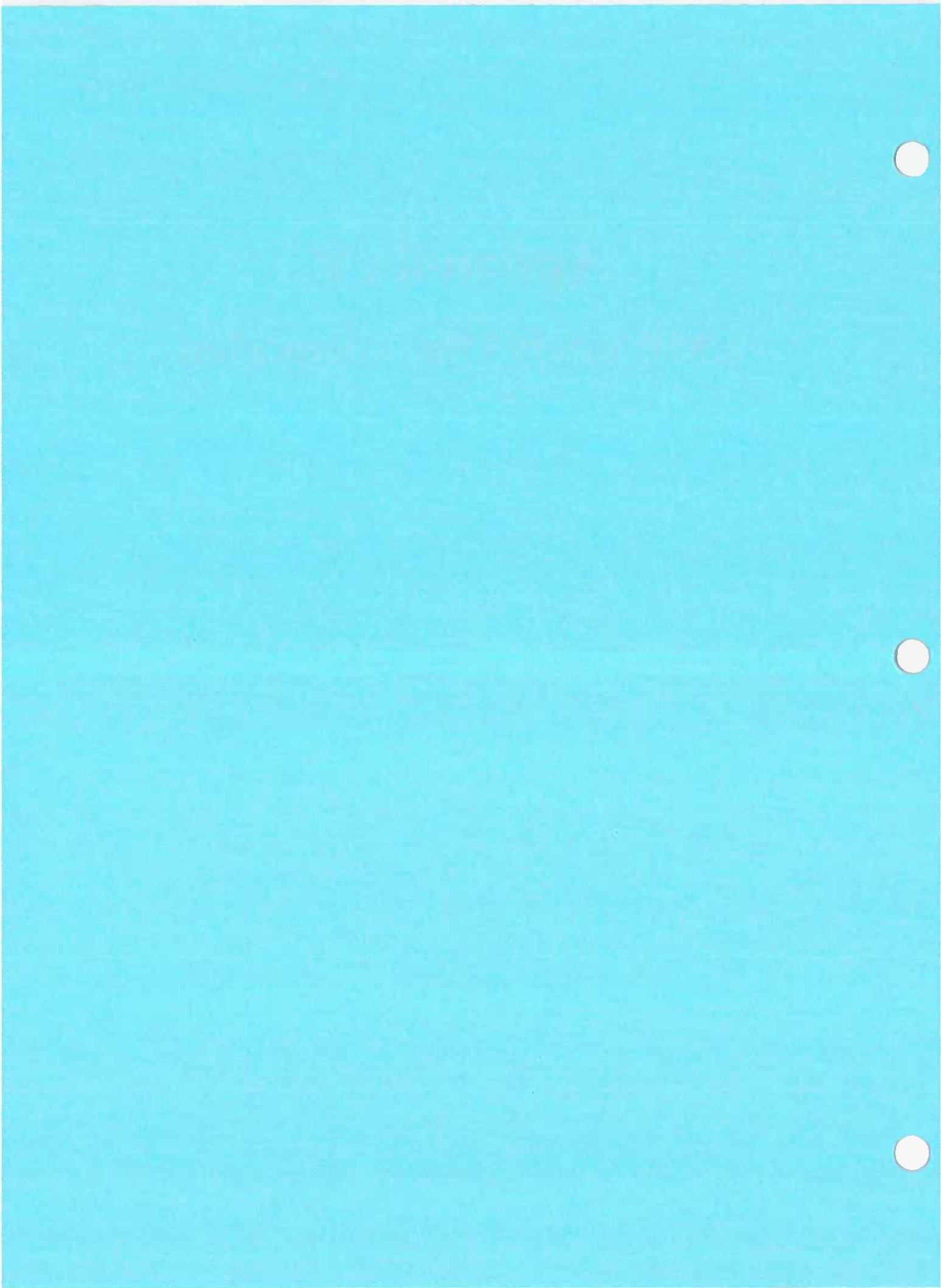# Appendix P

CMP Safety Operations Plan

Safety Operations Plan
2015 - 2016

California Montessori Project
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Safety Operations Plan

The California Montessori Project's Plan for Ensuring a Safe, Healthy and Productive Learning Environment for our Stakeholders.

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- Julie Miller, Principal, CMP-American River
- Bernie Evangelista, Principal, CMP-Capitol
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- Kathleen Merz, Principal, CMP-Elk Grove
- Dorothy Hilts, Principal, CMP-Orangevale
- Rebecca Marsolais, Lead Teacher, CMP-Orangevale
- RaDene Girola, Dean of Students, CMP-Carmichael

Safety Operations Plan Annual Review

California Montessori Project's Safety Operations Plan was developed collaboratively with all CMP sites and reviewed for the _2015-2016_ school year on _January 27, 2015_ by:

Name	Title/Campus
James Hartley	Safety Coordinator
Mary Percoski	Student Information Services
Heather Stanley	Human Resource Generalist
Marina Chinn	Club Montessori Network Coordinator
Carrie Klagenberg	Administrative Assistant
Julie Miller	Principal, CMP-American River
Bernie Evangelista	Principal, CMP-Capitol
Elizabeth McCarthy	Administrative Assistant, CMP-Capitol
Kathleen Merz	Principal, CMP-Elk Grove
Dorothy Hilts	Principal, CMP-Orangevale
Rebecca Marsolais	Lead Teacher, CMP-Orangevale
RaDene Girola,	Dean of Students, CMP-Carmichael

_____

James Hartley, CMP Safety Coordinator

Governing Board Approval

California Montessori Projects Safety Operations Plan was developed collaboratively with all CMP sites and approved by the CMP Governing Board on _March 9, 2015_ .

_____   _____

Rob Henderson   Gary Bowman
Governing Board President   CMP Executive Director

Safety Operations Plan

Preface
California public schools are required to comply with California Education Code (CEC), Section 35294, and dealing with the preparation of "safe school plans." In keeping with this task California Montessori Project (CMP) developed a Comprehensive School Safety Plan which includes a Site Emergency Response Plan and will help guide the CMP school administrators with their safety and response plans. Each of these plans will address policies and procedures, hazard prevention, emergency preparedness, response and recovery. These plans adopt both the framework of the National Incident Management System (NIMS) and the model of the Standardized Emergency Management System (SEMS), developed by the State of California and are designed to centralize, organize and coordinate emergency response among various CMP organizations and public agencies. NIMS/SEMS provide an effective framework for managing emergencies ranging from minor incidents to major earthquakes.

Mission
CMP's mission for the *Safety Operations Plan* is to provide a *Comprehensive Safety Plan* and a *Site Emergency Response Plan* for ensuring a safe, healthy and productive learning environment for all stakeholders.

CMP's Safe School Vision
1. CMP will provide a safe, orderly and secure environment to learning.
2. CMP will create a school in which students will attend regularly and be safe from both physical and social-psychological harm.
3. CMP will solicit the participation and views of stakeholders to promote a safe and healthy environment.
4. CMP will develop a plan to work cooperatively and collaboratively with parents, students, staff, administrators and community agencies to provide a safe and orderly school and neighborhood.
5. CMP will provide training opportunities to staff and students which will promote preparedness in the event of an emergency.

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Plan 1: Comprehensive School Safety Plan

Introduction to the Comprehensive School Safety Plan

State law requires schools to develop a comprehensive safety plan to address the policies and procedures in place that provide for a safe, orderly, school environment conducive to learning (California Education Code 32280 through 32289). The Comprehensive School Safety Plan will describe programs put in place by California Montessori Project (CMP) to assist in offering a safe environment for all stakeholders.

Comprehensive School Safety Plans must include the following elements:
1. School Climate: Assessment of school crime committed on school campuses and at school-related functions
2. Child Abuse Reporting Procedures
3. Behavior and Discipline Procedures
4. Suspension and Expulsion Policies
5. Teacher Notification of Dangerous Students
6. Sexual Harassment and Discrimination Policy
7. Dress Code
8. Peace Education / Anti-Bullying Policy
9. Safe and Orderly Learning Environment
10. Procedures of Safe Ingress and Egress

The Safety Operations Plan will be reviewed and updated by March of each year. Every year, the school will report on the status of its site safety plan including a description of its key elements in the annual school accountability report card (SARC).

Small school districts (with an enrollment of 2,500 students or less) may develop a comprehensive school safety plan to encompass all schools within the district, which would fulfill each individual school's comprehensive safety plan requirement. It is not required that small school districts have their safety plans developed or approved by site councils or designated safety committees; the plans must only be approved by the Governing Board. However, a district plan should be developed in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administration, and others who may be interested in the prevention of campus crime and violence.

For best practices, CMP has chosen to implement a Safety Operations Plan which consists of a Comprehensive School Safety Plan and a Site Emergency Response Plan specific to each site.

CMP recognizes students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and creating a positive learning environment which teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

The Governing Board shall review the Safety Operations Plan and individual site safety plans in order to ensure compliance with state law, Board policy and administrative regulation. Approval of the plans shall occur annually at a regularly scheduled meeting.

A copy of the Safety Operations Plan shall be available for review in each school site's administration office, the Central Administration office and online at www.cacmp.org.

Plan 1: Section 1: School Climate

Plan 1: Section 1: School Climate

Leadership at CMP is a shared process. A proactive role is assumed in all phases of the school operation. CMP Administration is committed to developing CMP toward excellence in the areas of academic and social behavior.

There is a high level of cohesiveness among CMP staff members. Cooperation and support between teachers and the administration is evident. Efforts are made by the administration and staff to show concern for all pupils.

All pupils are expected to behave in a manner which promotes safety and order. Pupils are encouraged to bring problems to any CMP staff member. The everyday goal is for the staff to be proactive rather than reactive in all situations of concern. CMP provides professional development for staff members to maintain a proactive approach in providing a safe learning environment.

1.1.1 The Site Safety Committee will do an assessment, Appendix 1-1-1, of current status of school crime at the school campus or school-related functions. They will review the following reports and statistics to assess possible crime rates at the school campus:
   a. Local Law Enforcement Crime Data
   b. Attendance Rates
   c. Suspension/Expulsion Data
   d. Property Damage Data

1.1.2 The Site Safety Committee will identify appropriate strategies to maintain a high level of school safety, Appendix 1-1-2.

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CMP Safety Operations Plan   Plan 1: Section 1: School Climate   1.27.15 Safety Committee/jh.cjk
Comprehensive School Safety Plan

Plan 1: Section 2: Child Abuse Reporting and Procedures

Plan 1: Section 2: Child Abuse Reporting and Procedures

1.2.1 Child Abuse Reporting

The Governing Board recognizes CMP has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and neglect. The Executive Director or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

Section 11166.5 of the California Penal Code states, in part:

Any person who enters into employment on or after January 1, 1985, as a child care custodian, medical practitioner, or nonmedical practitioner,... prior to commencing his or her employment, and as a prerequisite to that employment, shall sign a statement on a form provided to him or her by his or her employer to the effect that he or she has knowledge of the provisions of Section 11166 and will comply with its provisions.

Section 11166 of the California Penal Code states, in part:

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

Section 11166.5 of the California Penal Code defines a "child care custodian" as:

... teachers, administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school; ... licensed day care workers; administrators of community care facilities licensed to care for children, headstart teachers; ... and social workers.

The California Penal Code, Section 11172(a) provides that mandated reporters are IMMUNE FROM LIABILITY, as provided, in part, as follows:

No child care custodian who reports a known or suspected instance of child abuse shall be civilly or criminally liable for any report required or authorized by this article.

The California Penal Code Section 11172(b) provides penalties for FAILURE TO REPORT as follows:

Any person who fails to report an instance of child abuse which he or she knows exits or reasonably should know to exist, as required by this article, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term not to exceed six months or by a fine of not more than one thousand ($1,000.00) or by both.

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CMP Safety Operations Plan   Plan 1: Section 2:   1.27.15 Safety Committee/cjk
Comprehensive School Safety Plan   Child Abuse Reporting and Procedures

1.2.2 Child Abuse Reporting Procedures

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to a child protective agency. School employees are required to report an instance of child abuse when the employee has a "reasonable suspicion" that child abuse has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause another person in the same situation to suspect child abuse and does not require specific proof of such abuse.

Child abuse should be reported immediately by phone to a child protective agency. The phone call is to be followed by a written report within thirty-six (36) hours. There is no duty for the reporter to contact the child's parents. If a child is released to a peace officer or a child protective agency agent, the reporter shall not notify the parent as required in other instances of removal.

Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." Child abuse can take the following several forms:

- Sexual abuse: Sexual abuse means, in general, sexual assault or sexual exploitation. Sexual abuse does not include children who voluntarily engage in sexual activity with children of a similar age. Pregnancy of a minor does not, in and of itself, constitute suspicion of child abuse.

- Neglect: Neglect occurs when a child's custodian has failed to provide adequate "food, clothing, shelter, medical care, or supervision" that may or may not have resulted in any physical injury.

- Unlawful corporal punishment: Unlawful corporal punishment occurs when any person willfully harms or injures a child to such a degree that results in a traumatic condition.

- Willful cruelty or unjustifiable punishment: Child abuse also includes the situation where any "person willfully causes or permits any child to suffer "unjustifiable pain or mental suffering" or when any person endangers a child's health.

Child protective agencies responding to incident reports are prohibited from disclosing a reporter's identity to a reporter's employer.

Any person failing to report child abuse as required by law is guilty of a misdemeanor.

"Child Visitation Monitor" means any person as defined in Section 11165.15.

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CMP Safety Operations Plan   Plan 1: Section 2:   1.27.15 Safety Committee/cjk
Comprehensive School Safety Plan   Child Abuse Reporting and Procedures

The signed statements shall be retained by the employer, or the court, as the case may be. The cost of printing, distribution, and filing of these statements shall be borne by the employer or the court.

This subdivision is not applicable to persons employed by child protective agencies, public or private youth centers, youth recreation programs, and youth organizations as members of the support staff or maintenance staff and who do not work with, observe, or have knowledge of children as part of their official duties.

(b) On and after January 1, 1986, when a person is issued a state license or certificate to engage in a profession or occupation the members of which are required to make a report pursuant to Section 11166, the state agent issuing the license or certificate shall send a statement substantially similar to the one contained in subdivision (a) the person at the same time as it transmits the document indicating licensure or certification to the person. In addition to the requirements contained in subdivision (a), the statement shall also indicate that failure to comply with t[requirements of Section 11166 is a misdemeanor, punishable by up to six months in jail or by a fine of one thousand dollars ($1,000) or by both that imprisonment and fine.

(c) As an alternative to the procedure required by subdivision (b), a state agency may cause the required statement to be printed on all application forms for a license or certificate printed on or after January 1, 1986.

(d) On and after January 1, 1993, any child visitation monitor, as defined in Section 11185.15, who desires to act in that capacity shall have received training in the duties imposed by this article, including training in child abuse identification and child abuse reporting. The person, prior to engaging in monitoring the first visit in a case, shall sign a statement on a form provided to him or her by the court which ordered the presence of that third person during the visit, to the effect that he or she has received this training. This statement may be included in the statement require by subdivision (a) or it may be a separate statement. This statement shall be filed, along with the statement require by subdivision (a), in the court file of the case for which the visitation monitoring is being provided. (Amend. Stats 992, Ch. 459)

P.C. 11167   Telephone Reports
(a) A telephone report of a known or suspected instance of child abuse shall include the name of the person making the report, the name of the child, the present location of the child, the nature and extent of the injury, and any other information, including information that led such person to suspect child abuse, requested by the child protective agency.

(b) Information relevant to the incident of child abuse may also be given to an investigator from a child protective agency who is investigating, the known or suspected case of child abuse.

(c) Information relevant to the incident of child abuse may be given to the

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licensing agency when it is investigating a known or suspected case of child abuse, including the investigation report, and other pertinent materials.

(d) The identity of all persons who report under this article shall be confidential and disclosed only between child protective agencies, or to counsel representing a child protective agency, or to the district attorney in a criminal prosecution or in an action initiated under Section 602 of the Welfare and Institutions Code arising from alleged child abuse, or to counsel appointed pursuant to subdivision (c) of Section 317 of the Welfare and Institutions Code, or to the county counsel or district attorney in an action initiated under Section 232 of the Civil Code or Section 300 of the Welfare and Institutions Code, or to a licensing agency when abuse in out-of-home care is reasonably suspected or When those persons waive confidentiality, or by court order.

11166.5 Knowledge of Provisions Regarding Reporting

(a) On and after January 1, 1985, any person who enters into employment as a child care custodian, health practitioner, or with a child protective agency, prior to commencing his or her employment, and as a prerequisite to that employment, shall sign a statement on a form provided to him or her by his or her employer to the effect that he or she has knowledge of the provisions of Section 11166 and will comply with those provisions.

On and after January 1, 1993, any person who acts as a child visitation monitor, as defined in Section 11165.15, prior to engaging in monitoring the first visit in a case, shall sign a statement on a form provided to him or her by the court which ordered to presence of third person during the visit, to the effect that he or she has knowledge of the provisions of Section 11166 and will comply with those provisions.

The statement shall include the following provisions:

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

"Child care custodian" includes teachers; an instructional aide, a teacher's aide, or a teacher's assistant employed by any public or private school, who has been trained in the duties imposed by this article, if the school district has so warranted to the State Department of Education; a classified employee of any public school who has been trained in the duties imposed by this article, if the school has so warranted to the State Department of Education; administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school; administrators of a public or private day camp; administrators and employees of public or private youth

centers, youth recreation programs, and youth organizations; administrators and employees of public or private organizations whose duties require direct contact and supervision of children and who have been trained in the duties imposed by this article; licensees, administrators, and employees of licensed community care or child day care facilities; headstart teachers; licensing workers or licensing evaluators; public assistance workers; employees of a child care institution including, but not limited to, foster parents, group home personnel. and personnel of residential care facilities; social workers, probation officers, or parole officers; employees of a school district police or security department; or any person who is an administrator or presenter of, or a counselor in, a child abuse prevention program in any public or private school; a district attorney investigator, inspector, or family support officer unless the investigator, inspector, or officer is working with an attorney appointed pursuant to Section 317 of the Welfare and Institutions Code to represent a minor; or a peace officer, as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of this code, who is not otherwise described in this section.

"Health practitioner" includes physicians and surgeons, psychiatrists, psychologists, dentists, residents, interns, podiatrists, chiropractors, licensed nurses, dental hygienists, optometrists, or any other person who is licensed under Division 2 (commencing with Section 500) of the Business and Professions Code; marriage, family and child counselors; emergency medical technicians I or II, paramedics, or other persons certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code; psychological assistants registered pursuant to Section 2913 of the Business and Professions Code; marriage, family or child counselor trainees as defined in subdivision (c) of Section 4980.03 of the Business and Professions Code; state or county public health employees who treat minors for venereal disease or any other condition; coroners; paramedics; and religious practitioners who diagnose, examine, or treat children.

No agency or person listed in this subdivision shall disclose the identity of any person who reports under this Article to that person's employer, except with the employee's consent or by court order.

(e) Persons who may report pursuant to subdivision (d) of Section 11166 are not required to include their names. (Amend. Stats. 1992, Ch. 316)

Plan 1: Section 3: Behavior and Discipline Procedures

Plan 1: Section 3: Behavior and Discipline Procedures

The Montessori philosophy and educational model emphasizes respect for all individuals which is a key component in building a strong school community. Adults serve as models in the way they address the children. Lessons of "Grace and Courtesy" begin at the earliest grades, and students have the opportunity to learn peaceful ways to work through their conflicts. When issues and misbehaviors do occur, a positive discipline approach, based on respectful, relevant, and related consequences, is utilized.

The CMP staff is trained in positive discipline methods such as Love & Logic and Jane Nelsen's "Positive Discipline." The classroom curriculum includes Peace Education, with an emphasis on personal peace and tolerance of others' differences. Conflict resolution tools, such as the Peace Table, as well as Peer Mediation techniques, assist the children in learning these important life skills.

Elements of the B.E.S.T. (Building Effective Schools Together) program, a positive discipline approach are practiced at each site. Students are presented with lessons, which include scenarios for all areas of the school, discussing the reasons for safety, respect, and responsibility in those locations.

When a student is observed not following a rule, the child is asked if they know the rule and is then redirected to show the appropriate behavior. Only when a child repeatedly misbehaves are they referred to the school office and parents contacted. Data is collected to determine if further training is necessary for all of the students when issues occur often and by numerous students. The emphasis is on training and positive reinforcement for the desired behavior, as opposed to a punitive approach.

Physical violence will result in immediate action. Parents will receive a written notification (Incident Report), and a phone call made if it is deemed necessary. Students disrupting their classroom may be removed to do work in another room or in the office. Generally, once a child has completed a designated amount of work, they are invited to return to their own classroom.

Communicating with parents is an important element in building a team of staff and families. Phone calls and written notes or reports sent home are ways the school can keep parents informed about how their child is doing in the school environment. When necessary, parent/teacher conferences and meetings with the administrator will be scheduled to assist teachers and parents in finding the most beneficial ways to support a student's success at school.

When behavior which is unacceptable occurs, the following steps will be taken:
1. For minor incidents, staff will provide opportunities for re-direction and a chance to "try again."

2. Repeated offenses may initiate a progressive system of meetings starting with a conference between the parents/guardians and teachers.

3. Should the behavior(s) continue, a meeting may be scheduled with a campus administrator, the teacher(s), and the parents/guardians. Other school staff and family members may also be included if deemed appropriate. In this process, the team identifies concerns, works together on solutions, and creates an action plan. It is customary for follow-up meetings to take place to discuss progress or the need for additional interventions.

4. Serious incidents may lead to an immediate referral to a campus administrator. Parents/guardians will be notified by phone or in writing, and a suspension warning may be issued.

5. It may be deemed appropriate for the student to be placed in an alternate setting on campus for the school day (another classroom or in the school office).

6. Serious or repeated infractions may result in one or more days of suspension from school (refer to the following Suspension Policy).

Plan 1: Section 4: Suspension and Expulsion Procedures

Plan 1: Section 4: Suspension and Expulsion Procedures

Governing Law: _The procedures by which pupils can be suspended or expelled—California Education Code Section 47605 (b)(5)(J)_

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students and staff at California Montessori Project ("Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 _et seq._ which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 _et seq._ The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School's policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular

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CMP Safety Operations Plan
Comprehensive School Safety Plan

Plan 1: Section 4: Suspension   1.27.15 Safety Committee/cjk
Expulsion Policy and Procedures
Governing Board Approved: 2.10.14

education students except when federal and state law mandates additional or different procedures. Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. **Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at Charter School or at any other school, or 3) a Charter School sponsored event. A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

   a) while on school grounds;

   b) while going to or coming from school;

   c) during the lunch period, whether on or off the school campus; or

   d) during, going to, or coming from a school-sponsored activity.

B. **Enumerated Offenses**

   1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

      a) Caused, attempted to cause, or threatened to cause physical injury to another person.

      b) Willfully used force or violence upon the person of another, except self-defense.

      c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

      d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

      e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is

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likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

   i. A message, text, sound, or image.

   ii. A post on a social network Internet Web site including, but not limited to:

       (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

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(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

   1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

      i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

      ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

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iii.   Causing a reasonable student to experience substantial interference with his or her academic performance.

iv.   Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i.   A message, text, sound, or image.

ii.   A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii.   Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct

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solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure
Suspensions shall be initiated according to the following procedures:

1. Conference
   Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

   At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

   This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

   No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians
   At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion
   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

   Upon a recommendation of Placement/Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be

extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Governing Board following a hearing before it or by the Governing Board upon the recommendation of an Administrative Panel to be assigned by the Governing Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;

2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of Charter School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Governing Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board who will make a final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee following a decision of the Governing Board to expel shall send written notice of the decision to expel, including the Governing Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

  1. Notice of the specific offense committed by the student

2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name

2. The specific expellable offense committed by the student

J. Disciplinary Records
The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

K. No Right to Appeal
The pupil shall have no right of appeal from expulsion from the Charter School as the Governing Board decision to expel shall be final.

L. Expelled Pupils/Alternative Education
Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

M. Rehabilitation Plans
Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission
The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the Governing Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Governing Board following the meeting regarding his or her determination.

The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. **Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

1. Notification of SELPA

    The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA for the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

2. Services During Suspension

    Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.

3. Procedural Safeguards/Manifestation Determination

    Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

    a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

    b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

    If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

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If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

   a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

   b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

   c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

   a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

   b) The parent has requested an evaluation of the child.

   c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the

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student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Plan 1: Section 5:
Teacher Notification of Dangerous Students

Plan 1: Section 5: Teacher Notification of Dangerous Students

The Executive Director or designee, in accordance with law, shall ensure administrators, teachers, and all applicable staff shall be notified of students who may pose a danger in the classroom. All information regarding suspension and expulsion is CONFIDENTIAL, and shall not be shared with any unauthorized parties.

CMP shall define a potentially dangerous student as a pupil who has: (1) during the previous three school years, engaged in an act resulting in a suspension or expulsion (except actions concerning tobacco use) or (2) committed a crime reported to CMP by a family member, local law enforcement, court services, probation department or social services.

In the event CMP is provided information from a previous school or agency or becomes aware of such behavior during the course of the student's enrollment at CMP, this information shall be used to develop awareness, assign appropriate discipline consequences, assist in allocating resources, and may be a factor in determining which services are provided to the student or recommended to the parent/guardian.

Plan 1: Section 6:
Sexual Harassment and Discrimination Policy

Plan 1: Section 6: Sexual Harassment and Discrimination Policy

CMP is committed to providing a workplace free of sexual harassment, and any form of such harassment shall not be tolerated. CMP considers sexual harassment to be a major offense that may result in disciplinary action, up to and including dismissal, of the offending employee.

Sexual harassment consists of un-welcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

1. submission to that conduct is either made explicitly or implicitly a term or condition of an individual's employment;

2. an employment decision is based upon an individual's acceptance or rejection of that conduct;

3. that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate or take reprisals in any way against an employee who has articulated a good faith concern about sexual harassment or discrimination against him or her or against another individual.

Staff shall annually receive trainings and/or instruction concerning sexual harassment in the workplace.

Any employee who believes that he or she has been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to one of the Directors.

Sexual harassment may include, but is not limited to:
- Physical assaults of a sexual nature, such as:
  1. Rape, sexual battery, molestation or attempts to commit these assaults; and

  2. Intentional physical conduct that is sexual in nature, sucah as touching, pinching, patting, grabbing, brushing against another employee's body, or poking another employee's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
  1. Sexually oriented gestures, noises, remarks, jokes, or comments about a person's sexuality or sexual experience directed at or made in the presence of any employee who indicates or who has indicated in any way that such conduct is unwelcome in his or her presence;

  2. Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for

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compensation or reward; and

3. Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  1. Displaying pictures, cartoons, posters, calendars, graffiti, objects, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic, or bringing to the work environment or possessing any such material to read, display, or view at work.

  2. Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning, or pornographic; and

  3. Displaying signs or other materials purporting to segregate an employee by sex in any area of the workplace (other than restrooms and similar semi-private lockers and changing rooms).

The illustrations above are not to be construed as an all-inclusive list of prohibited acts under this policy.   .

Employees who wish to file a formal sexual harassment complaint may complete and submit a Sexual Harassment Complaint Form, located in Policies and Procedures Manual – Section V - Forms, or may obtain one from the office of one of the Site Director. Complaints may also be made to the Site Director or a member of the site council.

Complainants and witnesses under this policy will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in the filing of a complaint or the reporting of sexual harassment.

CMP will investigate complaints promptly and provide a written report of the investigation and decision within thirty (30) days of receipt of the complaint unless that time is extended for good cause.

All complaints of sexual harassment will be kept confidential and only those persons with a need to know of information or the identity of a complainant will receive such information. Individuals participating in a sexual harassment investigation will be advised that the matter is confidential and that retaliation in any form is prohibited.

Plan 1: Section 7: Dress Code

Plan 1: Section 7: Dress Code

In accordance with Governing Board policy and the Education Code 35183. 35183.5, 48907, 49066, and Code of Regulations Title 5, 302 both students and staff of the school campus have the constitutional right to be safe and secure in their schools. Students will come to school having paid proper attention to their personal cleanliness and neatness of dress.

1.7.1 POLICY
A student may not attend classes in a manner which:
1. Creates a safety hazard
2. Distracts from learning
3. Disrupts any school activity
4. The Administration reserves the right to determine:
   a. Clothing or accessories which the Administration feels presents a threat to the students' well being or safety
   b. Clothing, hairstyles, or accessories which are distracting or disruptive to the learning environment

1.7.2 GUIDELINES
The following are NOT permitted on campus:
1. Dresses and shorts which are shorter than mid-thigh
2. Spaghetti straps (smaller than 2" or the width of a credit card)
3. Tank tops (white, ribbed undershirts)
4. Clothing or accessories which are sexually provocative
5. Clothing or accessories which identify a student with non-school clubs, profanity, obscenity, reference to drugs, alcohol, tobacco, gangs (excessive color) or prison culture name insignia
6. Attire with writing that degrades individuals or groups
7. Body piercing that creates a safety hazard; moderate sized earrings are acceptable
8. Platform shoes or high heels over 2.5 inches high
9. No underwear or undergarment may be seen at any time
10. Tops must completely cover the midriff area at all times
11. Pants must be properly worn around the waist
12. No torn pants or jeans
13. Shoelaces must be tied
14. Sunglasses or hats may not be worn in the building, but may be worn outside to protect from the sun

Plan 1: Section 8: Peace Education/Anti-Bullying Policy

Plan 1: Section 8: Peace Education/Anti-Bullying Policy

CMP's Focus on *a Peaceful School Environment*
(A proactive approach to prevent bullying in our schools)

The California Montessori Project recognizes that the role of the parent/guardian is paramount in developing civic values and ethical behavior in their children. Montessori curriculum is developed to encourage and support students in the further development of the civic values and ethical behaviors that support them to become responsible and caring citizens, family members, and workers within society. Character education is interwoven throughout the educational program and fosters qualities such as: honesty, respect for self, others and property, morality (understanding what is right, legal and ethical), responsibility, human dignity, empathy, justice, civility, courage, and concern for the common good. CMP encourages all students to participate in community service projects to learn the importance of giving back to their community.

The California Montessori Project believes in the dignity of all and that everyone, including students, families and staff, should be treated with dignity and respect. There is a great deal of diversity in the families we serve, and we strive to ensure that everyone feels welcome within our schools. Differences are celebrated! As a part of Cosmic Education (a study of each cosmic unit in relation to the whole), Maria Montessori was an advocate of Peace Education: the idea that the study and understanding of different cultures and societies would lead to acceptance and peace between nations. The breadth of the Montessori curriculum is designed to provide students with this exposure to a variety of cultures, societies, and beliefs, and to support students to be good citizens, as well as progressive and compassionate thinkers and high-level communicators.

In accordance with this aim, CMP will not tolerate behavior by students, families, staff or visitors which is insulting, degrading or stereotyping of any race, religion, gender, disability, physical characteristics, ethnic group, sexual preference, age, or nationality.

The Montessori philosophy and educational model emphasizes respect for all individuals which is a key component in building a strong school community. Adults serve as models in the way they address the children. Lessons of "Grace and Courtesy" begin at the earliest grades, and students have the opportunity to learn peaceful ways to work through their conflicts. When issues and misbehaviors do occur, a positive discipline approach, based on respectful, relevant and related consequences, is utilized.

The California Montessori Project staff is trained in positive discipline methods such as Love & Logic and Jane Nelsen's "Positive Discipline." The classroom curriculum includes Peace Education, with an emphasis on personal peace and tolerance of others' differences. Conflict resolution tools, such as the Peace Table, as well as Peer Mediation techniques, assist the children in learning these important life skills.

CMP Safety Operations Plan
Comprehensive School Safety Plan

Plan 1: Section 8:
Peace Education/Anti-Bullying Policy
Governing Board Approved 10.20.14

1.27.15 Safety Committee/jh.cjk

A team from each CMP campus, comprised of administration, teachers, and parents, has been trained to implement a Positive Discipline Approach through the B.E.S.T. Program (Building Effective Schools Together). Each campus has created a slogan emphasizing Safety, Respect, and Responsibility. Students are presented with lessons, which include scenarios for all areas of the school, discussing the reasons for safety, respect, and responsibility in those locations. Positive reinforcement is stressed, and students are "caught" following the rules and guidelines.

When a student is observed not following a rule, the child is asked if they know the rule and is then redirected to show the appropriate behavior. Only when a child repeatedly misbehaves are they referred to the school office and parents contacted. Data is collected to determine if further training is necessary for all of the students when issues occur often and by numerous students. The emphasis is on training and positive reinforcement for the desired behavior, as opposed to a punitive approach. If unacceptable school behavior is observed, the student will be subject to CMP's Student Discipline Policy. CMP creates a peaceful community for our students and family through a layered approach. Here is a quick list of how we ensure a peaceful school environment for our students-

- *Building Effective Schools Together* (BEST) Program incorporating classroom lessons and school wide assemblies that focus on Be Safe, Be Respectful, Be Responsible.
- Montessori Peace Education
- Assemblies from contracted agencies on bully prevention
- Peer mediation
- Low student to teacher ratio in the classroom and playground
- Multi Age classrooms which encourages peer mentoring
- Classroom morning meetings with opportunities for conflict resolution
- Jonathan Wolff's *Character Traits* Program
- Computer based cyber-bully prevention lessons
- School Communication (voice dialer, web site, regular school/classroom newsletters)
- Twice annual Parent/Teacher Conferences
- Parent Education Workshops
- Parent Volunteer program
- Administration is available via phone, email, or appointment to discuss any safety concerns.

Hazing, bullying, and harassment are degrading activities. To clarify, *hazing* is an activity by a group that is done to a person as a type of initiation into their "group". A *bully* is a person who is habitually cruel or overbearing, especially to a smaller or perceived weaker person. Bullying occurs both in person and/or through various forms of communication (Internet, notes, texting, social networking, etc.). *Sexual harassment* is when one student, staff member, or other individual makes sexually charged remarks at, about, or around another individual. These remarks may make others uncomfortable and are not acceptable. Other forms of *harassment* include, but are not limited to: name calling, throwing items at another person, taking someone else's possessions (i.e. backpacks, shoes, binder) and "hiding" or removing them from view, starting or facilitating rumors about individuals, physical intimidation, and making slurs or remarks intended to be insulting or derogatory. Any

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student suspected of or caught participating in hazing, bullying, or harassing another student or staff member will be subject to disciplinary action as outlined in the CMP Family Handbook.

If a student is being bullied, hazed or harassed in any manner, it is essential that they report the incident and/or behavior to a staff member to receive support and guidance. Many comments and bullying type behavior can go on undetected by staff. For the issues to be properly addressed, they must be identified. Children are empowered to share their experiences directly through their classroom/ community meetings.

As stated previously, the California Montessori Project believes that all students have a right to a safe and healthy school environment. The organization, school, and community have an obligation to promote mutual respect, tolerance, and acceptance.

The California Montessori Project will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name calling; and social isolation or manipulation.

CMP will provide staff development training in peace education/ conflict resolution/ bullying prevention. This will help to cultivate acceptance and understanding in all students and staff to build each individual CMP school's capacity to maintain a safe and healthy learning environment.

Teachers should discuss this policy with their students in an age appropriate manner and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

The California Montessori Project expects staff, students, and parent/guardians to immediately report incidents of bullying. Reports may be made to any school employee either verbally, in writing, or through electronic communications such as email. Reports may also be made by completing the CMP Suspected Bully Incident Form and submitting it to the campus Principal, or designee. Staff who witness such acts should take immediate steps to intervene when safe to do so and should also utilize the CMP Suspected Bully Incident Form to document the bullying behavior.

Each complaint of bullying will be investigated by the campus Principal, or designee utilizing the CMP Bullying Response and Investigation Form. The campus Principal or designee will begin investigation into the bullying complaint within 1 school day. This policy applies to students on school grounds and during a school sponsored activity.

In summary:
- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion, per the CMP Suspension and Expulsion Policy.
- Students are expected to immediately report incidents of bullying to a school employee, Principal, or designee.

- Students can rely on staff to investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels the appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact a teacher or the campus principle and/or utilize the CMP Dispute Resolution Policy or the CMP Uniform Complaint Policy and Procedure, if applicable.

Plan 1: Section 9:
Safe and Orderly Learning Environment

Plan 1: Section 9: A Safe and Orderly Environment for Learning

California Montessori Project (CMP) offers an environment which has the tools, programs, resources and support to enable students to become educated to high academic standards and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, workers, and contributors to a better society and a peaceful world.

This is achieved through a commitment from the community: parents, teachers, community groups, the legislature and, most importantly, the individual child.

CMP provides a Montessori curriculum, integrated with the California Common Core State Standards, for students ranging from Transitional Kindergarten/Kindergarten through eighth grade. CMP is committed to serving the best interest of the student. Parental participation is highly valued in terms of the contribution it makes to the child's education and the school community.

High academic standards and expectations of achievement, with emphasis on core subjects, are maintained through adherence to these values:

- Low student/teacher ratios
- Creative, passionate, progressive teachers who are committed to Montessori philosophy
- Responsibility, accountability, and freedom for individual student progress within the academic framework
- Challenges to develop critical reasoning, openness to encourage creativity, and opportunities to facilitate service
- High, unwavering standards of conduct, emphasizing respect for self and others, honesty, responsibility, courtesy, and safety
- Emphasis on collaboration, peer governance, problem-solving, and goal-setting according to developmental readiness
- High parental involvement and collaboration in education and governance

Core Beliefs

Dr. Montessori's fundamental goal was to prepare the child for the "real world" and recognized that each child is a unique individual with unique personal, social, and educational needs. As a result, interactions with individual children may be unique in nature. In response to this, CMP has chosen to adopt a "principles-based" approach to professional conduct and school-wide behavior management. Under such an approach, CMP staff members have met and agreed upon a common set of principles, which shall serve as the basis for all interactions and decisions that may arise within the school community.

Empirical research has shown us that people learn in two ways: through experience and by modeling.   Recognizing that each person comes to our community with a different personality and a different set of life experiences, it is almost impossible to achieve total consistency of beliefs and actions within a staff. As we strive to acknowledge the unique

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nature of each student and staff member, consistency is achieved when social, academic and professional decisions are handled in a manner consistent with an agreed set of principles. Thus staff members are encouraged to approach situations and decisions with the understanding that the coaching, counseling, and/or consequence implemented shall be consistent with the set of values and principles agreed upon by the staff as a whole.

The following list of core beliefs outlines the professional attitudes and actions of all staff members of this school:

1. Our professional attitude is a mindset with a core belief that our actions and our words should always maintain the dignity and respect of both child and adult.
2. Adults will model appropriate and respectful behavior for students and will guide students to solve their own problems in any way that does not create a problem for others.
3. Students will be given opportunities to make decisions and live with the consequences, both positive and negative. These experiences shall serve as valuable learning opportunities for our students.
4. Students will be given the opportunity to make decisions about issues which affect themselves. Outcome of choices, including misbehavior, will be handled with natural and/or logical consequences instead of punishment, whenever possible.
5. Outcomes of choices and misbehavior will be viewed as opportunities for individual problem solving and preparation for the real world. Staff acknowledges that misbehaviors are not necessarily a personal attack on school or staff and acknowledge other underlying personal or emotional issues may need to be considered.
6. In the event a consequence appears to be unfair, students are encouraged to request an opportunity to fully communicate their viewpoints and any additional facts regarding a situation with which they were involved.
7. School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

Plan 1: Section 10:
Procedures of Safe Ingress and Egress of Stakeholders

Plan 1: Section 10: Procedures of Safe Ingress and Egress of Stakeholders

1.10.1   Drop Off and Pick Up Procedures

Due to traffic and facility configurations, each CMP campus has its own drop off and pick up procedures. In general, parents should plan to drop off their children at the designated location. Likewise, parents should plan to pick up their students at the end of the school day in the designated location to alleviate traffic and campus congestion.

1.10.2   Visitor Procedures

CMP uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is supervised on a regular basis by individuals, such as campus staff who are familiar with the student body. Campus traffic, both pedestrian and vehicular, flows through areas which can be easily and naturally supervised.   Delivery entrances used by vendors are also checked regularly.

To ensure the safety of students and staff and avoid potential disruptions, all visitors to the campus, except students of the school and staff members, must register immediately upon entering any school building or grounds when school is in session. Upon registering with the school office, visitors will receive a visitor's badge which is to be worn during the duration of their visit on the campus premises and returned to the office upon signing out of the campus.

The principal or designee may direct an individual to leave school grounds if he/she has a reasonable basis for concluding the person is likely to interfere with the peaceful conduct of school activities or the person has entered the campus with the purpose of committing a disruptive or unsafe act.

1.10.3   Campus Specific Drop-Off and Pick-Up Procedures and/or Map
See Appendix 1-10-3.

CMP Safety Operations Plan
Comprehensive School Safety Plan

Plan 1: Section 10:
Procedures of Safe Ingress and
Egress of Stakeholders

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Plan 2: Site Emergency Response Plan

Introduction to the Site Emergency Response Plan

State law requires schools be adequately prepared to respond to earthquakes, fires, and other emergencies (California Education Code § 35295 through § 35297, California Government Code § 8607, and California Code of Regulations § 2400 through § 2450). To assist CMP sites in complying with these requirements, CMP has adopted the *Site Emergency Response Plan* for use as a template in the preparation of emergency procedures for each of the CMP sites. The Risk Assessment, Incident Command System, Protocols, Drills, Communications Plan and Procedures outlined in this plan adopt both the framework of the National Incident Management System (NIMS) and the model of the Standardized Emergency Management System (SEMS) developed by the State of California.

Schools have an obligation to adequately prepare for and respond in the event of an emergency or disaster situation. Therefore, it is necessary to have a Site Emergency Response Plan (SERP) which places the school site in a state of preparedness which will exceed normal operating procedures.

While it is expected the school will receive outside assistance to deal with emergency situations, it is still necessary for the school to plan for and to be prepared to carry out emergency response and short-term recovery operations on an independent basis.

The SERP describes, to the extent possible, the standard operating procedures and responsibilities the school, along with the Network and external cooperating and assisting agencies, will use for responding to an emergency affecting the stakeholders and/or property of CMP. It also provides for an orderly means to prevent or minimize, prepare for, respond to and recover from emergencies.

1. Goal

   The goal of the Site Emergency Response Plan is to establish the framework and guidelines for dealing with a variety of emergency situations which may affect the school, and to ensure stakeholders are familiar with those procedures and their respective roles in the event of an emergency.

2. Purpose

   The primary purpose of the Site Emergency Response Plan is to prepare and respond to emergencies or disaster situations. The Site Emergency Response Plan will:
   a) Assess Risk;
   b) Provide guidance to the school in dealing with emergencies in accordance with the protocols and processes of the Site Emergency Response Plan;
   c) Establish an emergency management organization structure for the school and after school program;
   d) Effectively assign and utilize school resources;
   e) Establish a communication system for the school community;
   f) Provide standard operating procedures for all staff responding to an emergency, and;
   g) Establish a system to provide support to the school and after school program during an emergency.

3. Authority

The Site Emergency Response Plan operates under the authority of the California Montessori Project network of schools and from here forward will now be referred to as CMP-Network, as approved by the Governing Board.

4. Scope

The Site Emergency Response Plan is limited in scope as it cannot foresee, and therefore address, every conceivable crisis the site may confront. The SERP is designed to address those hazards identified within the site's risk assessments and to serve as a guideline for other hazards which may threaten the site using a multi-hazard approach.

5. Application of the Plan

The Site Emergency Response Plan applies to emergencies which may occur:
- In the site building and/or grounds;
- At a location where stakeholders may be participating in school-related activities and the school is in charge of the activity (e.g., school play at a rented facility); and,
- On school field trips.

6. Decision to Activate

The activation decision process begins the moment the safety of students or staff is threatened or when an emergency is detected or perceived. The decision process is influenced by the stage of the emergency: conceivable, credible, and confirmed. Under some circumstances these stages may occur almost instantaneously.
- The Principal/Incident Commander will gather information from available sources to assess incident level and potential for the incident to escalate to the next level.
- The Principal/Incident Commander may call upon the Executive Director to assist in assessment of the incident and its potential to escalate to the next level.

Table 1: Decision to Activate Stages

Stage	Actions to be Taken
1. Conceivable Emergency	- Evaluate information - Review Findings - Determine if emergency is possible
2. Credible Emergency	- Establish corroborating information - Highly credible source - Staff reports supporting activities
3. Confirmed Emergency	- Emergency confirmed by definitive evidence

7. Expectations and Assumptions

The Site Emergency Response Plan assumes the normal operating practices of the site have been adversely affected, in some manner, by a particular incident. The SERP acknowledges the site does not have infinite resources to dedicate to emergency preparedness, and therefore, may require additional resources during a time of crisis. The SERP has been developed with the following expectations and assumptions.

Expectations:

1. The SERP is considered to be part of the CMP-Network Emergency Response Plan and therefore, adheres to the protocols and procedures of the CMP-Network Plan.
2. The site will receive assistance from the CMP-Central Administration through the Safety Coordinator and Activated Command Team (ACT).
3. The SERP will be implemented by site staff, which will remain at the site (and/or the School Emergency Evacuation Center) and perform assigned duties until released by the Incident Commander.
4. According to California Government Code, Chapter 8, Section 3100 states that "all public employees are hereby declared to be disaster service workers." Therefore, every CMP staff member of the site, regardless of position or FTE (Full Time Employment), will familiarize him/herself with his/her assignment and the response procedures of the SERP. More specifically, all staff will be expected to proficiently execute the functional protocols of the SERP.
5. It may be necessary to recruit staff members from external agencies, who are trained on the SERP, to assist in handling tasks during a crisis.
6. The site will receive assistance from external emergency response agencies to respond to the emergencies affecting the safety of the stakeholders of the site, when needed.

Assumptions

Stating the planning assumptions allows CMP to deviate from the plan if certain assumptions prove not to be true during operations. The SERP assumes:

1. The school community could potentially be exposed and subject to hazards and incidents described in the Hazard Analysis Summary located in Plan 2 Section 1: Risk Assessment, as well as lesser hazards and others which may develop in the future;
2. A major disaster could occur at any time and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning and may inhibit immediate communication;
3. A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property;
4. Following a major catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours;

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5. There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. Rapid and appropriate response will reduce the number and severity of injuries;

6. Outside assistance from local fire, law enforcement and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene;

7. Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident-related losses;

8. Maintaining the SERP and providing frequent opportunities for stakeholders to exercise the plan can improve the school's readiness to respond to incidents;

9. A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to incident management efforts. Parents and volunteers will adhere to direction provided by school staff and administration.

8. Limitations

CMP-Network does not guarantee this plan is a perfect incident management system. CMP-Network can only endeavor to make every reasonable effort to manage the situation, with the resources and information at the time.

9. Site Emergency Response Plan Framework

The Site Emergency Response Plan utilizes a multi-hazard approach in managing possible emergencies the school may face. A multi-hazard approach identifies and assigns responsibilities for the common tasks and establishes standard protocols for carrying out these tasks.

The effective management of emergencies requires both adequate *emergency preparedness* and *emergency response* capabilities. CMP's Safety Coordinator will ensure this *Site Emergency Response Plan* and *Emergency Procedures* are consistent with CMP Safety Plans, SEMS and NIMS and that the plan addresses what it needs to in order to be in compliance.

This plan is organized into six sections:

- Section 1: Risk Assessment, which identifies situations and/or hazards which have the potential for disrupting a school, causing casualties or damaging school facilities and/or property.

- Section 2: Incident Command System, which deals with emergency preparedness, identifies the school's emergency response teams and defines the roles and responsibilities of team members.

- Section 3: Protocols, outlining the initial responses to emergencies, guidance for identifying types and levels of emergencies, as well as detailed emergency

response procedures for 18 types of emergencies which may be encountered in a school setting, and a series of immediate response actions to be taken in an emergency.

- Section 4: Drills for several of the immediate response actions to aid in the preparation of an emergency.

- Section 5: Communication Plan

- Section 6: Procedures. Procedures for training, documentation, evaluations of situations and emergency supplies and equipment.

In addition to the above sections you will find:

- A Glossary which provides definition to many of the terms within this document.

- Appendices with Site specific fill-able documents, site maps and evacuation routes, standard forms supplemental emergency information including contact information, supply lists and other supporting information.

Plan 2: Section 1: Risk Assessment

Plan 2: Section 1: Risk Assessment

The first step of the Site Emergency Response Plan is to conduct a risk assessment. The assessment identifies situations and/or hazards which have the potential for disrupting a school, causing casualties or damaging school facilities and/or property.

Risk Assessment

2.1.1 Preparedness, Prevention and Mitigation Overview

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. CMP fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills, etc.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. CMP is committed to taking proactive prevention measures whenever possible to protect the safety and security of our stakeholders. We maintain and upgrade our security systems to offer greater protection of our students. In addition, CMP requires all adults, staff and visitors alike, to display identification badges.

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. CMP has taken action to reduce or eliminate the adverse effects of natural, technological, chemical and human-caused hazards on people and property.

2.1.2 Hazard Analysis Summary

The Site Safety Committee will utilize the Risk Assessment Template, Appendix 2-1-1, and Risk Assessment Tool/s in Appendix 2-1-2, 2-1-3, 2-1-4, 2-1-5, 2-1-6, and 2-1-7 to assess the interior and exterior portions of all school building and school grounds for potential hazards which may impact the site and stakeholders (staff, volunteers, and students). The results of the assessment will be used by the site to address further mitigation or preparedness steps needed to take to improve the state of preparedness.

A Site Plot Plan and Vicinity map are also important to the Risk Assessment and can be located in Appendix 2-1-8 and 2-1-9 respectively. The Site Plot Plan includes the locations of emergency supplies, fire extinguishers, utilities shutoff valves, on-site primary and back up assembly areas and associated evacuation routes. The Vicinity Map indicates the off-site primary and backup assembly areas and the designated evacuation routes to these locations.

Table 2.1.1 gives examples of and briefly outlines CMPs high priority hazards. After assessing risk, each CMP site will need to develop a high-priority hazards table.

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Table 2.1.1: High-Priority Hazards

Flood	Flooding is a natural feature of the climate, topography, hydrology, and the amount of creeks and levee systems we have due to the American and Sacramento Rivers running through Sacramento and its surrounding areas. Flooding is at its highest potential during the winter and early spring due to melting snow and rainy weather and the strain on our rivers, levees, storm drains and creeks. Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school groups or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as a failure of a dam or levee, overflow of our neighboring creeks, or flooding of the storm drain system.
Severe Storm	Sacramento and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of preparation by CMP, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.
Fire	Fire hazards are the most prevalent types of hazards. A 2002 fire at our CMP-Shingle Springs campus in El Dorado County iterated the importance of fire preparedness and prevention efforts. This fire was believed to have been started due to arson. A subsequent fire in 2008 where a store room caught on fire at our Capitol Campus further drove home the importance of being prepared.
Chemical	Hazardous chemicals are used for a variety of purposes in and around our campus sites. Currently ammonia, chlorine, paint thinner, gas, and propane are all used and stored on school grounds. Chemicals at all CMP Sites are kept and stored in alignment with authorizing districts where applicable.
Intruder	While a hostile intruder incident has never occurred in a CMP site, like any school, we recognize we are vulnerable to intruders and are taking steps to prepare ourselves with programs such as A.L.I.C.E Training.

Plan 2: Section 2: Incident Command System

Plan 2: Section 2: Incident Command System

2.2.1 Incident Command System (ICS)

The CMP-Network Emergency Response Plan and the Site Emergency Response Plan utilize the Incident Command System (ICS) to manage emergencies affecting the CMP-Network. ICS is an internationally recognized model for command, control and coordination of emergency response. ICS is a flexible management structure which provides for the activation of appropriate roles and response functions for a given situation. ICS is designed to expand or collapse as circumstances dictate.

2.2.1.1 Incident Management

The Incident Command System provides direction and control over emergency response activities within the CMP-Network. Two types of command structures are incorporated into the plan:

1. Single Command

   A Single Command is an incident which CMP-Network or a CMP-Site oversees.

2. Unified Command

   A Unified Command is the coordination of activities between multiple agencies to respond to an incident. Many emergencies will require additional resources from cooperating agencies and/or assisting agencies such as police, fire or medical.

   While the Incident Commander (IC) will form part of the Unified Command, the individual who assumes the Incident Commander position for a particular emergency is normally the ranking official on-scene from the agency having primary responsibility/authority over on-scene operations. This will be decided at the time of the emergency.

   By adopting this structure the CMP-Network is able to respect the autonomy of individual school sites while providing support to them as needed and applying jurisdictional control over matters requiring such.

2.2.1.2 Transfer of Command

The highest ranking official at an emergency site, according to the CMP-Network Emergency Response Plan or Site Emergency Response Plan, assumes overall responsibility for response activities until such time as a higher authority is able to take over these responsibilities.

- For example, a teacher on a field trip may be required to fulfill the role of Incident Commander until such time as a higher authority (police or Principal) is able to assume responsibility for the response activities.

- In the case of a broader-based community emergency, an Incident Commander may be asked to assist at the municipal level until such time as a CMP-Network resource arrives.

Transfer of command may also be necessary for personnel shift changes for long or extended incidents.

When a transfer of command occurs, the person being relieved is responsible for briefing the incoming authority and ensuring notes are scribed.

Once command has been transferred to the proper authorities (i.e. fire or police department) the Site Incident Commander is still responsible for contributing to decisions regarding stakeholders' safety with the authorities, now Incident Commander.

2.2.1.3   Designated Alternates
Each position identified in the SERP shall be assigned at least one designated alternate, except for the Incident Commander position, which shall have two designated alternates. It is the responsibility of the assigned individual to ensure his/her designated alternate is versed on the responsibilities and reporting structure of the position.

2.2.1.4   Assignment of Responsibilities
When preparing the SERP it is acceptable to assign an individual to more than one position within the Site Emergency Response Team (SERT) chart. It is recommended that an individual assigned to the role of Operations Officer not be assigned another position.

At the time of an emergency an individual may be required to assume more than one role, based on the level of the emergency and which roles are activated by the Incident Commander.

2.2.1.5   Levels of Emergency
An emergency is a set of circumstances requiring action; action varying in degree and involvement with a number of cooperating agencies or jurisdictions.

Emergencies can be categorized according to level of incident: these levels are based on severity and risk factors. See Table 2.2.1 for Levels of Emergency.

Level I conditions should be reported to CMP-Central Admin through established protocols. Affected Sites should consult with CMP-Central Admin at a Level II and/or Level III emergency condition.

Table 2.2.1: Levels of Emergency

Level	Definition	Example of Level Incident
Level I	An unplanned occurrence which interrupts the normal course of business but to which standard internal response protocols apply.	Assault / Fighting / Disturbance / Injured Student / Disorderly Conduct / Wild Animal / Unauthorized Visitor / Medical Emergency / Trespassing / Severe Vandalism / Inclement Weather / Power Failure (Prolonged)
Level II	An unplanned occurrence which interrupts the normal course of business, requires enhanced response protocols, has the potential to escalate to Level III and may require response from external agencies.	Bomb Threat / Suspicion of Weapons / Bus Accident – Non Fatal Injuries / Serious Illness or Injury / Missing Child / Suicide on Network Property / Utterance of Threat / Train Derailment / Aircraft Crash / Motor Vehicle Accident / Psychological Trauma / Contamination of Food or Water / Unlawful Demonstrations or Walkouts
Level III	An unplanned occurrence that discontinues normal business functions, and requires a broad-based response by the District and/or a third party such as an emergency service or government agency.	Armed Intruder / Hostage Taking / Child Abduction / Shooting / Stabbing / Physical or Sexual Assault / Bus Accident – Fatal Injuries / Infectious Disease / Explosion / Gas Leak / Fire Incident / Wild Fire / Hazardous Spill / Sour Gas / Severe Natural Disaster / Earthquake / Flooding

2.2.2 Site Emergency Response Plan Functions

The CMP Network and Site Emergency Response Plan (SERP) are consistent with SEMS/NIMS (Standardized Emergency Management System and National Incident Management System) and consist of the following five functions: Management, Planning and Intelligence, Operations, Logistics, and Finance /Administration.

2.2.2.1 Management (Incident Command)

During an emergency, the Incident Commander (IC) is responsible for directing response actions from a designated Command Post. To effectively direct response actions, the IC must constantly assess the situation and develop and implement appropriate strategies. The IC must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically directed by the Principal or their designee, as the IC. The IC is assisted in carrying out this function with a:
- Public Information Officer
- Safety Officer
- and Agency Liaison

2.2.2.2 Planning and Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under SEMS/NIMS, this function is supported by two staff members, one involved with "Documentation" and the other with "Situation Analysis." Within the CMP-Network Sites, "Documentation" may be referred to as 'Scribe" and "Situation Analysis" may be performed by a "Communications" position. Both of these positions, if assigned at the discretion of the Principal, will report directly to the Incident Commander (Principal or designee) unless a Planning/Intelligence Officer is assigned.

2.2.2.3 Operations

All emergency response actions are implemented under the Operations function. This function is supported by staff performing first aid, crisis intervention, search and rescue, damage assessment, evacuations, and the release of students to parents. Within CMP, these activities are performed by the following teams, under the direct supervision of the Incident Commander (Principal or designee), unless an Operations Officer is assigned: First Aid/Medical Team; Search and Rescue Team; Assembly Area Team; Fire Suppression/Hazmat Team; Psychological First Aid Team; Request Gate Team; and Reunion Gate Team.

2.2.2.4 Logistics

The Logistics function supports emergency operations by coordinating personnel, assembling and deploying volunteer teams, providing supplies, equipment, services, site security, damage assessment, and facilitating communications among emergency responders. Within the CMP-Network, these activities are performed by the Security/Utilities Team and Supply/Equipment Team, both of which report directly to the Incident Commander unless a Logistics Officer is assigned.

2.2.2.5 Finance and Administration

The Finance/Administration function involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. Within the CMP-Network, these activities may be performed by various positions within the SERT. A Finance/Administration Officer is responsible for gathering reports from the Incident Commander.

The five functions of Site Emergency Response Planning are used to create the Site Emergency Response Teams. The teams are modeled after SEMS/NIMS and adapted for CMP school sites.

2.2.3 Site Emergency Response Team (SERT)

The Site Emergency Response Team (SERT) is comprised of five teams named for their functions, and is responsible for directing the site emergency response activities. The teams are 1) Incident Command Team, 2) Planning and Intelligence Team, 3) Operations Team, 4) Logistics Team, and 5) Finance and Administration Team.

The eight key positions of the Site Emergency Response Team are referred to as ACT, Activated Command Team, and are referred as such throughout this document. The eight key positions are 1) Incident Commander, 2) Public Information Officer, 3) Safety Officer, 4) Agency Liaison Officer, 5) Planning and Intelligence Officer, 6) Operations Officer, 7) Logistics Officer, and 8) Finance/Admin Officer.

For planning purposes, sites with small staffing complements should first assign staff to the areas of Operations Officer and then continue through the organization chart as follows: Planning Intelligence Officer, Logistics Officer and Finance Administration Officer.

Assignments should be made on the basis of best qualified for the position, and not on normal job posting or seniority. At the time of an emergency the Incident Commander will activate roles based on the severity of the emergency and need for a particular function.

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain on site to carry out assigned responsibilities.

School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a position in the following list, the teacher will first accompany the students to the Assembly Area, where they will be reassigned to another teacher. The teacher will then carry out assigned responsibilities.

Appendix 2-2-1 is an ICS template for each site to fill out.

2.2.3.1 Management (Incident Command Team)

The Incident Command Team is responsible for directing school emergency response actions and activities. The Incident Command Team is comprised of the Incident Commander, Public Information Officer, Safety Officer and Agency Liaison Officer.

2.2.3.1.1 Incident Commander

The Site Emergency Response Team is lead by the Incident Commander (IC) which is the Principal or IC Designee. In the event that neither the Principal nor his/her designee is able to perform the duties, as described in this document, the Central Admin Director will take charge of the response upon notification of the situation and appoint an incident commander for the incident site.

The IC is responsible for ensuring the site fulfills its obligations related to the development, updating and filing the Site Emergency Response Plan. The Incident Commander also directs the activities of all other teams.

1. Primary Responsibilities:
   a. Activate the Site Emergency Response Plan and manage the overall strategic direction, control and coordination of emergency and post-emergency measures.
   b. Directing the Incident Command Team and all other emergency teams.
   c. Constantly assess the situation.
   d. Ensure adequate safety measures are in place to execute the SERP.
   e. Serve on CMP-Network or community emergency response committees as requested by the Executive Director of CMP or CMP Network Safety Coordinator.

2. Reports To:
   a. Executive Director
   b. Outside Emergency Services

3. Authority:
   a. Activate the SERP
   b. Approve SERP and its implementation
   c. Call relevant SERT members into action
   d. Declare the boundaries of the emergency zone
   e. Use appropriate site resources, equipment and assets to address emergency situations
   f. Direct site personnel to perform tasks related to the emergency but not place them in danger
   g. Communicate with CMP's Executive Director
   h. Engage appropriate outside services as needed
   i. Deactivate the SERP when appropriate

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4. Supplies:
   a. Copy of the sites Emergency Procedures
   b. Campus map
   c. Master keys
   d. Copies of staff and student rosters
   e. Hand-held radios
   f. Bullhorn
   g. Battery-operated AM/FM radio.
   h. First Aid kit
   i. Clipboard, Paper, Pens
   j. Hard Hat
   k. Vest or position identifier
   l. Large campus map laminated for multiple use with wet or dry erase pens
   m. Other:
   n. Other:

5. Assembly Location:
   In the event of an emergency the Incident Command Team will assemble:
   1. Inside in the Administration Office
   2. Outside on the
      a. Alternative 1
      b. Alternative 2

2.2.3.1.2   Public Information Office (Network Appointed)
The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. This position is network appointed.

1. Primary Responsibilities:
   a. Act as contact person for all media.
   b. Provide stakeholders with the information for all media.
   c. Maintain a log, Appendix 2-2-2, of all PIO actions and communications.
   d. Prepare statements for disseminating to the public.

2. Reports to:
   a. Executive Director
   b. Incident Commander

3. Authority:
   a. Grant or refuse access to areas within the emergency zone to the media.
   b. Use appropriate outside services to provide auxiliary information on news issues related to the emergency.

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4. Supplies: see Incident Commander Section

5. Assembly Location: Command Post

2.2.3.1.3   Safety Officer
The Safety Officer ensures all emergency activities are conducted in a safe manner.

1. Primary Responsibilities:
   a. Maintain all records and documentation as assigned by the Incident Commander.
   b. Monitor drills, exercises, and emergency response activities for safety.
   c. Develop and recommend measures to assure personnel safety.
   d. Identify safety hazards.
   e. Ensure all responders are using appropriate safety equipment.

2. Reports to: Incident Commander

3. Authority: May directly stop or modify any activities that may pose an imminent danger to responders or victims, or potentially create a hazardous situation.

4. Supplies: see Incident Commander Section

5. Assembly Location: Command Post

2.2.3.1.4   Agency Liaison Officer
The Agency Liaison coordinates the efforts of outside agencies such as the police and fire by ensuring proper flow of information between the Incident Command and the agencies.

1. Primary Responsibilities:
   a. Brief agency representatives on current situation, priorities and planned actions.
   b. Ensure coordination of efforts by periodically keeping the Incident Commander informed of agencies' action plans.
   c. Update agency representatives as necessary.

2. Reports to: Incident Commander

3. Authority: Coordinate non-tactical personnel of assisting and cooperating agencies.

4. Supplies: see Incident Commander Section

5. Assembly Location: Command Post

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2.2.3.2   Planning and Intelligence Team

2.2.3.2.1   Planning and Intelligence Officer
   1. Primary Responsibilities:
      a. Collect, analyze, document and disseminate information about the incident and status of resources.
      b. Update and maintain the Incident Command System, in coordination with site safety committee annually.
      c. Serve as the information clearing house for the incident.

   2. Reports to: Incident Commander

   3. Authority:
      a. Indentify resources needed to implement the Incident Command System.
      b. Access to all information pertaining to incident.

   4. Supplies: Network Template of Site Safety Plan

   5. Assembly Location: Command Post

2.2.3.2.1.1   Scribe
   1. Primary Responsibilities:
      a. Maintain a log, Appendix 2-2-3, of all emergency developments and response actions.
      b. Document all communications with CMP Incident Commander and outside agencies.
      c. Record the number of stakeholders on campus and update it periodically.
      d. Filing, maintaining, and securing all emergency documentation.

   2. Reports to:
      a. Incident Commander
      b. Planning and Intelligence Officer

   3. Authority: Access to all information pertaining to incident

   4. Supplies:
      a. Log for recording
            i. Electronic
            ii. Manual
                  a. Paper/Pens
      b. File Boxes

   5. Assembly Location: Command Post

2.2.3.2.1.2 Communications Officer

The Communications Officer will collect, organize and analyze situation information and provide periodic updates.

1. Primary Responsibilities:
   a. Analysis of emergency information.
   b. Identify potential changes in emergency conditions.
   c. Maintain the status board; see Appendix 2-2-4 for an example.
   d. Update site maps as reports are received.
      i. Preserve maps as legal document.
      ii. Use area wide map to record major information such as road closures, utility outages, etc.
   e. Develop situation reports for the SERT.

2. Reports to: Planning and Intelligence Officer

3. Authority: Access to maps, reports, and communications of CMP SERT and outside agencies.

4. Supplies:
   a. Hand-held radio
   b. Paper, pens
   c. Dry erase board and pens
   d. Large site map of campus, laminated
   e. Map of local area

5. Assembly Location: Command Post

2.2.3.3   Operations Team

    2.2.3.3.1   Operations Officer
        1. Primary Responsibilities:
            a. Implement onsite activities as outlined in the Incident Command System.
            b. Oversee activities of all the operations teams.
            c. Receive reports from operations teams and updates Incident Commander.

        2. Reports to: Incident Commander

        3. Authority: Assisting Agency

        4. Liaison in coordinating non tactical personnel and cooperating agencies.

        5. Supplies: Paper, pens

        6. Assembly Location: Command Post

    2.2.3.3.1.1   Assembly Area Team
The Assembly Area Team is responsible for the safe evacuation and accounting of all stakeholders during an emergency. The team is also responsible for reporting missing persons to the Operations Officer.

        A. Assembly Area Team Leader
The Assembly Area Team Leader is responsible for directing team activities and is considered a Team Member. Assembly Area Team Leader periodically interacts with the Operations Officer to identify problems and report status. They are also responsible for collecting the Injury and Missing Persons Report (Appendix 2-2-5) from Team Members and making them readily available to the Operations Officer.

        B. Assembly Area Team Members
The members of the Assembly Area Team are responsible for performing the safe evacuation of stakeholders during an emergency.

1. Primary Responsibilities:
   a. Safely evacuate and account for all stakeholders (students, staff and parent/volunteers) during an emergency.
   b. Obtain reports of missing students from teachers or personnel.
   c. Gather Injury and Missing Report Form (Appendix 2-2-5) from each teacher and submit them to the Team Leader.
   d. Check student emergency cards for persons authorized to pick up students.
   e. Assist release gate as needed.

2. Reports to: Assembly Area Team Leader

3. Authority:
   a. Oversee safe evacuation to assembly area.
   b. Access to all student and staff emergency information.

4. Supplies:
   a. Hand-held radio
   b. Copy of maps indicating designated on and off-site assembly locations
   c. Injury and Missing Report Form (Appendix 2- 2-5)

5. Assembly Location:
   a. Inside (location to be determined by the team).
   b. Outside on the:
      I. Alternative 1
      II. Alternative 2

2.2.3.3.1.2   First Aid Medical Team
The First Aid/Medical Team is responsible for ensuring first aid supplies are available and properly administered during an emergency.

A. First Aid Medical Team Leader
The First Aid Medical Team Leader is responsible for directing team activities and is considered a Team Member. They periodically interact with the Operations Officer to determine medical needs and planned actions. The First Aid Medical Team Leader is also responsible for filling out or collecting the Injury and Missing Persons Report (Appendix 2-2-5) from team members and having them readily available for the Operations Officer.

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1. Primary Responsibilities:
   a. Assign First Aid personnel and assess available inventory and supplies.
   b. Designate and set up First Aid/Medical treatment areas, with access to emergency vehicles.
   c. Determine the need for skilled medical assistance and oversee the care, treatment, and assessment of patients.
   d. Periodically keep the Operations Officer informed of overall status.
   e. Complete any necessary Injury and Missing Report Forms (Appendix 2-2-5) and/or Injury Record Forms (Appendix 2-2-6).
   f. Report deaths immediately to Operations Officer.

2. Reports to: Operations Officer

B. First Aid/Medical Team Members
   The members of the First Aid/Medical Team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency.

   1. Primary Responsibilities:
      a. Set up first aid area, triage and/or temporary morgue.
      b. Keep accurate records of care given and tagging each of the injured with name, address, injury and any treatment given.
      c. Report deaths immediately to First Aid Medical Team Leader.

   2. Reports to: First Aid/Medical Team Leader

   3. Authority:
      a. Set up first aid staging area
      b. Assess and give treatment as needed

   4. Supplies:
      a. Vest or position identifier
      b. Hand-Held radio
      c. First Aid Supplies
      d. Triage Tags
      e. Stretchers
      f. Blankets

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g. Site Map
h. Injury and Missing Report Form (Appendix 2-2-5)
i. Injury Record Forms (Appendix 2-2-6)

5. Assembly Location:
   a. Inside (location to be determined by team)
   b. Outside on the:
      i. Alternative 1
      ii. Alternative 2

2.2.3.3.1.3   Search and Rescue Team
The Search and Rescue Team (SART) is responsible for preparing and performing search and rescue operations during an emergency. There may be two or more Search and Rescue teams.

A. Search and Rescue Team Leader
The Search and Rescue Team Leader is responsible for directing team activities and keeping the Operations Officer informed of overall status. Search and Rescue Team Leader is considered a Team Member.

1. Primary Responsibilities:
   a. Obtain briefings from Operations Officer, noting injuries and other situations requiring responses.
   b. Assigning and recording teams based on available manpower, minimum 2 persons per team.
   c. Updating teams' reports on site map and recording exact location of damage and triage tally.

2. Reports to: Operations Officer

B. Search and Rescue Team Members
The members of the Search and Rescue Team Members are responsible for performing search and rescue operations during an emergency. Periodically reporting to the Search and Rescue Team Leader on location, number, and condition of injured.

1. Primary Responsibilities:
   a. Search assigned areas, reporting gas leaks, fires, or structural damage to Search and Rescue Team Leader upon discovery.

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b. Shut off gas or extinguish fires as appropriate.
c. Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium, and other rooms.
d. Seal off and post areas where hazardous conditions exist.
e. Contacting the Security/Utilities Team to secure the buildings from re-entry after search is performed.

2. Reports to: Search and Rescue Team Leader

3. Authority: Conduct Search Operations

4. Supplies:
   a. Vest or position identifier
   b. Hard hat
   c. Work and Latex gloves
   d. Whistle with master keys on neck lanyard
   e. Hand-Held 2-way radio
   f. Clipboard with job duties
   g. Map indicating search plan
   h. Co2 Fire Extinguishers
   i. Water Type Fire extinguishers
   j. Hoses
   k. Water bib keys
   l. Blankets
   m. Bolt cutters
   n. Shovels
   o. Ropes
   p. Triage tags
   q. Bucket
   r. Goggles
   s. Flashlight
   t. Dust masks
   u. Pry bar
   v. Grease pencil
   w. First aid kit
   x. Caution tape
   y. Masking Tape
   z. Duct tape

5. Assembly Location:
   a. Inside (location to be determined by team)
   b. Outside on the:
      i. Alternative 1
      ii. Alternative 2

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2.2.3.3.1.4 Fire Suppression/Hazmat Team

The Fire Suppression/Hazmat Team is responsible for extinguishing fires and evaluating the potential release of chemicals during an emergency until local agencies can arrive. The team is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with the Operations Officer.

A. **Fire Suppression/Hazmat Leader**

The Fire Suppression/Hazmat Leader is responsible for directing team activities and periodically interacting with the Operations Officer to identify problems and report status. The Fire Suppression/Hazmat Team Leader is also responsible for gathering the Damage Assessment Report Forms (Appendix 2-2-7) from Team Members and have them readily available for the Operations Officer. The Fire Suppression/Hazmat Leader is considered a Team Member.

B. **Fire Suppression/Hazmat Team Members**

The members of the Fire Suppression/Hazmat Team are responsible for extinguishing fires, evaluating the potential release of chemicals during an emergency, observing the campus, logging and reporting any damage by radio to the Command Post during an emergency.

1. Primary Responsibilities:
   a. Extinguishing fires on campus.
   b. Evaluating potential release of chemicals.
   c. Identifying damaged areas on the Damage Assessment Report Form (Appendix 2-2-7). Reporting will be supplemented by pictures if appropriate.
   d. Locating and extinguishing small fires as appropriate.
   e. Checking gas meter and, if gas is leaking, shutting down gas supply.
   f. Shutting down electricity only if building has clear structural damage or advised to do so by Command Post.
   g. Posting yellow caution tape around damaged or hazardous areas.

2. Reports to: Fire Suppression/Hazmat Team Leader

3. Authority: Put out fires, identify damage

4. Supplies:
   a. Vest or position identifier
   b. Firefighting equipment
   c. Hand-held radio
   d. Master keys
   e. Clipboard with job duties
   f. Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, and utility shutoff tools
   g. Notebook containing site maps
   h. Damage Assessment Report Form (Appendix 2-2-7)

5. Team Assembly Location
   a. Inside (location to be determined by team)
   b. Outside:
      i. Alternative 1
      ii. Alternative 2

2.2.3.3.1.5   Psychological First Aid Team
The Psychological First Aid Team is responsible for the caring and safety of all stakeholders on campus during an emergency. It also provides psychological first aid as needed during and immediately after an emergency.

A. Psychological First Aid Team Leader
The Psychological First Aid Team Leader is responsible for directing team activities and periodically interacting with the Operations Officer to identify problems and report status. The Psychological First Aid Team Leader is also responsible for assigning personnel as needed and is considered a Team Member.

B. Psychological First Aid Team Members
The members of the Psychological First Aid Team are responsible for monitoring the safety and well-being of the stakeholders in the Assembly Area.

1. Primary Responsibilities:
   a. Monitor the well-being of the stakeholders in the assembly area.

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b. Administer minor first aid and psychological aid as needed.
c. Provide reassurance to students.
d. Support the Release Gate Team as needed.
e. Direct all external request for information to the PIO
f. Periodically keep the Psychological First Aid Team Leader informed of overall status.

2. Reports to: Psychological First Aid Team Leader

3. Authority: Assessing stakeholders of psychological needs.

4. Supplies:
   a. Vest or position identifier
   b. Hand-Held radio
   c. Ground cover, tarps
   d. First aid kit
   e. Paper, pens, pencils

5. Assembly Location:
   a. Inside (location to be determined by the team)
   b. Outside on the:
      i. Alternative 1
      ii. Alternative 2

2.2.3.3.1.6   Request Gate Team
The Request Gate Team is responsible for processing parent requests for student release during an emergency.

A. Request Gate Team Leader
The Request Gate Team Leader is responsible for directing team activities and is considered a Team Member. They periodically interact with the Operations Officer to identify problems and report status. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer.

B. Request Gate Team Members
The members of the Request Gate Team are responsible for greeting parents, guardians, or designees and providing them with a student release request form, authorizing the holders to reunite with their students at the Reunion Gate.

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1. Primary Responsibilities:
   a. Greet parents, guardians or designees providing reassurance and maintaining order.
   b. Process parent/guardian request for student release.
   c. Provide tags or other identifications authorizing the holder to reunite with their student at the reunion gate.
   d. Directing parents to counselors as appropriate.
   e. Directing parents/guardians to reunion gate.
   f. Refer all outside request for information to the Public Information Officer.
   g. Periodically keep the Operations Officer informed of overall status.

2. Reports to: Operations Officer

3. Authority: Authorize student release tags to parent/ guardians.

4. Supplies:
   a. Keys to main gate
   b. Bullhorn
   c. Hand-held radio
   d. Tags for release
   e. Pens/pencils

5. Assembly Location:
   a. Inside (location to be determined by team)
   b. Outside on the:
      i. Alternative 1
      ii. Alternative 2

2.2.3.3.1.7   Reunion Gate Team
The Reunion Gate Team is responsible for reuniting parents or guardians with students. This can be a highly sensitive role due to the fact that some parents will be informed their children may be injured, missing or dead. The team will keep accurate records of students leaving the campus.

A. Reunion Gate Team Leader
   The Reunion Gate Team Leader is responsible for directing team activities and is considered a Team Member. They periodically interact with the Operations Officer to identify problems and report

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status. The Reunion Gate Team Leader will refer all requests for information to the Public Information Officer. The Reunion Gate Team Leader is also responsible for collecting the Student Release Log (Appendix 2-8) from the Team Members and has them readily available for the Operations Officer.

B. Reunion Gate Team Members

The members of the Reunion Gate Team are responsible for greeting parents, guardians, and designees and reuniting them with their students at the designated reunion gate.

1. Primary Responsibilities:
   a. Greet parents/guardians or designees at the reunion gate providing them reassurance and directing them where to wait for their children.
   b. Verify the authenticity of the student release tag.
   c. Dispatch runners to assembly area to escort students to reunion gate.
   d. Confirm students recognize the authorized parent/guardian or designee and require adult to sign student out of school.
   e. Maintain Student Release Log, Appendix 2-2-8. And submit them to the Reunion Gate Team Leader.
   f. Update Operations Officer as needed.

2. Reports to: Operations Officer

3. Authority: Release students to authorized parent/guardian or designee.

4. Supplies:
   a. Hand-held radio
   b. Tables and chairs
   c. Keys to reunion gate
   d. Student Release Log
   e. Pens/Pencils

5. Assembly Location:
   a. Inside (location to be determined by team)
   b. Outside
      i. Alternative 1
      ii. Alternative 2

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2.2.3.4   Logistics Team

2.2.3.4.1   Logistics Officer

1. Primary Responsibilities:
   a. Organize and disseminate resources needed to implement the Incident Command System.
   b. Report equipment and supply needs to Incident Commander.
   c. Inventory all supplies needed to implement Incident Command System.
   d. Estimate number of persons requiring shelter and determining length of time shelter will be needed.
   e. Ensure availability of adequate supplies during the course of an emergency.
   f. Contact local utilities as needed (water, gas, electricity, sewer).

2. Reports to: Incident Commander

3. Authority:
   a. Requisition resources needed to implement the Incident Command System.
   b. Deploy personnel, supplies and equipment.

4. Supplies: Paper / Pens

5. Assembly Location: Command Post

2.2.3.4.1.1   Supply/Equipment Team

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency.

Emergency supplies will be maintained in each classroom and a centralized location to be determined by each site.   See Appendix 2-2-9 for a Recommended Classroom Emergency Supplies List and Appendix 2-2-10 for a Recommended School Emergency Supplies List.

A. Supply/Equipment Team Leader
The Supply/Equipment Team Leader is responsible for directing team activities and is considered a Team Member. The Supply/Equipment Team Leader reports equipment and supply needs and estimates the number of persons requiring shelter and determining the length of time shelter will be needed.   The Supply/Equipment Team Leader keeps the Logistics Officer informed of overall status.

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B. Supply/Equipment Team Members

The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food and other supplies and organizing the distribution of resources for immediate use (water, food, power, radios, telephones, and sanitary supplies). They are also responsible for establishing a list of all persons in shelter and determining any special needs.

1. Primary Responsibilities:
   a. Assess adequacy of available water, food and supplies
   b. Organize distribution of water, food and supplies
   c. Controlling conservation of supplies
   d. Logging and inventorying supplies; Appendix 2-2-9 and 2-2-10

2. Reports to: Supply/Equipment Team Leader

3. Authority: Distribution of supplies

4. Supplies:
   a. Hand-held radio
   b. Keys
   c. Bullhorn
   d. Emergency water supplies
   e. Emergency food supplies
   f. Temporary power supplies
   g. Portable phones
   h. Sanitary Supplies

5. Assembly Area:
   a. Inside (location to be determined by the team)
   b. Outside
      i. Alternative 1
      ii. Alternative 2

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2.2.3.4.1.2   Security/Utilities Team

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team will coordinate activities with the Operations Officer as required. Close coordination with the Reunion Gate Team is necessary in order to safely reunite students with their parents or lawful guardians. The Security/Utilities Team is also responsible for initiating short-term repairs and other necessary actions during an emergency. The effective response of the Security/Utilities Team in shutting down facility air handling systems, and gas, power and water supplies can be vital in minimizing damage to school facilities. This team includes participation by the Fire/Hazmat Team.

A. Security/Utilities Team Leader

The Security/Utilities Team Leader is responsible for directing team activities and is considered a Team Member. The Security/Utilities Team Leader interacts with the Operations Officer to identify problems and report status. The Security/Utilities Team Leader is also responsible for contacting local utilities (water, electricity, gas, and sewer) as needed.

B. Security/Utilities Team Members

The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is in "lock-down" to the Incident Commander. They are also responsible for surveying all utilities and taking appropriate actions to shut-off gas, water and electricity. The Security/Utilities Team will direct all external requests for information to the Public Information Officer.

1. Primary Responsibilities:
   a. Lock all external gates and doors; unlock gates and doors when appropriate.
   b. Station one team member at the main entrance of the school to direct emergency agencies to areas of need and to greet parents.
   c. Keep stakeholders out of buildings and areas of hazard as needed.
   d. Assess damage to school and report to Logistics Officer.
   e. Receive reports from Search and Rescue Team for any possible gas leaks or other possible hazardous situations.

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f. Set up temporary sanitation areas (portable potties).
g. Help with set up of first aid and temporary morgue as needed.
h. Prepare and distribute food, water and supplies as directed by the Logistics Officer.
i. Assist in comforting students as needed.
j. Assist the Reunion Gate Team in order to safely reunite students with their authorized parent/guardian as needed.

2. Reports to: Logistics Officer

3. Authority:
   a. To restrict areas of hazard and secure buildings.
   b. Provide security during an incident to ensure as safe of an environment as possible.

4. Supplies:
   a. Security Vest/Identifier
   b. Master Keys
   c. Hand-held radio
   d. Copy of Site Emergency Response Plan
   e. Large durable signs for providing direction and information
   f. Large marker pens
   g. Utility shut off tools
   h. Custodial inventories
   i. Site Maps

5. Assembly Location:
   a. Inside (location to be determined by the team).
   b. Outside on the:
      i. Alternative 1
      ii. Alternative 2

2.2.3.5 Finance and Administration Team

2.2.3.5.1 Finance / Administration Officer

The Finance / Administration Officer is responsible for maintaining a log of all emergency developments and response actions (Appendix 2-2-11), including financial expenditures (Appendix 2-2-12), timekeeping, and other necessary documentation and filing them for reference.

1. Primary Responsibilities:
   a. Track incident related costs and use of personnel and equipment.
   b. Administer material and supplies contracts associated with the incident.
   c. Ensure accurate records are kept of all staff members, indicating hours worked.
   d. Support the Incident Commander in making any purchases and keeping track of the cost.
   e. Filing, maintaining and securing all emergency related costs documentation.

2. Reports to: Incident Commander

3. Authority: Ensure proper authorization for the purchasing of goods and services required to manage the incident.

4. Supplies:
   a. Paper/Pens
   b. Computer

5. Assembly Location: Command Center

See below for the Site Emergency Response Team / ICS Management Flow Chart.

SITE EMERGENCY RESPONSE TEAM /ICS MANAGEMENT FLOW CHART

Incident Command Team (Management)
- **Incident Commander**
  - **Public Information Officer (PIO)**
  - **Safety Officer**
  - **Agency Liaison Officer**

Incident Commander
- **Outside Agency**

Planning and Intelligence Team
- **Planning and Intelligence Officer**
  - **Scribe** (Documentation)
  - **Communications Officer** (Situation Analysis)

Operations Team
- **Operations Officer**
  - **First Aid/ Medical Team** — Leader, Members
  - **Assembly Area Team** — Leader, Members
  - **Fire Suppression/ Hazmat Team** — Leader, Members, Local Fire Marshall
  - **Search and Rescue Team** — Leader, Members
  - **Request Gate Team** — Leader, Members
  - **Psychological First Aid Team** — Leader, Members
  - **Reunion Gate Team** — Leader, Members

Logistics Team
- **Logistics Officer**
  - **Supply/ Equipment Team** — Leader, Members
  - **Security/ Utilities Team** — Leader, Members

Finance / Administration Team
- **Finance/Admin Officer**

Other Assignments

CMP Executive Director
Gary Bowman

CMP Network Safety Coordinator
James Hartley

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Plan 2: Section 3: Emergency Situation Protocols

Plan 2: Section 3: Emergency Situation Protocols

Initial Response to Emergencies

An emergency is a set of circumstances requiring action; action varying in degree and involvement with a number of cooperating agencies or jurisdictions. When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process:

1) Identify the type of emergency;
2) Identify the level of emergency; and
3) Determine immediate action(s) that may be required.

2.3.1 Identify Type of Emergency

The first step in responding to an emergency is to determine the *type* of emergency that has occurred.

This section describes the specific procedures school staff will follow during the eighteen emergencies listed below:

1. Aircraft Crash
2. Animal Disturbance
3. Armed Assault on Campus
4. Biological or Chemical Release
5. Bomb Threat
6. Bus Disaster
7. Disorderly Conduct
8. Earthquake
9. Explosion/Risk of Explosion
10. Fire in Surrounding Area
11. Fire on School Grounds
12. Flooding
13. Loss or Failure of Utilities
14. Motor Vehicle Crash
15. Psychological Trauma
16. Suspected Contamination of Food or Water
17. Threat of Violence
18. Unlawful Demonstration/Walkout

It is important to note that school administrators are responsible for the health and safety of stakeholders during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

2.3.1.1   Aircraft Crash
This procedure addresses situations involving an Aircraft Crash on or in proximity to school property.

Procedure
1.   The IC will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 2.3.3.

2.   If the IC issues the EVACUATE BUILDING action, stakeholders will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

3.   In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

4.   The School Administrator will call "911" and Local Sheriff's Office and will provide the exact location (e.g., building or area) and nature of emergency.

5.   If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property refer to 2.3.1.4, Biological or Chemical Release. If the crash results in a utility interruption, refer to 2.3.1.13, Loss or Failure of Utilities.

6.   The School Administrator will direct the Fire Suppression/Hazmat Team to organize fire suppression activities until the Fire Department arrives.

7.   The First Aid/Medical Team will check injuries to provide appropriate first aid.

8.   The School Administrator will call the Executive Directors office. A member of this group will call the Public Information Officer with information on this situation as appropriate.

9.   Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.

10.   The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.

11.   As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

12.   If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 2.3.3 if warranted by changes in conditions at the school.

2.3.1.2 Animal Disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

Procedure

1. The IC will initiate appropriate Immediate Response Actions, which may include LOCK DOWN or EVACUATE BUILDING as described in Section 2.3.3.

2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.

3. If additional outside assistance is needed, the School Administrator will call "911", Local Sheriff's Office, Animal Control and/or the Department of Fish and Game and provide the location of the animal and nature of emergency.

4. If a stakeholder is injured, the Site Administration, the parent or Emergency Contact, and /or 911 (as necessary) will be notified.

5. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

6. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 2.3.3, if warranted by changes in conditions at the school.

2.3.1.3   Armed Assault on Campus
An Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful device.

Procedure

1.   Upon first indication of an armed assault, personnel should immediately notify the School Administrator.

2.   The School Administrator will initiate the appropriate Immediate Response Action(s), which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 2.3.3.

3.   The School Administrator will call "911" and Local Sheriff's Office, and provide the exact location and nature of the incident.   The School Administrator should designate a person to remain online with Police if safe to do so.   If there is an assigned officer on campus, they shall be notified.

4.   Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.

5.   Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.

6.   After the perpetrator(s) has been neutralized, the School Administrator will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.

7.   The First Aid/Medical Team will work with local authorities to ensure injured students and staff receive medical attention.

8.   The Security/Utilities Team will control all points of entry to the school.

9.   The School Administrator will prepare a verified list of casualties, and the locations to which they were transported. The School Administrator will confer with the Psychological First Aid Team to ensure the notification of parents and family members.

10.   The School Administrator will debrief staff and Local Sheriff Officers.

11.   All media inquiries will be referred to the designated Public Information Officer.

12.   As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

2.3.1.4 Biological or Chemical Release

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances:

- Scenario 1 - Substance released inside a room or a building;
- Scenario 2 - Substance released outdoors and localized; and
- Scenario 3 - Substance released in surrounding community.

It is necessary to first determine which scenario applies and then implement one of the appropriate response procedures listed on the next three pages.

Procedures:
Scenario 1: Substance Released Inside a Room or Building

1. The School Administrator will initiate the EVACUATE BUILDING action as described in Section 2.3.3. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.

2. The School Administrator will call "911" and Local Sheriff's Office, and will provide the exact location (e.g., building, room, area) and nature of emergency.

3. The School Administrator will notify the Executive Director of the situation.

4. The School Administrator will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.

5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.

6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.

7. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.

8. The School Administrator will complete the Biological and Chemical Release Response Checklist (Appendix 2-3-1).

9. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.

10. Any affected areas will not be reopened until the local Hazmat or appropriate agency provides clearance and the School Administrator gives authorization to do so.

11. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

Scenario 2: Substance Released Outdoors and Localized

1. The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING action as described in Section 2.3.3.

2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.

3. The School Administrator will call "911" and Local Sheriff's Office and will provide the exact location and nature of emergency.

4. The School Administrator will notify the Executive Director of the situation.

5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.

6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.

7. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.

8. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.

9. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

10. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

Scenario 3: Substance Released in Surrounding Community

1. If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE as described in Section 2.3.3.

2. Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.

4. The School Administrator will call "911" and Local Sheriff's Office and provide the exact location and nature of emergency.

5. The School Administrator will notify the Executive Director of the situation.

6. The School Administrator will turn on a radio or television station to monitor information concerning the incident.

7. The school will remain in a SHELTER-IN-PLACE condition, found in Section 2.3.3, until appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

8. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

2.3.1.5   Bomb Threat

Response to a Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

Procedure

1.   If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" telling the operator, "This is [name] from [school]. We are receiving a bomb threat on another line. The phone number of that line is [phone number]." Please note campuses need to know all hunt lines.

2.   The person answering the threat call should ask the following questions, record the answers and then immediately notify the School Administrator:
    • When is the bomb going to explode?
    • Where is it?
    • What will cause it to explode?
    • What kind of bomb is it?
    • Who are you?
    • Why are you doing this?
    • What can we do for you to avoid the bomb from exploding?
    • How can you be contacted?

3.   The School Administrator will direct the Search and Rescue Team(s) to search for suspicious packages, boxes or foreign objects. While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.

4.   If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area.

5.   No attempt should be made to investigate or examine the object.

6.   After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 2.3.3.

7.   When a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.

8. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

9. The School Administrator will notify "911", if not previously notified and Local Sheriff's Office and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.

10. The School Administrator will notify the Executive Director of the situation.

11. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.

12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The School Administrator will give the ALL CLEAR signal as described in Section 2.3.3 when appropriate.

13. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 2.3.3 if warranted by changes in conditions.

14. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

15. After the incident is over, the School Administrator will complete the Bomb Threat Report (Appendix 2-3-2).

2.3.1.6 Bus Disaster

These procedures are for use by field trip bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip.

This section addresses three possible scenarios involving a bus disaster:
- Scenario 1 - Earthquake;
- Scenario 2 - Flood; and
- Scenario 3 - Serious Accident or Bus Fire.

Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances

Procedures

Scenario 1: Earthquake

1. The driver should issue DUCK AND COVER action as described in Section 2.3.3.

2. Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.

3. Set brake, turn off ignition, and wait for shaking to stop.

4. Check for injuries and provide first aid as appropriate.

5. If the bus is disabled, stay in place until help arrives.

6. Contact the School Administrator to report location and condition of students and the bus.

7. The School Administrator will determine what additional appropriate notification(s) should be made and will brief Central Administration and the Executive Director.

8. If instructed to continue route, the driver should:
    *   If en route to school, continue to pick up students.
    *   If dropping students off, continue to do so provided there is a responsible adult at the bus stop. If there is no responsible adult at the bus stop, refer to Number 9 below.

9. If it is impossible to return to school, proceed to the nearest designated shelter indicated on the bus route map. Upon arriving at the shelter, notify the School Administrator. Remain with the children until further instructions are received from the School Administrator.

10. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.

11. The driver will account for all students and staff throughout the emergency.

12. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

Scenario 2: Flood
1. DO NOT drive through flooded streets and/or roads.

2. Take an alternate route or wait for public safety personnel to determine safety.

3. If the bus is disabled, stay in place until help arrives.

4. Contact the School Administrator to report location and condition of students.

5. The School Administrator will determine what additional appropriate notification(s) should be made and will brief Central Administration and the Executive Director.

6. In all instances, do not attempt to cross damaged bridges or overpasses.

7. The driver will account for all students and staff throughout the emergency.

8. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

Scenario 3: Serious Accident or Bus Fire
1. Park the bus in a safe location.

2. Set the emergency brake and turn off the ignition.

3. Evacuate the bus in the event of a fire.

4. Check for injuries and provide appropriate first aid.

5. Call "911" and Local Sheriff's Office and provide exact location of the accident or bus and wait for arrival of emergency responders.

6. Contact the School Administrator to report location and condition of students.

7. The School Administrator will determine what additional appropriate notification(s) should be made and will brief Central Administration and the Executive Director.

8. Stay with the disabled bus until help arrives.

9. The driver will account for all students and staff throughout the emergency.

10. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

2.3.1.7   Disorderly Conduct

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Section 2.3.1.3, Armed Assault on Campus.

Procedure

1.   Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.

2.   Staff will immediately notify the School Administrator.

3.   The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 2.3.3.

4.   The School Administrator will call the Local Sheriff's Office and provide the exact location and nature of the incident. If determined to be appropriate, the School Administrator will call "911".

5.   If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.

6.   If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)

7.   The School Administrator will notify the Executive Director of the situation.

8.   As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

2.3.1.8 Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

Procedure

Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.

1. Upon the first indication of an earthquake, teachers should direct students to DUCK AND COVER as described in Section 2.3.3.

2. Move away from windows and overhead hazards to avoid glass and falling objects.

3. When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING action as described in Section 2.3.3. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

4. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of any missing students.

5. The School Administrator will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.

6. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.

7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.

8. The School Administrator will direct the Security/Utilities Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).

9. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped stakeholders.

10. The School Administrator will contact the Executive Director to determine additional actions that may be necessary. In turn, the actions will be communicated to the Public Information Officer.

11. The School Administrator will contact the Local CMP Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression/Hazmat Team will conduct an inspection of school buildings and will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.

12. Any affected areas will not be reopened until the Local CMP Facilities provides clearance and the School Administrator gives authorization to do so.

13. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

14. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 2.3.3, if warranted by changes in conditions at the school.

In the event an earthquake occurs during non- school hours:
1. The School Administrator and site custodians will assess damages to determine any necessary corrective actions. The School Administrator may direct the Fire Suppression/Hazmat Team to participate in the assessment.

2. The School Administrator should confer with the Executive Director on identified damages to determine if the school should be closed.

3. If the school must be closed, the School Administrator will activate the Mass Communication System as referenced in Section 5, Communications Plan.

2.3.1.9   Explosion/Risk of Explosion
This section addresses four possible scenarios involving an Explosion/Risk of Explosion:

- Scenario 1 - Explosion on school property;
- Scenario 2 - Risk of explosion on school property;
- Scenario 3 - Explosion or risk of explosion in a surrounding area, and
- Scenario 4 - Nuclear blast or explosion involving radioactive materials. *[A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]*.

It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For "Bomb Threats", refer to Section 2.3.1.5.

Procedures
Scenario 1: Explosion on School Property

1.   In the event of an explosion, all persons should initiate DUCK AND COVER as described in Section 2.3.3.

2.   The School Administrator will consider the possibility of another imminent explosion and take appropriate action.

3.   After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 2.3.3. Evacuation may be warranted in some buildings and other buildings may be used as shelter.

4.   In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.

5.   In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

6.   The School Administrator will call "911" and Local Sheriff's Office and will provide the exact location (e.g., building, room, area) and nature of emergency.

7.   The First Aid/Medical Team will check for injuries and provide appropriate first aid.

8.   Staff should attempt to suppress fires with extinguishers.   Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

9. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.

10. The School Administrator will notify the Executive Director of the situation. A member of this group will call Central Administration with information on the situation.

11. The Security/Utilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.

12. When it is determined safe to enter affected areas, the School Administrator will advise the Search and Rescue Team to initiate search and rescue activities.

13. The School Administrator will contact the Local CMP Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression/Hazmat Team will conduct an inspection of school buildings. The Fire Suppression/Hazmat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.

14. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.

15. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

16. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 2.3.3 if warranted by changes in conditions.

Scenario 2: Risk of Explosion on School Property

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 2.3.3.

2. If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.

3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

4. The School Administrator will call "911" and Local Sheriff's Office and will provide the exact location (e.g., building, room, area) and nature of emergency.

5. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

6. The School Administrator will advise the Search and Rescue Team to initiate rescue operations.

7. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.

8. The School Administrator will notify the Executive Director of the situation.

9. All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.

10. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.

11. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

12. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 2.3.3 if warranted by changes in conditions.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

1. The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 2.3.3.

2. The School Administrator will notify "911" and Local Sheriff's Office and will provide the exact location (e.g., building, area) and nature of emergency.

3. The School Administrator will take further actions as needed.

4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

5. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

1. The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 2.3.3.

2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.

3. The School Administrator will notify "911" and Local Sheriff's Office and provide details on the area and personnel affected at the school.

4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.

5. The Security/Utilities team will turn off the school's main gas supply (refer to the Site Plot Plan in Appendix 2-1-8 for gas supply shut off valve), local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

6. The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.

7. At the School Administrator's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.

8. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

9. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

2.3.1.10 Fire in Surrounding Area

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

Procedure

1. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 2.3.3.

2. The School Administrator will notify "911" and Local Sheriff's Office and will provide the location and nature of emergency.

3. The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.

4. The Agency Liaison will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.

5. If the School Administrator issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.

6. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

7. The School Administrator will keep a battery-powered radio tuned to a local radio station for emergency information.

8. As appropriate, the School Administrator will activate the Mass Communication System.

9. The School Administrator will notify the Executive Director of the emergency situation. A member of this group will call the Office of Communications with information of this situation.

10. If needed, the School Administrator will notify Bus Dispatch to request busses for staff and student evacuation.

11. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 2.3.3 if warranted by changes in conditions.

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2.3.1.11 **Fire on School Grounds**

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

Procedure

1. Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator.

2. The School Administrator will immediately initiate the EVACUATE BUILDING action as described in Section 2.3.3. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.

3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

4. The School Administrator will call "911" and Local Sheriff's Office and will provide the exact location (e.g., building, room, area) of the fire.

5. The Fire Suppression/Hazmat Team will suppress fires and initiate rescue procedures until the local fire department arrives.

6. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.

7. The Agency Liaison will direct the fire department to the fire and brief fire department official on the situation.

8. The Security/Utilities Team will notify the appropriate utility company of damages.

9. The School Administrator will notify the Executive Director of the fire. A member of this group will call Central Administration with information on this situation.

10. If needed, the School Administrator will notify Bus Dispatch to request busses for staff and student evacuation.

11. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

12. Any affected areas will not be reopened until the Sacramento County Fire Department or appropriate agency provides clearance and the School Administrator issues authorization to do so.

13. For fires during non-school hours, the School Administrator and the Executive Director will determine if the school will open the following day.

14. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

2.3.1.12 Flooding

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION, as described in Section 2.3.3.

2. The School Administrator will notify "911" and Local Sheriff's Office and will describe the nature and extent of the flooding.

3. The School Administrator will keep a battery-powered radio tuned to a local radio station for information.

4. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.

5. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

6. The School Administrator will notify the Executive Director of the emergency situation. A member of this group will call Central Administration with information on this situation.

7. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

8. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 2.3.3 if warranted by changes in conditions.

2.3.1.13 Loss or Failure of Utilities

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

Procedure

1.   If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.

2.   Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING, as described in Section 2.3.3.

3.   The School Administrator will notify the Security/Utilities Team between 6:30 am and 10:00 pm or Local Sheriff (at all other days/hours) and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.

4.   Local Maintenance Area personnel, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.

5.   The School Administrator will notify the Executive Director of the loss of utility service.

6.   As needed, school emergency supplies will be utilized to compensate for the loss of a utility.

7.   If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section 2.3.1.9 Explosion/Risk of Explosion.

8.   As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted:

A.   Plan for a Loss of Water:
Store bottled water in classrooms and in the administration office.

- Toilets: Use sinks in classrooms or trash can with plastic liner.
- Drinking Water: Bottled water in classrooms.
- Food Service: Store snacks in classroom.
- Fire Suppression System (if applicable):

B. Plan for a Loss of Electricity:

Each classroom will have flashlights to use in the event of loss of electricity. Parents will be notified to pick up their students prior to getting dark.
- Ventilation: N/A
- Emergency Light: Flashlights
- Other:

C. Plan for a loss of Natural Gas
- Food Service: Snacks in Classrooms
- Other:

D. Plan for a loss of Communication
- Staff cell phones will be used for communication.
- The Digital Voice Mail Notification System will be utilized as it is connected to the computer and not the phone lines.
- Telephone Service: Cell Phones and Intercom
- Other:

2.3.1.14   Motor Vehicle Crash
This procedure addresses situations involving a Motor Vehicle Crash
- Scenario 1: on or immediately adjacent to school property,
- Scenario 2: during a field trip.

If a crash results in a fuel or chemical spill on school property, refer to Section 2.3.1.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 2.3.1.13, Loss or Failure of Utilities.

Procedure
Scenario 1: Motor Vehicle Crash on or immediately adjacent to school property
1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 2.3.3.

2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

4. The School Administrator will call "911" and Local Sheriff's Office and will provide the exact location (e.g., building, area) and nature of emergency.

5. The School Administrator will notify the Executive Director of the situation. A member of this group will call Central Administration with information on this situation.

6. The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill, refer to Section 2.3.1.4, Biological or Chemical Release. If the crash results in a utility interruption, refer to Section 2.3.1.13, Loss or Failure of Utilities.

7. The School Administrator will direct the Fire Suppression/Hazmat Team to organize fire suppression activities until the Fire Department arrives.

8. The First Aid/Medical Team will check for injuries to provide appropriate first aid.

9. Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.

10. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

11. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 2.3.3 if warranted by changes in conditions.

Scenario 2: Motor Vehicle Crash on a Field Trip

1. The Classroom Teacher will initiate immediate Response Actions and maintain the position if the Incident Commander until Transfer of Command takes place with either local emergency agencies or the School Administrator.

2. The Classroom Teacher will assess the area to determine the best and safest location to assign as an assembly area for students evacuating the scene of the accident.

3. The Classroom Teacher will call "911" and will provide the exact location and nature of the emergency.

4. The Classroom Teacher will bring the field trip first aid kit and provide first aid as needed until local emergency agencies arrive on the scene.

5. The Classroom Teacher will bring their roster and take attendance at the Assembly Area to account for students. The Classroom Teacher will notify local emergency agencies and the School Administrator of any missing students.

6. The Classroom Teacher will notify the School Administrator of the situation and the School Administrator will provide assistance to the Classroom Teacher on next steps and protocols.

7. The School Administrator will notify the Executive Director of the situation. A member of this group will call Central Administration with information on this situation.

8. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

2.3.1.15 Psychological Trauma

Crisis management at CMP specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Procedure

1. The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.

2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.

3. The Psychological First Aid Team will provide direct intervention services.

4. If there is a need for additional assistance, the School Administrator will notify the Executive Director.

5. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.

6. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.

7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

2.3.1.16 Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central CMP staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.

2. The School Administrator will notify "911", Local Sheriff's Office, local CMP Office, and your local County Office of Health, Appendix 2-3-3. The School Administrator will make a list of all potentially affected students and staff, Appendix 2-3-5, and will provide the list to responding authorities.

3. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.

4. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information, Appendix 2-3-5.

5. Local Sheriff will notify members of the Serious Incident Response Team (SIRT), which will conduct an onsite review to determine necessary follow up actions including the need to notify other potentially affected CMP facilities.

6. The School Administrator and the SIRT will confer with the local County Office of Health before the resumption of normal operations.

7. The School Administrator will notify parents of the incident, as appropriate.

8. The School Administrator will notify the Executive Director of the situation. A member of this group will call Central Administration with information on this situation.

9. As appropriate, the School Administrator will notify parents of the incident and activate the Mass Communication System as referenced in Section 5.

2.3.1.17 Threat of Violence

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received verbally, social media, written note, e-mail communication or phone call. The School Administrator should ensure all threats are properly assessed in accordance with the National Association of School Psychologists Threat Assessment (http://www.nasponline.org/resources/factsheets/threatassess_fs.aspx).

Procedure

1. The Incident Commander will identify the type of threat and attempt to determine the individual(s) making the threat.

2. The Incident Command Team will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time using the Levels of Threat below.

    Levels of Threat:
    - Low Level of Threat
        - Poses a minimal risk to the victim and public safety
        - Is vague and indirect
        - Information is inconsistent, implausible or lacks detail
        - Lacks realism
        - Content suggests person is unlikely to carry out the threat

    - Medium Level of Threat
        - Could be carried out, although it may not appear entirely realistic
        - More direct and more concrete than a low level threat
        - Wording suggests the individual has given some thought to how the act will be carried out
        - Includes a general indication of place and time but signs still fall well short of a detailed plan
        - No strong indication that the individual has taken preparatory steps
        - Statements seek to convey that the threat is not empty: "I'm serious!" or "I really mean this!"

    - High Level of Threat
        - Direct, specific, and plausible
        - Appears to pose imminent and serious danger to safety of others
        - Suggests concrete steps have been taken, i.e., stalking or acquisition of a weapon
        - Almost always requires bringing in law enforcement

3. In categorizing the risk, the Incident Command Team will attempt to answer two questions:
    (1) Is the individual moving on a path towards violent action?
    (2) Is there evidence to suggest movement from thought to action?

4. The Incident Command Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.

5. The Incident Command Team will recommend appropriate action to the School Administrator.

6. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

7. The School Administrator will notify the Executive Director of the situation. A member of this group will call Central Administration with information on this situation.

8. As appropriate, the School Administrator will notify parents of the incident and activate the Mass Communication System as referenced in Section 5.

2.3.1.18 Unlawful Demonstration/Walkout

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.

2. The Incident Commander will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE as described in Section 2.3.3.

3. The Incident Commander will notify Local Sheriff's Office and Central Administration to request assistance and will provide the exact location and nature of emergency.

4. The Request Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.

5. If students leave the campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.

6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.

7. The Scribe staff member should keep accurate record of events, conversations and actions.

8. All media inquiries will be referred to the designated school's Public Information Officer.

9. The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.

10. As appropriate, the School Administrator will notify parents of the incident and activate the Mass Communication System as referenced in Section 5.

2.3.2 Indentify Level of Emergency

The second step in responding to an emergency is to determine the *level* of the emergency. Per our ICS, emergencies can be categorized according to level of incident: these levels are based on severity and risk factors ranging from a small fire to a major earthquake. To assist sites in classifying emergency situations, a three-tiered rating system is described below.

Level 1 Emergency: A *minor* emergency which is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., "unknown white powder".

Level 3 Emergency: A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

2.3.3 Determine Immediate Response Actions

Once the type and extent of emergency has been identified, school personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

1. Duck and Cover
2. All Alert
3. Shelter-In-Place
4. Lock Down
5. Evacuate Building
6. Off-Site Evacuation
7. All Clear

2.3.3.1 Duck and Cover

This action is taken to protect students and staff from flying or falling debris primarily in, but not limited to, the event of an earthquake.

Description of Action

1. The Incident Commander will make the following announcement on the PA system:

   "Your attention please. As you are aware, we are experiencing some seismic activity. For everyone's protection, all students should follow staff Duck and Cover procedures, which means you should be in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shake stops or given further instructions."

   If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander should be calm, convey reassuring comments that the situation is under control and give clear directions.

2. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.

3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.

4. Teachers and students should move away from windows.

2.3.3.2 All Alert

This action is taken when the correct response is still being determined, but notice has been received of some type of emergency.

Description of Action

1. The Incident Commander will make the following announcement on the PA system.

   "Your attention please. We have a potential emergency situation and need to implement the All Alert procedures. This means students and staff are to remain inside the building away from windows and doors with them securely closed. All students and staff that are outside are to immediately move into their classroom. As soon as we have further information, we will share it with you."

   If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander should be calm, convey reassuring comments that the situation is under control and give clear directions.

2. If inside, teachers will keep students in the classroom until further instructions are given.

3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, and gymnasium).

4. Teachers need to prepare for possible SHELTER-IN-PLACE (Section 3.3.3), LOCK-DOWN (Section 3.3.4), or EVACUATION (Section 3.3.5) while administration is assessing next steps.

2.3.3.3   Shelter-In-Place

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air.   Shelter-In-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shutdown of classroom and/or building HVAC systems. During Shelter-In-Place, no one should be exposed to the outside air.

The difference between Shelter-In-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building and the latter involves students being locked into the building and no freedom of movement. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

Description of Action
1.   The Incident Commander will make the following announcement on the PA system.
      "Your attention please.   Because we have received information regarding a hazard in the community, we are instituting Shelter-In-Place procedures. Remember, this means students and staff are to remain inside the building away from outside air with windows and doors securely closed and air conditioning units turned off.   All students and staff that are outside are to immediately move to the protection of an inside room.   As soon as we have further information, we will share it with you."

      If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander should be calm, convey reassuring comments that the situation is under control and give clear directions.

2.   If inside, teachers will keep students in the classroom until further instructions are given.

3.   If outside, students will proceed to their classrooms if it is safe to do so.   If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.

4.   Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

2.3.3.4 Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time.

The difference between Lock Down and Shelter-in-Place is that the former involves students being locked into the building and no freedom of movement and the latter involves shut down of the HVAC systems, and allows for the free movement of students within the building.

Description of Action

1. The Incident Commander will make the following announcement on the PA system.

   "Your attention please. We have an emergency situation and need to implement Lock Down procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. Students and staff who are outside will proceed to the nearest building or classroom."

   If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander should be calm, convey reassuring comments that the situation is under control and give clear directions.

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.

3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).

4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Incident Commander or law enforcement.

5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel will be allowed on campus.

2.3.3.5   Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building.

Description of Action

1.   The Incident Commander will make the following announcement on the PA system:

     "Your attention please. We need to institute an Evacuation of all Buildings. Teachers are to take their students to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to take their roll book and lock the classroom when all students have exited the classroom."

     If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander should be calm, convey reassuring comments that the situation is under control and give clear directions.

2.   The Incident Commander will initiate a fire alarm.

3.   Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Assembly Area*.

4.   Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.

5.   Once assembled, teachers and students will stay in place until further instructions are given.

2.3.3.6 Off-Site Evacuation

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

Description of Action

1. The Incident Commander will make the following announcement on the PA system:

   "Your attention please. We need to institute an Off-Site Evacuation. Teachers are to take their students to the off-site assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to take their roll book and lock the classroom when all students have exited the classroom."

   If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander should be calm, convey reassuring comments that the situation is under control and give clear directions.

2. The Incident Commander will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in Appendix 1-8.

3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.

4. Once assembled off-site, teachers and students will stay in place until further instructions are given.

5. In the event clearance is received from appropriate agencies, the Incident Commander may authorize students and staff to return to the classrooms.

2.3.3.7   All Clear
This action is taken to notify teachers that normal school operations can resume.

Description of Action
1.   The Incident Commander will make the following announcement on the PA system:

"Your attention please. It is now All Clear and ok to return to your classroom and resume normal operations. I would like to thank and commend students and staff for their cooperation."

If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions.

2.   This action signifies the emergency is over.

3.   If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

Plan 2: Section 4: Emergency Drills

Plan 2: Section 4: Emergency Drills

Emergency Drills
In order to be adequately prepared, the following drills should be executed and documented in the Emergency Drill Record (Appendix 2-4-1). There are four emergency drills school personnel should be prepared to implement:

1. Fire Drill; Monthly
2. Shelter-In-Place Drill; Quarterly
3. Lock Down Drill; Semi-Annually
4. Earthquake Drill; Annually (within first month of school)

2.4.1   Fire Drill
Signal: Set off the Fire Alarm

Procedure:
Teachers

1. Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the Principal or school office today.

2. Familiarize yourself with class's route before the drill begins.

3. When the signal is given, have students form a single line outside the classroom. (Form a double line for large classes.)

4. Check to see that all students are out of the classroom; take student roster and close all doors.

5. Have students walk quietly in single file to the Assembly Area. Teachers should walk at the rear of the line.

6. Have students form a single line in the designated Assembly Area

7. Take attendance.

8. Wait for the "all clear" signal – one long, steady bell – then return quietly to your classroom in single file.

All Other Personnel: Report to Assembly Area for further instructions.

2.4.2 Shelter-In-Place Drill

A Shelter-In-Place indicates an emergency has occurred which requires students and staff to remain inside. As a reminder, Shelter-In-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and include the shutdown of classroom and/or building HVAC systems. Students may move freely about the classroom.

Signal: The signal for the "Shelter-In-Place" drill is the following PA announcement:

"Your attention please: because we have received information regarding a hazard in the community, we are instituting Shelter-In-Place procedures. Remember, this means students and staff are to remain inside the building away from outside air with windows and doors securely closed and air conditioning units turned off. All students and staff who are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you."

Procedure:

1. When the announcement has been given, all classes will remain in their rooms.

2. Physical education classes will proceed into the gym.

3. Students should be arranged in the shelter area so as to enable them to assume a "Duck and Cover" position on command given by the teacher in charge if necessary.

4. Students may move freely about the room unless instructed otherwise.

5. Move students to the most protected areas in the room.

6. Have students face away from windows and keep their backs toward windows.

7. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.

8. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

2.4.3 Lock Down Drill

A Lock Down indicates an emergency, usually a threat of violence, has occurred which requires students and staff to remain inside. There is no freedom of movement for the students in a Lock Down

Signal: The signal for the "Lock Down" drill is the following PA announcement:

"Your attention please.   Because we have received information regarding a hazard in the community, we are instituting Lock Down procedures. Remember, this means students and staff are to remain inside the building away from doors and windows with windows and doors securely closed and locked. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you."

Procedure:
1. When the announcement has been given, all classes will remain in their rooms.

2. Physical education classes will proceed into the gym.

3. Students should be arranged in the shelter area so as to enable them to assume a "Duck and Cover" position on command given by the teacher in charge.

4. Move students to the most protected areas in the room.

5. Have students face away from windows and keep their backs toward windows.

6. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.

7. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

2.4.4 Earthquake Drill

An Earthquake drill is held to provide maximum protection in case of earthquake or other emergency where the risk of flying or falling debris is present. No advance warning or signal normally will be given. In practice drills, teachers should supervise students and be alert to the position of each student during the entire drill.

Signal: The signal for the drill is the following PA announcement:

> "Your attention please. As you are aware, we are experiencing some seismic activity. For everyone's protection, all students should follow "Duck and Cover" procedures, which mean you should be in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shake stops or given further instructions."

Procedure:
1. Drop to knees facing away from windows.

2. Get under desks or tables where possible.

3. Fold body onto floor with arms close to knees.

4. Place head as far as is possible between knees; cover crown of the head with hands.

5. Stay in this position for 10 seconds.

6. Teachers will direct students to return to seats.

After an earthquake, students will evacuate using the evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space.

If an earthquake occurs during non-classroom hours i.e., lunch, recess, passing periods, all persons will proceed to the Assembly Area and line up in the designated space.

Plan 2: Section 5: Communication Plan

Plan 2: Section 5: Communication Plan

Emergency Communication

Communication is a critical component to the Site Emergency Response Plan (SERP). Therefore, a full Communication Plan is included as a part of the SERP. The Communication Plan addresses both Central Administration and site communication processes during and following an emergency.

The Incident Commander must have access to appropriate information and a method of communication with parents, school personnel and outside agencies. To facilitate this communication, the following information is provided for use in an emergency:

2.5.1 Single Source Policy

Being able to control accuracy and consistency of information during a crisis is dependent upon CMP's adherence to a single-source policy. This means channeling all information concerning the crisis through one source – the Public Information Officer (PIO). This presents CMP in a coherent manner, avoids confusion for staff and external stakeholders, and ensures consideration is given to on-going emergency procedures and legal requirements.

While each member of the SERT will be called upon to constantly provide accurate information and updates for their respective responsibilities, the PIO plays the lead role in the execution of the Communication Plan; interfacing with the media, disseminating information to stakeholders, quelling rumors, and developing overall communication strategies.

The PIO is responsible for gathering accurate and pertinent information regarding the situation and generating all official communication from CMP.

2.5.2 Internal Communication

2.5.2.1 Communication Between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and plans for management of the situation evolves. The following practices will be utilized to disseminate information internally as appropriate:

A. Intercom systems: The intercom system includes teacher initiated communication to announce response actions.

B. Two-way Radio: Two way radios provide a reliable method of communication between staff in different rooms and buildings and can be used if the telephone lines are down.

C. Staff Meetings: As appropriate staff meetings will be used to disseminate updated information about an incident. Any new procedures will be reviewed at this time.

2.5.2.2   Communication with the Central Administration Office
The Incident Commander (IC) or his/her designee will contact the Central Administration Offices and report all level 2 or 3 incidents. At this time the Executive Director and/or the Safety Coordinator will designate staff members to monitor all Central Administration Communication.

2.5.3 External Communication
Communicating with the larger school community begins before an incident   occurs. In the event of an incident, parents, first responders, and media will   require   clear and concise information from CMP about the incident, actions   taken, and the safety of stakeholders.

2.5.3.1   Communication with Parents
A. Before an incident occurs CMP will:
1. Create relationship building opportunities with parents so they will learn the climate and culture of the campus and how to access alerts and incident information.
2. Inform parents about CMP's Safety Operations Plan and the purpose and objectives of CMP's safety program.
3. Identify parents who are willing to volunteer and participate in CMP's safety program.

B. In the event of an incident CMP will:
1. Disseminate information to inform parents and update them as to what is happening.
2. Implement a plan to manage phone calls and parents who arrive at the campus.
3. Inform parents when and where school will resume.

C. After an incident CMP will coordinate communication with parents to provide updates, address concerns, and answer questions.

2.5.3.2   Communication with the Media
In the event of an incident all media communication will be handled by the Public Information Officer (PIO). The PIO will establish the need for contact with the media and set up a media staging area off site. The PIO will coordinate messages with the Executive Director, Safety Coordinator and the Principal. All CMP employees are to refer all requests for information to the PIO.

The media shall not interview students on school property unless the interviews are authorized by the PIO in concert with the Principal and the Executive Director and with consent from the student's parent/legal guardian.

2.5.3.3 Communication with First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. The Scribe will be responsible to write all communications between the IC and first responders and to scribe when transfer of command takes place. CMP will exercise the Incident Command System (ICS) with first responders to practice effective coordination and transfer of command.

2.5.3.4 Communication after an Incident

Following any incident, appropriate action must take place to ensure all stakeholders receive appropriate information and assistance to help bring closure to the incident as well as relief from the effects of the incident. Attention will also be placed on identifying and implementing measures to improve the action plan used during an incident.

Sites are to consult with the PIO and Safety Coordinator to determine appropriate communication strategies in bringing public closure to the incident.

2.5.3.5 Communication Regarding Personal Injury or Death

Law enforcement personnel are the only individuals authorized to release the name of injured or deceased people to the public. The Executive Director, Incident Commander or the Public Information Officer may release the names of the injured or deceased people internally, after clearance from law enforcement personnel. Names of the injured or deceased will not be released until after the next of kin have been notified. All inquiries regarding the condition of employees should be referred to Human Resources.

2.5.4 Communication Tools

Some common internal and external communication tools CMP may use include the following:

2.5.4.1 Standard Telephone: The telephone is an available resource for CMP to use for internal and external uses during an incident. CMP will identify a hotline for parents to call during an incident. The goal is to keep site telephone lines free for communication with first responders and others.

2.5.4.2 Two-Way Radio: Two way radios provide a reliable method of communication between staff in different rooms and buildings and can be used if the telephone lines are down.

2.5.4.3 Cellular Phones: These phones will be used as a resource when telephone lines are down. They will also be useful to faculty/staff when off site.

2.5.4.4 Mass Communication System: Auto-dialer is our mass communication parent notification system and is designed to reach the entire parent population in minutes through phone calls, texting and emails.

2.5.4.5 The Site Based Intercom System: The intercom system includes teacher initiated communication to announce response actions during incidents.

2.5.4.6 Bullhorns: A battery powered bullhorn is a part of the emergency tool kit to address stakeholders assembling during an incident.

2.5.4.7 Computers: A wireless laptop computer can be used in an incident for communication within the school and to other sites. If accessible, staff can use email and/or the site web page to communicate with staff, the parent community and the Central Administration Office during and after an incident to provide updates.

2.5.4.8 Alarm Systems: Alarms are in place to signal for an evacuation signal. All faculty/staff, support staff, and students will be trained how to respond when they hear the alarm.

2.5.4.9 Whistles: Whistles will be included in the emergency kit in order to signal attention or a need during an incident.

2.5.5 Contact Information

2.5.5.1 Parent Contact Information

Parent contact information is maintained in the main office of each school site and managed by designated AA.

2.5.5.2 School Personnel Emergency Contact Information

School personnel emergency contact information is maintained in the main office of each school site and managed by designated AA. School personnel emergency contact information is also maintained at the Central Administration Office by designated AA.

A form to list current school personnel contact numbers is provided in Appendix 2-5-1 and should be included in your ICS Risk Assessment.

2.5.5.3 Emergency Phone Numbers

A listing of external emergency phone numbers is provided in Appendix 2-5-2.

Plan 2: Section 6: Procedures

Plan 2: Section 6: Procedures

2.6.1 Training procedures

Training is essential to the Site Emergency Response Plan (SERP). All persons assigned emergency response duties are required to participate in training as it relates to their roles and responsibilities. Training shall be provided as part of the overall emergency preparedness program for CMP. The CMP site is responsible for conducting appropriate training with its staff.

The site administrator is responsible for ensuring adequate training is scheduled during the school year. A record of all training and drills are to be recorded in the school's emergency records, Appendix 2-4-1 and 2-6-1 respectively.

Basic Training shall include:
1. Orientation for all school staff to the SERT, with annual review.
2. Staff should be familiar with the following components of the SERP:
    a. Individual roles and responsibilities of the SERT
    b. How to activate the SERP
    c. Protocols
    d. Emergency Communication Procedures
3. Incident Commander and Alternate Incident Commander training on the basic operation of the SERP.
4. All school staff must participate in emergency drills.
5. Emergency drills must include provisions for student participation.

2.6.2 Documentation

The site will compile and maintain documentation of all events and actions related to an emergency.

Documentation Requirements:
- Record the actions taken during an emergency (Appendix 2-2-3).
- Provide a description for staff members in attending to their responsibilities.
- Monitor incident tracking, task completion and follow-up.
- Provide for information exchange between departments/agencies.
- Provide a chronology of activities.
- Provide legal documentation of the situation and actions taken by the site.
- Provide a means for appropriate tracking of financial commitments and expenditures (Appendix 2-2-12).
- Provide information which may assist in reconciling issues such as staff schedules, injuries, etc.
- Assist in improving the SERP through recommendations and revisions.

2.6.3 Evaluation

Upon closure of an emergency the site must evaluate the actions taken during the emergency and provide recommendations to the Site Safety Committee and the CMP Safety Coordinator to ensure needed changes are incorporated into the Site Emergency Response Plan (SERP).

The Site Emergency Response Team (SERT) shall meet within five (5) school days following the incident to review action taken with the intent of determining effectiveness and efficiency of operations.

The site shall use an Incident Summary Report, Appendix 2-6-2. The following items should be included in an Incident Summary Report and submitted to the CMP Safety Coordinator within 7 days of the incident.

- Compile a brief description of events leading to the emergency.
- Provide an explanation of the site's approach to addressing the emergency.
- Create a timeline of when events occurred, individuals/agencies were informed, aid was provided, and information was delivered to stakeholders.
- Assess the extent of the damage caused by the emergency and compose a statement about the site's profile after the emergency.
- Include minutes and notes taken from any meetings that were held in relation to the incident.
- Include a copy of all documentation recorded on the incident.

Glossary

Glossary
(of key Terms and Acronyms)

For the purposes of this Plan the following terms, definitions and acronyms apply:

Activated Command Team (ACT)	The team of individuals filling the roles of EOC Directory, Information Officer, Safety Officer, Agency Liaison Officer, Operations Section Chief, Logistics Section Chief, Planning Sections Chief, and Finance / Admin Section Chief for the school District.
Agency Liaison Officer	A member of the Command Staff responsible for coordinating with representatives from cooperating and assisting agencies and ensures proper flow of information between the Incident Command and the agencies.
All Alert	This action is taken when the correct response is still being determined, but notice has been received of some type of emergency.
All Clear	This action is taken to notify teachers that normal school operations can resume.
Assembly Area Team	A member of the Operations Command Team responsible for safely evacuating and accounting for all students, staff and parent/volunteers during an emergency. Obtains reports of missing students from teachers or personnel. Gathers Injury and Missing Report Form from each teacher and submit them to the Operations Officer. Checks student emergency cards for persons authorized to pick up students. Assists reunion gate as needed.
Assignments	Tasks given to resources to perform within a given operational period, based upon tactical objectives in the Incident Command System.
Assisting Agency	An agency, such as police, fire, or medical, which directly contributes tactical or service emergency response resources to another agency such as the school or the Network.
Available Resources	Incident-based resources which are ready for deployment.
California Montessori Project (CMP)	The school network for which the Safety Operations Plan was written.
Command Post	The location at which the primary command functions are executed.

Communications Officer	A member of the Command Staff responsible for analysis of emergency information, identifying potential changes in emergency conditions, maintaining the status board, updating site maps as reports are received, using area wide map to record major information such as road closures, utility outages, etc., and developing situation reports for the SERT.
Comprehensive Safety Plan	A plan for ensuring a safe, healthy and productive learning environment for all stakeholders.
CMP-Network	The California Montessori Projects Network of schools for which the Site Emergency Response Plan (SERP) Operates. (CMP-AR, CMP-Capitol, CMP-Carmichael, CMP-Elk Grove, CMP-Shingle Springs, CMP-Orangevale).
Cooperating Agency	An agency supplying assistance other than direct tactical or support functions or resources to the incident control effort (e.g. Police, Fire Department, Red Cross, Victim Services, etc).
District Emergency Response Plan or the Network Emergency Response Plan	The overall emergency preparedness plan for the CMP-Network.
Duck and Cover	This action is taken to protect students and staff from flying or falling debris primarily in, but not limited to, the event of an earthquake.
Evacuate Building	This action is taken after the decision is made that it is unsafe to remain in the building.
Finance/Admin Section	The Section responsible for all incident costs and financial considerations.
Finance/Admin Officer	A member of the Command Staff responsible for tracking incident related costs and use of personnel and equipment and Administer material and supplies contracts associated with the incident.
First Aid Medical Team	A member of the Incident Command Staff responsible for Assessing available inventory and supplies; Designating and setting up First Aid/Medical treatment areas, with access to emergency vehicles; Determining the need for skilled medical assistance; Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment given; Periodically keep the Operations Officer informed of overall status; Completing the Injury and Missing Report Form; and Reports deaths

	immediately to Operations Officer.
Function	In the Incident Command System, function refers to the five major activities in the IC, i.e., Command, Operations, Planning, Logistics, and Finance/Administration.
FTE	FTE stands for Full Time Employment.
Incident	An occurrence, caused either by human action or natural phenomena which requires action by emergency service personnel to prevent or minimize loss of life or damage to property and/or natural resources.
Incident Commander (IC)	The individual responsible for the management of all incident operations at an incident site and, in the case of schools, for the overall management of a School Emergency Response Plan.
Incident Command System (ICS)	ICS is an internationally recognized model for command, control and coordination of emergency response. ICS is a flexible management structure which provides for the activation of appropriate roles and response functions for a given situation. ICS is designed to expand or collapse as circumstances dictate.
Incident Command Team	The Incident Command Team consists of the Incident Commander, Public Information Officer (PIO), Safety Officer and Agency Liaison Officer.
Jurisdiction	The range or sphere of authority. Public agencies have jurisdiction at an incident related to their legal responsibilities and authority for incident mitigation. Jurisdictional authority at an incident can be political, geographic (e.g., city, county, State, or Federal boundary lines) or functional.
Jurisdictional Agency	The agency having jurisdiction and responsibility for a specific geographical area, or a mandated function.
Lock Down	This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time.

The difference between Lock Down and Shelter-in-Place is that the former involves students being locked into the building and no freedom of movement and the latter involves shut down of the HVAC |

	systems, and allows for the free movement of students within the building.
Logistics Officer	A member of the Incident Command Team responsible for organizing and disseminating resources needed to implement the Incident Command System; Reporting equipment and supply needs to Incident Commander; Inventorying all supplies needed to implement ICS; Estimating number of persons requiring shelter and determining length of time shelter will be needed; Ensuring availability of adequate supplies during the course of an emergency; Contacting local utilities as needed (water, gas, electricity, and sewer).
Logistics Section	The Section responsible for providing facilities, services, and material for the incident.
Logistics Team	Members of the Command Staff who make up the Logistics Team: Logistics Officer, Supply/Equipment Team and Security and Utilities Team.
Multi-Hazard Approach	Multi-hazard approach identifies and assigns responsibilities for the common tasks and establishes standard protocols for carrying out these tasks.
Network Emergency Response Plan	The overall emergency preparedness plan for the CMP-Network.
Off-Site Evacuation	This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.
Officer	The Incident Command System title for individuals responsible for command of functional sections: Operations, Planning, Logistics, and Finance/Administration.
Operations Officer	A member of the Incident Command Staff responsible for implementing onsite activities as outlined in the Incident Command System; oversee activities of the operations teams and receive reports from operations teams and update the Incident Commander.
Operations Team	A branch of the SERP overseeing the Operations of the Plan, the Operations Officer and the following teams: First Aid, Search and Rescue, Assembly Area. Psychological First Aid, Request Gate, and Release Gate.
Planning and Intelligence Officer	A member of the Incident Command Staff responsible for collecting, analyzing, documenting and disseminating information about the incident and

	status of resources. The Planning and Intelligence Office updates and maintains the Incident Command System, in coordination with the site safety committee annually. Serve as the information clearing house for the incident.
Planning and Intelligence Team	Members of the Incident Command Team who make up the Planning and Intelligence Team: The Planning and Intelligence Officer, Scribe and Communications.
Public Information Officer (PIO)	The Public Information Officer (PIO) is a member of the Command Staff who is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. This position is network appointed.
Psychological First Aid Team	A member of the Incident Command Team who is responsible for Monitoring the well-being of the students and staff in the assembly area; Administering minor first aid and psychological aid as needed; Providing reassurance to students and periodically keep the Operations Officer informed of overall status.
Release Gate Team	A member of the Incident Command Team who is responsible for Greeting parents/guardians or designees at the reunion gate providing them reassurance and directing them where to wait for their children; Verifying the authenticity of the student release tag; Dispatching runners to assembly area to escort students to reunion gate; Confirming students recognize the authorized parent/guardian or designee; Maintaining Student Release Log; and updating Operations Officer as needed.
Resources	Personnel and equipment available, or potentially available, for assignments to incidents. Resources are described by kind and type (e.g., ground, water, air, etc.) and may be used in tactical support or overhead capacities at an incident.
Request Gate Team	A member of the Incident Command Team who is responsible for Greeting parents, guardians or designees providing reassurance and maintaining order; Process parent/guardian request for student release. Provide tags or other identifications authorizing the holder to reunite with their student at the reunion gate. Directing parents to counselors as appropriate. Directing parents/guardians to reunion gate. Refer all outside request for information to the Public Information Officer. And Periodically keep the Operations Officer informed of overall status.

Safety Officer	A member of the Incident Command Team who is responsible for ensuring all emergency activities are conducted in a safe manner.
Safety Operations Plan	The California Montessori Project's Plan for Ensuring a Safe, Healthy and Productive Learning Environment for our Stakeholders.
Scribe	A member of the Incident Command Team responsible for maintaining a log of all emergency developments and response actions.
Search and Rescue Team	A member of the Incident Command Team responsible for obtaining briefings from Operations Officer, noting injuries and other situations requiring responses; searching assigned areas, reporting gas leaks, fires, or structural damage to Operations Officer upon discovery; shutting off gas or extinguish fires as appropriate; Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium, and other rooms; sealing off and post areas where hazardous conditions exist; updating Operations Officer on location, number and condition of injured; and Contacting the Security/Utilities Team to secure the buildings from re-entry after search is performed.
Security and Utilities Team	A member of the Incident Command Team responsible for Locking and unlocking all external gates and doors; Station one team member at the main entrance of the school to direct emergency agencies to areas of need and to greet parents; Keeping stakeholders out of buildings and areas of hazard as needed; Assessing damage to school and report to Logistics Officer; Receiving reports from search and rescue team for any possible gas leaks or other possible hazardous situations; Setting up temporary sanitation areas (portable potties); Helping with set up of first aid and temporary morgue as needed; Preparing and distributing food, water and supplies as directed by the Logistics Officer; Assisting the reunification gate team in order to safely reunite students with their authorized parent/guardian as needed.
Shelter-In-Place	This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need

	to isolate students and staff from the outdoor environment, and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air. The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building and the latter involves students being locked into the building and no freedom of movement. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.
Single Command	A Single Command is an incident which CMP-Network or a CMP-Site oversees.
Site Emergency Response Plan (SERP)	The overall emergency response plan for ensuring a safe, healthy and productive learning environment for all stakeholders which utilizes a multi-hazard approach in managing possible emergencies the school may face.
Site Emergency Response Team (SERT)	The Site Emergency Response Team (SERT) is comprised of five teams named for their functions, and is responsible for directing the site emergency response activities. The teams are 1) Incident Command Team, 2) Planning and Intelligence Team, 3) Operations Team, 4) Logistics Team, and 5) Finance and Administration Team.
Staging Area	Staging Areas are locations set up at an incident where resources can be placed while awaiting a tactical assignment. Staging areas are managed by the Operations Team.
Stakeholders	CMP's staff, students, parents, guardians, visitors.
Standardized Emergency Management System (SEMS)	A system designed to centralize, organize and coordinate emergency response among various CMP organizations and public agencies.
Supply/Equipment Team	A member of the Command Team responsible for assessing adequacy of available water, food and supplies; organizing distribution of water, food and supplies; controlling conservation of supplies; and logging and inventorying supplies.
Transfer of Command	The highest ranking official at an emergency site assumes overall responsibility for response activities until such time as a higher authority is able to take over these responsibilities.

	Transfer of command may also be necessary for personnel shift changes for long or extended incidents.
Unified Command	A Unified Command is the coordination of activities between multiple agencies to respond to an incident. In the ICS, a Unified Command is a unified team effort which allows all agencies with responsibility for the incident, either geographic or functional, to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility, or accountability.

Appendices

Confidential
Crime Assessment

The Site Safety Committee will insert behind this page, except in any physically distributed versions of this document, an assessment of current status of school crime at the school campus or school-related functions.

The Site Safety Committee will review the following reports and statistics to assess possible crime rates at the school campus:

a. Local Law Enforcement Crime Data
b. Attendance Rates
c. Suspension/Expulsion Data
d. Property Damage Data

Strategies to Maintain a High Level of School Safety

The Site Safety Committee will identify appropriate strategies to maintain a high level of school safety and insert them here.

The following tables are a tool to help you identify your goals and strategies.

Safe Physical Climate Goal:				
Objectives	Action Steps	Resources	Project Lead/s	Outcomes

Safe Social Climate Goal:				
Objectives	Action Steps	Resources	Project Lead/s	Outcomes

Appendix 1-10-1
Plan 1: Section 10: Procedures of Safe Ingress and Egress of Stakeholders
Drop off and Pick up procedures and/or map

Confidential
Campus Specific Drop-Off and Pick-Up Procedures and/or Map

Cover Sheet Only
The Site Safety Committee will insert Campus Specific drop-off and pick-up procedures
and/or map behind this page, except in any publically distributed versions of this document.

Confidential
Risk Assessment Template

Cover Sheet Only
The Site Safety Committee will insert their Risk Assessment behind this page, except in any publically distributed versions of this document.

Specific information to include in your risk assessment is:

1. **School Facility/Location**
   a. **Location of School and Neighborhood**
      (Fill in information about where your school is located and describe the neighborhood your school is in. Example: CMP-AR's current enrollment is approximately 400 Tk-8th grade students located on the Little John Elementary School Site within the San Juan Unified School District in the community of Fair Oaks. The school site is situated in a neighborhood of family homes.)

   b. **Building Information**
      i. [Each CMP Site will need to make this section specific to their campus. Example: CMP-AR is located on a 40-acre lot and includes four buildings (a multipurpose room, offices, and two wings of classrooms) a basketball court, a baseball field, and one staff parking lot. All classes take place in the two wings. Our school was built in [1969] by [San Juan unified school district] and is [brick and mortar, modular, etc].

      ii. Each CMP site will need to include a map of the building annotated with after hour's number, site spec maps, evacuation routes, shelter locations, fire alarm pull station, fire hydrants, fire extinguishers, first aid kits, hazardous material storage, and utility shutoffs and is reflected in Appendix 1-8. All staff members are required to know these locations as well as how to operate the utility shutoffs.

2. **School Population**
   a. **General Population**
      CMP-[AR's] current enrollment is approximately [   ] Tk-8th. These students are supported by a committed staff consisting of:
      - X Teachers
      - X Teacher Assistants
      - X Administrators
      - X Administrative Assistants
      - X Outside Services
      - X Maintenance and Custodial Staff
      - X Club M Staff
      - X Community Service Volunteers (ex: ROP)
      - X After School Enrichment Teachers

      A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the main office. The master schedule is included with this Risk Assessment for reference.

b. Special Needs Population
    CMP is committed to the safe evacuation of students and staff with special needs.
    The special needs population includes students/staff with:
    - Limited English Proficiency
    - Blindness or Visual Disabilities
    - Cognitive or Emotional Disabilities
    - Deafness or Hearing Loss
    - Mobility/Physical Disabilities (permanent and temporary)
    - Medically Fragile Health (including asthma and severe allergies)

    The school's current enrollment of students with special needs is approximately
    [X]; however, this number will fluctuate. Students and/or staff may require
    additional assistance if they are temporarily on crutches, wearing casts, etc.

Six Steps to Hazard Analysis

1. Identify and characterize the hazard.
   - What are the characteristics of the hazard? (High velocity winds, ground shaking, etc.)
   - What causes the event?
   - How does it trigger or relate to other hazards?

2. Evaluate each hazard for the severity and frequency.
   - What is the probability of the hazard/event happening annually, every 10 years or once a century?
   - What factors enhance or deter the probabilities?
   - What measurements or scales can be applied to determine severity?
   - Could other factors influence severity and frequency? (Weather conditions, etc.)

3. Estimate the risk.
   - Identify and quantify what will be affected by the event/hazard. This step imposes the human and built environment that could be affected, damaged, and/or disrupted.
   - Include in the analysis the general building stock, inventories of lifelines and essentials. Population and developmental concentration need to also be included.

4. Determine the potential societal and economic effects and indirect effects.
   - Consider direct economic loss. (Costs of repair, damaged structures, lifeline, etc.)
   - Consider indirect losses as well. (Replenishing supplies, or relocation, etc.)

5. Determine the acceptable level of risk.
   - Use steps 1 – 4 to establish acceptable loss of risk.
     - What level of damage or impact will be tolerated?
     - Consider societal effects.
     - Assess public perception. (Political consequences of taking or not taking action to address the risks.)

6. Identify risk-reduction opportunities.
   - What cost effective actions will reduce or mitigate unacceptable risks?
     - Identify and implement outcome.

Identifying School-Based Hazards – Building Mitigation Checklist

This checklist can be used by administrators, teachers or staff to analyze hazards throughout the building that require mitigation. Be sure to check every room, custodian's closets, storage areas, and the gymnasium, and complete this form for each area surveyed. Use the information gathered during the hazard assessment to determine the scope of hazards throughout the school and to develop a plan and schedule to reduce the hazards.

Area: _____

Surveyed By: _____ Date Surveyed: _____

Hazard	Mitigation Measures
☐ Extended, unsupported roof spans	
☐ Large windows or panes of glass, especially: 　☐ Not composed of safety glass 　☐ Located near exits or evacuation routes	
☐ Suspended ceilings and light fixtures	
☐ Incompatible chemicals stored in close proximity or not stored to withstand falling and breaking	
☐ Hazardous materials located in areas that do not have warning signs	
☐ Paper or other combustibles (e.g., greasy rags) stored near heat source	
☐ Unsecured heavy or unstable items, including: 　☐ Portable room dividers 　☐ Appliances (e.g., water heaters, space heaters, microwave ovens) 　☐ Filing cabinets, bookcases, and wall shelves 　☐ Athletic equipment 　☐ Vending machines 　☐ TV monitors 　☐ Wall-mounted objects 　☐ Aquariums 　☐ Table lamps	
☐ Unsecured fire extinguishers or fire extinguishers that require recharging	
☐ Electrical equipment	
☐ Heavy objects on high shelves	
☐ Hanging plants above or near seating areas	
☐ Other hazards (List):	

Identifying School-Based Hazards – School Grounds Mitigation Checklist

This checklist will help you identify hazards that exist on school property and mitigation measures that can be taken.   Identifying these potential hazards will provide useful information for planning evacuation routes and assembly areas.

Begin your assessment of the school grounds with the school building itself. Then, assess other structures on the property. Finally, complete your assessment by surveying the grounds themselves.

Surveyed By: _____ Date Surveyed: _____

Hazard	Mitigation Measures
School Building: ☐ Long, unsupported roof spans ☐ Large window panes (especially over exits) ☐ Heating and air conditioning units ☐ Overhangs ☐ Trees or shrubs that require pruning ☐ Other hazards (List):	
Other Structures: ☐ Unsecured portable structures ☐ Unsecured siding or roofing materials ☐ Incompatible chemical storage ☐ Inadequate ventilation ☐ Other fire hazards (List):	

Hazard	Mitigation Measures
Playground/Athletic Fields: ☐ Equipment in need of repair ☐ Rocks or other material that could cause injury ☐ Fences in need of repair ☐ Exposed nails, screws, or bolts ☐ Other hazards (List):	
School Grounds: ☐ Trees or shrubs that present a fire hazard or wind hazard or provide areas for an intruder to hide ☐ Streams in close proximity ☐ Electrical wires ☐ Gasoline or propane tanks ☐ Natural gas lines ☐ Fences in need of repair ☐ Other hazards (List):	

Identifying Potential Hazards in the Neighborhood and Community Checklist

Being aware of the potential hazards in the community can affect your school planning process. For example, knowing that a facility uses toxic chemicals in processing helps you plan for a hazardous materials emergency. Locate the potential hazards shown below on a street map of your community. A tool to help you identify some of the hazards within a 1 mile radius is http://myhazards.calema.ca.gov/.

- ☐ Facilities containing toxic, chemically reactive, and/or radioactive materials.
  Note: Be sure to include both manufacturers and users (e.g., gas stations).

- ☐ High-voltage power lines.

- ☐ Transportation routes of vehicles carrying hazardous materials (e.g., truck routes and railroad rights of way).

- ☐ Underground gas and oil pipelines.

- ☐ Underground utility vaults and above-ground transformers.

- ☐ Multi-story buildings vulnerable to damage or collapse (e.g., unreinforced masonry construction).

- ☐ Water towers and tanks.

- ☐ Creeks and/or waterways.

- ☐ Other:

Possible Hazards

1. Biological and Chemical Weapons: Biological agents are infectious microbes or toxins that are used to produce illness or death in people, animals or plants.

2. Civil Disturbance: Any incident that disrupts a community where intervention is required to maintain public safety.

3. Dam Failures: Dam failures are potentially the worst flood events. When a dam fails, a gigantic quantity of water is suddenly let loose downstream, destroying anything in its path.

4. Droughts: Drought is defined as a water shortage caused by a deficiency of rainfall.

5. Earthquakes: A sudden rapid shaking of the earth by the breaking and shifting of rock underneath the earth's surface. They may cause buildings and bridges to collapse; disrupt gas, electric and phone service. Earthquakes are sudden events with the effects described by the Richter scale.

6. Extreme Heat: Extreme heat is defined as temperatures that hover 10 degrees or more above the average high temperature for the region and last for several weeks.

7. Fires: The outbreak of fire or smoke within the school building, Portable-mobile units, and out buildings or in grass, fields, brush and woods around school buildings. Fires can be triggered by lightening, high winds, earthquakes, volcanoes, floods and human error or intent.

8. Floods: Can be slow or fast rising, but will generally develop over a period of days. Floods can occur from large-scale weather systems that generate either prolonged rainfall or winds. May also occur from locally intense thunderstorm, snow melt, ice jams, and dam failures.

9. Hailstorms: Hailstorms are an outgrowth of severe thunderstorms in which balls of irregularly shaped lumps of ice greater than 0.75 inch in diameter fall with rain.

10. Hazardous Materials Incidents: Hazardous materials are chemical substances, which if released or misused can pose a threat to the environment or health. These substances are most often released as a result of transportation accident or at a chemical plant.

11. Hurricanes: Tropical waves that grow in intensity and size to tropical depressions and then turn into tropical storms – usually with a constant speed of 74 mph or more.

12. Intruder/Hostage: An intruder is defined as an individual who loiters are causes a disturbance on the school campus. A Hostage situation involves one or more persons being held against their will by one or more individuals.

13. Landslides: Landslides occur when masses of rock, earth or debris move down a slope. Landslides may vary small or very large and that can move at slow or very high speeds.

14. Nuclear Accidents: The potential danger from an accident at a nuclear plant is exposure to radiation. Radioactive materials are composed of atoms that are unstable and an unstable atom gives off its excess energy until it becomes stable- this energy is radiation. The process by which an atom changes from an unstable state to a more stable state by emitting radiation is called radioactive decay or radioactivity.

15. Severe Winter Storms: Severe winter storms consist of extreme cold and heavy concentrations of snowfall or ice.

16. Snow Avalanches: Sliding snow or an ice mass that moves at high velocities.

17. Terrorism: Terrorism is the use of force or violence against persons or property in violation of the criminal laws of the United States for the purposes of intimidation, coercion or ransom.

18. Thunderstorms: Thunderstorms bring heavy rains (which cause flooding), strong winds, hail, lightening and tornadoes.

19. Tornados: A tornado is rapidly rotating vortex or funnel or air extending ground ward from a cumulonimbus cloud. Can have winds up to 300 mph.

20. Volcanic Eruptions: A volcano is a mountain that opens downward to a reservoir of molten rock below the surface of the earth. When pressure from the gases and molten rock become strong enough to cause an explosion, eruption occurs.

Hazard and Risk Assessment Worksheet

Instructions: Use this worksheet when analyzing the potential risk presented by each hazard you identify at your school. List possible hazards down the left column and rank according to frequency, magnitude, warning, severity and risk priority.

Risk	Frequency	Magnitude	Warning	Severity	Risk Priority
	4 Highly Likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hrs 2 12-24 hrs 1 24+ hrs	4 Catastrophic 3 Critical 2 Limited 1 Negligible	☐ High ☐ Medium ☐ Low
	4 Highly Likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hrs 2 12-24 hrs 1 24+ hrs	4 Catastrophic 3 Critical 2 Limited 1 Negligible	☐ High ☐ Medium ☐ Low
	4 Highly Likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hrs 2 12-24 hrs 1 24+ hrs	4 Catastrophic 3 Critical 2 Limited 1 Negligible	☐ High ☐ Medium ☐ Low
	4 Highly Likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hrs 2 12-24 hrs 1 24+ hrs	4 Catastrophic 3 Critical 2 Limited 1 Negligible	☐ High ☐ Medium ☐ Low
	4 Highly Likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hrs 2 12-24 hrs 1 24+ hrs	4 Catastrophic 3 Critical 2 Limited 1 Negligible	☐ High ☐ Medium ☐ Low
	4 Highly Likely 3 Likely 2 Possible 1 Unlikely	4 Catastrophic 3 Critical 2 Limited 1 Negligible	4 Minimal 3 6-12 hrs 2 12-24 hrs 1 24+ hrs	4 Catastrophic 3 Critical 2 Limited 1 Negligible	☐ High ☐ Medium ☐ Low

Note: All hazards with a risk rating of High or Medium should be considered in your Site Emergency Response Plan.

CONFIDENTIAL
Site Map of the Building

Cover Sheet Only

Each CMP site will insert behind this page, except in any publically distributed versions of this document a map of the building annotated with afterhours number/s (i.e.: landlords or districts), site spec maps, evacuation routes, shelter locations, fire alarm pull station, fire hydrants, fire extinguishers, first aid kits, hazardous material storage, and utility shutoffs. All staff members are required to know these locations as well as how to operate the utility shutoffs. If you lease your property your landlords will need to be contacted for this.

CONFIDENTIAL
Vicinity Map

Cover Sheet Only

Each CMP site will need to include a Vicinity Map behind this page, except in any publically distributed versions of this document.

This will be a Google Image of your site and surrounding area including your offsite assembly area.

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Site Incident Command System

Cover Sheet Only

Each Site will insert, behind this page, their Incident Command System except in any publically distributed versions of this document.

School Year: _____

Site Incident Command System

Site: (Please Circle One)

American River Campus 6838 Kermit Lane Fair Oaks, CA 95628 (916) 864-0081 (916) 864-0084 fax	**Capitol Campus** 2635 Chestnut Hill Dr. Sacramento, CA 95826 (916) 325-0910 (916) 325-0912 fax	**Carmichael Campus** 5325 Engle Road, Ste 200 Carmichael, CA 95608 (916) 971-2430 (916) 971-2435 fax
Elk Grove Campus at Bradshaw 9649 Bradshaw Road Elk Grove, CA 95624 (916) 714-9699 (916) 714-9703 fax	**Elk Grove Campus at EG Blvd** 8828 Elk Grove Blvd., #4 Elk Grove, CA 95624 (916) 714-9702 (916) 686-4386 fax	**Shingle Springs Campus** 4645 Buckeye Road Shingle Springs, CA 95682 (530) 672-3095 (530) 672-3097 fax
Orangevale Campus 6545 Beech Avenue Orangevale, CA 95662 (916) 673-9389 (916) 673-9396 fax	**Central Administration Offices** 5330 Gibbons Dr., Ste 700 Carmichael, CA 95608 Phone: (916) 971-2432 Fax: (916) 971-2436	

Site Administrator:

Person/s filling out the ICS:

1.   4.

2.   5.

3.   6.

Date:

Date Reviewed with Staff:

Other:

Plan 2: Section 2: Incident Command System

2.2.1 Incident Command System (ICS)

The CMP-Network Emergency Response Plan and the Site Emergency Response Plan utilize the Incident Command System (ICS) to manage emergencies affecting the CMP-Network. ICS is an internationally recognized model for command, control and coordination of emergency response. ICS is a flexible management structure which provides for the activation of appropriate roles and response functions for a given situation. ICS is designed to expand or collapse as circumstances dictate.

2.2.1.1 Incident Management

The Incident Command System provides direction and control over emergency response activities within the CMP-Network. Two types of command structures are incorporated into the plan:

1. Single Command

A Single Command is an incident which CMP-Network or a CMP-Site oversees.

2. Unified Command

A Unified Command is the coordination of activities between multiple agencies to respond to an incident. Many emergencies will require additional resources from cooperating agencies and/or assisting agencies such as police, fire or medical.

While the Incident Commander (IC) will form part of the Unified Command, the individual who assumes the Incident Commander position for a particular emergency is normally the ranking official on-scene from the agency having primary responsibility/authority over on-scene operations. This will be decided at the time of the emergency.

By adopting this structure the CMP-Network is able to respect the autonomy of individual school sites while providing support to them as needed and applying jurisdictional control over matters requiring such.

2.2.1.2 Transfer of Command

The highest ranking official at an emergency site, according to the CMP-Network Emergency Response Plan or Site Emergency Response Plan, assumes overall responsibility for response activities until such time as a higher authority is able to take over these responsibilities.

- For example, a teacher on a field trip may be required to fulfill the role of Incident Commander until such time as a higher authority (police or Principal) is able to assume responsibility for the response activities.

- In the case of a broader-based community emergency, an Incident Commander may be asked to assist at the municipal level until such time as a CMP-Network resource arrives.

Transfer of command may also be necessary for personnel shift changes for long or extended incidents.

When a transfer of command occurs, the person being relieved is responsible for briefing the incoming authority and ensuring notes are scribed.

Once command has been transferred to the proper authorities (i.e. fire or police department) the Site Incident Commander is still responsible for contributing to decisions regarding stakeholders' safety with the authorities, now Incident Commander.

2.2.1.3 Designated Alternates

Each position identified in the SERP shall be assigned at least one designated alternate, except for the Incident Commander position, which shall have two designated alternates. It is the responsibility of the assigned individual to ensure his/her designated alternate is versed on the responsibilities and reporting structure of the position.

2.2.1.4 Assignment of Responsibilities

When preparing the SERP it is acceptable to assign an individual to more than one position within the Site Emergency Response Team (SERT) chart. It is recommended that an individual assigned to the role of Operations Officer not be assigned another position.

At the time of an emergency an individual may be required to assume more than one role, based on the level of the emergency and which roles are activated by the Incident Commander.

2.2.1.5 Levels of Emergency

An emergency is a set of circumstances requiring action; action varying in degree and involvement with a number of cooperating agencies or jurisdictions.

Emergencies can be categorized according to level of incident: these levels are based on severity and risk factors. See Table 2.2.1 for Levels of Emergency.

Level I conditions should be reported to CMP-Central Admin through established protocols. Affected Sites should consult with CMP-Central Admin at a Level II and/or Level III emergency condition.

Table 2.2.1: Levels of Emergency

Level	Definition	Example of Level Incident
Level I	An unplanned occurrence which interrupts the normal course of business but to which standard internal response protocols apply.	Assault / Fighting / Disturbance / Injured Student / Disorderly Conduct / Wild Animal / Unauthorized Visitor / Medical Emergency / Trespassing / Severe Vandalism / Inclement Weather / Power Failure (Prolonged)
Level II	An unplanned occurrence which interrupts the normal course of business, requires enhanced response protocols, has the potential to escalate to Level III and may require response from external agencies.	Bomb Threat / Suspicion of Weapons / Bus Accident – Non Fatal Injuries / Serious Illness or Injury / Missing Child / Suicide on Network Property / Utterance of Threat / Train Derailment / Aircraft Crash / Motor Vehicle Accident / Psychological Trauma / Contamination of Food or Water / Unlawful Demonstrations or Walkouts
Level III	An unplanned occurrence that discontinues normal business functions, and requires a broad-based response by the District and/or a third party such as an emergency service or government agency.	Armed Intruder / Hostage Taking / Child Abduction / Shooting / Stabbing / Physical or Sexual Assault / Bus Accident – Fatal Injuries / Infectious Disease / Explosion / Gas Leak / Fire Incident / Wild Fire / Hazardous Spill / Sour Gas / Severe Natural Disaster / Earthquake / Flooding

2.2.2 Site Emergency Response Plan Functions

The CMP Network and Site Emergency Response Plan (SERP) are consistent with SEMS/NIMS (Standardized Emergency Management System and National Incident Management System) and consist of the following five functions: Management, Planning and Intelligence, Operations, Logistics, and Finance /Administration.

2.2.2.1 Management (Incident Command)

During an emergency, the Incident Commander (IC) is responsible for directing response actions from a designated Command Post. To effectively direct response actions, the IC must constantly assess the situation and develop and implement appropriate strategies. The IC must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically directed by the Principal or their designee, as the IC. The IC is assisted in carrying out this function with a:

- Public Information Officer
- Safety Officer
- and Agency Liaison

2.2.2.2 Planning and Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under SEMS/NIMS, this function is supported by two staff members, one involved with "Documentation" and the other with "Situation Analysis." Within the CMP-Network Sites, "Documentation" may be referred to as 'Scribe" and "Situation Analysis" may be performed by a "Communications" position. Both of these positions, if assigned at the discretion of the Principal, will report directly to the Incident Commander (Principal or designee) unless a Planning/Intelligence Officer is assigned.

2.2.2.3 Operations

All emergency response actions are implemented under the Operations function. This function is supported by staff performing first aid, crisis intervention, search and rescue, damage assessment, evacuations, and the release of students to parents. Within CMP, these activities are performed by the following teams, under the direct supervision of the Incident Commander (Principal or designee), unless an Operations Officer is assigned: First Aid/Medical Team; Search and Rescue Team; Assembly Area Team; Fire Suppression/Hazmat Team; Psychological First Aid Team; Request Gate Team; and Reunion Gate Team.

2.2.2.4   Logistics

The Logistics function supports emergency operations by coordinating personnel, assembling and deploying volunteer teams, providing supplies, equipment, services, site security, damage assessment, and facilitating communications among emergency responders.   Within the CMP-Network, these activities are performed by the Security/Utilities Team and Supply/Equipment Team, both of which report directly to the Incident Commander unless a Logistics Officer is assigned.

2.2.2.5   Finance and Administration

The Finance/Administration function involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency.   Within the CMP-Network, these activities may be performed by various positions within the SERT.   A Finance/Administration Officer is responsible for gathering reports from the Incident Commander.

The five functions of Site Emergency Response Planning are used to create the Site Emergency Response Teams. The teams are modeled after SEMS/NIMS and adapted for CMP school sites.

2.2.3 Site Emergency Response Team (SERT)

The Site Emergency Response Team (SERT) is comprised of five teams named for their functions, and is responsible for directing the site emergency response activities. The teams are 1) Incident Command Team, 2) Planning and Intelligence Team, 3) Operations Team, 4) Logistics Team, and 5) Finance and Administration Team.

The eight key positions of the Site Emergency Response Team are referred to as ACT, Activated Command Team, and are referred as such throughout this document. The eight key positions are 1) Incident Commander, 2) Public Information Officer, 3) Safety Officer, 4) Agency Liaison Officer, 5) Planning and Intelligence Officer, 6) Operations Officer, 7) Logistics Officer, and 8) Finance/Admin Officer.

For planning purposes, sites with small staffing complements should first assign staff to the areas of Operations Officer and then continue through the organization chart as follows: Planning Intelligence Officer, Logistics Officer and Finance Administration Officer.

Assignments should be made on the basis of best qualified for the position, and not on normal job posting or seniority. At the time of an emergency the Incident Commander will activate roles based on the severity of the emergency and need for a particular function.

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain on site to carry out assigned responsibilities.

School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a position in the following list, the teacher will first accompany the students to the Assembly Area, where they will be reassigned to another teacher. The teacher will then carry out assigned responsibilities.

2.2.3.1   Management (Incident Command Team)

The Incident Command Team is responsible for directing school emergency response actions and activities. The Incident Command Team is comprised of the Incident Commander, Public Information Officer, Safety Officer and Agency Liaison Officer.

2.2.3.1.1   Incident Commander

The Site Emergency Response Team is lead by the Incident Commander (IC) which is the Principal or IC Designee. In the event that neither the Principal nor his/her designee is able to perform the duties, as described in this document, the Central Admin Director will take charge of the response upon notification of the situation and appoint an incident commander for the incident site.

The IC is responsible for ensuring the site fulfills its obligations related to the development, updating and filing the Site Emergency Response Plan. The Incident Commander also directs the activities of all other teams.

Assignments:
1. Incident Commander: Principal: _____
2. IC Designee: _____
3. IC Designee: _____

1. Primary Responsibilities:
   a. Activate the Site Emergency Response Plan and manage the overall strategic direction, control and coordination of emergency and post-emergency measures.
   b. Directing the Incident Command Team and all other emergency teams.
   c. Constantly assess the situation.
   d. Ensure adequate safety measures are in place to execute the SERP.
   e. Serve on CMP-Network or community emergency response committees as requested by the Executive Director of CMP or CMP Network Safety Coordinator.

2. Reports To:
   a. Executive Director
   b. Outside Emergency Services

3. Authority:
   a. Activate the SERP
   b. Approve SERP and its implementation
   c. Call relevant SERT members into action
   d. Declare the boundaries of the emergency zone

    e. Use appropriate site resources, equipment and assets to address emergency situations

    f. Direct site personnel to perform tasks related to the emergency but not place them in danger

    g. Communicate with CMP's Executive Director

    h. Engage appropriate outside services as needed

    i. Deactivate the SERP when appropriate

4. Supplies:
   a. Copy of the sites Emergency Procedures
   b. Campus map
   c. Master keys
   d. Copies of staff and student rosters
   e. Hand-held radios
   f. Bullhorn
   g. Battery-operated AM/FM radio.
   h. First Aid kit
   i. Clipboard, Paper, Pens
   j. Hard Hat
   k. Vest or position identifier
   l. Large campus map laminated for multiple use with wet or dry erase pens
   m. Other:
   n. Other:

5. Assembly Location:
   In the event of an emergency the Incident Command Team will assemble:
   1. Inside in the Administration Office
   2. Outside on the
      a. Alternative 1: _____
      b. Alternative 2: _____

Notes:

2.2.3.1.2   **Public Information Office (Network Appointed)**

The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. This position is network appointed.

Assignments:
1. Lisa Coates
2. Executive Director: _____
3. Principal: _____

1. Primary Responsibilities:
   a. Act as contact person for all media.
   b. Provide stakeholders with the information for all media.
   c. Maintain a log, Appendix 2-2-2, of all PIO actions and communications.
   d. Prepare statements for disseminating to the public.

2. Reports to:
   a. Executive Director
   b. Incident Commander

3. Authority:
   a. Grant or refuse access to areas within the emergency zone to the media.
   b. Use appropriate outside services to provide auxiliary information on news issues related to the emergency.

4. Supplies: see Incident Commander Section

5. Assembly Location: Command Post

Notes:

2.2.3.1.3   Safety Officer
The Safety Officer ensures all emergency activities are conducted in a safe manner.

Assignment: _____

Designated Alternate: _____

1. Primary Responsibilities:
   a. Maintain all records and documentation as assigned by the Incident Commander.
   b. Monitor drills, exercises, and emergency response activities for safety.
   c. Develop and recommend measures to assure personnel safety.
   d. Identify safety hazards.
   e. Ensure all responders are using appropriate safety equipment.

2. Reports to: Incident Commander

3. Authority: May directly stop or modify any activities that may pose an imminent danger to responders or victims, or potentially create a hazardous situation.

4. Supplies: see Incident Commander Section

5. Assembly Location: Command Post

Notes:

2.2.3.1.4   Agency Liaison Officer
The Agency Liaison coordinates the efforts of outside agencies such as the police and fire by ensuring proper flow of information between the Incident Command and the agencies.

Assignment: _____

Designated Alternate: _____

1. Primary Responsibilities:
   a. Brief agency representatives on current situation, priorities and planned actions.
   b. Ensure coordination of efforts by periodically keeping the Incident Commander informed of agencies' action plans.
   c. Update agency representatives as necessary.

2. Reports to: Incident Commander

3. Authority: Coordinate non-tactical personnel of assisting and cooperating agencies.

4. Supplies: see Incident Commander Section

5. Assembly Location: Command Post

Notes:

2.2.3.2 Planning and Intelligence Team

2.2.3.2.1 Planning and Intelligence Officer

Assignment: _____

Designated Alternate: _____

1. Primary Responsibilities:
   a. Collect, analyze, document and disseminate information about the incident and status of resources.
   b. Update and maintain the Incident Command System, in coordination with site safety committee annually.
   c. Serve as the information clearing house for the incident.

2. Reports to: Incident Commander

3. Authority:
   a. Indentify resources needed to implement the Incident Command System.
   b. Access to all information pertaining to incident.

4. Supplies: Network Template of Site Safety Plan

5. Assembly Location: Command Post

Notes:

2.2.3.2.1.1   Scribe

Assignments
1. _____
2. _____

1. Primary Responsibilities:
    a. Maintain a log, Appendix 2-2-3, of all emergency developments and response actions.
    b. Document all communications with CMP Incident Commander and outside agencies.
    c. Record the number of stakeholders on campus and update it periodically.
    d. Filing, maintaining, and securing all emergency documentation.

2. Reports to:
    a. Incident Commander
    b. Planning and Intelligence Officer

3. Authority: Access to all information pertaining to incident

4. Supplies:
    a. Log for recording
            i. Electronic
            ii. Manual
                    a. Paper/Pens
    b. File Boxes

5. Assembly Location: Command Post

Notes:

2.2.3.2.1.2   Communications Officer

The Communications Officer will collect, organize and analyze situation information and provide periodic updates.

Assignment: _____

Designated Alternate: _____

1. Primary Responsibilities:
   a. Analysis of emergency information.
   b. Identify potential changes in emergency conditions.
   c. Maintain the status board; see Appendix 2-2-4 for an example.
   d. Update site maps as reports are received.
        i. Preserve maps as legal document.
        ii. Use area wide map to record major information such as road closures, utility outages, etc.
   e. Develop situation reports for the SERT.

2. Reports to: Planning and Intelligence Officer

3. Authority: Access to maps, reports, and communications of CMP SERT and outside agencies.

4. Supplies:
   a. Hand-held radio
   b. Paper, pens
   c. Dry erase board and pens
   d. Large site map of campus, laminated
   e. Map of local area

5. Assembly Location: Command Post

Notes:

2.2.3.3   Operations Team

2.2.3.3.1   Operations Officer

Assignment: _____

Designated Alternate: _____

1. Primary Responsibilities:
   a. Implement onsite activities as outlined in the Incident Command System.
   b. Oversee activities of all the operations teams.
   c. Receive reports from operations teams and updates Incident Commander.

2. Reports to: Incident Commander

3. Authority: Assisting Agency

4. Liaison in coordinating non tactical personnel and cooperating agencies.

5. Supplies: Paper, pens

6. Assembly Location: Command Post

Notes:

2.2.3.3.1.1 Assembly Area Team

The Assembly Area Team is responsible for the safe evacuation and accounting of all stakeholders during an emergency. The team is also responsible for reporting missing persons to the Operations Officer.

A. Assembly Area Team Leader

The Assembly Area Team Leader is responsible for directing team activities and is considered a Team Member. Assembly Area Team Leader periodically interacts with the Operations Officer to identify problems and report status. They are also responsible for collecting the Injury and Missing Persons Report (Appendix 2-2-5) from Team Members and making them readily available to the Operations Officer.

Assignment:
Team Leader: _____

Designated Alternate: _____

B. Assembly Area Team Members

The members of the Assembly Area Team are responsible for performing the safe evacuation of stakeholders during an emergency.

Assignments:
Team Member/s
1. _____
2. _____
3. _____
4. _____
5. _____

1. Primary Responsibilities:
a. Safely evacuate and account for all stakeholders (students, staff and parent/volunteers) during an emergency.
b. Obtain reports of missing students from teachers or personnel.
c. Gather Injury and Missing Report Form (Appendix 2-2-5) from each teacher and submit them to the Team Leader.
d. Check student emergency cards for persons authorized to pick up students.
e. Assist release gate as needed.

2. Reports to: Assembly Area Team Leader

3. Authority:
   a. Oversee safe evacuation to assembly area.
   b. Access to all student and staff emergency information.

4. Supplies:
   a. Hand-held radio
   b. Copy of maps indicating designated on and off-site assembly locations
   c. Injury and Missing Report Form (Appendix 2- 2-5)

5. Assembly Location:
   a. Inside: _____
   b. Outside on the:
      i. Alternative 1: _____
      ii. Alternative 2: _____

Notes:

2.2.3.3.1.2   First Aid Medical Team
The First Aid/Medical Team is responsible for ensuring first aid supplies are available and properly administered during an emergency.

A. First Aid Medical Team Leader
The First Aid Medical Team Leader is responsible for directing team activities and is considered a Team Member. They periodically interact with the Operations Officer to determine medical needs and planned actions. The First Aid Medical Team Leader is also responsible for filling out or collecting the Injury and Missing Persons Report (Appendix 2-2-5) from team members and having them readily available for the Operations Officer.

Assignment:
Team Leader: _____

Designated Alternate: _____

1. Primary Responsibilities:
   a. Assign First Aid personnel and assess available inventory and supplies.
   b. Designate and set up First Aid/Medical treatment areas, with access to emergency vehicles.
   c. Determine the need for skilled medical assistance and oversee the care, treatment, and assessment of patients.
   d. Periodically keep the Operations Officer informed of overall status.
   e. Complete any necessary Injury and Missing Report Forms (Appendix 2-2-5) and/or Injury Record Forms (Appendix 2-2-6).
   f. Report deaths immediately to Operations Officer.

2. Reports to: Operations Officer

B. First Aid/Medical Team Members

The members of the First Aid/Medical Team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency.

Assignments:
   Team Members:
      1. _____
      2. _____
      3. _____

1. Primary Responsibilities:
   a. Set up first aid area, triage and/or temporary morgue.
   b. Keep accurate records of care given and tagging each of the injured with name, address, injury and any treatment given.
   c. Report deaths immediately to First Aid Medical Team Leader.

2. Reports to: First Aid/Medical Team Leader

3. Authority:
   a. Set up first aid staging area
   b. Assess and give treatment as needed

4. Supplies:
   a. Vest or position identifier
   b. Hand-Held radio
   c. First Aid Supplies
   d. Triage Tags
   e. Stretchers
   f. Blankets
   g. Site Map
   h. Injury and Missing Report Form (Appendix 2-2-5)
   i. Injury Record Forms (Appendix 2-2-6)

5. Assembly Location:
   a. Inside: _____
   b. Outside on the:
      i. Alternative 1: _____
      ii. Alternative 2: _____

Notes:

2.2.3.3.1.3   Search and Rescue Team

The Search and Rescue Team (SART) is responsible for preparing and performing search and rescue operations during an emergency. There may be two or more Search and Rescue teams.

A. Search and Rescue Team Leader

The Search and Rescue Team Leader is responsible for directing team activities and keeping the Operations Officer informed of overall status. Search and Rescue Team Leader is considered a Team Member.

Assignment:
Team Leader: _____

Team Leader: _____

Designated Alternate: _____

1. Primary Responsibilities:
    a. Obtain briefings from Operations Officer, noting injuries and other situations requiring responses.
    b. Assigning and recording teams based on available manpower, minimum 2 persons per team.
    c. Updating teams' reports on site map and recording exact location of damage and triage tally.

2. Reports to: Operations Officer

B. Search and Rescue Team Members

The members of the Search and Rescue Team Members are responsible for performing search and rescue operations during an emergency. Periodically reporting to the Search and Rescue Team Leader on location, number, and condition of injured.

Assignments:
Team Members:
1. _____
2. _____
3. _____
4. _____

1. Primary Responsibilities:
   a. Search assigned areas, reporting gas leaks, fires, or structural damage to Search and Rescue Team Leader upon discovery.
   b. Shut off gas or extinguish fires as appropriate.
   c. Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium, and other rooms.
   d. Seal off and post areas where hazardous conditions exist.
   e. Contacting the Security/Utilities Team to secure the buildings from re-entry after search is performed.

2. Reports to: Search and Rescue Team Leader

3. Authority: Conduct Search Operations

4. Supplies:
   a. Vest or position identifier
   b. Hard hat
   c. Work and Latex gloves
   d. Whistle with master keys on neck lanyard
   e. Hand-Held 2-way radio
   f. Clipboard with job duties
   g. Map indicating search plan
   h. Co2 Fire Extinguishers
   i. Water Type Fire extinguishers
   j. Hoses
   k. Water bib keys
   l. Blankets
   m. Bolt cutters
   n. Shovels
   o. Ropes
   p. Triage tags
   q. Bucket
   r. Goggles
   s. Flashlight
   t. Dust masks
   u. Pry bar
   v. Grease pencil
   w. First aid kit
   x. Caution tape
   y. Masking Tape
   z. Duct tape

5. Assembly Location:
   a. Inside: _____
   b. Outside on the:
      i. Alternative 1: _____
      ii. Alternative 2: _____

Notes:

2.2.3.3.1.4   Fire Suppression/Hazmat Team

The Fire Suppression/Hazmat Team is responsible for extinguishing fires and evaluating the potential release of chemicals during an emergency until local agencies can arrive. The team is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with the Operations Officer.

A. Fire Suppression/Hazmat Leader

The Fire Suppression/Hazmat Leader is responsible for directing team activities and periodically interacting with the Operations Officer to identify problems and report status. The Fire Suppression/Hazmat Team Leader is also responsible for gathering the Damage Assessment Report Forms (Appendix 2-2-7) from Team Members and have them readily available for the Operations Officer. The Fire Suppression/Hazmat Leader is considered a Team Member.

Assignment:
    Team Leader: _____

    Designated Alternate: _____

B. Fire Suppression/Hazmat Team Members

The members of the Fire Suppression/Hazmat Team are responsible for extinguishing fires, evaluating the potential release of chemicals during an emergency, observing the campus, logging and reporting any damage by radio to the Command Post during an emergency.

Assignments:
    Team Members:
    1. _____
    2. _____
    3. _____

1. Primary Responsibilities:
   a. Extinguishing fires on campus.
   b. Evaluating potential release of chemicals.
   c. Identifying damaged areas on the Damage Assessment Report Form (Appendix 2-2-7). Reporting will be supplemented by pictures if appropriate.
   d. Locating and extinguishing small fires as appropriate.
   e. Checking gas meter and, if gas is leaking, shutting down gas supply.
   f. Shutting down electricity only if building has clear structural damage or advised to do so by Command Post.
   g. Posting yellow caution tape around damaged or hazardous areas.

2. Reports to: Fire Suppression/Hazmat Team Leader

3. Authority: Put out fires, identify damage

4. Supplies:
   a. Vest or position identifier
   b. Firefighting equipment
   c. Hand-held radio
   d. Master keys
   e. Clipboard with job duties
   f. Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, and utility shutoff tools
   g. Notebook containing site maps
   h. Damage Assessment Report Form (Appendix 2-2-7)

5. Team Assembly Location
   a. Inside: _____
   b. Outside:
      i. Alternative 1: _____
      ii. Alternative 2: _____

Notes:

2.2.3.3.1.5 Psychological First Aid Team
The Psychological First Aid Team is responsible for the caring and safety of all stakeholders on campus during an emergency. It also provides psychological first aid as needed during and immediately after an emergency.

A. Psychological First Aid Team Leader
The Psychological First Aid Team Leader is responsible for directing team activities and periodically interacting with the Operations Officer to identify problems and report status. The Psychological First Aid Team Leader is also responsible for assigning personnel as needed and is considered a Team Member.

Assignment:
Team Leader: _____

Designated Alternate: _____

B. Psychological First Aid Team Members
The members of the Psychological First Aid Team are responsible for monitoring the safety and well-being of the stakeholders in the Assembly Area.

Assignment:
Team Members:
1. _____
2. _____
3. _____

1. Primary Responsibilities:
a. Monitor the well-being of the stakeholders in the assembly area.
b. Administer minor first aid and psychological aid as needed.
c. Provide reassurance to students.
d. Support the Release Gate Team as needed.
e. Direct all external request for information to the PIO
f. Periodically keep the Psychological First Aid Team Leader informed of overall status.

2. Reports to: Psychological First Aid Team Leader

3. Authority: Assessing stakeholders of psychological needs.

4. Supplies:
   a. Vest or position identifier
   b. Hand-Held radio
   c. Ground cover, tarps
   d. First aid kit
   e. Paper, pens, pencils

5. Assembly Location:
   a. Inside: _____
   b. Outside on the:
      i. Alternative 1: _____
      ii. Alternative 2: _____

Notes:

2.2.3.3.1.6   Request Gate Team
The Request Gate Team is responsible for processing parent requests for student release during an emergency.

A. Request Gate Team Leader

The Request Gate Team Leader is responsible for directing team activities and is considered a Team Member.   They periodically interact with the Operations Officer to identify problems and report status. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer.

Assignment:
Team Leader: _____

Designated Alternate: _____

B. Request Gate Team Members

The members of the Request Gate Team are responsible for greeting parents, guardians, or designees and providing them with a student release request form, authorizing the holders to reunite with their students at the Reunion Gate.

Assignments:
Team Members:
1. _____
2. _____
3. _____
4. _____

1. Primary Responsibilities:
   a. Greet parents, guardians or designees providing reassurance and maintaining order.
   b. Process parent/guardian request for student release.
   c. Provide tags or other identifications authorizing the holder to reunite with their student at the reunion gate.
   d. Directing parents to counselors as appropriate.
   e. Directing parents/guardians to reunion gate.
   f. Refer all outside request for information to the Public Information Officer.
   g. Periodically keep the Operations Officer informed of overall status.

2. Reports to: Operations Officer

3. Authority: Authorize student release tags to parent/ guardians.

4. Supplies:
   a. Keys to main gate
   b. Bullhorn
   c. Hand-held radio
   d. Tags for release
   e. Pens/pencils

5. Assembly Location:
   a. Inside: _____
   b. Outside on the:
      I. Alternative 1: _____
      II. Alternative 2: _____

Notes:

2.2.3.3.1.7   Reunion Gate Team

The Reunion Gate Team is responsible for reuniting parents or guardians with students. This can be a highly sensitive role due to the fact that some parents will be informed their children may be injured, missing or dead. The team will keep accurate records of students leaving the campus.

A. Reunion Gate Team Leader

The Reunion Gate Team Leader is responsible for directing team activities and is considered a Team Member. They periodically interact with the Operations Officer to identify problems and report status. The Reunion Gate Team Leader will refer all requests for information to the Public Information Officer. The Reunion Gate Team Leader is also responsible for collecting the Student Release Log (Appendix 2-8) from the Team Members and has them readily available for the Operations Officer.

Assignment:
Team Leader: _____

Designated Alternate: _____

B. Reunion Gate Team Members

The members of the Reunion Gate Team are responsible for greeting parents, guardians, and designees and reuniting them with their students at the designated reunion gate.

Assignments:
Team Members:
1. _____
2. _____
3. _____
4. _____

1. Primary Responsibilities:
   a. Greet parents/guardians or designees at the reunion gate providing them reassurance and directing them where to wait for their children.
   b. Verify the authenticity of the student release tag.
   c. Dispatch runners to assembly area to escort students to reunion gate.
   d. Confirm students recognize the authorized parent/guardian or designee and require adult to sign student out of school.
   e. Maintain Student Release Log, Appendix 2-2-8. And submit them to the Reunion Gate Team Leader.
   f. Update Operations Officer as needed.

2. Reports to: Operations Officer

3. Authority: Release students to authorized parent/guardian or designee.

4. Supplies:
   a. Hand-held radio
   b. Tables and chairs
   c. Keys to reunion gate
   d. Student Release Log
   e. Pens/Pencils

5. Assembly Location:
   a. Inside: _____
   b. Outside
      i. Alternative 1: _____
      ii. Alternative 2: _____

Notes:

2.2.3.4   Logistics Team

2.2.3.4.1   Logistics Officer
Assignment: _____

Designated Alternate: _____

1. Primary Responsibilities:
   a. Organize and disseminate resources needed to implement the Incident Command System.
   b. Report equipment and supply needs to Incident Commander.
   c. Inventory all supplies needed to implement Incident Command System.
   d. Estimate number of persons requiring shelter and determining length of time shelter will be needed.
   e. Ensure availability of adequate supplies during the course of an emergency.
   f. Contact local utilities as needed (water, gas, electricity, sewer).

2. Reports to: Incident Commander

3. Authority:
   a. Requisition resources needed to implement the Incident Command System.
   b. Deploy personnel, supplies and equipment.

4. Supplies: Paper / Pens

5. Assembly Location: Command Post

Notes:

2.2.3.4.1.1   Supply/Equipment Team

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency.

Emergency supplies will be maintained in each classroom and a centralized location to be determined by each site.   See Appendix 2-2-9 for a Recommended Classroom Emergency Supplies List and Appendix 2-2-10 for a Recommended School Emergency Supplies List.

A. Supply/Equipment Team Leader

The Supply/Equipment Team Leader is responsible for directing team activities and is considered a Team Member. The Supply/Equipment Team Leader reports equipment and supply needs and estimates the number of persons requiring shelter and determining the length of time shelter will be needed. The Supply/Equipment Team Leader keeps the Logistics Officer informed of overall status.

Assignment:
    Team Leader: _____

    Designated Alternate: _____

B. Supply/Equipment Team Members

The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food and other supplies and organizing the distribution of resources for immediate use (water, food, power, radios, telephones, and sanitary supplies). They are also responsible for establishing a list of all persons in shelter and determining any special needs.

Assignments:
    Team Members:
        1. _____
        2. _____
        3. _____
        4. _____

1. Primary Responsibilities:
   a. Assess adequacy of available water, food and supplies
   b. Organize distribution of water, food and supplies
   c. Controlling conservation of supplies
   d. Logging and inventorying supplies; Appendix 2-2-9 and 2-2-10

2. Reports to: Supply/Equipment Team Leader

3. Authority: Distribution of supplies

4. Supplies:
   a. Hand-held radio
   b. Keys
   c. Bullhorn
   d. Emergency water supplies
   e. Emergency food supplies
   f. Temporary power supplies
   g. Portable phones
   h. Sanitary Supplies

5. Assembly Area:
   a. Inside: _____
   b. Outside
      i. Alternative 1:_____
      ii. Alternative 2: _____

Notes:

2.2.3.4.1.2   Security/Utilities Team

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team will coordinate activities with the Operations Officer as required. Close coordination with the Reunion Gate Team is necessary in order to safely reunite students with their parents or lawful guardians. The Security/Utilities Team is also responsible for initiating short-term repairs and other necessary actions during an emergency. The effective response of the Security/Utilities Team in shutting down facility air handling systems, and gas, power and water supplies can be vital in minimizing damage to school facilities. This team includes participation by the Fire/Hazmat Team.

A. Security/Utilities Team Leader

The Security/Utilities Team Leader is responsible for directing team activities and is considered a Team Member. The Security/Utilities Team Leader interacts with the Operations Officer to identify problems and report status. The Security/Utilities Team Leader is also responsible for contacting local utilities (water, electricity, gas, and sewer) as needed.

Assignment:
Team Leader: _____

Designated Alternate: _____

B. Security/Utilities Team Members

The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is in "lock-down" to the Incident Commander. They are also responsible for surveying all utilities and taking appropriate actions to shut-off gas, water and electricity. The Security/Utilities Team will direct all external requests for information to the Public Information Officer.

Assignments:
Team Members:

1. _____
2. _____
3. _____
4. _____

1. Primary Responsibilities:
   a. Lock all external gates and doors; unlock gates and doors when appropriate.
   b. Station one team member at the main entrance of the school to direct emergency agencies to areas of need and to greet parents.
   c. Keep stakeholders out of buildings and areas of hazard as needed.
   d. Assess damage to school and report to Logistics Officer.
   e. Receive reports from Search and Rescue Team for any possible gas leaks or other possible hazardous situations.
   f. Set up temporary sanitation areas (portable potties).
   g. Help with set up of first aid and temporary morgue as needed.
   h. Prepare and distribute food, water and supplies as directed by the Logistics Officer.
   i. Assist in comforting students as needed.
   j. Assist the Reunion Gate Team in order to safely reunite students with their authorized parent/guardian as needed.

2. Reports to: Logistics Officer

3. Authority:
   a. To restrict areas of hazard and secure buildings.
   b. Provide security during an incident to ensure as safe of an environment as possible.

4. Supplies:
   a. Security Vest/Identifier
   b. Master Keys
   c. Hand-held radio
   d. Copy of Site Emergency Response Plan
   e. Large durable signs for providing direction and information
   f. Large marker pens
   g. Utility shut off tools
   h. Custodial inventories
   i. Site Maps

5. Assembly Location:
   a. Inside: _____
   b. Outside on the:
      i. Alternative 1: _____
      ii. Alternative 2: _____

Notes:

2.2.3.5 Finance and Administration Team

2.2.3.5.1 Finance / Administration Officer

The Finance / Administration Officer is responsible for maintaining a log of all emergency developments and response actions (Appendix 2-2-11), including financial expenditures (Appendix 2-2-12), timekeeping, and other necessary documentation and filing them for reference.

Assignment: _____

Designated Alternate: _____

1. Primary Responsibilities:
   a. Track incident related costs and use of personnel and equipment.
   b. Administer material and supplies contracts associated with the incident.
   c. Ensure accurate records are kept of all staff members, indicating hours worked.
   d. Support the Incident Commander in making any purchases and keeping track of the cost.
   e. Filing, maintaining and securing all emergency related costs documentation.

2. Reports to: Incident Commander

3. Authority: Ensure proper authorization for the purchasing of goods and services required to manage the incident.

4. Supplies:
   a. Paper/Pens
   b. Computer

5. Assembly Location: Command Center

Notes:

Site Emergency Response Team / ICS Management Flow Chart

Incident Command Team (Management)

Incident Commander
1. Principal
2. Designee

Outside Agency

Incident Commander

Finance / Administration Team — Finance/Admin Officer

Logistics Team — Logistics Officer

Operations Team — Operations Officer

Planning and Intelligence Team — Planning and Intelligence Officer

Supply/ Equipment Team
Leader
Members

Security/ Utilities Team
Leader
Members

First Aid/ Medical Team
Leader
Members

Fire Suppression/ Hazmat Team
Leader
Members
Local Fire Marshall

Assembly Area Team
Leader
Members

Search and Rescue Team
Leader
Members

Scribe (Documentation)
1.
2.

Communications Officer (Situation Analysis)

Public Information Officer (PIO)
1. Lisa Coates
2. Exe. Dir.

Safety Officer

Other Assignments

CMP Executive Director
Gary Bowman

CMP Network Safety Coordinator
James Hartley

Request Gate Team
Leader ___
Members ___
___
___

Reunion Gate Team
Leader ___
Members ___
___
___

Psychological First Aid Team
Leader ___
Members ___
___
___

Agency Liaison Officer
___

Public Information Officer
Actions and Communications Log

Page:_____

Person filling out form: Date:

Emergency:

Scribe
Planning and Intelligence Team
Actions and Communications Log

Page: _____

Person filling out form: Date:

Emergency:
Log of Emergency Developments and Response Actions

- Record the actions taken during an emergency
- Monitor incident tracking, task completion and follow-up
- Provide for information exchange between departments/agencies
- Provide a chronology of activities
- Provide legal documentation of the situation and actions taken by the site.
- Provide a means for appropriate tracking of financial commitments and expenditures (Appendix 2-12).
- Provide information which may assist in reconciling issues such as staff schedules, injuries, etc.
- Assist in improving the SERP through recommendations and revisions.

Scribe
Planning and Intelligence Team
Actions and Communications Log

Page: _____

Status Board Example

Date:
Name:

MANAGEMENT

- ICS: _____
- PIO: _____
- Safety Officer: _____
- Agency Liaison: _____

Incident Type
Level of Emergency
Public Statement needed/
  given
Medical Needs
Injuries
Deaths

PLANNING & INTELLIGNECE
Officer:_____
Scribe: _____
Communications Officer: __

OPERATIONS

Officer:_____

Assembly Team
- Leader: _____
- Notes:

First Aid Medical Team
- Location:
- Leader: _____
- Medical Needs:
- Injuries:
- Deaths:

Search and Rescue
- Leader: _____
- Location of injured
- Number of injured
- Condition of injured
- Gas Leaks/Fires/
  Structural Damage

Fire Suppression/Hazmat
- Leader: _____
- Damage Assessment
  Report Forms
- Fires: locations/
  extinguished
- Gas Leaks: locations/
  valve shut off
- Structural damage
  report

Psychological First Aid
- Leader:_____
- Psychological needs

Request Gate
- Leader:_____
- Needs

Reunion Gate
- Leader:_____
- Support Needed
- Problems
- Status

LOGISTICS

Officer: _____

Supplies & Equipment
- Leader: _____
- Food and Water Status
- Sanitary Supplies
- Port-a-potties
- Special Needs
- Medicine

Security/ Utilities
- Leader: _____
- Air system shut down
- Gas shut off
- Power shut off
- Water main status
- External gates locked

FINANCE & ADMIN
Officer: _____

Note: be sure to note time
and locations and who
reported to you.

Injury and Missing Persons Report Form

School _____   Room Number _____

Teacher's Name _____   Date _____

INJURED		
Name	**Type of Injury**	**Location**

MISSING PERSONS				
Name	**Last Seen Location**	**Found**	**Time**	**Location**

Deceased			
Name	**Location Found**	**Time**	**Reported**

Injury Record Form

School _____   Room Number _____

Teacher's
Name _____   Date _____

Name of Injured Person: _____

Type of Injury:		
Actions Taken:		
Action Taken:	**By Whom:**	**Time:**

Notes:

Damage Assessment Report Form

NOTE: Do not enter building unless the structural evaluation has been completed and the building is designated as safe to enter.

School/Site Name: _____   Location/Building Code:_____

District: _____   Date: ____/____/____

Time:_____:_____ a.m. / p.m.

Damage Category	No Damage	Slight Damage	Severe Damage	Hazardous Condition	Location / Room # / Note
Electrical	☐	☐	☐	☐	
Natural Gas Lines	☐	☐	☐	☐	
Water Heater/ Boiler	☐	☐	☐	☐	
Water	☐	☐	☐	☐	
Sewer	☐	☐	☐	☐	
Phone	☐	☐	☐	☐	
Other	☐	☐	☐	☐	
Hazardous Materials					
Custodial chemicals	☐	☐	☐	☐	Chemical Type/Quantity spilled or leaking:
Lab chemicals	☐	☐	☐	☐	Chemical Type/Quantity spilled or leaking:
Asbestos	☐	☐	☐	☐	
Lead	☐	☐	☐	☐	
Other	☐	☐	☐	☐	
Physical Hazards					
Sink Holes	☐	☐	☐	☐	
Construction Areas	☐	☐	☐	☐	
Damaged Bldg. Material	☐	☐	☐	☐	
Broken Glass	☐	☐	☐	☐	
Other	☐	☐	☐	☐	

Notes: (description of trouble, location, severity or hazardous materials):

_____

_____

_____

_____

<u>Findings</u>
- Building or room safe for re-occupancy   ◻ Yes ◻ No
- Building or room closed due to hazardous condition   ◻ Yes ◻ No
- The following corrective measures need to be completed prior to re-occupancy:

_____

_____

_____

_____

_____

[Note: Send a copy of this form to Central Administration Office and maintain the original in the emergency document file.]

Student Release Log

School _____

Date _____   Page_____

Student's Name	Release Time	Name of Person Released to	Signature

Recommended Classroom Emergency Supplies

School Site: _____   Classroom: _____

Item	Recommended Quantity	Quantity at Hand
Backpack	1	
Flashlight	1	
Batteries	2	
Pair of scissors	1	
First Aid instruction summary sheet	1	
Pad of paper (for name tags, etc.)	1	
Pen	1	
Pencil	1	
Light stick	1	
Whistle	1	
Sewing kit	1	
Package of safety pins	1 package	
Solar blanket	1	
Package of 10 gums	1 package	
Package of 10 life savers	1 package	
Package of plastic trash bags	6 packages	
Package of small paper bags	2 packages	
Package of paper cups	2 packages	
Package of pre-moistened towelettes	1 package	
Bottle of hydrogen peroxide	1	
Small package of Tylenol	2 packages	
Package of Tums	1 package	
Ammonia inhalants	4	
Ziploc sandwich bags	2	
Box of Telfa pads	1	
Pair of tweezers	1	
Box of Band-Aids	1	
Cold packs	2	
2" roller bandage	1	
3" roller bandage	1	
Box of triangular bandages	1	
Roll of adhesive tape	1	
Pair of disposable gloves	10	
Container of waterproof matches	1	
Box of toilet tissue	1	
Box of sanitary napkins	1	
Bottle of saline solution	1	

Location: Place these supplies next to primary evacuation doorway in each classroom

Recommended School Emergency Supplies

[Suggested quantities are for 100 people for a period of 72 hours.
Packaged food recommended i.e. power bars and nut free alternatives.]

Type	Item	Recommended Quantity	Quantity at Hand
Food			
Packaged food is recommended i.e. power bars and nut free alternatives. Classroom safety kits include a majority of what you will need. In addition to the kits see below:			
	Raisins – boxed and dated	20 lbs.	
	Large canned beans – dated	20 cans	
	Large mixed fruit or fruit – dated	60 cans	
	Large peanut butter	20 tubs	
	Crackers	2 cases	
	Canned fruit juice	2 cases	
	Sugar cubes	4 boxes	
	Can opener	several	
Rescue Team Member			
	Back Pack	1	
	Gloves	1	
	Helmet	1	
	Orange Vest	1	
	Goggles	1	
	Boots	1	
	Heavy Clothing	1	
	Flashlight	1	
	Extra Batteries	1	
	Personal First Aid Kit	1	
	Water and Paper Cups	1	
	Whistle	1	
	Marker Pens	1	
	Fire Extinguisher 3-A:40-B:C	1	
	Pry Bars 36 and 66 Inches Long	1	
	Axes	1	
	Sledge Hammer 5-8 lb.	1	
	Pocket Knife	1	
	Duct Tape	1	
	Utility Shutoff Tools	1	
	Note Pad and Pen	1	
	Cyalume Sticks	1	
	Walkie-Talkie	1	

Type	Item	Recommended Quantity	Quantity at Hand
First Aid			
	First Aid Manual (Red Cross, up-to-date)	1	
	Alcohol	4 bottles	
	Alcohol prep (100 count)	4 boxes	
	Aluminum foil – 18 inches wide	4 rolls	
	Antibiotic solution (betadyne)	4 bottles	
	Aromatic spirits of ammonia (10 count)	4 boxes	
	Band-Aids – assorted sizes	8 boxes	
	Bandages: ACE wrap, Kerlix, Kling or other conforming bandage of several widths (2, 3, 4, 6 inch)	4 boxes each	
	Bandage scissors – blunt nose type	9 pairs	
	Bandage, triangular – 36 x 40 x 55 inch	30	
	Basin, emesis – disposable	10	
	Blankets – space or disposable	150	
	Blood pressure cuff with manometer	6	
	Burn sheets – sterile, disposable	4 packages	
	Cervical collar – small, medium & large	4 each	
	Cotton balls – unsterile	4 large packages	
	Disinfectant – hand washing	4 gallons	
	Dressings – 2x2's, 3x3's & 4x4's sterile	4 boxes each	
	Dressings – 5x9's & 8x10's sterile	4 boxes each	
	Dressings – eye pad, oval sterile	15 boxes	
	Dressings – Vaseline gauze 3x36 inch sterile	4 boxes	
	Ipecac	4 bottles	
	Kleenex	10 boxes	
	Marking pens – for all surfaces	6	
	Needles – for removing splinters & glass	4 packages	
	Note pads	20	
	Pack – cold Temp-Aid	1 case	
	Paper cups	4 boxes	
	Pack – hot Temp-aid	1 case	
	Paper bags	4 boxes	
	Paper towels	4 cases	
	Pencils or ball point pens	4 packages	
	Petroleum jelly	4 large jars	
	Pitcher or jar with cover – can be used as a measuring device	4 one quart size	
	Q-tip swabs	6 packages	
	Safety pins – assorted sizes	6 packages	
	Saline	4 boxes	

Type	Item	Recommended Quantity	Quantity at Hand
	1 tsp. per quart sterile water = normal saline		
	Sanitary napkins – can be used for heavy bleeding wounds	2 cases	
	Spine board – long and short	2 each	
	Splints – inflatable, boards, magazines or other	Several sets	
	Standard surgical gloves – medium and large	4 boxes	
	Table	4	
	Thermometer – oral – Tempa-dot, disposable	4 boxes each	
	Toilet tissue	4 cases	
	Tongue depressors	4 packages	
	Towelettes – moist	15 boxes	
	Treatment log	1	
	Triage tags (from Office of Emergency Services)	150	
	Tweezers – large	9 pairs	
	Tylenol (15 grains)	6 bottles	
	Water purification tablets or	4 bottles	
	Household bleach (6 drops in 1 gallon of water)	2 gallons	
Other			
	Blankets	100	
	Large battery operated radio with batteries	1	
	Heavy duty flashlights with batteries & bulbs	4	
	Whistles (for communicating w/ stakeholders	4	
	Clipboards	4	
	Ink pens	6	
	Medium garbage bags (40 count)	4 packages	
	Large 3-ply garbage bags (20 count)	4 packages	
	Plastic buckets – 5 gallon	6	
	Pads of paper	4	
	Scotch tape	4 rolls	
	Bed sheet strips (use as optional bandages)	4	
	Plastic cups (100 count)	6 packages	
	Paper plates (100 count)	6 packages	
	Plastic spoons, knives and forks (100 count)	6 packages	
	Can openers – manual	5	
Other – Site Specific Needs			

Financial / Administration Officer
Emergency Developments & Response Actions Log

Page #_____

Person filling out form: Date:

Emergency:

Finance / Administration Officer
Financial Expenditures Tracking

Date	Purchase Description	Amount	SACS
Example: 10/14/14	COSTCO - bandaids	$ 6.99	62-0000-0-0000-0000-000-0000
	Total	$ -	

Biological and Chemical Release Response Checklist

School _____

Date _____

	Yes	No	Note
Have students and staff been evacuated from area of contamination?	_____	_____	_____
Have all students and staff been accounted for?	_____	_____	_____
Has the area of contamination been cordoned off and secured?	_____	_____	_____
Has the area of contamination been affixed with conspicuous signs reading: "DO NOT ENTER"?	_____	_____	_____
Have the doors and windows to the area of contamination been closed and locked?	_____	_____	_____
Have fans and ventilators serving the area of contamination been turned off?	_____	_____	_____
Has staff, students, or other personnel who came in contact with the area of contamination cleaned their hands with soap and water?	_____	_____	_____

Other:

Completed by _____

Date _____

Bomb Threat Report

School _____

Date of Call _____   Time of Call _____ a.m. _____ p.m. _____

Call Received by _____

Location _____ (Phone Number) _____

The person answering the threat call should ask the following questions and record the answers below

When is the bomb going to explode? _____ a.m. _____ p.m. _____

Where is it? _____

What will cause it to explode? _____

What kind of bomb? _____

Why are you doing this? _____

Who are you? _____

What can we do for you to
avoid the bomb from
exploding? _____

How can you be contacted? _____

Record the exact language of the threat:

_____

_____

_____

_____

Voice on the Phone:	Man ( )	Woman ( )	Child ( )	Age _____
	Intoxicated ( )	Accent ( )	Speech Impediment ( )	
	Other ( ) _____			
Background Noise:	Music ( )	Talking ( )	Children ( )	Machines ( )
	Airplane ( )	Typing ( )	Traffic ( )	
	Other ( ) _____			

Completed by _____

Date _____

[Note: Send a copy of this form to Local Sheriff and maintain the original in the emergency document file]

Food or Water Contamination Report Form

School _____ Date _____

Name of person
filling out this
form _____

Name	Symptoms	Food or Water suspected to be contaminated	Quantity Consumed	Other Information

Emergency Drill Record

School _____

Type of Drill	Date of Drill	Time		Remarks	Recorded by	Population
		Start	End			

CONFIDENTIAL
School Personnel Emergency Contact Numbers

Cover Sheet Only

Insert School Personnel Emergency Contact Numbers behind this page, except in any publically distributed versions of this document.

School Personnel Emergency Contact Numbers Template

Name	Home	Cell	Emergency Contact	Emergency Contact Number

CONFIDENTIAL
External Emergency Phone Numbers

Cover Sheet Only
Insert School Personnel Emergency Contact Numbers behind this page, except in any publically distributed versions of this document.

School Name			
School Address			
School Phone		Location Code	
District			

	Name	Phone Numbers
Principal		
Dean of Students		
Administrative Assistants		
CMP Executive Director	Gary Bowman	(916) 971-2432 (916) 204-0271 cell
Office of School Operations	Lisa Coates	(916) 971-2432 (916) 838-3759 cell
Public Information Officer	Lisa Coates	(916) 971-2432 (916) 838-3759 cell

Emergency Numbers		
Emergency (Sheriff, Fire & Medical Emergencies)		911
Emergency for cell phone users		916-874-5111
Sacramento Police Department		911 or 916-732-0100
California Poison Control System	800-222-1222	www.calpolson.org

Non-Emergency Numbers		
Sheriff: Sacramento County	916-874-5115	
Sheriff: Yolo County	530-666-8282	
California Highway Patrol	916-861-1300	800-835-5247
Sac Metro Fire Department	916-859-4300	
City of Sacramento Fire Dept.	916-808-1300	
	Fire	Police
Elk Grove	916-405-7100 (Cosumnes CSD)	916-714-5115
Rancho Cordova	916-859-4300 (Sac Metro)	916-362-5115 (Sheriff)
Sacramento	916-808-1300	916-264-5471
West Sacramento	916-617-4600	916-372-3375
Citrus Heights		Emergency: 916-726-3015 Non-Emergency: 916-726-2499 916-727-5500

City/County Information		
City of Sacramento		
Animal Control – Front Street	916-808-7387	www.saccountyshelter.net
Animal Control – Florin-Perkins Rd	916-383-7387	www.cityofsacramento.org
Animal Control – Citrus Heights	916-727-4708	
Storm Drains – Sac County	916-875-7246	
Storm Drains – Sac County After Hours	916-875-5000	
Automobiles: Abandoned Vehicle Complaints	311 or	916-264-5011
Fire Department	916-228-3000	
Fire – Fire Response Requested	916-228-3035	
Office of Emergency Services	916-808-1300	
Community Emergency Response Team	916-808-1363	
Police – Police Response Requested	916-264-5471	
Police Departments – North Area	916-808-6402	
Police Departments – South Area	916-808-6001	
Utilities Department Emergencies (Evening, Weekends, & Holidays)	311 or	916-264-5011
Flood Control or Flooding	311 or	916-264-5011
Leaks or broken pipes	311 or	916-264-5011
Sewers	311 or	916-264-5011
Storm Drains	311 or	916-264-5011
Water	311 or	916-264-5011
City of West Sacramento		
Police: Non-Emergency Dispatch	916-372-3375	
Public Works Department: Road, Sewer & Water Emergency	916-617-4850	916-372-3375
Public Works Department: Water Quality Concerns	916-617-4860	
Sacramento County		
Animal Control – Front Street	916-808-7387	www.saccountyshelter.net
Animal Care & Regulation	311	916-368-7387
Stray, loose, dead or nuisance animals	916-875-4311	
Child Protective Services 24 Hour line	916-875-5437	
Emergency Services Sacramento Office of Disaster: Planning and Coordination	916-874-4670	
Environmental Management Department: Hazardous Materials General Info	916-875-8550	916-875-5000 (Emergency #)
Fire Department: Sac Metro (24 hour non emergency)	916-228-3035	
Flooding	916-875-7246	
Health & Human Services:	916-875-6091	
Child Protective Services 24 Hour Line	916-875-5437	
Sacramento Area Flood Control Agency	916-874-7606	
Sacramento Area Sewer District 24 Hour line	916-875-6730	

Utilities / Other		
Air Quality Management District	916-874-4800	http://www.airquality.org/
Pacific Gas and Electric		
24 Hour Emergency Service	800-743-5000	
24 Hour Information on Electric Outages	800-743-5002	
Road Conditions (Cal Trans)	800-427-7623	
Sacramento Suburban Water District	916-972-7171	
SMUD (Sacramento Municipal Utility District) No Power – Service Problems – 24 Hours	888-456-7683	

Hospitals / Medical Facilities		
Facility	Address	Telephone Number
Kaiser Roseville	1600 Eureka Road Roseville, CA 95661	General Info: 916-784-4000
Kaiser Sacramento	2025 Morse Ave Sacramento, CA 95825	General Info: 916-973-5000
Kaiser South Sacramento	6600 Bruceville Road Sacramento, CA 95823	General Info: 916-688-2000
Med 7 Urgent Care	4156 Manzanita Ave, Carmichael, CA 95608	General Info: 916-426-4962
Mercy General Hospital	4001 J Street Sacramento, CA 95819	General Info: 916-453-4545 Emergency: 916-453-4424
Mercy Hospital of Folsom	1650 Creekside Drive Folsom, CA 95630	General Info: 916-983-7400 Emergency: 916-983-7470
Mercy San Juan	6501 Coyle Avenue Carmichael, CA 95608	General Info: 916-537-5000 Emergency: 916-537-5120
Methodist Hospital of Sacramento	7500 Hospital Drive Elk Grove, CA 95823	General Info: 916-689-9000
Sutter General Hospital	2820 L Street Sacramento, CA 95816	General Info: 916-454-2222 Emergency: 916-733-3003
Sutter Memorial Hospital	52nd and F Street Sacramento, CA 95819	General Info: 916-454-3333 Emergency: 916-733-1000
Sutter Roseville Medical Center (Level 2 Trauma Center)	1 Medical Plaza Drive Roseville, CA 95661	General Info: 916-781-1000 Emergency: 916-781-1533 Other: 916-781-4042
Sutter Health 24 Hour Crisis Response Line		800-801-3077
UC Davis Medical Center	2315 Stockton Blvd. Sacramento, CA 95817	General Info: 916-734-2011

Staff Training Log

Campus _____

Type of Training _____   Presenter _____

| Attendee's Name | Date | Time | | Attendee's Signature |
		In	Out	

Incident Summary Report

Page # _____

The following items should be included in an Incident Summary Report and submitted to the CMP Safety Coordinator within 7 days of the incident.

- Compile a brief description of facts caused by the emergency.
- Provide an explanation of the site's approach to addressing the emergency.
- Create a timeline of when events occurred, individuals/agencies were informed, aid was provided, and information was delivered to stakeholders.
- Assess the extent of the damage caused by the emergency and compose a statement about the site's profile after the emergency.
- Include minutes and notes taken from any meetings that were help in relation to the incident.
- Include a copy of all documentation recorded on the incident.

Person filling out form: Date:

Emergency:

Team:

Names:

Incident Summary Report

Page # _____