

# **Emergency Response Procedures**

**VICTOR VALLEY UNION HIGH SCHOOL DISTRICT**

2016-2017



**"Every school will provide a safe environment that is conducive to learning"**

Site: Goodwill Education Center

Principal: Kevan Loyd

Assistant Principal: Benisha Carr

School Site phone number: 760-955-3440

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The purpose of the District Emergency Response Plan is to establish guidelines and policies for all personnel and site locations in the Victor Valley Union High School District to follow in preparing for, or in the event of an emergency and to maintain a safe environment. The primary objective of this preparedness plan is to provide for the safety, protection, and welfare of the students, staff, and property in the District.

The ultimate objective of preparedness is to form a partnership between local, regional, state, and national government organizations, the schools, and the people of the community all working to preserve and protect life, all prepared to mobilize talents and material resources required to meet essential human needs and to survive any emergency or disaster.

In the event of an emergency or disaster, the Victor Valley Union High School District shall support and expect support from the emergency organization of the cities lying within or near the boundaries of the District, the County of San Bernardino, and the State of California. California law and the Rules and Regulations of the State Department of Education authorize the Victor Valley Union High School District to utilize its school personnel and facilities if an emergency or disaster should occur.

## Scope

The Victor Valley Union High School District (VVUHSD) Emergency Response Procedures (ERP) provides guidance and direction to District office personnel, school site principals, faculty and staff who have Emergency Management Responsibilities. The Emergency Response Procedures Plan shall be used during an emergency incident involving a VVUHSD school facility.

## Key Emergency Contact

After contacting 911, it is imperative during an emergency to contact District Office personnel as quickly as possible. He/She will respond immediately to the emergency and alert the appropriate members of the District staff.

## Safe School Leadership Team (SSLT)

Each VVUHSD school site will have a Safe School Leadership Team (SSLT) to take charge of the emergency, respond effectively, protect the occupants of the facility and reduce the risk of physical injury, property damage and business interruption. Team leaders can only have one primary assignment (unduplicated).

**Standardized Emergency Management System (SEMS)** is the system required by Government Code 8607(a) for managing response to multi-agency and multi-jurisdiction emergencies in California. SEMS consists of five organizational levels, which are activated as necessary: Field Response, Local Government, Operational Area, Regional, and State.

The school site Safe School Leadership Team (SSLT) carries out the Field Response level of crisis and emergency management, the District School Safety Team functions at the Local Government level in this system. By organizing our crisis response plans according to SEMS, both school sites and the district are positioned to integrate services when an incident occurs on an area, regional or state level.

By standardizing key elements of the emergency management system, SEMS is intended to:

- ☐ Facilitate the flow of information within and between levels of the system.
- ☐ Facilitate coordination among all responding agencies.

Use of SEMS will improve the mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources. Use of SEMS will reduce the incident of poor coordination and communications, and reduce resource ordering duplication on multi-agency and multi-jurisdiction responses. SEMS is designed to be flexible and adaptable to varied disasters that occur in California, and to the needs of all emergency responders.

**Essential Management Functions:** SEMS has five essential functions adapted from Incident Command System (ICS). The Field Response uses the five primary ICS functions: **Command, Operations, Planning/Intelligence, Logistics, and Finance/Administration**. The term management is used instead of command at all levels except Field Response. The titles of the other functions remain the same at all levels.

Under the SEMS, tasks are delegated to members of the SSLT to successfully handle critical incidents. The SSLT member is then responsible for the task assigned and serves as the manager of the task. This type of delegation allows each manager to focus on just one or two aspects of the incident. These managers then provide information to the incident commander (principal) and assist them in making informed decisions. Using this organizational system during a critical incident creates clear communication channels that will reduce the amount of confusion and chaos.

Permanently assigning specific areas of responsibility to members of the Safe School Leadership Team provides each member with the opportunity to specialize in the management of his/her area.

The SEMS model also addresses the uncertainty of exactly who will be in the building during an emergency. When assigning the management of critical roles in the SEMS, assign an alternate for each role to assure coverage at all times. This may require some individuals to be responsible for more than one task if the primary manager were out of the building. While the SEMS identifies roles for the members of the SSLT, all school faculty members should know their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not assigned a class when an emergency occurs. It is imperative to emergency operations that SEMS roles and responsibilities are assigned and understood by the Safe School Leadership Team members. The Roles & Responsibilities outlined in this document, will also assist the Incident Commander System if one or more team members/alternates are not available. City emergency responders use the SEMS to manage emergency events. Because of this, a school with assigned roles for administrators and teachers will be able to work more efficiently with city agencies.

### **Limitations**

It is the policy of Victor Valley Union High School District that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Victor Valley Union High School District can only endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

# DISTRICT EMERGENCY CONTROL CENTER AND COMMUNICATION SYSTEM

The Emergency Control Center will be located at the Victor Valley Union High School District Office, 16350 Mojave Drive, Victorville CA, 92395 which access the centralized telephone and data communication systems and a radio-monitor receiver for transportation.

## Emergency Directory

### A. Reporting Information

1. 911
2. Superintendent's Office – 760-955-3201 ext. 10202
3. Other Important Contacts:
  - ▯ Victorville Police Department..... (760) 241-2911
  - ▯ San Bernardino County Sheriff... (760) 245-4211

### B. Public Information

1. In an emergency, the Superintendent or the individual designated is the primary spokesperson for Victor Valley Union High School District
2. The District will use the means available (telephone, fax, email, two-way radio, runners, etc.) to send information and instructions to district sites.

### C. District Dedicated Telephone Numbers

#### Dedicated Number Location

District Office:	760-955-3201
Superintendent's Office – Secretary	760-955-3201 ext. 10202
Educational Services	760-955-3201 ext. 10320
Business Services	760-955-3201 ext. 10211
Maintenance & Operations Secretary	760-955-3201 ext. 10253
Cafeteria Manager	760-955-3201 ext. 10278

Poison Control	(800) 544-4407
American Red Cross	(760) 245-6511
City Hall	(760) 955-5000
District Office	(760) 955-3201
Superintendent	Ext. 10202
Director of Student Services	Ext. 10292
Maintenance and Operations	Ext. 10255
Transportation	955-3450
<b>Public Utilities</b>	
Electric	(800) 611-1911
Gas	(800) 427-2200
Water CSA 64	(760) 955-9885
Telephone Repair – Verizon	(760)245-0605 or 611

### **Hospitals**

Victor Valley Community Hospital	(760) 245-8691
St. Mary's Hospital	(760) 242-2311
Desert Valley Hospital	(760) 241-8000

### **Radio Stations**

Y102	(760) 241-1313
KFROG	(760) 244-2000

### **School Messenger**

School messenger	(800) 920-3897
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# **Emergency Preparedness: Emergency Organization Structure, Duties and Responsibilities**

## **Preparation of Centralized District Services**

### **Establishment of District Emergency Staff Assignments:**

The Superintendent shall establish and maintain an emergency organization structure, which may be activated in case of disasters or other emergencies. Changes in the structure may be made by the Superintendent to satisfy specific situation requirements.

### **Emergency and Disaster Organization:**

The Victor Valley Union High School District emergency organization shall consist of:

- Emergency Disaster Director (Superintendent)
- Emergency Disaster Cabinet
  - Assistant Superintendent – Educational Services
  - Assistant Superintendent – Business and Facilities
  - Assistant Superintendent – Human Resources

### **Emergency and Disaster Assignments:**

The District level emergency disaster assignments are established herein. Each administrator shall be responsible for designating an alternate to act in his/her capacity in the event of his/her absence during an emergency or disaster.

<u>District Title</u>	<u>Emergency Disaster Title</u>
Superintendent	Emergency Disaster Director
Assistant Superintendent – Educational Services	School Site Services and Information Manager
Assistant Superintendent – Business	Resource and Services Manager
Assistant Superintendent – Human Resources	Personnel Manager



## Emergency Organization Chart

Emergency Disaster Director:

### Superintendent

#### Asst. Superintendent Ed Services

Principals  
Vice Principals  
Special Education  
Instructional Dept. Clerical Staff  
Instructional Certificated Support Staff  
Director of Technology  
ROP/CTE  
Adult Education  
Central Enrollment

#### Asst. Superintendent Business

Director of Food Services  
Director of M&O  
Director Transportation  
Other non-assigned personnel

#### Asst. Supt. Human Resources

District Office Personnel  
Public Information Officer  
Other non-assigned personnel

### Emergency Duties and Responsibilities

#### General Responsibilities:

Legal Responsibilities of District Employees: All school district employees by operation of law are declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors to mitigate the effects of disaster. (Government Code, title 1, Division 4, Chapter 8, Section 3100)

#### Declared Emergency During School Day:

In the event of a major disaster, *school will not be dismissed*, and students will remain under the supervision of school authorities. If during the school day, the Superintendent or designee declares a District emergency; all District personnel become disaster service workers and are assigned to their usually designated supervisor under the direction of the District Emergency Command Center Director (Superintendent). In the absence of orders from the District Emergency Center Director, the School Site Manager (Principal) is authorized and directed to implement necessary action as outlined in the School Site Emergency Response Procedures and the District Emergency Response Procedures.

#### Undeclared Emergency at Any Time:

All public employees may be pressed into service by City or County offices of emergency services. In that case, the District Superintendent would be directed to secure District employees to open and work at the designated mass care centers. In the absence of a declared emergency, and at the site of any emergency, District personnel shall act responsibly and with common sense to provide immediate relief. Personnel shall be familiar with the Incident Command System (ICS).

#### Designated Emergency Duties:

Designated emergency disaster staff members and their alternates shall be knowledgeable of their emergency assignments. The primary duties and responsibilities of the emergency staff shall be as follows:

▮ **Emergency Disaster Director (Superintendent) or Designee:** The Emergency Disaster Director may request the Governing Board proclaim the existence or threatened existence of a District emergency if the Governing Board is in session, or may issue such proclamation if the Board is not in session, subject to its ratification. The Director shall, in an emergency or disaster, activate the emergency response procedures plan or a portion thereof, make emergency decisions, issue orders, issue operation schedules, establish priorities, direct and control the emergency disaster organization, and provide instructions to staff, students and parents. The Emergency Disaster Director, assisted by the three Assistant Superintendents, shall coordinate appropriate emergency activities with various local, regional, state and national emergency agencies and coordinators. All information disseminated to sites and/or to the public shall be handled by the Superintendent (Emergency Disaster Director) or designee. The Superintendent's support staff shall disseminate information as directed by

the Superintendent. The alternate for the Emergency Disaster Director shall be the Assistant Superintendent of Educational Services.

▮ **Emergency Disaster Cabinet:** The Emergency Disaster Cabinet is comprised of the following:

- Assistant Superintendent – Educational Services
- Assistant Superintendent – Business and Facilities
- Assistant Superintendent – Human Resources
- The Cabinet is responsible to the Emergency Disaster Director. That Cabinet shall meet on call, provide recommendations to the Emergency Disaster Director, and carry out assignment of the Director.

▮ **The Assistant Superintendent – Business and Facilities** shall be responsible for the administration, allocation, and continual operation for support resources during times of emergencies. He (she) shall be responsible for the supervision and coordination of the following members and their staffs:

- Director Fiscal Services
- Director of Food Services
- Director of Maintenance & Operations
- Director Transportation
- Warehouse/Print Shop
- Business Office Staff

**Communication:** During an emergency or disaster, the Assistant Superintendent – Business and Facilities shall attempt to keep in constant communication with all emergency staff members. During an emergency, the Assistant Superintendent – Business and Facilities shall advise and update the Emergency Disaster Director on a continual basis. In the event of failure of the telephone system, the Assistant Superintendent – Business and Facilities shall act as base communication coordinator with all schools, service vehicles and facilities with two-way radio communication capabilities.

**Authorization:** During an emergency, the Assistant Superintendent – Business and Facilities shall be empowered to authorize and to make district level decisions pertinent to the use of District manpower, equipment, supplies and other materials necessary to protect the health and welfare of students, staff and the community.

**Alternate:** Director of Maintenance & Operations shall act as the alternate Assistant Superintendent – Business and Facilities in his/her absence.

▮ **The Assistant Superintendent of Educational Services** shall be responsible for the emergency duties and responsibilities of the Administrative Staff. The prime responsibility of the Assistant Superintendent of Educational Services in the event of an emergency or disaster affecting student, personnel, or property, is to coordinate the activities of and provide information to the following staff members:

- Adult Ed
- Assistant Principals
- CEC
- Clerical staff at school sites
- Director of Technology / IT Staff
- Instructional Department (teachers)
- ROP/CTE
- School site Principals
- Special Education staff
- Student Services staff

**Communication:** During an emergency, the Assistant Superintendent of Educational Services shall attempt to keep in constant communication with the facility managers affected by the emergency. During an emergency, the Assistant Superintendent of Educational Services shall advise and update the Emergency Disaster Director on a continual basis.

**Authority:** During an emergency or disaster, the Assistant Superintendent of Educational Services shall have the authority to direct the emergency activities of all staff and to make district level decisions pertinent to the health and well-being of the students, staff and community.

**Alternate:** The alternate for the Assistant Superintendent of Educational Services in the event of a District wide emergency shall be the Director of Information Technology, in the event of an individual school site emergency the alternate shall be a Principal from another school site not involved in the specific emergency.

¶ **The Assistant Superintendent of Human Resources** shall be responsible for the emergency duties and responsibilities of the Administrative Staff. The prime responsibility of the Assistant Superintendent of Human Resources in the event of an emergency or disaster affecting student, personnel, or property, is to coordinate the activities of and provide information to the following staff members:

- Public Information Officer
- Student Support Services
- District Office Support Staff
- Other non-assigned staff

**Communication:** During an emergency, the Assistant Superintendent of Human Resources shall attempt to keep in constant communication with the facility managers affected by the emergency. During an emergency, the Assistant Superintendent of Human Resources shall advise and update the Emergency Disaster Director on a continual basis.

**Authority:** During an emergency or disaster, the Assistant Superintendent of Human Resources shall have the authority to direct the emergency activities of all staff and to make district level decisions pertinent to the health and well-being of the students, staff and community.

**Alternate:** The alternate for the Assistant Superintendent of Human Resources in the event of a District wide emergency shall be the Director of Human Resources Certificated Personnel. In the event of an individual school site emergency the alternate shall be a Principal from another school site not involved in the specific emergency.

**School Site Staff Assignments and Responsibilities:**

The following are the general assignment of duties and responsibilities to be performed by members of the staff. More detailed responsibilities may be assigned by the Site Emergency Response Procedures Plan, or by oral instruction given by the administrator in charge.

Principal's Role is to provide leadership and maintain an up-to-date Site Emergency Response Procedures Plan and to:

- ▯ Establish and lead the Safe School Leadership Team which includes:
  - Second in Command
  - Student Release Leader
  - First Aid Team Leader
  - Search and Rescue Team
  - Crisis Intervention Team
- ▯ Provide in-service training to the staff so they can instruct students in emergency procedures.
- ▯ Establish a school Emergency Command Post and communication system involving parents, staff, and appropriate community agencies.
- ▯ Assure that fire drills are held as required, earthquake and lockdown drills are held on a rotating basis at least two times a year.
- ▯ Implement the Site Emergency Response Procedures Plan (without direction from the District Office) when it is obvious an emergency exists.
- ▯ Appoint a staff member as an alternate, when necessary.

**Victor Valley Union School District  
Maintenance & Operations Personnel  
Transportation Personnel  
Emergency / Disaster Field Assignments**

In the event of a District-Wide Emergency all M&O and Transportation staff will be required to report to the following District locations to help affect emergency services as directed by the Director of M&O/Facilities and Transportation. These services may include but not be limited to:

- Turning off utility services.
- Assist in search and rescue operations.
- Provide transportation to / from a school site.
- Provide services to protect the school facility from weather or vandalism.
- Other duties as assigned during the emergency.

The following personnel will report, when directed by the Director of Maintenance & Operations, to the following District locations:

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• <b>Adelanto High School</b><ul style="list-style-type: none"><li>○ Team leader – Eddie Lopez</li><li>○ Alternate team leader – Rob Atkinson</li></ul></li><li>• <b>Cobalt Institute of Math and Science</b><ul style="list-style-type: none"><li>○ Team leader – Mike Claunch</li><li>○ Alternate team leader – Richard Weger</li></ul></li><li>• <b>Goodwill Education Center</b><ul style="list-style-type: none"><li>○ Team leader – Frank Capocciana</li><li>○ Alternate team leader – Louis Rocha</li></ul></li><li>• <b>Hook Junior High School</b><ul style="list-style-type: none"><li>○ Team leader – Mike Wyant</li><li>○ Alternate team leader – Kevin Luby</li></ul></li><li>• <b>Maintenance</b><ul style="list-style-type: none"><li>○ Team Leader – Supervisor of Operations</li></ul></li><li>• <b>District Office</b><ul style="list-style-type: none"><li>○ Team Leader – Director of Classified Personnel</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Lakeview Leadership Academy</b><ul style="list-style-type: none"><li>Team leader – Clyde James</li><li>Alternate team leader – Ron Baltierra</li></ul></li><li>• <b>Silverado High School</b><ul style="list-style-type: none"><li>Team leader – Rick Walker</li><li>Alternate team leader – Mike Hill</li></ul></li><li>• <b>University Preparatory</b><ul style="list-style-type: none"><li>Team leader – Raymond Taylor</li><li>Alternate team leader – Mike Smithburg</li></ul></li><li>• <b>Victor Valley High School</b><ul style="list-style-type: none"><li>Team leader – Adrian Davis</li><li>Alternate team leader – Joe Malady</li></ul></li><li>• <b>Transportation</b><ul style="list-style-type: none"><li>Team Leader - Dispatcher</li></ul></li></ul> |
|--|--|

State of California Government Code, Chapter 8, Division IV, Title I

The State of California Government Code states that all public employees become emergency service workers in the event of a declared emergency. This means that all school district employees will be required to work in this capacity in case a disaster occurs and or a state of emergency is declared.

## Directions for School Sites

1. Establish:
  - ✓ Safe School Leadership Team
  - ✓ Student Release Team
  - ✓ First Aid Responders
  - ✓ Crisis Intervention Team
2. Update the site map showing teacher classroom locations, all utility shut off locations and fire hydrants.
  - ✓ Determine primary and an alternate site for Parent Reunification with their students.
  - ✓ Determine all emergency evacuation routes; including alternate routes and locations off the school site should evacuation be required.
3. Establish:
  - ✓ Fire Drill Schedule – Once per month at middle school level and combo 7-12 sites and twice per year at high schools.
  - ✓ Lockdown Drill at least **twice** per year (once a semester) with a Parent Reunification practice drill.
  - ✓ Disaster Drill District wide, once per year.
  - ✓ Create an emergency office supply box with items and forms required for parent –student reunification. This box must be in a location generally accessible with all Emergency Team Leaders and ASES leaders are aware of its location.
4. Update the Student Master Lists once per month (two copies). This list should reflect the student name and teacher who is assigned to monitor the student during an emergency event. All schools are required to have a classroom master list by instructional period throughout the day. This list is to be kept in the emergency office supply box.
5. Update the templates in the section of the plan to reflect current areas of responsibilities and team members for the various team needs at your site.
6. You may use the following pages and adapt them to your specific school site needs.
7. Submit your Comprehensive Safe School Plan and Emergency Procedures Plan to the Assistant Superintendent of Business Services for Board approval.
8. Completed plans must be submitted the District office prior to the **February** Board of trustees meeting **annually**.

### Safe School Leadership Team

Please note that the Safe School Leadership Team functions have been organized to align with the District Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). Depending on staff available, team members may serve multiple roles.

In the event of an emergency situation, the Safe School Leadership Team should report to a designated location to oversee and provide directions during the emergency situation. The principal and/or designee in charge are to facilitate the following:

- (1) Secure the area,
- (2) Check for damage,
- (3) Assess injury situations, and
- (4) Report findings to the Superintendent.
- (5) Maintain personnel / student list for the Safe School Leadership Team.

### Safe School Leadership Team

		Names of school site personnel
Incident Command	Principal	Kevan Loyd
	1. Alternate	Benisha Carr
	2. Alternate	Lora Walsh-Martin
Planning/Intelligence / Communications	Office Secretary and or Clerk	Kathie Randall
	1. Alternate	Lora Walsh-Martin
	2. Alternate	Susan Carter
Operations / Logistics	Assistant Principal	Benisha Carr
	1. Alternate	Lora Walsh-Martin
	2. Alternate	Susan Carter
For SOFT Lockdown site security	Counselor	Lora Walsh-Martin
	1. Alternate	Benisha Carr
Search and Rescue	Leader	Jobe Heath
	Alternate	Benisha Carr
	Team member	Jim Reed
	Team member	Darnell Price

## SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES

In the event of a major disaster, there is no guarantee that emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the **school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance.**

It is critical to determine *who* does *what*, *where*, and *how*—before such a disaster occurs.

### Principal/Safe School Leadership Team

1. Acts as the liaison between, and maintains communication with appropriate district office staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.
2. Posts and regularly updates Safe School Leadership Team information and the emergency phone numbers, emergency first aid responders, and chemical inventory lists.
3. Ensures Safe School Leadership Team members are knowledgeable of the location of shut-off valves and how to turn them off if needed. **Do not attempt to turn utilities back on yourself.**
4. Ensures that teachers are trained to carry out responsibilities during emergency situations; encourages teachers to work in teams through a buddy system.
5. Establishes a communications system consisting of the following elements:
  - a. Ensure that all staff are able to use the campus wide intercom system.
  - b. System of specific disaster warning signals that are well known to staff and students, and includes, both bell and voice signals.
  - c. Alternate system for written / visual communication with staff in the event voice-to-voice communication is not available, such as a color card system to be displayed in a window or door jam.
    - Red, Yellow, Green cards
      - Red: need immediate help
      - Yellow: need assistance as soon as possible
      - Green: everything is ok
  - d. Designate and enforce exclusive use of a telephone line and number to be used only by the Principal (or authorized person) and the Superintendent (or designee).
6. Establishes a student release system that will facilitate an organized method to release individual students to authorized adults only.
7. Assigns the following duties to school staff:
  - a. Patrol entrances to direct emergency personnel, parents, district staff, and media to appropriate areas, and prohibit unauthorized persons from entering campus.
  - b. Monitor/supervise halls and corridors to maintain a safe and secure environment.
  - c. Conduct search-and-rescue operations to systematically search every room in order to locate trapped/injured persons and to recover critical supplies and equipment.
  - d. Establish/coordinate Communication Center.
  - e. Administer first aid.
  - f. Work with emergency medical triage teams to identify injured students and staff and to record ambulance destinations.
  - g. Supervise Student Release Procedures.
  - h. Check building utility systems and appliances for damage.



8. Schedules regular emergency drills and reviews the emergency plan with staff, students, and parents and to schedule regular site inspections with the Director of Maintenance & Operations for safety hazards.
9. Plans alternate classroom evacuation routes, if standard routes are obstructed.
10. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.
11. Reviews and updates the site-level plan annually, with particular attention to the unique characteristics of the site.
12. Emergency office supply box materials:
  - Classroom assignments by teacher (room number) / students (updated monthly)
  - Pens, pencils, highlighters, Sharpies, clipboards, tape, duct tape, scissors, blank paper, staplers, paperclips, megaphone, spare batteries (to be kept in or near the box location).
  - List of Emergency contact and release information by student.
  - Maps of school site (20)
  - Signs to mark Parent Request Gate and Parent Release Gate.
  - Signs for alphabetical grouping to organize the parents (A-F etc.)
  - Emergency worker colored vests to wear

### **Staff Responsibilities**

#### **School Nurse**

Responsibilities include:

- ☐ Administer first aid or emergency treatment as needed.
- ☐ Supervise administration of first aid by those trained to provide it.
- ☐ Organize first aid and medical supplies.

#### **Custodians/Maintenance Personnel**

Responsibilities include:

- ☐ Survey and report building damage to the Incident Commander or Operations leader.
- ☐ Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- ☐ Provide damage control or repairs as needed to protect the safety of students, staff and the facility.
- ☐ Assist in the conservation, use, and disbursement of supplies and equipment.
- ☐ Keep Incident Commander or designee informed of condition of school.

#### **School Secretary/Office Staff**

Responsibilities include:

- ☐ Answer phones and assist in receiving and providing consistent information to callers.
- ☐ Provide for the safety of essential school records and documents.
- ☐ Execute assignments as directed by the Incident Commander.
- ☐ Provide assistance to the Operations and Logistics leader.
- ☐ Monitor radio for emergency broadcasts.
- ☐ Assist with health incidents as needed, acting as messengers, etc.

**Bus Drivers**

Responsibilities include:

- ☐ Supervise the care of students if disaster occurs while students are in the bus. Return students as directed.
- ☐ Transfer students to new locations when directed.
- ☐ Execute assignments as directed by the Director of Transportation or designee.

**Search and Rescue team**

Responsibilities include:

- ☐ Execute assignments as directed by the Incident Commander or designee
- ☐ Search entire school campus in teams of two or more looking for injured personnel and or unsafe conditions, and report to the Incident Commander any situations that need immediate care

## STUDENT RELEASE TEAM

**This is the only team that should release students to parent(s) or guardian(s).**

Team responsibilities *may* include:

- ✓ Updating student master lists on a monthly basis.
- ✓ Maintaining an emergency office supply box with pens, forms, clipboards, etc., needed to establish a student release area.
- ✓ Securing student lists and emergency contact information when a crisis occurs.
- ✓ Assigning team(s) dedicated to the release of students and another team(s) dedicated to locating information for staff and students.
- ✓ When authorized by the Incident Commander, the Release Team begins the process of reuniting students with parents or guardians.
- ✓ Team ensures students are released to an authorized parent or guardian and documents the release by using a sign out form.

STAFF MEMBER	ALTERNATE	TITLE	EMERGENCY TASK
Kathie Randall	Lora Walsh-Martin	Team Leader	Gather all student release equipment and supplies from the emergency office supply box. Obtain and wear vest. Ensure all gates are set up appropriately. <b>Work at Request Gate</b>
Lora Walsh-Martin	Susan Carter	Primary Request Gate	Have Student Release Forms available on clipboards. Obtain necessary equipment (tables, chairs, rope etc) from Operation/Logistics team leader. Set up Request Gate at a main student access gate, or where directed. Obtain and wear vest <b>Work at Request Gate</b>
Susan Carter	Richard Jones	Request Gate	Post alphabetical signage to organize parent lines (example: A-F, G-L, M-R, S-Z). Obtain and wear vest <b>Work at Request Gate</b>
Richard Jones	Liana Messer	Primary Release Gate	Set up Student Release Gate some distance from Request Gate. <b>Work Release Gate</b> Obtain and wear vest
Liana Messer	Marlon Banegas	Release Gate	Set up Student Release Gate some distance from Request Gate. <b>Work Release Gate</b> Obtain and wear vest
Marlon Banegas	Dirk Brolsma	Release Gate	Secure area against unauthorized access. Mark gates with signs Obtain necessary equipment (tables, chairs, rope etc) from Operation/Logistics team leader. Obtain and wear vest. <b>Work release Gate</b>
Dirk Brolsma	Adham Gordon	Runners	Obtain and wear vest. Run to classrooms to get students, teacher signatures.
Garrett Beach	Adham Gordan	Runners	Obtain and wear vest. Run to classrooms to get students, teacher signatures.

## **Student Release Procedures**

**Student Release Team Leader:** Kathie Randall

**Primary:** Lora Walsh-Martin

**Alternate:** Susan Carter

**Oversee the reunification of students with their parents or authorized adult through separate Request and Release Gates.**

### **Startup Actions:**

- Attend a briefing with the Incident Commander and other Operations Team Leaders.
- Assume all Team duties until staff is available or assigned.
- Set up Request Gate at or near the main student access gate if possible. **Note:** Release Gate should be some distance from Request Gate.
- Obtain necessary equipment from Operation / Logistics personnel.

### **Operational Duties:**

- Oversee Student Release Team operations and procedures for request and release of students.
- Assist with the location / verification of missing students.
- Stay in contact with Incident Commander and other operation Team Leaders.

### **Closing Down:**

- At the direction of the Incident Commander, close down operation and return equipment and unused supplies to Operations / Logistics personnel.
- Complete all paperwork and deliver to Incident Commander.

### **Student Release Team Leader Equipment/Supplies located in the emergency office supply box.**

- Student master lists by teacher and room numbers
- List of Emergency contact and release information by student.
- Sufficient number of required forms for use.
- Student Release Log
- Job Description for team members
- Know the location to retrieve tables and chairs.
- Signs to mark Parent Request Gate and Parent Release Gate.
- Signs for alphabetical grouping to organize the parents (A-F etc.)
- Pens, pencils, clipboards, tape, duct tape, scissors, blank paper, staplers, paperclips, megaphone, spare batteries (to be kept in or near the box location).

## **Student Release Team**

Primary: Lora Walsh-Martin (different person than Team Leader)

Alternate: Susan Carter

Member: Richard Jones

Member: Liana Messer

Member: Dirk Brolsma

Member: Garrett Beach

Spanish Fluency Member: Marlon Banegas

Alternate: Jonas Cabera

### **Startup Actions:**

- Report to Student Release Team Leader for briefing and assignments.
- Gather all student release equipment and supplies from the emergency office supply box.
- Set up Request Gate at a main student access gate, or where directed.
- Post alphabetical signage to organize parent lines (example: A-F, G-L, M-R, S-Z).
- Have Student Release Forms available for parents outside of fence at Request Gate. Have support from other staff and law enforcement, if available.
- Set up Student Release Gate some distance from Request Gate.
- Have Student Release Forms available on clipboards.
- Secure area against unauthorized access. Mark gates with signs.
- Obtain and wear vest or position identifier.
- Obtain necessary equipment (tables, chairs, rope etc..) from Operation / Logistics team leader.

### **Operational Duties:**

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- **Refer all requests for information to the Superintendent. DO NOT SPREAD RUMORS!**
- Maintain log of students released.

### **Procedures:**

- Divide Student Emergency Cards or master list according to alphabetical groupings.
- Parent or guardian fills out Student Release Form, gives it to a staff member, and shows identification.
- Staff verifies identification, pulls Emergency Card or using the master list, and verifies that the parent or guardian is listed and has authorization to pick up the student.
- Staff instructs parent or guardian to proceed to the Release Gate.
- Runner takes form(s) to the designated classroom(s). **Note: If parent refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card or Release form.**

**If student is with classroom Teacher:**

- Runner shows Student Release Form to teacher.
- Teacher signs bottom of Student Release Form to acknowledge student is now with 'runner'
- If appropriate, teacher sends parent a note with any First Aid Care Given with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to release personnel.
- Release staff match student to requester, verify proof of identification (2<sup>nd</sup> time), ask requester to sign next to students name(s) on the Student Release Log, and release student. Parents are given the note of First Aid Care Given, if applicable.

**If student is NOT with the class or in designated area:**

- Teacher makes appropriate notation on Student Release Form:
  - “Absent” if student was never in school that day.
  - “First Aid” if student is in Medical Treatment Area.
  - “Missing” if student was in school, but now cannot be located.
- Runner takes Student Release Form to Student Release Team Leader.
- Student Release Team Leader verifies student location with Command Post (if known) and meets with parent(s).
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning “Missing” forms to Student Release Team Leader for verification.
- Parent should be notified of missing student status and escorted to Incident Commander.
- If student is in first aid, parent should be escorted to medical Treatment Area.
- If student was marked absent, Student Release Team Leader will notify parent.

**Closing Down:**

- Close Request and Release areas when directed by Student Release Team Leader.
- Make sure all confidential information and emergency cards are returned to Team Leader for secure storage.
- Return all equipment to Operations / Logistics team leader.
- Complete/close out all logs and turn them over to Incident Commander.

## FOR PARENTS

### PICKING UP YOUR CHILD IN AN EMERGENCY SITUATION

- When you arrive at the school to pick up your child, please remain calm and patient while we go through the process of validating permission to release your child to the correct individual(s).
- Bring I.D. (driver's license or passport). This is critically important to ensure the students are released only to authorized individuals.
- DO NOT BLOCK emergency vehicles. The school must have open access for emergency equipment and vehicles. If possible, walk to the school. Keep cars away from the campus and parking lot. Once you arrive at the campus, you will be directed to the dismissal area.
- Please do not take any children without first getting them properly released. The school must maintain an accurate record of students being picked up by authorized adults.
- Once you arrive at the dismissal area, wait for your turn, and identify yourself and whom you are picking up. Present your identification to the staff member who is helping you. Remember you must be listed on the emergency card if picking up students. NO EXCEPTIONS!
- This procedure will take some time! Do not be in a hurry or panic. The dismissal procedure is set up to make sure each child is released to an authorized adult, to account for each child, and to make the atmosphere as calm and non-stressful as possible for both the students who are waiting and the parents/guardians who are checking the students out.
- After signing out your children, please leave the school campus area immediately.

## PARA LOS PADRES

### EL RECOGER A SU NIÑO EN UNA SITUACIÓN DE EMERGENCIA

- *Cuando usted llegue a la escuela para recoger a su niño, por favor mantenga la calma y paciencia mientras pasamos por el proceso de validar el permiso de entregar a su hijo a la(s) persona(s) correcta(s).*
- *Traiga I.D. (licencia de conducir o pasaporte). Esto es de suma importancia para asegurar que los alumnos se les entrega solamente a las personas autorizadas.*
- *NO BLOQUEE a los vehículos de emergencia. La escuela debe tener acceso libre para equipaje y vehículos de emergencia. Si es posible, camine para la escuela. Mantenga los automóviles fuera del plantel y áreas de estacionamiento. En cuanto llegue al campus, usted será dirigido para el área de despedida.*
- *Por favor no se lleve a ningún niño sin que primero se lo entreguen de la manera apropiada. La escuela debe mantener un registro correcto de los alumnos que son recogidos por adultos autorizados.*
- *Una vez que llegue al área de despedida, espere por su turno, e identifíquese y a quien viene a recoger. Presente su identificación al miembro del personal que lo está atendiendo. Recuerde que usted debe estar enlistado en la tarjeta de emergencia si va a recoger a alumnos. ¡NO HAY EXCEPCIONES!*
- *¡Este procedimiento tomara tiempo! No esté apresurado o con pánico. El procedimiento de despedida está organizado para asegurar que cada niño es entregado a un adulto autorizado, para dar cuenta de cada niño, y para promover un ambiente calmado y sin el estrés como sea posible para los alumnos que estén esperando y los padres/tutores que estén esperando para firmar de salida a los alumnos.*
- *Después de firmar la salida de sus niños, por favor salga del campus de la escuela inmediatamente.*

# STUDENT EMERGENCY RELEASE FORM

## FORMULARIO DE ENTREGA DE EMERGENCIA DE ALUMNOS

TO BE COMPLETED AT REQUEST GATE – SE DEBE COMPLETAR EN LA PUERTA DE SOLICITUD

This form will be used in the event of a school emergency or natural disaster. **Students will not be dismissed from school unless a parent / legal guardian or someone specifically listed on the student's emergency release form comes for him/her. ONLY ONE FORM PER FAMILY is needed.**

*Este formulario se utilizara en el evento de una emergencia escolar o desastre natural. Los Alumnos no serán despedidos de la escuela a menos que un padre / tutor legal o alguien específicamente enlistado en el formulario de entrega de emergencia del alumno venga por él/ella. SOLAMENTE UN FORMULARIO POR FAMILIA Se necesita.*

Please list below all children within your family who attend this school. *Por favor enliste abajo a todos los niños dentro de su familia que asisten a esta escuela.*

Student Name(s) <i>Nombre(s) de Alumno(s)</i>	Grade <i>Grado</i>	Status Code (Circle one, only if applicable)	Teacher <i>Maestro</i>
		A      FA      M	
		A      FA      M	
		A      FA      M	
		A      FA      M	
		A      FA      M	

*A=Absent, FA= First Aide, M=Missing*

**Parent / Legal Guardian signature to release the above named students:**

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

\_\_\_\_\_  
Printed Name

***Firma de Padre / Tutor Legal para entregar a los alumnos nombrados arriba:***

\_\_\_\_\_  
*Firma de Padre*

\_\_\_\_\_  
*Nombre Escrito*

ID Verificativo and Type: \_\_\_\_\_ By: \_\_\_\_\_

Student Release team member

**Remember**, only adults can sign students out for release; students will be released only to those adults listed on the Emergency Contact Card and only at the student release station. If circumstances warrant, the school principal or his/her designee, may give permission based on judgment of particular situations, for specific students to be released to an adult or moved to an alternate location.

Teacher(s) or staff acknowledges release of student(s) from their custody: \_\_\_\_\_ Teacher 1

\_\_\_\_\_ Teacher 2 \_\_\_\_\_ Teacher 3

Teacher(s) or Staff signature to release student to the runner



**Have multiple copies of this form**

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## FIRST AID RESPONDERS

Each district site must have designated First Aid responders who are first to provide assistance when needed.

**Annually, identify those staff members who have current training in CPR and First Aid.** In an emergency situation, any staff member may provide assistance. Ensure that there are an adequate number of people trained in first aid.

The following staff members are designated emergency first aid responders:

CPR Qualified	FIRSTAID	NAME	TITLE	ROOM/PHONE
X	X	Heath Jobe	Security	760-955-3440x33105
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Garrett Beach	Teacher	760-955-3440x33211
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			
<input type="checkbox"/>	<input type="checkbox"/>			

Emergency Care for Injuries, Choking, and Sudden Illness:

First aid supplies are located in the health office and classroom emergency boxes.

Follow Universal Precautions for blood borne pathogens.

## CPR PRECAUTIONS

To minimize the risk of infectious disease transmission during emergency mouth-to-mouth resuscitation, mouthpieces, shields, pocket masks, or other ventilation devices shall be used. Such equipment shall be stored with first aid equipment in the office.

Unless the scope of the crisis/first aid response is prohibitive, the appropriate student and/or the emergency employee accident reports are to be completed as per District policy.

## Evacuation Plans

Each site must have an evacuation plan that consists of two stages:

**Stage One Evacuation:** All students and staff are evacuated from buildings and stationed at a safe location on campus.

**Stage Two Relocation:** At the direction of the District Superintendent, all students and staff are relocated to a determined location off campus. Coordinate with transportation department and Police and Fire Department. (Examples: gas leak, fallen aircraft)

Plans shall be based on the current Site Plan maps.

### Evacuation Plan Checklist:

- ☐ Detailed campus diagrams that show:
  - ☐ Evacuation routes
  - ☐ Designated areas for each teacher and class
  - ☐ Areas of supervision
  - ☐ Transportation points (for both busses and autos)
  - ☐ Student Release areas
  - ☐ Press area
- ☐ Emergency cards and or master student list (Always ready to be taken to student release area)
- ☐ Parent/Guardian sign out log or forms
- ☐ Impaired mobility list (Location of these students throughout the school day)
- ☐ Classroom evacuation materials (emergency boxes, attendance logs)
- ☐ Communication plan depends on the specific action. The buses have two-way radio communication; all school sites have push-to-talk radios available that can contact other District personnel. Several District personnel have cell phones.

## **FIRE DRILL PROCEDURES**

State law requires that schools have designated fire drills. In order to comply with regulations, each school site will plan fire drills periodically during the school year, preferably at the start or end of a period. Each teacher will explain the fire drill instructions to all of their students and will make sure that such instructions are understood by all students in addition to posting the fire drill instructions in the classroom.

The signal for a fire is a loud piercing siren continuing until the all-clear announcement is given to re-enter the buildings. It is up to each teacher to see that all students are out of the room. Students and teachers will remain in their designated stations until the all-clear signal is given. This signal may be an all call or an announcement by the administration.

Designated areas to which classes will be sent are indicated on the fire and earthquake drill maps.

1. All school personnel and visitors are required to leave the building regardless of the activities in which they are engaged.
2. Students in PE will report to their instructors.
3. Students should not stop to take personal belongings with them. Pupils may take their personal belongings only if it does not impede the speed and / or safety of the exit from the building.
4. The first pupil to reach the door should open it.
5. The teacher will pick up the roll book and first aid box and proceed out with the class.
6. Students should start moving in the prearranged plan and proceed to the assigned area.
7. There shall be no talking, running, or pushing allowed during the fire drill.
8. On the way to the assigned areas, students will **not** mix with students from other classes.
9. In no case should any group stop less than twenty-five feet from any building.
10. After reaching the assigned position, the teacher will call roll to be certain every class member is present.
11. The teacher shall remain with the class during the entire fire drill period.
12. Teachers are to escort students to class when they are advised by a security, staff member or Administrator.
13. Determine safe locations for assembly.

## Fire Drill Schedule

*The principal shall hold fire drills as required.*

MONTH	DATE	TIME
July	TBD	TBD
August	TBD	TBD
September	9/27/2016	9:05am
October	10/18/2016	3:05pm
November	11/9/2016	10:30am
December	12/13/2016	7:15am
January	1/19/2017	10:05am
February	2/21/1017	9:05am
March	3/21/2017	3:05pm
April	4/12/2017	10:30am
May	5/17/2017	1:05pm
June	6/7/2017	10:00am

## LOCKDOWN / EARTHQUAKE DRILL SCHEDULE

*The principal shall hold Lockdown drills at least twice per school year, and one Earthquake/Evacuation drill per school year.*

MONTH	DATE	TIME	TYPE
October	10/20/2016	10:20am	Earthquake
November	11/2/16	9:05am	"Soft" Lockdown
March	3/16/16	10:05am	"Soft" Lockdown

**Prior to a Lockdown Drill**, notify the District Office, and/or Victorville Police Department, Victorville City Manager's office and the San Bernardino County Fire Stations, as to the date and time of the Drill.

A COPY OF THIS FORM IS TO BE COMPLETED AND DELIVERED TO THE DISTRICT OFFICE ONE WEEK PRIOR TO SCHOOL STARTING EACH YEAR

## **Cafeteria Lockdown Procedure**

### **Procedures to follow should a school wide lockdown is called**

In the event that a school site calls a "soft or hard" lock down, Cafeteria personnel will be notified either by phone call or through a school wide announcement, via the intercom system. The responsibilities of the cafeteria personnel are as follows:

- Perform a perimeter evaluation, ensuring that all doors leading directly to the cafeteria are closed and locked.
- If any students and/or adults are in the cafeteria or dining area, cafeteria staff is to gather everyone in the internal kitchen area and the doors leading to the dining rooms are to be locked as soon as the last person is in the specified area. Staff is not permitted to leave the cafeteria to gather individuals outside.
- In the event that a lockdown should occur during lunch, or any event when the cafeteria is occupied, the Lead Food Services Technician is responsible for assigning staff to certain tables/areas of the dining hall. Staff is to have all students sit on the floor next to the tables. All lights must be shut off and dining area must remain quiet.
- If there are no other people present besides Cafeteria Personnel, the Lead Food Services Technician is responsible for gathering all staff together and locking doors leading to the dining area.
- Once gathered in the internal kitchen area, all lights are to be shut off and the Lead Food Services Technician is responsible to keep staff, students, and all other individuals as calm and quiet as possible.
- If there are students in the kitchen area, the Lead Food Services Technician is responsible for designating staff to various areas of the kitchen for supervision.
- There is to be no outside communication of any kind until an all clear notification has been received. Stay off school phone lines; do not take away personal phones of staff or students.
- Should any Cafeteria Staff see any suspicious persons, they are to report immediately to the Lead Technician. Lead Technicians should evaluate the situation and call the office if they feel that there is a potential threat.

In an actual emergency lockdown situation where an immediate threat of violence may occur, the Food Service Operator may direct all students and staff to exit the cafeteria and school grounds using the safest route possible. Each of the District's cafeterias have multiple entry and exit points, with some exits that lead directly off school grounds.

Include your site map here designating safe routes for fire alarms and exiting school grounds, anticipated command centers and student release areas.



## **EMERGENCY RESPONSE PROCEDURES**

**As each emergency situation is unique, personnel responses will have to be modified to meet the particular circumstances of that condition.**

*The following are ways to notify staff of a threat and procedures to be used.*

### **Intercom Emergency All Call Instructions**

**1) (The Intercom can be accessed from any phone)**

- a) Dial 604 (see sticker on all phones)**
- b) Wait for two beeps**
- c) Make announcement**
- d) Hang up**

**\*\*\*\*\*Make sure to hang up phone\*\*\*\*\***

**2) 2-way radio communication**

**3) Announcements with a megaphone**

# **Building Evacuation**

Signal: Standard Fire Alarm Bell

## **To be used in the event of:**

- Fire, Chemical spill, gas leak etc... (on campus)

## **Teachers will:**

- Secure their attendance books
- Escort their students out of the building by the assigned (or safest) route to the room's assigned fire drill location
- Lock their classroom door after ensuring that all students are out of the room
- Take roll once all students have arrived at the assigned area, notify an Administrator of the count
- Await further instructions

## **Students will:**

- File out of classrooms in a quiet orderly manner as directed by teachers
- Assemble in the designated fire drill area for their classroom
- Permit the teacher to take roll in a quiet and orderly manner
- Await further instructions from their teacher

## **Safe School Leadership Team will:**

- Determine the level of response required for the incident
- Establish an incident command center if required
- Notify District Superintendent
- Determine if staying on campus is the safest alternative or will we require site evacuation?
- Convene Student Release team if needed
- Prepare materials for emergency response personnel (Operations / Logistics)

## **Code is rescinded when:**

- Conditions are deemed safe by the Incident Commander (Principal or appropriate civil authority)
- Teachers are given the "All Clear" signal to return to their classrooms

# **Duck, Cover and Hold**

Signal: Announcement over intercom:

**“Duck, cover, and hold on. Stand-by for further instructions”.**

(Repeat twice)

To be used in the event of:

- Earthquake
- Fallen aircraft
- Possible explosion on or near campus
- Severe storm warnings

Teachers will:

- Direct students away from windows, bookshelves and carts
- Direct students to duck under desks, tables etc. and cover their heads and faces with their arms
- Assume the same duck and cover position as the students
- Await further instructions
- After the “All Clear” signal, take roll and determine the condition of all students in the room
- Report injuries or other immediate safety concerns to the Safe Schools Leadership Team

Students will:

- Move quickly away from windows, bookshelves or unsecured carts or equipment
- If possible, duck under their desk or tables
- Once positioned, kneel with head resting at knees, arms covering back of head
- Remain in place until given the “All Clear” signal

Safe School Leadership Team will:

- Determine the level of response required for the incident
- Decide the safest course of action for students and staff, if evacuation is required, proceed with established procedures.
- Establish an incident command center
- Notify District Superintendent
- Determine if staying on campus is safest choice or will we require site evacuation
- Convene Student Release team if needed
- Prepare materials for emergency response personnel (Operations / Logistics)

Code is rescinded when:

- Conditions are deemed safe by the Incident Commander (Principal or appropriate civil authority)
- Teachers are given the “All Clear”

## CALL SIGNS FOR THE RADIO

We will transmit on VJHS 1. All personnel with radios will bring them with them during emergencies and drills. Administrators may use VJHS 2 for more private conversations.

<u>School Site</u>	<u>Name</u>
Principal	Kevan Loyd
Assistant Principal	Benisha Carr
Admin. 3	
Admin 4	
OFFICE 1	Kathie Randall
OFFICE 2	Alycia Garica
OFFICE 3	
Attendance	Kathie Randall
Probation	
SRO	
SECURITY 1	Jobe Heath
SECURITY 2	
SECURITY 3	
SECURITY 4	
SECURITY 5	
SECURITY 6	
CUSTODIAN 1	Luis Vega
CUSTODIAN 2	Maria Navarro
CUSTODIAN 3	
CUSTODIAN 4	
PE 1	Mary Moore
PE 2	
PE 3	

## **FIRE AND EARTHQUAKE SEARCH TEAMS ASSIGNMENTS**

<b><u>TEAM #</u></b>	<b><u>BUILDING DESIGNATIONS</u></b>
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<b>TEAM 1 ----</b>	<b>1-7</b>
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<b>TEAM 2 ----</b>	<b>8-13</b>
--------------------	-------------

<b>TEAM 3 ----</b>	
--------------------	--

<b>TEAM 4 ----</b>	
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<b>TEAM 5 ----</b>	
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<b>TEAM 6 ----</b>	
--------------------	--

<b>TEAM 7 ----</b>	
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**UTILITY SHUT OFF ---- Custodian 1**

### **NOTIFICATIONS / PUBLIC RELATIONS**

Principal/District Office

## **Student Care: Teacher Responsibilities**

### **Responsibilities**

- Asses situation and remain calm.
- If ground is shaking, lead DUCK, COVER, and HOLD ON.
- Remain calm, direct, and give aid to students. Assist seriously injured students if possible.

### **Lockdown**

- If gunfire or explosions are heard, get everyone to lie flat on the floor.
- If lockdown warning is activated, follow procedures.

### **Evacuation**

- Check with buddy teacher and assist if needed.
- Take classroom emergency kit, emergency cards and roll book.
- Check buddy teacher and try to evacuate both classes together.
- Evacuate to emergency assembly area.
- Use safest route, alert for hazards; quickly and quietly.
- Door closed but **UNLOCKED** for search and rescue access.

### **Assembly Area**

- Instruct students to sit on grass or blacktop as class group.
- Take attendance, complete "Emergency Roll Call Form".
- One of each pair of buddy teachers takes accounting forms to documentation and reports for assignment at Command Post (in disaster situations).

### **Remaining Supervising Teacher**

- Supervise and reassure students.
- Administer first aid as needed, or send student to First Aid station.
- Keep a location record of all students at all times, although they should remain with you.
- Be alert for delayed signs of injury/shock in **ALL** students.

### **Student Release**

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

### **Equipment/Supplies**

- Class list/Roster
- First Aid Kit from Classroom
- Forms: Emergency Roll Call Form
- Clipboard, Pens, and/or Pencils

## **Shelter in Place / Soft - Lockdown**

### **Stay in classroom or current location**

#### **Announcement:**

**"Attention staff and students. Please listen closely. Clear the playground and come inside the nearest building. Teachers and students return to your classrooms. Teachers please lock your classroom doors immediately; we are in a soft lockdown".**

(Repeat twice)

#### **To be used in the event of:**

- Chemical spill (off Campus)
- Civil Disturbance
- Gunfire/Police action in the vicinity
- Flood, blackout / power failure

#### **Teachers will:**

- Report to homerooms or closet available room that can be secured
- Get everyone inside their rooms, including students and staff seeking shelter
- Lock their classroom door, turn off lights, close windows and blinds
- Take roll, and document the names of all students present
- Await further instructions or "All Clear" signal
- Keep all phone and electronic communication to a minimum
- Use the emergency color card system to notify other staff on your medical condition
- Unassigned staff should assemble in a pre-designated area.

#### **Students will:**

- Report to the nearest classroom, common room or office area
- Identify themselves to the teacher or staff member in charge
- Sit calmly and quietly
- Await further instructions from teacher or staff member

#### **Safe School Leadership Team will:**

- Determine the level of response required for the incident
- Establish an incident command center
- Notify District Superintendent
- Determine if movement is allowed (student use of restrooms, only if a staff member chaperones)
- Convene Student Release team if needed
- Prepare materials for emergency response personnel (Operations / Logistics)

#### **Code is rescinded when:**

- Conditions are deemed safe by the Incident Commander (Principal or appropriate civil authority)
- Teachers are given the **"Lockdown Lifted"**

## **Hard – Lockdown / Direct Threat**

Signal: Announcement over intercom:

**“WE ARE IN A EMERGENCY LOCKDOWN SITUATION, THIS IS NOT A DRILL”**  
(Add any specific information about incident to aid teacher/staff decision making)

(Repeat three times)

To be used in the event of:

- Armed Intruder
- Hostage Crisis
- As directed by law enforcement

Teachers will:

- Immediately lock their classroom door(s)
- Instruct students to lie on the floor away from windows and doors
- Turn off lights, close all blinds
- Instruct students to remain silent
- Keep all phone and electronic communication to a minimum, only report emergency medical needs
- Use the emergency color card system to notify other staff on your medical condition
- Await further instruction from Safe Schools Leadership Team or Police

Once doors are locked, doors are not to be opened under any circumstances until an all clear notification is announced either via phone or intercom system from Incident Commander (Principal or ranking law enforcement official).

**Teachers/staff will use their best judgment, to ensure the safety of students and themselves. If deemed the best choice the teacher/staff may lead students to safety off campus.**

Students will:

- Immediately drop to the floor, away from doors or windows
- Remain silent
- Await further instructions from teacher

Safe School Leadership Team will be mobilized:

- Establish communication with appropriate law enforcement agency
- Establish an incident command center
- Notify District Superintendent
- Prepare materials for emergency response personnel (Operations / Logistics)
- Prepare materials for release of student to their parents and determine the best location for doing so.
  - Notify the District Office of situation so it may be transmitted electronically to parents

Code is rescinded when:

- Conditions are deemed safe by the Incident Commander (Principal or ranking law enforcement official)
- Teachers are given the **“Lockdown Lifted”** signal either one long bell or verbal instructions



**VICTOR VALLEY UNION SCHOOL DISTRICT  
2-WAY RADIO PROCEDURES  
(Used only for Transportation)**

**IN CASE OF A BOMB THREAT, DO NOT ACTIVATE THESE RADIOS, AS THE FREQUENCY MAY  
ACTIVATE THE BOMB.**

Our district system is licensed and monitored by the Federal Communications Commission for school business use. In an emergency, effective communication is crucial. Follow these guidelines for radio use:

- Only one signal can be on the frequency at a time. Be sure to monitor the system before transmitting
- Minimize transmissions. Keep sentences short
- Speak slowly, clearly, within two inches of the radio
- Use clear "sign-off" terms, such as "name, out."
- During normal use, use only the channel assigned to your school

## **BOMB THREAT**

In the event of a Bomb threat, the following WILL be adhered to. In addition, the following announcement will be made:

"ATTENTION STAFF AND STUDENTS, WE HAVE A LOCK-DOWN. ALL SECURITY AND CUSTODIANS WILL REPORT TO THE PRINCIPAL'S OFFICE AT ONCE."

NOTE: ALL TWO WAY RADIOS MUST BE TURNED OFF IMMEDIATELY AND ARE NOT TO BE USED.

### **NON-EVACUATION (Covert Search)**

Each teacher is responsible for checking their own room. (If a device is suspected, exit according to the fire drill procedure.) The administrator must be notified at once by using a "student runner."

Search teams will check the school grounds. **Custodian I and Assistant Principal**

- A. Exterior of buildings
- B. Gas mains and electrical mains.

### **EVACUATION (Overt Search)**

- A. During the lock-down, search team must first check evacuation routes, then evacuate.
- B. Conduct a thorough search of the entire premises.
- C. The PE department will STOP all activities and bring their students to their assigned evacuation area immediately.
- D. The PE department MUST turn OFF their two way radios.

### **BOMB SEARCH TEAM**

- Team 1 –
- Team 2 –

NOTE: All team members are to remain together at ALL times.

### **Information Runner:**

(Responsible for relaying search information between teams and administrators)

If a fire drill or bomb threat is activated during lunch, ALL staff members on their lunch breaks will report to the Lunch Quad area and help locate all students from the Lunch Quad to the emergency evacuation area. The students will be assembled after their CLASSES at the evacuation area.

## SEARCH TEAMS ROLE AND RESPONSIBILITIES

Search teams will be trained thoroughly in search procedures, constantly emphasizing their role as searchers and not a bomb expert. THEY ARE LOOKING ONLY FOR SUSPICIOUS, CHANGED, OR OUT OF PLACE ITEMS AND / OR SOUNDS WHICH ARE OUT OF THE ORDINARY.

A great deal of time can be spent to train all employees in efficient, thorough bomb searches. You must also be aware that disgruntled employees have been known to place bombs; and the bomber could also be among the searchers. The use of specifically selected and trained teams greatly increases the efficiency of search operations.

Since the terrorist does not label the device with the word "BOMB," what would you look for? What does a bomb look like? No one knows. It can be packaged in as many different ways as the maker's imagination will allow. Some devices may be the size of a cigarette package and others may be as large as a dump truck.

Since the object of the search can vary in its size and shape, it is a functional rule that the search must be made by persons who are familiar with the area since only they can identify a strange object or sound. However, the use of personnel who occupy the premises to conduct the search may present a problem in view of the hysteria that might result from the threat unless there has been careful planning beforehand. This is why formal inspections are important on a regular basis.

Questions to be answered before ordering a search are whether it will be an overt or covert search; and will it be conducted without evacuation or after evacuation of the area to be searched.

Regardless of the extent of the evacuation, a search is almost always advisable. The possible circumstances of being limited to partial evacuation or to no evacuation often will necessitate a covert search. The conditions that usually enable an overt search to be conducted are those of a total evacuation after a covert search of the evacuation routes. A covert search is conducted to avoid both panic and the interruption of business operations. It is generally executed by a few supervisory or managerial personnel without arousing suspicions. By having individual employees search their own work areas, an overt search may be completed quickly and with a minimum of lost production time.

Many factors regarding the search should be taken care of during the planning and preparation stages.

Your one phone call to the emergency number 911 will trigger the operational policy that exists with the police, bomb disposal, firefighting, rescue, medical, public utilities and other emergency assistance units.

The operational policy calls for the dispatch operator to obtain as much pertinent information as possible from you, the caller. A police officer will be sent to your location. The person in authority will be asked to meet the officer where he will assist you in your evaluation of the incident. If you decide on an evacuation, the officer will request, via police radio, that the Fire Department respond before the search commences. If and when an explosive device is located, the officer will then request the Bomb Squad to respond. Generally, that first responding officer will request any further emergency response units necessary.

## **ORDER OF SEARCH**

The usual search sequence is to start on the outside of the facility and work toward the inside. Once inside, it is normal to start at the lowest level and work upward.

The "outside-to-inside" technique is the recommended order of search sequence beginning with a thorough search of the outside areas such as ornamental structures, shrubs, window boxes, trash containers, vehicles parked closely around the building and so forth.

The next areas searched are building entrances, lobbies and public areas which include restrooms, stairways and so forth. Due to their accessibility, these areas should be checked very carefully. Special caution must be exercised when checking doors for the presence of booby traps and anti-disturbance switches. Grill covers over heating ducts should be inspected in advance and marked so that the subsequent inspection would reveal any entry or tampering.

Once external and public areas have been cleared, the search then continues on the inside. When possible, searches of utility closets and other areas which contain machinery and equipment should be guided by maintenance personnel familiar with the facility.

Office personnel should search their immediate areas and report the results to the person in charge before leaving.

Prior to a physical room search, a visual search should be made. With the room divided into areas of responsibility, both the visual search and the physical search should progress in stages. For example, each area is to be checked from the floor to the waist, then from the waist to eye level, then from eye level to the ceiling and then above the suspended ceilings. The physical search sequence starts at the sides of the room and progresses toward the center.

In some instances, detonation or ignition of any explosive device might depend on change in environment such as temperature variations, the presence of an electrical current, etc. Therefore, the personnel assigned to the search should be cautioned not to cause, or to minimize, any change in the environment. Those light switches that are off, leave them off; use a flashlight. Those switches that are on should be left on. Do not change settings on thermostats.

Once in the room, the searcher(s), with eyes shut, should listen quietly to identify and to classify background noises as either usual or unusual. Once having accustomed themselves to normal building sounds, searchers will be more likely to notice out of place noises when searching a room.

Availability of master keys is important because limited access is a common obstacle to speedy search operations. Even when search teams are available to use master keys, they may encounter locked doors or gates they cannot open. The decision should be made ahead of time as to whether searchers will be allowed to use forcible entry in such situations.

The search sequences discussed here generally enable searchers to check first those areas most likely to be used as a target by a bomber. If your facility contains sensitive areas which might be logical bomb targets, the sequence should be modified to allow these places to be checked early in the search.

## **SUSPICIOUS OBJECT FOUND**

If a bomb or suspected bomb is located, **DO NOT TOUCH IT—AND DO NOT ASSUME IT WILL BE THE ONLY ONE TO BE FOUND.** A discovery of this nature does not end the search. More devices may be present. Search efforts must continue until the entire facility has been checked.

It is imperative that personnel involved in the search be instructed that their mission is to only search for and report suspicious objects. They are NOT to move, jar or touch the object or anything attached to it. **THE REMOVAL AND DISARMING OF A BOMB MUST BE LEFT TO THE PROFESSIONAL IN ORDNANCE DISPOSAL.**

The location and description of the object should be reported to the appropriate personnel in the most detailed and accurate manner possible. This information is relayed to the person in authority at the command center who will alert the police and fire departments or call them, if they have not already been called. If representative agencies are not already present, they can be escorted to the scene. The area is to be cleared of people and secured for action by the Bomb Squad.

## **DO NOT ATTEMPT TO COVER THE OBJECT.**

The danger areas should be identified and blocked off with a clear zone of at least 300 feet. Include also the area above and below the object. Check to see that all doors and windows are open to minimize primary damage from the blast and secondary damage from fragmentation.

## **EVACUATION**

In those facilities without a bomb threat plan, the most common practice is to evacuate the entire building upon first receipt of a bomb threat call. At first glance, this might appear to be the thing to do. After all, there is a possibility that an explosive or incendiary device might be in the building. However, consider the chances of personal injury that could result where a hasty evacuation is attempted and there is panic.

Some authorities feel that hasty evacuations can endanger more lives through panic than an explosive would. There is also the possibility that the bomb will be encountered or detonated along the evacuation route.

In evacuating any building, you are routing personnel through the most public areas of the facility such as corridors, stairwells and so forth.

By evacuating immediately, you might be exposing personnel to a greater danger than if they had remained where they were for at least long enough to determine that the way is clear.

The movement of any large mass of people under emergency conditions is a hazardous undertaking unless absolute control is maintained. The manner in which you declare and execute an evacuation greatly influences its effectiveness. If an evacuation is declared in a calm manner and conducted by personnel who appear to know exactly what they are doing, it will instill the same confidence in the evacuees and the evacuation can be accomplished safely and in a timely manner. However, if the evacuation is declared with fear and conducted hurriedly and haphazardly, the result could very well be injurious to the evacuees.

Once again, it is stressed that evacuating too soon is not always the better way. However, it is equally emphasized that to evacuate is a decision that can only be made by YOU, based on your particular situation.

Having evaluated the credibility of the bomb threat, a decision must be made whether to:

1. Take no action
2. Search without evacuation (Covert search)
3. Initiate a partial evacuation
4. Conduct a complete evacuation and search (Overt Search)

The factors influencing a decision regarding whether or not to evacuate will range from the evaluation of the initial bomb threat (including the caller, placement of the device, type of device, and the time set for detonation) to the physical structure of the premises, the number of people involved, the type of business and the vulnerability of that business.

To avoid any possibility of risk, a general policy to evacuate upon receipt of any bomb threat could be established. However, if the bomb threat is a hoax, such a blanket policy could result in considerable production down-time and would be costly in terms of dollars. This may also be playing right into the hands of the person making the bomb threat. Many threats are simply pranks perpetrated by an employee or students who know this sort of unconditional bomb threat policy will get them some time off at work or school.

Certain factors must be weighed in conjunction with the bomb threat evaluation when deciding whether or not to evacuate. You can consider the possibility of an effective search without total evacuation. You must also consider the liabilities if an explosion occurs and the building was not evacuated. You must consider your proximity and the danger to neighboring buildings and other businesses possibly sharing the same building with you.

Depending on the type, size and construction of your building, and the location, size and nature of the possible bomb, a partial evacuation may be feasible. If your facility is a large one story building with solid masonry walls, it may be sufficient to evacuate only those offices in the immediate vicinity of the purported bomb. Evacuees should be relocated to an unaffected portion of the building where they would be safe from the danger of any flying debris and where they would be nearer reliable exit routes in the event of an explosion. When considering a partial evacuation, remember that it requires a greater degree of planning, training and coordination than a total evacuation.

When an evacuation is ordered, primary and alternate routes should first be searched. If a suspected bomb is located, the route could then be changed ahead of time.

Remember that a bomb threat evacuation is more complicated than a typical fire drill. A bomb threat evacuation requires greater control and supervision. This is especially true if no reason is given to the people for the evacuation. Total control is essential for the safety of everyone.

Prior to leaving the work area, employees should unlock desks, lockers and cabinets and turn off all machinery. The lights should be left on. Evacuees should remove all purses, brief cases, personal packages, lunch boxes and any other personal items which might cause unnecessary wasted searching efforts by others during the building search phase.

Materials that might ignite and add to fire or blast damage should be removed if possible. As a precaution in the event of an explosion, windows and doors should be opened to vent and minimize the blast and the fragmentation.

Once the people are clear of the buildings, they can be directed to the holding area out of range of blast propelled debris.

Distribute and post a list with primary evacuation routes and alternate evacuation routes. Primary and alternate evacuation routes are especially important in the event an actual or suspected bomb is located. Evacuation should not be started until all evacuation routes to be used have been searched. Remember that you can never assume that there is only one bomb on the premises.

As stated earlier, it is recommended that if the caller indicated a specific time the detonation was to occur, the search and evacuation should be accomplished by not less than 15 minutes prior to the stated time. If a complete search cannot be made in the time allowed, then do not search, EVACUATE. In this circumstance, the building will be cleared of people 15 minutes prior to the stated time and re-entry by anyone is forbidden for a minimum of 30 minutes after the stated time.

Establish an evacuation signal. If the fire alarm is to be used, remember that doors and window are closed in the event of a fire, while the opposite is advisable when a bomb may be involved. A decision must be made in advance as to what people in the area are to do in case an alarm is sounded. If a voice announcement is used, it should be made calm, confident manner. Drills may be helpful to avoid disorder. If the facility being evacuated is a public school, a code word or phrase indicating a bomb threat may be used among the employees, which would not be understood by the students. This way the students could be evacuated without causing any panic or alarm under the guise of a non alarming situation. Employees will then evacuate the area, making sure the doors and windows are left open. However, a minimum of time should be taken to attend to the doors and window. If it takes too much time, forget them.

Select and train the evacuation team. Training must prepare team members to control and direct evacuees with reassurance and to handle with confidence any procedural changes during an evacuation. Properly trained teams familiar with the evacuation procedures, the possible hazards, and the primary and alternate evacuation routes can help alleviate adverse reactions. Evacuation and search teams should wear some sort of identification indicating their authority. This will avoid unnecessary confusion. It will also instill confidence in the evacuees. It will provide added safety by safely speeding the process.

Establish evacuation "holding areas" where evacuees may wait safely and comfortably until the danger is over. Such locations should be away from potential hazards in the event of an explosion. The location should offer protection in the event of unfavorable weather conditions.



Provide for security requirements during evacuation and search. Re-entry by any unauthorized people should not be permitted during evacuations and search.

Determine procedures for shutting off your utilities and re-activating the services when it is safe. Services such as gas and fuel oil should be cut off in most cases as they could add to the force of an explosion.

Depending on the location, if a device is located, you may be instructed to respond to the "alternate evacuation area." (See Attached map)

Information, communication and cooperation are the elements for a safe and comfortable environment. This information contained in this handbook is for *your* safety as well as the safety of our *students* during an emergency situation. Please in **ALL** situations remember to **REMAIN CALM** and work together as a **TEAM**

### **District Procedure for Implementation of Crisis Intervention Team**

In addition to the teams identified in the SIMS model, each school in the district will have a site level crisis intervention team which will be mobilized in the event of a crisis. The site level crisis intervention team shall be composed of site level staff and may include district office personnel.

A crisis can generally be defined as an extraordinary event which causes a major disruption in the normal functioning of the school site and student(s) and/or staff.

#### **District Level Crisis Intervention Team**

Director of Special Education is a resource to all Crisis Intervention Teams and has the following responsibilities:

1. Forms a list of personnel qualified to assess the crisis intervention needs with the following groups: District staff, school site staff and parents (where qualified).
2. Provides training for all team members with information based on psychologically sound methods of action.
3. Provides crisis intervention training for site level team members.
4. Provides consultation to the school principal to:
  - a. Help determine the risks involved to the staff and student.
  - b. Help determine the need and implementation of an action plan.
  - c. Provide support in the development of a school-based crisis intervention plan.
5. In cases where the school principal is unavailable, or has conflicting responsibilities which preclude service on the site level crisis team, a district office administrator will assume the school principal's responsibilities listed above. A site person should also be identified as principal's designee.

#### **School Principal Responsibility**

The school principal oversees their site team and reports to the District Superintendent or designee.

1. Form a list of the school site personnel who agree to serve on the school site level crisis intervention team.
2. Arrange for these staff to receive initial and follow-up training for their crisis intervention team roles.
3. Determine when a crisis intervention team will be activated.
4. Establish a plan which ensures the crisis intervention team is capable of a rapid response time.
5. Determine whether substitutes will be called to either:
  - a. Release staff members for crisis intervention services, or
  - b. Release staff members who demonstrate substantial trauma.
6. When necessary, provide for an orderly student release within established procedures.
7. Personal information concerning a child or parent(s) can only be released in accordance with the law.

#### **Crisis Intervention Team Procedures**

Once the Principal and Director of Special Education determine that a crisis exists and the Crisis Intervention Team needs to be activated, team members are immediately contacted and directed to respond. Each school site crisis intervention team will consist of, but not be limited to: the school principal, school psychologist, school counselor and teachers (when available). Classified staff members may also receive training and have specific roles assigned to them by the school principal.

As the Crisis Team member(s) arrive at the crisis site, the following procedures are implemented: gather information, establish a plan of action, determine if additional assistance is needed, and consult with appropriate school personnel.

Following the intervention procedures, verbal and/or written contact is made with the parents/guardian of those students involved in the crisis. Additional persons in continued crisis may be referred to outside agencies for assistance. Follow-up is provided as deemed necessary by the crisis intervention team. Documentation of the crisis, assessment procedures, intervention procedures, and follow-up are completed by the involved team members.

Finally a debriefing process is implemented to evaluate the crisis response and to deal with the emotional factors involving those team members who responded.

#### **Examples of Crises**

1. Suicide attempt or threat by student or staff member
2. Death of student or staff member
3. Automobile or bus accident involving students or staff members.
4. Earthquake or natural disaster
5. Abduction
6. Fire
7. Assault and other violent acts
8. Terminal illness of a student
9. Death of a student's family member

This list can be used as a guide to help determine if the Crisis Intervention Team needs to be activated. The listing is merely a reference (not an exhaustive list) since crises vary in type and nature. If in doubt, please consult with the Director of Special Education.

CIT team members may include any or all of the following:

<b>TITLE</b>	<b>Designation</b>
Administrator(s)	Principal, Assistant Principal or Designee
Mental Health Professional	District Director of Special Education, School site Psychologist or Counselor
Law Enforcement	Victorville Police Department
School Nurse	School site Health Aid
Outside agencies	As determined by the Superintendent

Restoring a school environment to a pre-crisis status requires planning, training, coordination, and effective implementation.

#### **School Psychologist Authority**

When, in the professional judgment of a district psychologist, a crisis situation (individual or school-wide) exists, he/she may provide up to three sessions of counseling to a student(s) without written parental permission.

The school principal and the student's parents will receive notification from the psychologist following the first student contact.

**Victor Valley Union School District  
Crisis Intervention Team  
(Student Wellness Team)**

When a school identifies an individual or group that may pose potential harm to themselves or others, the school will convene their Crisis Intervention Team (CIT)

The task of the CIT is to assess the level of threat posed; determine what level of response the school site will initiate; what district resources may be required and what response may be needed.

This team should work with outside agencies when making referrals under Welfare and Institutions Code 5150.

The team will oversee and document the school site's response to threats, 5150 referrals and plan for monitoring or services that may need to occur after the crisis has passed.

When engaged in the 5150 referral process, this team becomes a Student Wellness Team. The team may expand at that point to include other staff, parents or whoever else may be required to monitor the student's well-being when and if returned to school.

CIT team members may include any or all of the following:

<b>TITLE</b>	<b>Designation</b>
Administrator(s)	Principal, Assistant Principal or Designee
Mental Health Professional	District Director of Special Education, School site Psychologist or Counselor
Law Enforcement	Victorville Police Department
School Nurse	School site Health Aid
Outside agencies	As determined by the Superintendent

**Suspension: Terroristic Threats**

- (a) *In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both.*
- (b) *For the 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 district property, or the personal property of the person threatened or his or her immediate family. (Add. Stats. 1997, Ch. 405)*

**THREAT ASSESSMENT GUIDELINES**

When a threat is referred to any staff member, if necessary, the Crisis Intervention Team composed of administrators, appropriate staff, psychologist, or mental health workers will meet (can be by phone or electronic means) to determine the response level required.

**LOW LEVEL THREAT (1):** A threat that poses a minimal risk to the victim and public safety.

- Threat is vague and indirect
- Information contained within the threat is inconsistent, implausible or lacks detail.
- Threat lacks realism.
- Content of the threat suggests the person is unlikely to carry it out. It could be impulsive, a form of teasing, or show of bravado. "I could just kill him for saying that," "You better not mess with me, I'll beat you up".

**MEDIUM LEVEL THREAT (2):** A threat that could be carried out, although it may not appear entirely realistic.

- The threat is more direct and more concrete than a low level threat. Wording in the threat suggests that the threatener has given some thought to how the act will be carried out.
- There may be a general indication of a possible place and time, though these signs still fall well short of a detailed plan.
- There is no strong indication that the threatener has taken preparatory steps, although there may be some veiled reference or ambiguous or inconclusive evidence pointing to that possibility – allusion to a book or movie that shows the planning of a violent act or a vague, general statement about the availability of weapons.
- There may be a specific statement seeking to convey that the threat is not empty: "I'm going to beat that kid up." "I'm serious!" or "I really mean this!" "Wait until you see what happens next Tuesday in the cafeteria".

**HIGH LEVEL THREAT (3):** A threat that appears to pose an imminent and serious danger to the safety of others.

- The threat is direct, specific and plausible.
- The threat suggests concrete steps have been taken toward carrying it out, for example, statements indicating that the threatener has acquired or practiced with a weapon or has had the victim under surveillance.
- There may have been attempts to recruit accomplices, or evidence of physical evidence: written plans, lists of victims, drawings, weapons, bomb materials, or literature explaining how to carry out the acts of violence. "I am going to shoot Mr. Smith with my shotgun."

## TERMS AND FACTORS

**DIRECT:** It identifies a specific act against a specific target and is delivered in a straightforward, clear, and explicit manner: "I am going to place a bomb in the school's gym."

**INDIRECT:** It tends to be vague, unclear, and ambiguous. The plan, the intended victim, the motivation, and other aspects of the threat are masked or equivocal: "If I wanted to, I could kill everyone at this school!"— and suggests that a violent act **COULD** occur, not that it **WILL** occur.

**VEILED:** It is one that strongly implies but does not explicitly threaten violence. "We would be better off without you around anymore" clearly hints at a possible violent act, but leaves it to the potential victim to interpret the message and give a definite meaning to the threat.

**CONDITIONAL:** It is the type of threat often seen in extortion cases. It warns that a violent act will happen unless certain demands or terms are met: "If you don't pay me one million dollars, I will place a bomb in the school."

## FACTORS IN THREAT ASSESSMENT

**SPECIFIC DETAILS:** These can indicate that substantial thought, planning, and preparatory steps have already been taken, suggesting a higher risk that the threatener will follow through on his threat: the means, weapon, method, date, time, and place, identity of victim and concrete information and plans.

**LOGICAL, PLAUSIBLE DETAILS:** These suggest a very real possibility of being carried out and a high level of risk. Details that are specific but not logical or plausible may indicate a less serious threat that is unlikely to be carried out.

**EMOTIONAL CONTENT:** This can be an important clue to the threatener's mental state. Though emotionally charged threats can tell the assessor something about the temperament of the threatener, they are not a measure of danger. They may sound frightening, but no correlation has been established between the emotional intensity in a threat and the risk that it will be carried out.

**PRECIPITATING STRESSORS:** These are incidents, circumstances, reactions, or situations, which can trigger a threat. The precipitating event may seem insignificant and have no direct relevance to the threat, but nonetheless, can become a catalyst. The impact of a precipitating event will obviously depend on "pre-disposing factors": underlying personality traits, characteristics, and temperament that predispose and adolescent to fantasize about violence or act violently. These must be considered together with broader information about these underlying factors.

## California Welfare and Institutions Code. 5150

*When any person, as a result of mental disorder, is a danger to others, or to himself/ herself, or gravely disabled, a peace officer, member of the attending staff, as defined by regulation, of an evaluation facility designated by the county, designated members of a mobile crisis team provided by Section 5651.7, or other professional person designated by the county may, upon probable cause, take, or cause to be taken, the person into custody and place him or her in a facility designated by the county and approved by the State Department of Mental Health as a facility for 72-hour treatment and evaluation.*

*Such facility shall require an application in writing stating the circumstances under which the person's condition was called to the attention of the officer, member of the attending staff, or professional person, and stating that the officer, member of the attending staff, or professional person has probable cause to believe that the person is, as a result of mental disorder, a danger to others, or to himself or herself, or gravely disabled. If the probable cause is based on the statement of a person other than the officer, member of the attending staff, or professional person, such person shall be liable in a civil action for intentionally giving a statement, which he/she knows to be false.*

## STUDENT WELLNESS TEAM CONCEPT

**Student Wellness (SW) Teams are responsible to the Site Principal** for coordinating safety/wellness/education plans for students who have been or are at risk for 5150 status designation.

The School Site collaboratively determines how the SW Team operates; keeping at the forefront adherence to State and Federal confidentiality laws, professional scope of practice, ethics, and best practices guidelines.

Student Wellness Teams should include Site Administration, the Psychologist, the student, and the student's parent(s)/guardian(s). Others may be School Nurses, School Counselors, School Social Workers, Student Assistance Program therapists, Mental Health Workers (County/ contracted), and private providers. Team members will:

- Develop Student Wellness Plans collaboratively
- Keep all Student Wellness Team information **confidential**
- Collaboratively decide when to end the Student Wellness Plan
- Provide feedback to site Psychologist on efficacy of Student Wellness Team

**Roles and responsibilities will be determined by the Site Administration.** The Professional completing the Assessment of High Risk Threat will be the contact person for the STAT Team until the Student Wellness Team meets and determines who the contact (case manager) will be.

Site 5150 files will be maintained by Site Administration or designee.

Student Wellness Teams will report concerns about processes and about efficacy of the Team to the site psychologist.

