

# **Comprehensive School Safety Plan For Ingrid B. Lacy Middle School 2017 – 2018**

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## Superintendent's message to parents...

Providing for your child's safety at school is a major responsibility of our staff. Because we understand the importance of being prepared and ready to respond in critical situations we have developed this comprehensive safety plan that describes the actions we are prepared to take in any situation that may arise. The principal, school staff, and district administrators are prepared to make prompt and responsible decisions in any situation that could threaten the safety of students or staff members. The need to close a school or district work site and evacuate students and staff members before the regularly scheduled closing time could arise from a relatively minor emergency such as a prolonged interruption of utility service, an event requiring an immediate action response such as a dangerous person on campus, or from a major event such as a fire, earthquake, or storm. At times communication and transportation may be disrupted. Should such events occur please remain calm and know that we are utilizing the emergency procedures established by this plan.

Your child's school and the district are prepared to care for your child in emergency situations. If you are unable to reach the school or designated reunification site, we will care for your child until you or a designated person arrives. We have staff members with first aid training and we will be in communication with local emergency services as necessary. We ask for your assistance in the following ways:

- Please do not call the school, as we must keep all the telephone lines open for emergency purposes.
- In the event of an emergency at your child's school, staff from either the school or the District will issue notification to you via a voicemail at the phone number we have on record and an email to the email address we have on record in your child's file with specific information on the nature of the emergency and any instructions for you to follow. Please follow any instructions we provide as that is the best way for you to ensure that you are reunited with your child as soon as possible.

During the school year, your child will be trained in the necessary emergency procedures. Students will learn how to react, learn where to assemble, and what to expect in an emergency situation.

In the aftermath of an event, to ensure accountability and safety, your child will be released under strict guidelines:

- No student will be released from school custody unless a parent, or individual designated by a parent, comes for him/her. No child will be allowed to leave with another person, even a relative or baby sitter, unless the school has written permission to that effect or that person is listed on the Student's Enrollment Card in the school's files and the person is able to identify himself/herself.
- All parents, or designated persons, who come for students must sign out for the student at the school office or designated reunification site. Signs will be posted at event sites providing directions and locations as needed.

If you have any questions regarding our safety plans, please contact your child's school office.

Education, knowledge, and preparation are our best allies.

Wendy S. Tukloff, Ed.D  
Superintendent  
Pacifica School District

## Promulgation Statement and Approval

Ingrid B. Lacy Middle School and the Pacifica School District are committed to the safety and preparedness of its students, staff, and visitors. In support of this commitment, the Board of Trustees directs the development, implementation, and periodic review of this safety plan. This plan will assist Ingrid B. Lacy Middle School and the District in fulfilling our mission to prepare each child to meet the challenges of the future by valuing the preservation of life, property, and the environment. We the undersigned are authorized by and responsible to our Board to carry out the duties required by this plan and our signatures signify our commitment to fulfill our responsibilities. This is to verify that the Ingrid B. Lacy Middle School safety plan is hereby approved, is in force, and supersedes all previous editions.

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## Record of Changes

This safety plan is reviewed annually by Ingrid B. Lacy Middle School and District leadership teams and the Board of Trustees. All changes to the plan will be recorded in this document and described below.

Date	Change summary	Page	Entered by

## Record of Distribution

Specific community partners shall receive a copy of this safety plan. The following is a list of agencies that have received this plan:

Date	Distributed to	# of copies

## **Basic Plan**

### **Purpose and Situation Overview**

#### **Purpose**

The purpose of this plan is to identify, guide, and support the actions of Ingrid B. Lacy Middle School and its employees when responding to incidents as outlined in this document. These guidelines are meant to be flexible, revised, and expanded to meet the needs of each situation. The content of this plan must be regularly practiced with training provided to staff who will carry out the duties described in this plan.

#### **Situation Overview**

This plan is compliant with the standards established by the National Incident Management System (NIMS) and the California Standardized Emergency Management System (SEMS) and the principles of the Incident Command System (ICS) to provide guidelines for a comprehensive approach to incident management and to provide a template for emergency management regardless of cause, size, location, or complexity of the underlying incident. Within the District and Ingrid B. Lacy Middle School ensuring the safety of students and staff and planning for emergencies is part of normal organizational conduct. We acknowledge that all members of our school communities share a responsibility for safety and for emergency preparedness. The District and Ingrid B. Lacy Middle School place emphasis on several aspects of preparedness including conducting comprehensive operations planning, training staff to respond appropriately and serve in emergency situations, providing staff and students with awareness training of potential emergency situations, and assuring adequate resources are available to respond to emergencies.

## **Concept of Operations**

### **Initial Response**

School personnel will be the first responders during the initial phases of an incident. Staff is expected to take charge and manage the incident until or in conjunction with district administrators or law enforcement/public safety responders can assume responsibility. For local (school) situations the Principal or their designee will activate the appropriate emergency operation elements of this plan. For situations with District-wide impact the Superintendent or their designee will activate the appropriate elements.

### **Coordination**

District administrators (typically the District safety official) will coordinate with all responding agencies (local, state, and federal). The development of this plan and its contents will be in coordination with these responding agencies.

### **Adoption of the National Incident Management System (NIMS)**

NIMS is a set of principles that provides a systematic approach to guide agencies at all levels to work seamlessly to prevent, plan for, respond to, and recover from the effects of incidents that will result in preserving life, protecting property, and preserving the environment. The role of NIMS is to assist those involved in incident response and recovery in understanding their roles and responsibilities. According to Homeland Security Presidential Directive 5 and the US Department of Education, schools must adopt NIMS if they are to receive federal grants. As such staff of (Ingrid B. Lacy) and the District will be trained in NIMS and ICS principles and functionality.

### **Implement the Incident Command System**

The Incident Command System is a standardized on-site emergency management system designed to provide an integrated organizational structure to the incident site. ICS is used for all types and sizes of incidents.



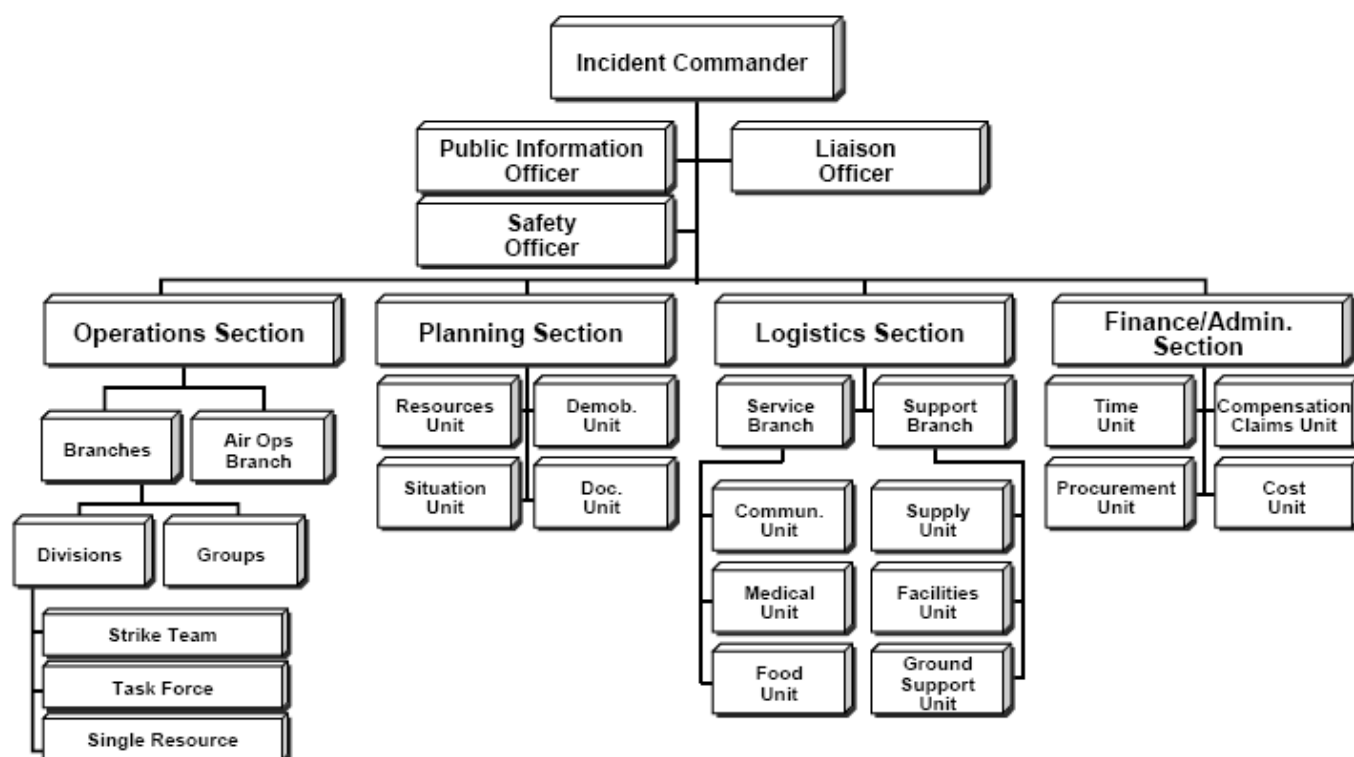
# Organization and Assignment of Responsibilities

## Overview

The basic organizational structure for any emergency response throughout the Pacifica School District is the same. This structure, recommended by Homeland Security Presidential Directive 5 and the US Department of Education, is the National Incident Management System (NIMS) and has been adopted state- and nation-wide. It incorporates elements of the Incident Command System and is the standard structure all law enforcement and emergency service agencies and organizations in California operate and understand. This standardization facilitates the flow of communication and provides all entities involved a clear understanding of the roles and responsibilities of each of the positions in the response team.

The structure not only defines the role of each position but also standardizes terms and delineates clear responsibility, chain-of-command, and communication which facilitates the management of an event and coordination and communication with other agencies that may respond to the event. Clear understanding of terms, roles, and responsibilities is essential in stressful situations where critical decisions often need to be made in rapid fashion and under adverse conditions.

## The Incident Command System (ICS)



NIMS is a flexible system that allows an organization to tailor its response to the particulars of any event with the appropriate resources. At a minimum every event must have an Incident Commander but, beyond that, a NIMS organization determines in a considered and organized manner what additional resources it will deploy.

## The Incident Command System (ICS) (continued)

Circumstances and the fluid evolution of an event will determine how an organization responds, but having the NIMS structure in place provides a clear plan to organize resources and deploy them efficiently and effectively.

### NIMS Definitions

Below are *brief* definitions of the major elements of the NIMS structure. More detailed descriptions of the roles and responsibilities of each can be found in Appendix

Incident Commander- The Incident Commander is responsible for managing the operations of the emergency response at the event site. He/she is stationed at the incident command post to observe and direct operations, ensure the safety of students and staff at the event site, and lead by example. His/her demeanor, attitude, and behavior influence those of staff and students at the event and set the tone for the organization's response.

Operations Section- This section manages the activities that directly involve and impact humans such as: search and rescue activities, medical/first aid needs, student care and reunification.

Planning Section- This section manages the collection and display of incident information, primarily consisting of the status of all resources and overall status of the incident.

Logistics Section- This section manages the provision of support resources such as: facilities (including shelter if necessary), utilities, food, water, equipment, and materials and the assignment of personnel to deliver and maintain these resources.

Finance/Administration Section- This section manages the tracking of incident related costs, personnel records, requisitions, and administering procurement contracts required by the event response team.

In addition to the organization shown above other employees of the school or District may have roles and responsibilities as described, depending on the nature of the incident:

- Superintendent  
The Superintendent's role during an emergency varies with each situation. The Superintendent is a part of the policy/decision makers in the District who formulate or implement policies related to the situation. The Superintendent may also have an important role in the internal and external communication process. This role requires flexibility to provide leadership and timely decision-making as needed by the school and District.
- Board of Trustees  
The Board has executive responsibilities during a school emergency. Examples of this would be to review or enact policy (as appropriate) to aid and support the response to the situation.
- Teachers  
Teachers have custody and are responsible for the supervision and accounting of students and shall remain with their students until directed otherwise.
- Paraprofessionals  
Paraprofessionals' responsibilities are to assist teachers as directed
- Mental health staff  
Mental health professionals include counselors, social workers, and psychologists. Their responsibilities are primarily to assist with the overall direction the incident response and follow up.
- School nurses/health assistants  
Health professionals will administer first aid and render treatment as needed. They may also direct others who administer first aid and organize and distribute medical supplies.

## NIMS Definitions (continued)

- Custodial/Maintenance staff

Custodial and maintenance staffs' primary responsibility is to assist with high priority tasks as directed by the incident commander. Once priority tasks have been managed they may conduct a survey of the physical facilities and report the condition of the buildings to the incident commander. They may also handle shut off and restoration of utility services. They may also assist in the distribution of supplies and equipment.

## Disaster Service Worker Status

California Government Code 3100 mandates all public employees and PSD AR 4112.3 requires all staff serve as disaster service workers. Requirements of service under these mandates are described in the Appendices.

## **Direction, Control, and Coordination**

- The Superintendent (or their designee) is responsible for establishing the objectives and providing general guidance for emergency response operations.
- The Incident Commander will manage the emergency response from the Incident Command Post until emergency response services arrive.
- Ingrid B. Lacy Middle School's emergency operations response will be activated to provide effective direction and control during the incident(s). ICS will be implemented as the management system for the incident.
- The District will implement principles of unified command when more than one agency has jurisdictional responsibility for an incident in the school.

## Training and Exercises

### Drills

Each school site is responsible for conducting routine earthquake, fire, and lockdown drills. The Principal or designee shall keep a record of each drill conducted and have it available for review if needed.

### Earthquake Drills

The following standards must be met to ensure a successful earthquake drill:

- The Public Announcement notification system can be heard/seen by all staff and students.
- Immediately after the earthquake drill public announcement is made the DROP, COVER, and HOLD ON response is implemented in all areas of the school
- After 90 seconds (or after all occupants of a space have executed the DROP, COVER, and HOLD ON response) the EVACUATION response is implemented
- Upon completion of the EVACUATION response, the Principal or designee sounds the *all clear* and students and staff will return to their appropriate classrooms

### Fire Drills

Each school shall regularly hold fire drills and the following standards must be met to ensure a successful fire drill:

- The Fire Alarm/Public Announcement notification system can be heard/seen by all staff and students.
- The EVACUATION response begins immediately and is completed within minutes of the notification/alarm
- Teachers will ascertain no one remains in the buildings and staff and students will gather in an orderly fashion in pre-designated evacuation areas
- Teachers will take roll once in the evacuation area. Any missing students will be immediately reported to the Principal or designee.
- Upon completion of the EVACUATION response, the Principal or designee sounds the *all clear* and students and staff will return to their appropriate classrooms

### Lockdown Drills

Each school shall regularly hold lockdown drills and the following standards must be met to ensure a successful drill:

- The Public Announcement notification system can be heard by all staff and students.
- The LOCKDOWN/BARRICADE response begins immediately and is completed within minutes of the notification
- Site administrator will ascertain no one remains outside a secured area and will check rooms for compliance with LOCKDOWN/BARRICADE protocols for securing rooms
- Teachers will take note of any missing students once a room is secured for the drill. Any missing students will be reported to the Principal or designee at the conclusion of the drill to determine whereabouts during the drill and ensure student's well-being and safety.

### Lockdown Drills (continued)

- Upon completion of the LOCKDOWN/BARRICADE response, the Principal or designee sounds the *all clear* and students and staff will return to their normal activities

In addition to drills staff training related to this safety plan shall include, but is not limited to:

- First aid and cardiopulmonary resuscitation (CPR)
- Knowledge of and regular practice of emergency procedures such as Big Five responses
- Knowledge and practice of procedures required by regulatory agencies with jurisdiction over aspects of school safety such as the California Healthy Schools Act (HSA)

## **Administration, Finance, and Logistics**

The District shall keep all records necessary to document the response to and recovery from a disaster. The rationale for establishing these records is to create a historical record, recover costs, address insurance or other needs and develop mitigation strategies. Specific categories of reports should include among others:

- Initial report of the incident
- Situation report at regular time intervals
- Activity logs of responders
- Incident costs (equipment, supplies, personnel & other resource costs)
- After action report upon conclusion of the incident

Logistics are the mechanisms used to identify and acquire resources needed during an emergency operation. The District may establish agreements with the following agencies

- Local community resources (i. e. – shelter & reunification)
- Other School Districts
- Regional Service Centers

## **Plan Development and Maintenance**

The Ingrid B. Lacy Middle School School Site Council is responsible for the overall development and completion of this Emergency Operations Plan. This responsibility may be delegated to a school committee such as a safety planning committee.

Specific responsibilities to maintain the plan are:

- Annual review of the plan with approval of necessary changes
- Distribution and record of the plan
- Assignment of personnel to fulfill roles & responsibilities of the plan
- Training opportunities to provide staff and students familiarity and practice in responding in emergency situations.
- Methods of how the students, parents, and public can be informed of the plan



## **Authorities and References**

Comprehensive Safety Plan (BP 0450)  
Comprehensive Safety Plan (AR 0450)  
Emergencies and Disaster Preparedness Plan (BP 3516)  
Emergencies and Disaster Preparedness Plan (AR 3516)  
Fire Drills and Fires (AR 3516.1)  
Earthquake Emergency Procedure System (AR 3516.3)  
Emergency Schedules (BP 3516.5)

References for each are cited in the respective documents

## **Functional Annexes**

Functional annexes describe methods and procedures that direct critical responses during emergency operations. Procedures are the series of steps or instructions used to accomplish an action or task during an emergency situation.

- **Communications**
- **The Big Five**
  - **Overview**
  - **Shelter In Place**
  - **Drop, Cover, and Hold On**
  - **Secure Campus**
  - **Lockdown/Barricade**
  - **Evacuation**
- **First Aid: Triage**
- **Accounting For All Persons**
- **Family Reunification**
- **Continuity of Operations**
- **Security**
- **Recovery**
- **Well-being and Positive School Climate**

# Communications

## Overview

Effective communication is a key element of our safety plan. Without communication effectively moving information on a timely basis and to the right receivers our response to an event can be less than optimal and potentially ineffectual.

The best way to ensure our safety plan is effective when we initiate an action is to ensure we understand it and are comfortable with it prior to having to use it in a real emergency. And constant and consistent training in response actions is the best way to ensure we understand our roles, responsibilities, and required actions when having to initiate an immediate response action in a real emergency so we can make decisions and act with confidence knowing that we are responding appropriately to any situation that arises.

A large part of proper training is ensuring all staff have knowledge of and are comfortable with operating emergency communication equipment, special emergency contact procedures, and access to the proper contact information.

## Internal Communications.

- Staff members. Internal communications with staff members shall be timely and intentional keeping them informed as new developments occur. Methods used may be telephone trees, electronic devices and staff meetings.
- The Incident Commander will communicate with the District Office
- Communication with staff in other buildings will occur as needed

## External Communications

- Communications with first responders will be established informing them of critical information needed to respond to the situation
- Several methods of communication conveying important information to parents/guardians will be established and implemented
- Communication with the media shall be coordinated through the District's PIO or designated communication person

## Communication Tools

- Several methods of communication shall be established for use. Examples of these are:
  - Standard telephones
  - Cell phones
  - Intercom systems
  - Electronic megaphones
  - 2 Way radios
  - Computers
  - Fax Machines
  - Alarm Systems
  - Whistles
  - Social media avenues
  - Others

## Communication Tools (continued)

- During emergency operations, with internal audiences as the building & district staff, students and first responders as the communication target, the crisis management team will communicate using the following:
  - P. A. system
  - Building radios
  - Interoperable radios
  - Cell phones
  - Hard wired phones
  - Written communication
  - Email
  - Faxes
  - Direct communication (face to face)
  - Faculty meetings
  - Other as needed
- Parent notification will occur using the following:
  - Mass calling system
  - Personal phone calls
  - Information lines
  - Public announcements
  - Mass media news outlets
  - Email
  - District web sites
  - Written communication
  - Public meetings
- The Media and Public will receive critical information via:
  - District PIO or designated staff member
  - News conferences
  - Written correspondence
  - Interviews
  - Prepared statements
  - District outlets
  - Other

## Emergency Communication System

The District utilizes a satellite phone system to communicate between schools and the District Office in the event other communication tools are not available. Operation instructions for the satellite phone system are in the Appendices.

### Notification

#### Call 911

If one of the Immediate Action Responses is initiated by a school staff member, *the first and most important* notification should be to 911 if it is apparent that emergency responders may not be aware of the emergency. However *personal safety is of the utmost priority*- calling 911 should only be done when you can do so from a safe location!

## **When calling 911 to report an emergency**

From a land line phone: **911**

Although the situation may be stressful and frantic, when calling 911, try to remain calm and try to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 dispatcher must obtain as much information as possible to best inform and engage the appropriate responders. However personal safety is always paramount- never endanger yourself or others by calling or remaining on the phone if it will compromise life safety!

- Remain calm and speak slowly and clearly
- Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency
- Although caller ID information may transfer immediately to the 911 dispatcher, it is **not** available in all locations.
- The 911 dispatcher will confirm and verify the phone number and address for EVERY call received
- Answer all questions asked by the 911 dispatcher, even those that seem repetitious
- If possible, do not hang up until the dispatcher says to do so

Additional considerations when calling 911 from a cell phone:

- 911 calls from cell phones may need to be transferred to another agency because cell phone calls are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match political boundaries
- Know your cell phone number and be prepared to give the dispatcher an exact address

**When calling 911, time is of the essence.  
Remain calm; speak slowly and clearly.  
The 911 dispatcher needs to gather accurate  
information the first time he/she asks for it.**

Contact the District Office

The Incident Commander, his/her designee, or any available staff should also make attempts to contact the District Office to notify the office that an Immediate Action Response has been initiated. However, depending on the nature of the event, various forms of communication (cell phone, land line, computer) may not be available to contact the District Office. School staff should make all reasonable attempts to contact the office, but the safety of students and staff takes priority and no one should endanger themselves or others in attempting to contact the DO. Contact should only be attempted under conditions that are safe for staff to do so. The District Office contact hierarchy is as follows:

Superintendent's office  
Main District office

## Contact the District Office (continued)

Facilities office

Chief Business Official

Once notified that a Big Five response has been initiated at a school, District staff will manage communication with other schools and all parents throughout the District. Typically mass notification via text messaging and phone calls will be issued immediately and other forms of notification will begin to activate. District staff will mobilize the necessary personnel and resources to handle communication with emergency services and other public agencies, other school jurisdictions, and the media.

# The Big Five

## Overview

Ingrid B. Lacy Middle School and Pacifica School District have adopted the protocols established by the San Mateo County Schools' Big Five Immediate Action Response plan. These five response protocols, ranging in the level of security they provide students and staff appropriate to the nature of the emergency they are intended to address, are deployed immediately by (Ingrid B. Lacy) or District staff upon knowledge of an existing or imminent threat to safety or security.

An Immediate Action Response is a protocol that is implemented in a variety of different emergency situations that require immediate action to protect the safety and security of students and staff. When such an emergency occurs, staff members will take immediate steps to protect themselves, their students, and other people on campus. With an Immediate Action Response staff undertake specific measures without having to learn extensive protocols for each of several dozen different emergency situations. Students are also taught what to do in the event that any of these response actions is implemented.

## The Big Five Immediate Action Responses

Action	Description	Typical event
Shelter In Place	Implement to isolate students and staff from the outdoor <b>environment</b> and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents and shut down air conditioning/heating units. <b>This action should also be initiated if the nature of the emergency is unclear to teachers in their classrooms and they should await instruction from school or District administrators or first responder personnel.</b>	Off-site emergency
Drop, Cover, & Hold On	Implement during an <b>earthquake or explosion</b> to protect building occupants from flying and falling	Earthquake, explosion debris.
Secure Campus	Initiate for a <b>potential threat</b> of danger in the surrounding community. All classroom/office doors are closed and locked and all students and staff remain inside until otherwise directed. Instruction continues as planned.	Off-site emergency
Lockdown/Barricade	Initiate for an <b>immediate threat of danger</b> to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implemented, no one is allowed to enter or exit rooms for any reason unless directed by law enforcement.	Intruder, hostage
Evacuation	Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a pre-determined safe location.	Fire, gas leak, bomb threat

## Shelter In Place

SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- External Chemical Release
- Fire in the Community
- Hazardous Material Spills

SHELTER IN PLACE:

- Requires an understanding that all heating, air conditioning, and ventilation systems may be shut down immediately
- Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- Requires an understanding that any gaps around doors and windows may need to be sealed
- Allows for free movement within classrooms or offices

A Shelter-in-Place response that is a result of air contamination requires that the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS

- Assume Incident Command (IC) role
- Instruct designee to call 911. Designee must be ready to provide location, status of campus, and all available details of situation.
- Make public address announcement. Instruct students and staff to remain calm and convey reassurance that the situation is under control

Example:

"Your attention please. We have an environmental hazard in the community and are implementing SHELTER IN PLACE procedures. Students and all staff are to remain indoors with windows and doors securely closed. Turn off heating or air conditioning units. If you are outside, move indoors immediately. Do not go out for any reason until you receive further instructions. This is NOT a drill."

-REPEAT



## SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS (continued)

- Designate assigned individual to close doors and windows in administration building
- Designate assigned individual to shut off heating or air conditioning units in administration building if necessary
- Make arrangements for central HVAC shutdown, as necessary
- When able, alert Superintendent's office
- Put on emergency IC/Admin vest and continue as Incident Commander until relieved by law enforcement
- Access the "Emergency Response Box" (p 38) in order to provide fire officials with maps, keys, rosters, etc.
- Meet fire department or law enforcement at Incident Command Post
- Transfer incident command to fire officials, but provide whatever assistance/information they require. School Incident Commander remains part of the ICS Unified Command and is expected to serve at Incident Command Post through duration of event.
- If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation.
- When directed by fire officials, give the ALL CLEAR instruction to indicate that the normal school routine can resume
- Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken to ensure the ongoing safety of students and staff

## STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows
- Keep all students in the classroom until further instructions are received. Support those needing special assistance
- Secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system; c) turn off fans; d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by School Incident Commander
- Take attendance and call or e-mail attendance report to school secretary, according to site protocol
- Wait for another action or, if ALL CLEAR announcement is issued, return to normal class routine

## Drop, Cover and Hold On

DROP, COVER AND HOLD ON is the immediate action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies

- Earthquake
- Explosion

DROP, COVER, AND HOLD ON:

- Must be practiced for immediate and automatic response
- Is the single most useful action to protect oneself in an earthquake
- In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- Requires an awareness that most injury in earthquakes is caused by breaking glass or falling objects
- Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Requires alert attention to aftershocks
- Requires that staff and students assist those with special needs to ensure safe cover for all
- Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone

In the event of an explosion, earthquake, or other event causing falling debris, immediately “DROP, COVER, and HOLD ON.” Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can remain in the chair if mobility is limited. Move wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS

- Assume Incident Command role
- As soon as possible after recognizing seismic activity, make a public address announcement. If the PA system is not available, use other means of communication, i.e., sending messengers to deliver instructions
- Be calm and give clear directions

Example:

“Attention please. We are experiencing an earthquake. For your protection, follow DROP, COVER, and HOLD ON procedures. This is NOT a drill. Do NOT go outside!”

-REPEAT

- According to site protocol, collect status reports from each classroom. Determine the extent of physical injuries and/or structural damage
- If injuries are reported, instruct designee to call 911 immediately if classroom teacher/supervisor has not already done so

## SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS (continued)

- Access the “Emergency Response Box” (p. 38) in order to chart reported injuries and/or damage on building map. Be ready to provide this map to First Responders upon their arrival
- Put on emergency IC/Admin vest and continue as Incident Commander until relieved by fire officials or law enforcement
- Before initiating any evacuation, deploy Security/Search and Rescue Team to check for fires, status of utilities, and structural and nonstructural damage. If the team can smell or hear gas, take appropriate steps to shut the gas off
- Based on available information, decide on the need for evacuation. An evacuation outdoors should be ordered if the structural integrity of the building is in doubt.
- Non-structural damage would not necessarily require an evacuation
- When able, report campus status to Superintendent’s office
- If 911 is called, meet fire officials, emergency medical responders or law enforcement at Incident Command Post
- If incident includes casualties, deploy (School) Liaison Officer to First Responder’s Emergency Medical Command Post
- After proper identification, only Coroner, police chaplain, or other public official should deliver official notification of deceased persons
- Be prepared to transfer command of immediate emergency to First Responders. School Incident Commander remains part of the ICS Unified Command and is expected to serve at Incident Command Post through duration of event
- If site is designated unsafe to return, initiate STUDENT RELEASE procedures

## STAFF ACTIONS: INSIDE

- At first recognition of an earthquake, instruct students to move away from windows
- Initiate DROP, COVER AND HOLD ON procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm
- Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them to shelter against an interior wall and turn away from windows and other glass
- Any person in a wheelchair should shelter against an interior wall. Turn back to the windows, lock the wheels, and if possible, protect head and neck with arms
- Each time an aftershock is felt, DROP, COVER AND HOLD ON. Aftershocks frequently occur minutes, days, even weeks following an earthquake. When it appears safe to release from Cover, assess any injuries and/or damage and report status to Incident Commander according to site communications protocol. Be prepared to call 911 directly if necessary
- Wait for further instructions from School Incident Commander or First Responders or if that seems unlikely and building is compromised, evacuate students to predetermined Evacuation Assembly Area

## STAFF ACTIONS: OUTSIDE

- Find a clear spot and drop to the ground. (Stay away from buildings, power lines, trees and streetlights, etc.)
- Commence DROP AND COVER in the DROP, COVER AND HOLD ON procedures
- Place head between the knees; cover back of neck with arms and hands
- Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees; cover back of neck with arms and hands
- Remain in place until shaking stops or for at least 20 seconds
- Each time an aftershock is felt, DROP AND COVER. Aftershocks frequently occur minutes, days, even weeks following an earthquake
- When it appears safe to move, report location, injuries and/or any damage to School Incident Commander according to site communications protocol
- Wait for further instructions from School Incident Commander or First Responders, or if that seems unlikely, evacuate students to predetermined Evacuation Assembly Area

## Secure Campus

SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in SECURE CAMPUS status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of the event. Outer gates and other entrance/exit points can be closed (NOT LOCKED) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Law enforcement activity in the surrounding community

A SECURE CAMPUS response may be elevated to LOCKDOWN / BARRICADE in which case instruction immediately ceases and students and staff follow LOCKDOWN / BARRICADE procedures.

### SECURE CAMPUS:

- Is intended to prevent a potential threat present in the community from entering Campus
- Heightens school safety while honoring instructional time
- Requires that all exterior classroom / office doors are locked and remain locked
- Is intended to prevent intruders from entering occupied areas of the building
- Requires that students and staff remain in SECURE CAMPUS status until ALL CLEAR is issued by School Incident Commander

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

### SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS

- Assume Incident Command role
- Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.

### Example:

Your attention please. Due to Law Enforcement activity in the community, please implement SECURE CAMPUS procedures immediately.

## SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS (continued)

This is NOT a drill.”

-REPEAT

- Instruct designee to call law enforcement non-emergency number and inform them of Secure Campus status. Ask to be kept current on the incident.
- Designate assigned individual to lock all doors leading into administration building
- Designate assigned individual to close (NOT LOCK) all entrance and exit points on the campus perimeter
- If relevant to site staffing assignments, contact campus School Resource Officer or other security personnel and provide available information
- When able, alert Superintendent’s office
- Maintain heightened state of readiness in the case the community threat intensifies and school needs to elevate response to LOCKDOWN / BARRICADE
- If students are out at break, recess, or lunch and situation is deemed imminent, announce SECURE CAMPUS status and ask that all students return to assigned classrooms immediately
- If students are out at break, recess, or lunch and situation is NOT deemed imminent, initiate SECURE CAMPUS status immediately upon conclusion of break
- If possible, provide periodic updates to staff via public address, email, or other agreed upon means. Continue updates even if there is no change in the situation
- Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside for as long as the threat persists
- After the emergency has been neutralized, initiate ALL CLEAR
- Through whatever means is most effective, provide parents/guardians with a description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath

### STAFF ACTIONS:

- Move to the door and instruct any passing students to return to assigned classroom Immediately
- Close and lock the door
- Continue the class instruction or activity as normal
- Enforce the no entrance and no exit protocol. Remain in the classroom or secured area and wait for further instructions
- Be alert to the possibility that the response may elevate to LOCKDOWN / BARRICADE
- Do not call the office to ask questions; School Incident Commander will send out periodic updates
- Wait for another action or, if ALL CLEAR is issued, return to normal class routine

### STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):

- Gather students together and organize into an orderly formation
- Inform students that as part of SECURE CAMPUS procedures, the class will move immediately to a pre-determined classroom location
- Proceed to pre-determined classroom location as quickly as possible

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY) (continued)

- Once inside, take attendance to ensure all students are accounted for
- By classroom phone, cell phone, walkie-talkie, or other means, contact School Incident Commander to report class location and any absent or missing students
- Implement all classroom policies and procedures for SECURE CAMPUS status
- Wait for another action or, if ALL CLEAR announcement is issued, return to normal class routine

## Lockdown/Barricade

LOCKDOWN / BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During LOCKDOWN / BARRICADE, students are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

- Gunfire
- Threat of extreme violence outside the classroom
- Immediate danger in the surrounding community

### LOCKDOWN / BARRICADE:

- Is a response to an immediate danger; it is not preceded by any warning
- Demands quick action; an active shooter, for example, can fire one round per second
- Requires common sense thinking under duress; do what must be done to best ensure survival of both students and staff
- If it is possible to safely get off campus with students, take that action immediately (Run)
- If it is not possible to get off campus, quickly lockdown inside a safe room and barricade the entrance (Hide)
- Once a room is secured, no one is allowed to enter or exit under any circumstances
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)

Lockdown/Barricade is a protective action against human threat while Shelter-in-Place protects against environmental threat. Lockdown/Barricade requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by Law Enforcement or School Incident Commander. Shelter-in-Place calls for closed, unlocked doors and allows for the free movement of staff and students within the classroom or office.

### “THINK ON YOUR FEET”

In the event of a Violent Intruder on campus, quick thinking is imperative for survival. Especially when an active threat of violence is present, an individual will have to think on his/her feet to quickly determine the best course of action. These choices may include getting off campus, hiding, implementing Lockdown/Barricade or even, in the most extreme of situations, fighting an assailant. Understanding and practicing these options can help an individual respond decisively and in so doing, best ensure the safety and survival of self, and others.

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions and shouting. It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. Quality training can help individuals think clearly in



## “THINK ON YOUR FEET” (continued)

the midst of a chaotic scene. Proper training should include helping staff recognize the sounds of danger and teaching them to forcefully communicate and take necessary action. These actions would likely include:

### Escape / Get Off Campus

- Only attempt this if you are confident the suspect(s) is not in the immediate vicinity
- Safely get off campus; find a position of cover or safe place for assembly
- Guide/instruct others you encounter on the way to follow you to safety
- Call 911 immediately to report location and request emergency services if necessary
- Once in a safe place – stay there
- 

### Hide / Lockdown/Barricade

- Clear all hallways; get students and staff inside immediately
- Once locked and barricaded inside a room, follow all protocols for Lockdown/Barricade as practiced
- Direct all those in the room to remain still and quiet; turn off/silence cellphones
- If unable to find cover inside a secure room, quickly seek out a hiding place on campus

### Fight

- If confronted by an assailant, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs
- There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker
- Fighting back is NOT an expectation, merely one option for a last resort response

## SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS

- Assume Incident Command role
- Instruct designee to call 911. Designee must be ready to provide location, status of campus, all available details of situation
- Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided

### Example:

“Your attention please. We have an emergency situation. Implement LOCKDOWN/BARRICADE procedures immediately.

This is NOT a drill.”

-REPEAT

- Designate assigned individual to lock all doors leading into administration building
- Instruct office staff to seek safe refuge in a pre-determined “Safe” location within the building

## SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS (continued)

### ONLY IF SAFE TO DO SO:

- Attempt to contact on-campus school resource officer or other security personnel and provide available information
- When able, alert Superintendent's office
- Put on emergency IC/Admin vest and continue as Incident Commander until relieved by law enforcement
- Access the "Emergency Response Box" in order to provide law enforcement with maps, keys, rosters, etc.
- If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation
- If safe to do so, meet law enforcement at Incident Command Post
- After the emergency has been mitigated, initiate EVACUATION or room to room clearing procedures as directed by law enforcement
- Collect attendance and notify law enforcement of any missing persons
- If incident includes casualties, deploy (School) Liaison Officer to First Responder's Emergency Medical Command Post. After proper identification, only Coroner, police chaplain, or other public official should deliver official notification of deceased persons
- Transfer incident command to law enforcement but provide whatever assistance/information they require. School Incident Commander remains as part of the ICS Unified Command and is expected to serve at Incident Command Post through duration of event
- Through whatever means is most effective, provide parents/guardians with a description of the emergency and the response, and if appropriate, what steps are being taken in its aftermath

### STAFF ACTIONS: IF STUDENTS ARE IN CLASS AT TIME OF LOCK DOWN / BARRICADE:

- Immediately move to the door and check for passing students. Divert as many students as possible into the classroom
- Lock and close the door and barricade with heavy objects
- Close blinds and turn off lights. If the door has a window, cover with a pre-cut piece of heavy black construction paper
- Instruct students to stay quiet and out of sight. Relocate against the wall least visible to the outside and most out of the line of harm
- Turn off television, LCD projector, document camera, etc. The room should be dark and quiet
- Silence all cell phones
- DO NOT OPEN THE DOOR FOR ANYONE. Law enforcement and/or School Incident Commander will use keys to unlock door and clear the room.
- Only If there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door
- If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized
- If safe to do so, locate emergency packet and attendance roster. Remove staff ID placard and put it on

STAFF ACTIONS: IF STUDENTS ARE IN CLASS AT TIME OF LOCKDOWN / BARRICADE (continued)

- If safe to do so, take attendance and document on appropriate form
- Remain in the classroom or secured area until further instructions are provided by School Incident Commander or law enforcement
- Do NOT call office to ask questions; School Incident Command will send out periodic updates
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)
- Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

STAFF ACTIONS: IF STUDENTS ARE OUT OF CLASS AT THE TIME OF  
LOCK DOWN / BARRICADE:

- Move students to nearest available safe building or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option
- Do not chase students that run. Let them go
- Do not go into rooms that cannot be secured and offer no way out
- If secure inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to relocate against the wall least visible to the outside and most out of the line of harm
- Instruct students to stay quiet and out of sight
- Silence all cell phones
- Turn off television, LCD projector, document camera, etc.
- Remain calm. If safe to do so, attempt to maintain separation between students and the perpetrator
- If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized
- If safe to do so, locate emergency packet and remove staff ID placard and put it on
- If safe to do so, take attendance and document on appropriate form
- If safe to do so and according to site communications protocol, contact School Incident Commander or designee to document your whereabouts as well as any students/staff under your supervision
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)
- Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON  
AN OUTLYING FIELD (PE OR ACTIVITY CLASSES):

- Gather students together and organize into an orderly formation
- Inform students that as part of LOCKDOWN / BARRICADE procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location
- Follow pre-arranged evacuation route to evacuation location
- Should the group be confronted by the intruder who is intent on doing harm, consider taking defensive measures to run, hide or fight the assailant
- Upon arrival at the pre-arranged location, take attendance

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR ACTIVITY CLASSES) (continued)

- By radio communication or cell phone, contact School Incident Commander or designee or 911 Dispatcher to report class location and any absent or missing students
- Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian until instructed by School Incident Commander or law enforcement

## Evacuation

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- Biological, Chemical, Radiological, and Environmental
- Explosion or threat of explosion (such as a bomb threat)
- Fire
- Earthquake

EVACUATION:

- Requires exit from the building to a designated safe site, on-campus or off-site
- May require that students and staff rely on district bus transportation
- May require staff to exit via alternate routes based on circumstances
- Requires that students remain with assigned teachers unless circumstances prohibit it
- Requires that staff and students assist those with special needs to ensure for safe egress of all

In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION will be preceded by a “DROP, COVER and HOLD ON” protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS

- Assume Incident Command role
- Instruct designee to call 911. Designee must be ready to provide location, status of campus, all available details of situation
- Initiate the alarm and make public address announcement. Instruct teachers and staff to immediately evacuate the building and for students to remain with their teachers until further instructions are provided

Example:

“Your attention please. We have an emergency situation. Evacuate all buildings immediately (to the on-site location OR to the off-site location.) Students are to remain with assigned teacher. Evacuate all buildings immediately.

This is NOT a drill.”

-REPEAT

- When able, alert Superintendent’s office
- Access the “Emergency Response Box” in order to provide fire officials and/or law enforcement with maps, keys, rosters, etc.

## SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS (continued)

- Put on emergency IC/Admin vest and continue as Incident Commander until relieved by fire officials or law enforcement
- Meet fire officials or law enforcement at Incident Command Post
- Collect attendance and notify fire officials or law enforcement of any missing persons
- If incident includes casualties, deploy (School) Liaison Officer to First Responder's Emergency Medical Command Post. After proper identification, only Coroner, police chaplain, or other public official should deliver official notification of deceased persons
- Transfer incident command to fire officials or law enforcement but provide whatever assistance/information they require. School Incident Commander remains part of the ICS Unified Command and is expected to serve at Incident Command Post through duration of event
- When cleared to return to the buildings, announce ALL CLEAR and oversee a safe return to classroom and normal school activities
- If site is designated unsafe to return, initiate STUDENT RELEASE procedures
- Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, the school's response, and what steps are being taken to ensure safety of students and staff

## STAFF ACTIONS:

- Prepare students to leave all belongings and calmly exit the building
- Gather emergency supplies/materials (Go Pack) including the student roster for current class and that of "Buddy Teacher"
- Remove staff ID placard from emergency materials and put it on
- Ensure that the door is closed, but unlocked
- Check with "Buddy Teacher(s)" to determine each other's health status, need to assist with injuries, need to stay with injured students, responsibility to ICS duty, etc.
- If necessary, one "Buddy Teacher" will evacuate both classrooms
- Take care to ensure the safety and address the unique needs of students or staff with disabilities according to site protocol
- Emphasize that the class stay together en route to the Evacuation Assembly Area
- Appoint a responsible student to lead class while teacher brings up the rear, seeing that everyone has cleared the room. Follow closely with the class, actively monitoring safe egress. Give clear direction for all students to go to designated Evacuation Assembly Area
- Use the designated evacuation routes and reassemble in the assigned Evacuation Assembly Area
- According to site protocol, take attendance once class is safely in assembly location
- According to site protocol, report missing students
- Remain in the Evacuation Assembly Area until further instructions
- Wait for another action or, if ALL CLEAR announcement is issued, return to school buildings and normal class routine

## HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

To alert visually-impaired individuals:

- Announce the type of emergency
- Offer arm for guidance
- Tell person where you are going, obstacles you encounter
- When you reach safety, ask if further help is needed

To alert individuals with hearing limitations:

- Turn lights on/off to gain person's attention
- Indicate directions with gestures
- Write a note with evacuation directions

To evacuate individuals using crutches, canes or walkers:

- Evacuate these individuals as injured persons
- Assist and accompany to evacuation site, if possible
- Use a sturdy chair (or one with wheels) to move person
- Help carry individual to safety

To evacuate individuals using wheelchairs

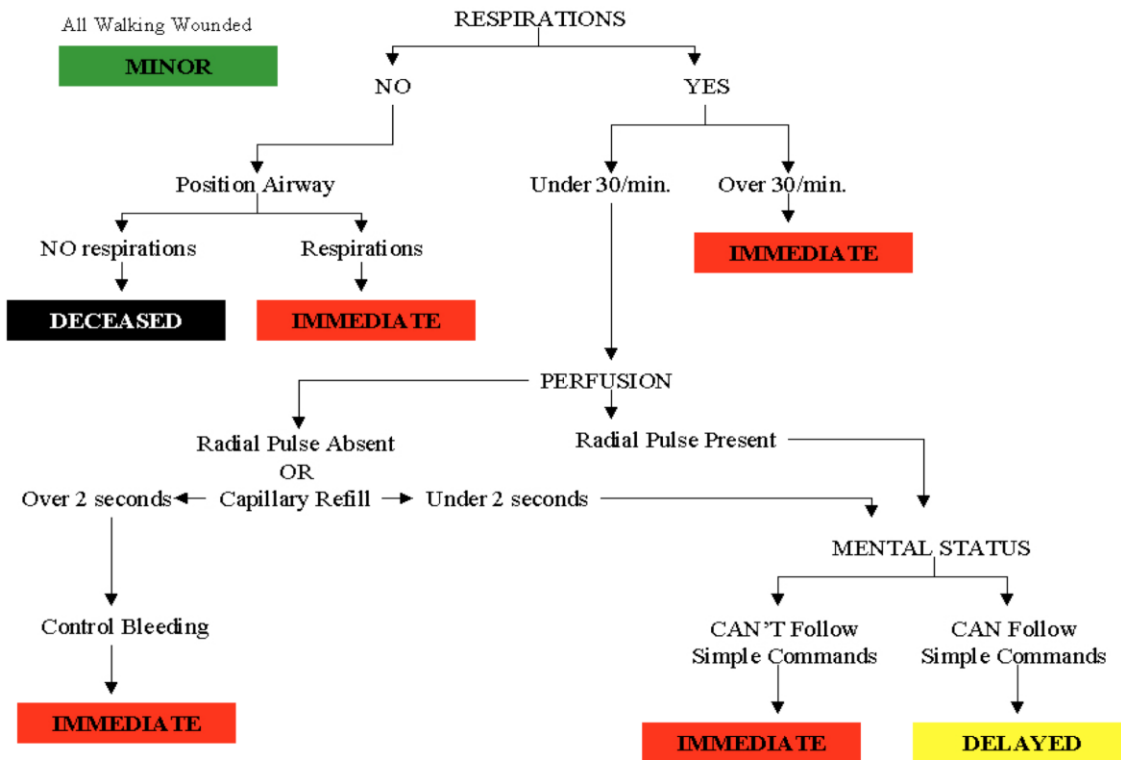
- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options
- Reunite person with the wheelchair as soon as it is safe to do so

## First Aid: Triage

First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.

### THE BASICS OF FIRST AID RESPONSE

- Remain calm and assess the situation
- Be sure the situation is safe for the responder
- In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call 9-1-1 immediately
- Do NOT move a severely injured or ill person unless absolutely necessary for immediate safety
- If moving is necessary, protect the neck by keeping it straight to prevent further injury





## **Accounting for All Persons**

This annex focuses on courses of action concerning accounting for the whereabouts and well-being of students, staff, and visitors and identifying those who may be missing.

- Ensure staff are aware of available methods of identifying students, staff, and visitors
- Staff should use class rosters to identify students in class
- Principal/office staff should note staff present at work daily and district personnel on campus

## Family Reunification

### All clear

Once the safety of students and staff has been ascertained and a safe environment has been restored an **ALL CLEAR** notification will be issued by a school or District administrator. Such notification may only come at the direction of the administrator after consultation with and approval from the responding emergency service command such as law enforcement, fire, or other agencies at the event site.

The all clear notification at the event site will be the same signal used during practice drills such as sounding of a bell or whistle and an accompanying announcement on the public address system or local UHF radio network if these systems are functioning. If the decision to issue the all clear notification is made by a school administrator before notifying the District administrator, the school administrator will notify the District administrator so that the all clear notification can be issued at other schools and to parents by the District.

The all clear notification to other schools in the district will be issued by the District Office through an administrator and will be via cell or landline telephone, text message, or UHF radio, depending on the available means of communication.

The all clear notification to parents will be issued by the District Office through an administrator and will be via text message and phone call.

### Post-event/recovery requirements

As soon as possible following an event that renders a school/site or a portion of it unsuitable for occupancy and/or requires functions and programs to be interrupted, procedures are initiated to begin the recovery process including communicating to parents and staff throughout the District the appropriate information to enable them to understand the nature of the interruption, make arrangements to accommodate the interruption, and to coordinate reunification with their students if necessary.

Communication of this nature is coordinated by and disseminated from the District Office through the Public Information Officer in consultation with other District administrators.

The emergency response organization chart for each school/site identifies specific individuals that will execute the necessary functions throughout the recovery process. Depending on available personnel, staff throughout the District may be called upon to serve in a variety of functions, some of which will be dictated by the nature of the event and the circumstances, to execute the necessary steps to enable timely and effective communication, as rapid a relocation of school functions and reunification of students with their parents as possible, and other recovery requirements.

### Follow-up

As soon as practicable following the event a meeting will be held with all District and school administrators and staff to review the facts and acknowledge those who helped during the event. The staff will discuss the facts with students during the first meeting with students following the event. Questions should be answered fully without judgment. Students who appear to need more assistance in coping with the effects of the event than a teacher can offer or can appropriately handle will be referred to a counselor or other appropriate administrator.

## Continuity of Operations

The purpose of Continuity of Operations Procedures (COOP) is to ensure there are procedures in place to maintain or rapidly resume essential operations of the school district after the disruption of these normal operations. These essential operations are the academic, business and physical facilities of the school district.

Designated school staff will perform the essential functions as listed below:

### Superintendent/Their Designee/Incident Commander

- Determine when to close schools, and/or send students/staff to alternate locations.
- Disseminate information internally to students and staff.
- Communicate with parents, media, and the larger school community.
- Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
  - Ensure systems are in place for rapid contract execution after an incident
  - Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.

### Principals/Site Administrators

- Identify relocation areas for classrooms and administrative operations.
- Create a system for registering students
- Brief and train staff regarding their additional responsibilities.
- Secure and provide needed personnel, equipment, resources, and services 1. required for continued operations.
- Identify strategies to continue teaching
- Reevaluate the curriculum

### Maintenance Personnel

- Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.
- Manage the restoration of school buildings and grounds (e. g. debris removal, repairing, repainting, and/or re-landscaping)

### Teaching staff

- Work with others to obtain class teaching materials
- Work with others to obtain student curricular materials
- Prepare for alternative curricular delivery methods as needed

### School Secretary/Administrative Support Staff

- Maintain inventory
- Maintain essential records
- Ensure duplicate of records is kept at a different physical location.
- Secure classroom equipment, books, and materials in advance.
- Retrieve, collect, and maintain all building personnel data (emergency contact information, etc).
- Provide accounts payable and cash management services

#### Counselors, Social Workers, and School Nurses/Health Assistants

- Establish academic and support services for students and staff/faculty.
- Implement additional response and recovery activities according to established protocols.

#### Support Staff

- Determine how transportation, food services, maintenance and custodial services will resume.

#### Procedures

The following procedures will be followed by staff to assist in the execution of essential functions and the day-to-day operations.

#### Activation and Relocation

The Superintendent in collaboration with District administration will determine when to activate and implement the COOP Plan and make decisions such as relocating to alternate sites. Authority for activation may be delegated. The activation may occur with or without warning. The Superintendent or designee (with delegated authority) will activate the COOP Plan whenever it is determined the school is not suitable for safe occupancy or functional operation.

#### Notification and Implementation Process

Appropriate communication protocol will be used to notify employees of the COOP Plan activation and provide situation information, as available. Parents/guardians will be notified using the appropriate notification system as important information becomes available.

#### Relocation Sites

Relocation sites will be identified by District administration as locations to establish management and to implement essential functions as warranted by an incident.

#### Vital Records and Retention File

Vital records are archived or retained on backup data systems stored off site.

#### Human Capital Management

School and District staff responsible for essential functions are cross-trained. Identified special needs employees are provided ADA accommodation and guidance in their responsibilities and assistance may be provided by coworkers in the event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

#### Reconstitution

In most instances of COOP Plan implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat of or incident no longer exists and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school building/campus
- Conduct an after-action review of COOP operations, plans, and procedures.

## **Recovery**

### Post-event/recovery requirements

As soon as possible following an event that renders a school/site or a portion of it unsuitable for occupancy and/or requires functions and programs to be interrupted, procedures are initiated to begin the recovery process including communicating to parents and staff throughout the District the appropriate information to enable them to understand the nature of the interruption, make arrangements to accommodate the interruption, and to coordinate reunification with their students if necessary.

Communication of this nature is coordinated by and disseminated from the District Office through the Public Information Officer in consultation with other District administrators.

The emergency response organization chart for each school/site identifies specific individuals that will execute the necessary functions throughout the recovery process. Depending on available personnel, staff throughout the District may be called upon to serve in a variety of functions, some of which will be dictated by the nature of the event and the circumstances, to execute the necessary steps to enable timely and effective communication, as rapid a relocation of school functions and reunification of students with their parents as possible, and other recovery requirements.

### Follow-up

As soon as practicable following the event a meeting will be held with all District and school administrators and staff to review the facts and acknowledge those who helped during the event. The staff will discuss the facts with students during the first meeting with students following the event. Questions should be answered fully without judgment. Students who appear to need more assistance in coping with the effects of the event than a teacher can offer or can appropriately handle will be referred to a counselor or other appropriate administrator.

# Well-being and Positive School Climate

This safety plan is comprehensive in nature and intended to address the sense of well-being and positive climate in our school environment. Assessment of crime at school and school-related functions is a key indicator of the sense of well-being amongst our school population in addition to other factors that influence the climate in our school.

## Assessment Summary

### **POSITIVE SCHOOL CLIMATE AND CULTURE INITIATIVE**

The Positive School Climate and Culture Initiative at Ingrid B. Lacy Middle School involves the entire school community and is comprised of three strategies, all of which fall under the umbrella of Restorative Practices or Restorative Justice: **Advisory Class** (Community Circles, Social/Emotional Learning or SEL), **Restorative Circles and Conflict Mediations**, and **Positive Behavior Interventions and Supports** (PBIS). Our goal is for every student and school community member to feel safe, honored, valued and respected at IBL.

This assessment is based on information compiled on the following:

- Identifying strategies and programs for maintaining a high level of safety
- Compliance with laws regarding safety such as:
  - Child abuse reporting
  - Americans with Disabilities Act (ADA)
  - Employee security
  - Nondiscrimination
  - Positive school climate
  - School discipline

This assessment evaluates the following areas and references the respective sources of information as the basis of the evaluation:

- **Assessment of the current status of crime committed on campus and at school-related functions**
  - Reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety
    - PSD Student Services annual report on School Climate and Safety includes suspension and expulsion rates
    - 2015-16 California Healthy Kids Survey measures student, parent, and staff perceptions
- **Identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including the following:**
  - Child abuse reporting procedures
    - Procedures are described in PSD AR 5141.4 (Child Abuse Prevention and Reporting)

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## Well-being and Positive School Climate (continued)

- Routine and emergency procedures including adaptations for students with disabilities in accordance with ADA
    - Procedures are incorporated into Big Five functional annexes within this plan as appropriate
  - Earthquake emergency procedure
    - Procedures are described in Earthquake threat and hazard-specific annex within this plan
  - Procedure to allow public agencies to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters
    - Arrangements are listed in School Reciprocal Relocation Sites appendix within this plan
  - Policies for students who commit an act listed in the EC 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
    - Rules and procedures are described in Annual Notification to Parents and District Handbook 2017-2018 pages 24-27
  - Procedures to notify teachers of dangerous students
    - Procedures are described in LSEA Collective Bargaining Agreement Article 15.2
  - Policies consistent with prohibition against discrimination, harassment, intimidation, and bullying
    - Policies are described in PSD BP 5145.3 (Nondiscrimination/Harassment), BP 0410 (Nondiscrimination In District Programs And Activities), and BP 5131.2 (Bullying)
  - Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school
    - Procedures are described in PSD AR 5142 (Safety) and AR 5142.2 (Crossing Guards)
  - Safe and orderly environment conducive to learning
    - Procedures are described in PSD AR 3514 (Environmental Safety) and findings are presented in Student Services' annual report on School Climate and Safety
  - Rules and procedures on school discipline
    - Rules and procedures are described in Annual Notification to Parents and District Handbook 2017-2018 pages 24-27
- **1. Advisory Class** - Advisory class takes place every Wednesday afternoon (1:47-2:10) and is comprised of a certificated staff member and approximately 18 students in the same grade. Students do not receive a letter grade for their Advisory class. Students will stay with the same staff member for all three years of middle school. The purpose of our advisory class is to ensure that at least one adult in the school is getting to know each student well, making sure their learning needs are being met, and encouraging them to make good academic choices and plan for their future. Advisories are designed to foster stronger adult-student relationships and a stronger sense of belonging and community among the students. In addition to one-on-one conversations with a designated advisor, students will also participate in group discussions and team-building exercises intended to build stronger peer relationships and teach students the value of collaboration, constructive feedback, and healthy peer interactions.
  - **2. Restorative Circles and Conflict Mediations** - At IBL, restorative circles and conflict mediations are facilitated by trained school staff who bring together members of the school community who were involved in the dispute or conflict. We know from our own life experiences that the opportunity to resolve a conflict and fix the damage that has been done builds trust and community. Restorative circles and conflict mediations in schools teach children to understand the impact of their behavior and take responsibility.
  - **3. Positive Behavior Interventions and Supports** - PBIS is a framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS is a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students. At IBL we recognize the importance of respecting ourselves, respecting others and respecting our school community. All students and staff members are encouraged to follow these behavior expectations on campus.

- **Assessment Summary**

Based on the assessment evaluating the areas described above Ingrid B. Lacy Middle School is in compliance with district requirements to provide the environment necessary to maintain a healthy sense of well-being amongst students and staff and a positive school climate.



## **Threat and Hazard-Specific Annexes**

These annexes describe strategies or procedures for managing a specific hazard. It is not the intent of this section to cover all hazards. The ones addressed are deemed to have the most critical impact to our students' and staffs' safety and well-being.

- **Biological, Chemical, Radiological, and Environmental**
- **Fire Off-Site**
- **Fire On-Site**
- **Transport Emergency**
- **Earthquake**
- **Utilities Service Interruption**
- **Bomb Threat**

## Biological, Chemical, Radiological, and Environmental

These situations will likely trigger either an **Evacuation** or **Shelter In Place** response, depending on the nature and location of the hazard/incident and other information related to a specific event.

Notification of an event of this type in the vicinity of a school/site will typically come from an emergency response authority or a District Administrator. The extent/magnitude of the event and its proximity to a school/site will dictate the course of action to be taken. This notification will initiate action to SHELTER IN PLACE if there is not an immediate threat to the safety of the school/site or to EVACUATE all buildings on campus if there is an imminent threat. However a chemical incident or suspected natural gas leak can occur within a school/site and staff may trigger an EVACUATION response. A contagion emergency could also trigger an EVACUATION response but, more likely, the effort would be to quarantine the source of the contagion rather than vacate the school/site.

Knowledge of the location of existing gas pipelines, transport routes that may have vehicles transporting chemicals or other hazardous substances, or storage or manufacturing facilities near or on school property is essential for preparedness in the event of a hazardous substance release. Gas pipeline markers are generally yellow, black, and red and can vary in shape and size.

All school personnel, including custodians and food service staff, shall immediately report any suspicious odor or leak to the school office to be investigated by the Principal or designee.

Evacuation routes from campus should avoid gas pipelines if possible to ensure routes are safe in a pipeline emergency.

### How To Detect a Gas Leak

Smell, listen, and always be alert to signs of a gas leak. A gas leak can be detected by a sulfur-like odor, a hissing, whistling, or roaring sound coming from underground or a gas appliance, dirt spraying into the air, or the appearance of dead vegetation in an otherwise moist area.

### SCHOOL INCIDENT COMMANDER/SITE ADMINISTRATOR ACTIONS: RELEASE INSIDE SCHOOL BUILDINGS

- Assume Incident Command role and call 911 from a safe location. Must be ready to provide location, status of campus, and all available details of the situation
- if a release is discovered inside the building, evacuate the affected building immediately to an area that is upwind of the suspected release. Follow EVACUATION Protocol
- Do not use a telephone of any kind until in a safe area
- Do not take any action to cause heat or sparks
- When able, alert the Superintendent's Office
- Consult with emergency personnel and District administration to determine next steps

## SCHOOL INCIDENT COMMANDER/SITE ADMINISTRATOR ACTIONS: RELEASE INSIDE SCHOOL BUILDINGS (continued)

- A Unified Command Post may be established at a safe location away from the release location to determine any further action. The emergency responding Incident Commander or other emergency personnel will assume responsibility of the scene and determine the appropriate actions to further mitigate the emergency. The School Incident Commander will coordinate directly with the emergency responding IC and District administration, particularly in determining to implement procedures to cancel school or resume normal operations.

### STAFF ACTIONS:

#### RELEASE INSIDE SCHOOL BUILDINGS

- In the event of a suspected hazardous substance release, immediately notify the school office
- If directed by the Incident Commander, evacuate students from immediate vicinity of danger. If release is severe (visible, acutely sensible odor, causing nausea or breathing difficulty, or similar symptoms), leave the area immediately
- Follow Evacuation protocol and use designated routes or other alternate safe routes to an assigned Assembly Area located upwind of the affected area
- Leave any equipment and/or machinery “as is”
- Do not switch lights on or off
- Leave doors open. Do not operate lights or any electrical equipment, including cell phones
- At the designated Assembly Area take student attendance and report any missing students to School Incident Commander

### SCHOOL INCIDENT COMMANDER/SITE ADMINISTRATOR ACTIONS:

#### RELEASE OUTSIDE SCHOOL BUILDINGS

- Assume Incident Command role and instruct designee to call 911 to provide the exact location and nature of the emergency
- If it is determined that a hazardous substance release has occurred away from the school campus, initiate SHELTER-IN-PLACE with a public address announcement.
- Clearly instruct teachers and staff to immediately follow SHELTER-IN-PLACE protocol
- Once SHELTER-IN-PLACE is implemented, direct Incident Command Safety (ICS) Officer or Security/Utilities Team to turn off fans in the area; close doors and windows; shut down all air handling systems, and turn off sources of ignition
- When able, alert the Superintendent’s Office
- In accordance with the SHELTER-IN-PLACE protocol, students and staff who are outdoors should proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium). Teachers who assemble their classes in a location other than their assigned SHELTER-IN-PLACE assembly point should communicate their locations to the School Incident Commander via standard communication channels without leaving the building
- The School Incident Commander will coordinate further action with emergency personnel and District administration
- The SHELTER-IN-PLACE protocol will remain in effect until the appropriate agency or Site Administrator declares the emergency is resolved

## STAFF ACTIONS:

### RELEASE OUTSIDE SCHOOL BUILDINGS

- Initiate SHELTER-IN-PLACE immediately by clearing students from the hallways and grounds. Stay away from all doors and windows
- Secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system; c) turn off fans; d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by Incident Command
- Keep all students in the classroom until further instructions are received. Support those needing special assistance
- Take attendance and report status to School Incident Commander/office staff
- Await direction from IC or, if ALL CLEAR announcement is issued, return to normal operations

## Fire Off-Site

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, whether it is a wind-driven or chemical-driven fire, and how the surrounding terrain might influence the flames. Responding to a fire in the surrounding community requires “think-on-your-feet” alertness.

Notification of a fire in the vicinity of a school/site will typically come from an emergency response authority or a District Administrator. This notification will initiate action to SHELTER IN PLACE if there is not an immediate threat to the safety of the school/site or to EVACUATE all buildings on campus if there is an imminent threat.

### SCHOOL INCIDENT COMMANDER/SITE ADMINISTRATOR ACTIONS:

- Assume Incident Command role
- Contact Superintendent’s Office to notify of event and/or for information regarding event
- Emergency responders may directly notify IC of event situation that may require action. Consult with District administration as to action for school site
- If appropriate, SHELTER-IN-PLACE or begin EVACUATION to appropriate off-site evacuation location as situation dictates. If needed, coordinate transportation services through District administration to evacuation location
- In order to ensure that all students and staff have left the building and are free from injury, direct Operations Chief to engage the Search and Rescue team
- Communicate with District administration and monitor other information sources as best as possible for current information on event
- Consult with District administration to determine if student release/school closure should be implemented. If so, notify staff, students and parents in coordination with District administration and implement family reunification protocol.

### STAFF ACTIONS:

- If students are to be evacuated to an off-campus location and it is safe to do so, take attendance prior to leaving the campus
- Evacuate as directed by the Incident Commander to the designated evacuation area. DO NOT STOP to collect belongings, but be sure to bring the classroom emergency pack which should include attendance roster and emergency supplies. Leave windows and doors closed, but unlocked.
- Stay calm. Maintain control of the students in the evacuation area.
- Take attendance at the evacuation area. Report any missing students to the School Incident Commander/site administrator and emergency response personnel
- Remain with students until School Incident Commander has determined it is safe to return to school or release students through the family reunification protocol
- Follow protocol for return to normal operation or student release through family reunification

## Fire On-Site

An on-site fire necessitates quick and decisive action to prevent injuries and further spread of fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor close to walls to enable easier breathing and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires extinguished on-site by school staff, regardless of size, require that the Fire Department be notified.

This situation will likely trigger either an **Evacuation** or **Shelter In Place** response, depending on the location of the fire and other information related to a specific event.

### SCHOOL INCIDENT COMMANDER/SITE ADMINISTRATOR ACTIONS: FIRE WITHIN SCHOOL BUILDING

- First, sound the fire alarm to implement EVACUATION of the building
- Assume Incident Command role. Put on emergency IC/Admin vest and continue as Incident Commander until relieved by emergency personnel
- Instruct designee to call 911. Designee must be ready to provide location, status of campus, all available details of situation
- Access the school in order to provide emergency responders with maps, keys, rosters, etc.
- Immediately EVACUATE the building or the school using the primary or alternate fire routes
- When able, alert Superintendent's Office
- To ensure that access roads are kept open for emergency vehicles, direct Safety Officer to open gates and clear pathways
- To ensure that all students and staff have left the building and to locate injured students/staff, direct Operations Chief to engage the Search and Rescue team or communicate to Unified Command
- Have Safety Officer report to Incident Command Post
- To ensure injured students and staff members receive medical attention, direct Operations Chief to engage Medical Team
- If needed, notify bus dispatch for off-site evacuation or communicate with Unified Command to engage SAMTRANS
- Do not allow staff and students to return to the building until the Fire Incident Commander declares that it is safe to do so
- Consult with District administration regarding resuming normal operation or student release/school closure and implement appropriate protocol as necessary

## STAFF ACTIONS:

### FIRE WITHIN SCHOOL BUILDING

- Evacuate immediately to assembly area. DO NOT STOP to collect belongings, but be sure to bring attendance roster and emergency supplies. Leave the windows and doors closed, but unlocked
- Stay calm; maintain control of the students at the designated assembly area
- Take attendance. Report missing students to the School Incident Commander/Site Administrator and emergency response personnel
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building
- Staff should render first aid as necessary.
- Available staff should be prepared to assist emergency responders once they arrive on site with access to buildings and information as requested.
- Remain with students until School Incident Commander has determined it is safe to return to normal operation or release students through the family reunification protocol
- Follow protocol for return to normal operation or student release through family reunification

### For fire on campus/site:

1. If staff or students detect signs of a fire (flames, smoke, excessive heat) trigger the fire alarm system immediately at the nearest pull station. This action will initiate action to EVACUATE all buildings on campus. All staff members should become familiar with any and all pull station locations.
2. Call 911 as soon as possible from a safe location. No staff or student should attempt to put out the fire. Safety is the utmost priority and all staff should ensure students' and their own safety first by evacuating structures.
3. Once assembled in designated assembly areas teachers are to account for all students. Students are to be under direct control of their respective teachers until released.
4. Any available staff should notify an available District Administrator at the District Office of the occurrence of the event. This would typically be done by the Incident Commander/Site Administrator if available.
5. Students and staff members should remain in assembly areas until reentry into buildings is permitted by the emergency response command authority. If reentry is not permitted parent notification and student reunification procedures by District and school staff will begin as soon as possible.

## Transport Emergency

Ingrid B. Lacy and the District maintain a record of transport serving the school. This record contains rosters, including an emergency contact telephone number for each student being transported. The teacher in charge of a special activity trip provides an activity record to the Principal and maintains a second copy on the trip.

Transport drivers have designated procedures for handling emergency situations. The following protocol is intended to outline steps to be taken by school personnel should an accident occur.

### **In the event of a transport accident:**

#### **Staff at the scene:**

- Call 911, if warranted
- Evacuate bus if needed
- Call Principal
- School staff at the scene of a bus accident will help to implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency
- School staff at the scene of a school bus accident will move all uninjured students to a location that is a safe distance from the accident
- The names of all injured students and the location to which they may be taken for medical treatment will be provided to the school

#### **Principal/Designee:**

- Notify District Support Team, Central Office
- Ascertain the names of any injured students and the nearest location of any medical treatment facility
- Parents/guardians of all students on the bus will be notified as quickly as accurate information is available
- Designated school staff representative will proceed to any medical treatment facility to which an injured student has been taken to assist parents and to provide support to students, as appropriate
- Complete appropriate documentation

#### **Additional steps for school/facility (if any):**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# Earthquake

An earthquake is a sudden movement of the earth's crust caused by the release of geologic stress along a fault line. Because earthquakes can strike without warning, the immediate need is to protect lives by taking the best available cover. All other actions must wait until the tremor subsides. If persons are protected from falling objects, the rolling motion of the earth may be frightening but may not be dangerous.

This situation will likely trigger both **Drop, Cover, & Hold On** and **Evacuation** responses, depending on the location and severity of the earthquake and other information related to a specific event.

## If inside:

- Initiate Drop, Cover and Hold On
- If no cover is available, get against inside doorway or crouch against inside wall and cover head; stay away from outside walls, windows or other expanses of glass, potential falling objects
- Leave doors open to minimize jamming if the building shifts
- Do not attempt to run through building or outside due to risk of falling objects
- If in a room with no desks or furniture, get against inside wall or inside doorway and crouch
- As soon as possible after the earthquake motion stops, staff shall initiate the EVACUATE response to vacate buildings if possible. Staff must assess their immediate surroundings to determine if evacuation from their immediate area is possible or if remaining in place is likely the safer option. Rendering aid in the immediate area may also be a consideration.

## If outside:

- Move quickly away from building and overhead electrical wires
- Lie flat, face down, and wait for shocks to subside
- Use "green card" to indicate when class is all accounted for
- Use "red card" to indicate if a child is missing or assistance is needed with your group
- Do not attempt to enter building until authorized to do so
- Do not light fires or touch fallen wires
- Be alert for instructions from principal

## Assembly Areas:

- Earthquake safe areas will be away from the building and overhead power lines
- Keep everyone away from underground gas and sewer lines
- An earthquake is likely to be an event that would trigger district-wide response so notification to 911 or a District Administrator is probably not necessary, but the IC/SA should attempt to contact a District Administrator to coordinate response action
- In the event of aftershocks, students shall be encouraged to remain calm and stay sitting close to the ground
- Administer emergency first aid as needed
- Do not re-enter building until given "all clear" from person in charge

## Utilities Service Interruption

This situation will likely trigger either a **Shelter In Place** or an **Evacuation Immediate Action Response**, depending on the extent and duration of the interruption and other information related to a specific event.

While disruptive to normal operations utility service interruptions are rarely catastrophic so there is usually time for the Incident Commander/Site Administrator to assess the situation, consult with District administrators and utility providers, and explore options to determine the appropriate level of response.

At the first sign of a service interruption the SHELTER IN PLACE response is initiated until the Incident Commander/Site Administrator can assess the situation and provide the best long-term response to the event.

Some factors to consider in assessing any particular service interruption include:

- Time of the year, amount of natural light available in classrooms, outside temperature, and expected length of outage
- Relocation possibilities for students and staff to finish the school day
- Transportation needs and deployment
- Food service requirements

## Bomb Threat

This situation will likely trigger either an **Evacuation** or **Shelter In Place Immediate Action Response**, depending on the location of the device and other information related to a specific event.

On campus:

If a threat is received by school or District personnel regarding placement of bombs or explosives in a building or on campus, the following procedures should be implemented immediately:

- If the message is a telephone call, follow the steps in the Bomb Threat Checklist (copy is available in the appendix)
- If the message is written such as an email, text message, or letter the message should be preserved in its original form if possible for possible use as evidence in a law enforcement investigation. The Bomb Threat Report (copy is available in the appendix) can be used to record the information provided in the message.
- If the message is in the form of a letter, the manner in which it arrived, who found it, and where it was found should be noted. Care should be taken in handling the message by immediately placing it in a cellophane envelope so possible finger prints may be detected.
- Upon receipt of the threat the Incident Commander/Site Administrator should initiate the EVACUATION action response.
- The IC/SA or designee will immediately notify 911 of the receipt of threat and notify a District administrator of the threat and evacuation response.
- The Incident Commander/Site Administrator will coordinate with responding emergency services and District administrators' subsequent response actions depending on the specifics of the event and circumstances, particularly to determine whether the students and staff should vacate the school/site and for what duration. Upon arrival or emergency service responders staff may be required to assist with a site search if appropriate.
- If necessary parent notification and student reunification procedures by District and school staff will begin as soon as possible.
- If circumstances permit reoccupation of school/site buildings, students and staff should only do so upon notice from an emergency response command authority or District administrator. This all clear would typically be issued through the Incident Commander/Site Administrator.
- The IC/SA will submit a written report to the District Superintendent after the conclusion of the incident using the Bomb Threat Report form.

If school/site staff find a suspicious device with no prior notice of a threat:

- Notify any office staff to contact the IC/SA immediately to assess the situation and initiate the appropriate response. **Do not touch it!**
- If the device is indoors it may be appropriate to open all windows and doors in the immediate area to reduce potential damage.
- The IC/SA may want to consult with a District administrator to determine the appropriate response. Student and staff safety is always the highest priority so the response should always be made that ensures their safety to the extent possible.

## **Bomb Threat** (continued)

### Off campus:

- Notification of a potential threat in the vicinity of a school/site will typically come from an emergency response authority or a District Administrator. This notification will initiate action to SHELTER IN PLACE if there is not an immediate threat to the safety of the school/site or to EVACUATE if there is an imminent threat.
- The SHELTER IN PLACE response will follow standard procedures for that response until notice of cessation of the threat from the emergency response command authority or a District Administrator.
- In the event of an off-campus event that poses an imminent threat to a school/site, the EVACUATION response may be initiated, but specific procedures may be modified depending on specific circumstances. Students and staff may remain within buildings for safety and control until they can vacate the site in a safe and orderly manner. Parent notification and student reunification procedures by District and school staff will begin as soon as possible.
- The Incident Commander/Site Administrator should determine what additional actions need to be taken.

## **Appendices**

Evacuation map  
Emergency Organization Chart  
Staff Roster/Directory  
Disaster Service Worker Status  
Satellite Phone Operation  
Emergency Contact Phone Numbers and Addresses  
Emergency First Aid Supplies and Equipment  
Bomb Threat Checklist  
Bomb Threat Report  
School Reciprocal Relocation Sites

## Disaster Service Worker Status

Section 3100 of the California Government Code states that public employees are disaster service workers (DSWs) who are subject to the disaster service activities assigned to them by their superiors or by law. The term *public employees* includes all personnel employed by State of California agencies, California county and city agencies, and public districts, excluding legally employed aliens. PSD employees are designated as DSWs. Section 3100 of the California Government Code applies to public school employees for cases in which:

- a local emergency has been proclaimed,
- a State of Emergency has been proclaimed, or
- a Federal disaster declaration has been made.

### Frequently Asked Questions

#### **What does disaster service mean?**

Disaster service means all activities authorized by and carried out pursuant to the California Emergency Services Act\*.

#### **Who is included in the disaster service worker status?**

All public employees are included in the disaster service worker status which are all persons employed by any county, city, state agency or public district

#### **What is the scope of duties of employee disaster service workers?**

Any public employees performing duties as a disaster service worker shall be considered to be acting within the scope of disaster service duties while assisting any unit of the organization or performing any act contributing to the protection of life or property or mitigating the effects of an emergency.

#### **Do public employees acting as disaster service workers get paid?**

Public employees acting as disaster service workers get paid only if they have taken and subscribed to the oath or affirmation.

#### **How are public employees assigned disaster service activities?**

Public employees are assigned disaster service activities by their superiors or by law to assist the agency in carrying out its responsibilities during times of disaster.

#### **What is the oath or affirmation referred to in the government code?**

Before entering upon the duties of employment, all public employees take and subscribe to the oath or affirmation set forth in the California Constitution that declares them to be disaster service workers in time of need.

## **Disaster Service Worker Status (continued)**

### **When do public employees take the oath or affirmation?**

Most public employees sign the oath or affirmation during the hiring process and it is kept with the employer.

### **What if public employees are injured while acting as disaster service workers?**


Claims sustained by public employees while performing disaster services shall be filed as worker compensation claims under the same authorities and guidelines as with all employees within their agency.

### **Can disaster service workers be sued for actions taken while performing duties?**

Public employee disaster service workers for nonprofit organizations and government cannot be held liable for their actions during a disaster while acting within the scope of their responsibilities.

## SATELLITE PHONE OPERATION

### A. **IMPORTANT—MUST BE DONE BEFORE SENDING, OR RECEIVING, ANY SATELLITE CALLS:**

1. Turn phone power “**on**” using small button (with red circle) at the very bottom left of the phone.
2. Phone will come on with the word **Iridium**, followed by **Welcome**, and then should show that it is **SEARCHING**. (Note: You will need to extend, or reposition, the antennae, and be in an outside location with clear access to the open sky (satellite).
3. The phone will then say registering, and then finally **REGISTERED**. This word will appear only briefly, so watch for it, but what is important is that at the bottom of the screen the little symbol that looks like this  should appear.
4. If for any reason the little symbol does not appear, “Press the Menu key” until “Network Selection” appears, then press the O.K. key, and the word registered should appear, press O.K. again, and the little symbol should appear on the bottom of the screen.
5. **YOU ARE NOW READY TO SEND OR RECEIVE CALLS.** If the above is not completed, no calls can be sent, or received, on your satellite phone.

### B. TO SEND A SATELLITE PHONE CALL:

Simply dial the phone number desired from the list attached, and then **Press O.K.** The phone should then begin the call, but be patient, as it takes a little while for the call to bounce off of the satellite back to the phone being called.

### C. TO RECEIVE A PHONE CALL:

1. You must have your phone **on** by following the instruction in “A” above, or no calls can be received.
2. The receiving phone will **ring and/or vibrate**, depending upon the setting you have selected (See Instruction Book p.130).
3. The status indicator on the receiving phone should alternate between red and green, and the phone **display should show Call, Answer?**
4. **To answer, simply PRESS O.K.,** and you should see “Connected” on the phone screen.

### D. TO END A CALL

**End a call by simply pressing the O.K. key.**



## **PACIFICA SCHOOL DISTRICT/AGENCY SATELLITE PHONES**

District Office	Pacifica Police Chief
District Maintenance	Pacifica Police Captains
Sunset Ridge	Jefferson Union High School District
Ocean Shore	JUHSD Maintenance
Ingrid B. Lacy	Oceana High School
Cabrillo	Terra Nova High School
Ortega	North Coast City Water District (Manager)
Valleamar	

\*\*Satellite phone numbers for the agencies above are kept at each site.

# Pacifica School District Emergency Contacts

## ***What to do in case of an emergency?***

- Notify your school/site Incident Commander/Site Administrator immediately of any emergency situation. The utmost priority is to ensure student and staff safety.
- If the school Incident Commander/Site Administrator is unavailable, contact a District administrator.
- School closure decisions and parental instructions after closure are to be made by **District cabinet members**.
- Refer to the confidential emergency contact phone list for administrator and staff phone numbers outside of normal business hours.

## **Pacifica School District Emergency Phone Contacts**

**The Pacifica School District Emergency Phone Line is (650) 355-2408.**

This line number will ring at the front desk if the Superintendent is not available.

- The district main line (650) 738-6600 will be removed from the Centrix emergency, and will be made operational for parent notification.

## **Important Phone Numbers (office numbers)**

### ***Cabinet Members:***

Wendy Tukloff, Superintendent	(650) 738-6603
Ray Avila, Executive Director, Integrated Services	(650) 738-6607
Josie Peterson, Chief Business Official	(650) 738-6613
Will Lucey, Executive Director, ESS	(650) 738-6616

### ***Maintenance Staff:***

John Hashizume, Director of Facilities	(650) 738-6620
Mary Notmeyer, Clerical Asst, Facilities	(650) 738-6621

### ***Transportation:***

Ty Truong, Bus Driver	(650) 738-6630
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### ***Food Service:***

Lisa Kern, Child Nutrition Supervisor	(650) 738-6647
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## ***School Emergency Numbers***

*These are school fax line numbers that are non-Centrix. Remember to turn your fax machine line to phone use in an emergency.*

<b><i>Cabrillo School (K – 8)</i></b>	(FAX) (650) 738-2870
<b><i>Ingrid B. Lacy School (6 - 8)</i></b>	(FAX) (650) 738-6669 (K) (650) 557-9042
<b><i>Linda Mar Educational Center (pre-K)</i></b>	(FAX) (650) 738-3799
<b><i>Ocean Shore School (K – 8)</i></b>	(FAX) (650) 355-0660 (K) (650) 738-2765
<b><i>Ortega School (K – 5)</i></b>	(FAX) (650) 738-6672
<b><i>Sunset Ridge School (K – 5)</i></b>	(FAX) (650) 355-4042
<b><i>Valleamar School (K – 8)</i></b>	(FAX) (650) 359-2476 (K) (650) 355-783

## **Emergency Supplies and Equipment**

### **RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES**

- Portable stretcher and cot with waterproof cover
- Ten Triage Tags
- Blankets, sheets/pillows/pillow cases (disposable covers are suitable)
- Wash cloths, hand towels, and small portable basin
- Covered waste receptacle with disposable liners
- Bandage scissors, tweezers
- Disposable thermometer
- Pocket mask/face shield for CPR
- Disposable latex free gloves
- Cotton tipped applicators, individually packaged
- Assorted Band-Aids (1"x3")
- Gauze squares (2"x2"; 4"x4"), individually packaged
- Adhesive tape (1" width)
- Gauze bandage (2" and 4" widths) rolls
- Ace bandage (2" and 4" widths)
- Splints (long and short)
- Cold packs
- Triangular bandages for sling & Safety pins
- Tongue blades
- Disposable facial tissues, paper towels, sanitary napkins
- One flashlight with spare bulb and batteries

# Bomb Threat Checklist

( Note: Keep blank copies near all incoming phones.)

**Important Instruction: Listen Carefully! Do Not Interrupt Caller, Except to Ask the Following:**

1. When will it go off? Specific time: \_\_\_\_\_ Time Remaining: \_\_\_\_\_
2. Where is it planted? Building/Room: \_\_\_\_\_ Area: \_\_\_\_\_
3. What does it look like? \_\_\_\_\_
4. Did caller appear familiar with building/area by his description of location? \_\_\_\_\_
5. Name of person taking the call: \_\_\_\_\_
6. Time and date of the call: \_\_\_\_\_
7. Best guesses as to caller's identity? Sex: \_\_\_\_\_ Approximate age: \_\_\_\_\_
8. Likely origin of call: (local, long distance, within building, cell) \_\_\_\_\_
9. **Voice Characteristics—Speech and Language:** \_\_ Loud \_\_ Soft \_\_ Fast \_\_ Slow \_\_ Distinct \_\_ Distorted \_\_ High Pitch \_\_ Deep \_\_ Excellent \_\_ Poor \_\_ Pleasant \_\_ Foul \_\_ Stutter \_\_ Nasal \_\_ Raspy \_\_ Slurred **Certain words or phrases used:** \_\_\_\_\_ **Accents:** \_\_\_\_\_
10. **Background Noises:** \_\_ Local \_\_ Not Local \_\_ Foreign \_\_ Regional \_\_ Quiet \_\_ Noisy \_\_ Party Atmosphere \_\_ Animals \_\_ Street Traffic \_\_ Animals \_\_ Trains \_\_ Airplanes
11. **Nature of Voices:** \_\_ Angry \_\_ Emotional \_\_ Calm \_\_ Rational \_\_ Coherent \_\_ Incoherent \_\_ Irrational \_\_ Deliberate \_\_ Righteous \_\_ Quiet

## ACTION TO BE TAKEN IMMEDIATELY AFTER RECEIVING A CALL:

**First:** Notify 911

**Second:** Notify the Incident Commander/Site Administrator (IC/SA) who should proceed to take appropriate action at the school site.

**Third:** The IC/SA or his designee will notify a District administrator (Superintendent, Asst Superintendent, CBO, or Facilities Director).

**Fourth:** The IC/SA will coordinate response with the District administrator.

**Report completed by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Bomb Threat Report

(This report is to be completed by the Incident Commander/Site Administrator and sent To the District Superintendent after the bomb threat emergency has passed.)

1. School and date of bomb threat. School: \_\_\_\_\_ Date: \_\_\_\_\_

2. Person who received bomb threat. Name: \_\_\_\_\_ Title: \_\_\_\_\_

3. To whom was call reported: \_\_\_\_\_ At what time: \_\_\_\_\_

4. Did person receiving the call have time for questions? \_\_Yes \_\_No If so, what were the answers to:

a) Where is the bomb?

b) What time is it set to go off?

c) What does the bomb look like?

d) Why was the bomb set?

e) What were the exact words of the caller as best remembered?

f) Answers to other questions asked.

5. Evaluate the voice of the caller for:

a) Sex:

b) Age:

c) Speech accent or impediments:

d) Intoxication:

e) Ethnic characteristics:

6. Were there background noises? \_\_Yes \_\_No If so describe below:

a) Music:

b) Conversation:

c) Vehicle Traffic:

d) Babies/Children:

**Bomb Threat Report** (continued)

e) Machine Noises:

f) Airplanes:

g) Other Noises:

7. Provide the following information:

a) Who made the call to the police department? \_\_\_\_\_

b) Name of police person contacted: \_\_\_\_\_ Date and Time: \_\_\_\_\_

c) Did police come to the school? \_\_Yes \_\_No If so, list the name and badge numbers of persons who responded: \_\_\_\_\_

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

d) Was a search for the bomb conducted? \_\_Yes \_\_No If yes, give details on who did the search, where searched, and how thorough it was done:

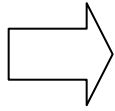
e) As Incident Commander/Site Administrator describe the actions you took:

f) Describe any other details, or comments, that might assist in identifying the caller:

Report submitted by: \_\_\_\_\_ Date: \_\_\_\_\_

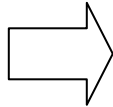
## School Reciprocal Relocation Sites

Linda Mar Education Center  
830 Rosita Rd  
(650) 738-6615



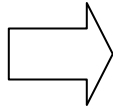
Alma Heights Academy Linda Mar  
1030 Linda Mar Blvd  
(650) 355-1935

Linda Mar Education Center  
830 Rosita Rd  
(650) 738-6615



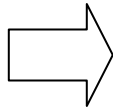
Alma Heights Christian Academy Seville  
1295 Seville  
(650) 355-1935

Cabrillo School  
601 Crespi Drive  
(650) 738-6660



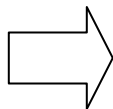
Vallemar School  
377 Reina Del Mar Ave  
(650) 738-6655

Ingrid B. Lacy Middle School  
1427 Palmetto Ave  
(650) 738-6665



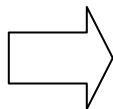
Oceana High School  
401 Paloma Ave  
(650) 550-7300

Ocean Shore School  
411 Oceana Blvd  
(650) 738-6650



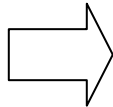
Sunset Ridge  
340 Inverness Dr  
(650) 738-6687

Ortega School  
1283 Terra Nova Blvd  
(650) 738-6670



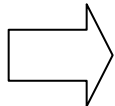
Terra Nova High School  
1450 Terra Nova Blvd  
(650) 550-7600

Sunset Ridge  
340 Inverness Dr  
(650) 738-6687



Ocean Shore School  
411 Oceana Blvd  
(650) 738-6650

Vallemar School  
377 Reina Del Mar Ave  
(650) 738-6655



Cabrillo School  
601 Crespi Drive  
(650) 738-6660





# SCHOOL EMERGENCY ORGANIZATIONAL CHART

Job Title	Job Description	Assignment
Incident Commander:	Coordinate all functions	*Daniel Lyttle/Gordon Hwee
Public Information Officer:	Collect & disseminate appropriate information to the public	*District Office/Ray Avila

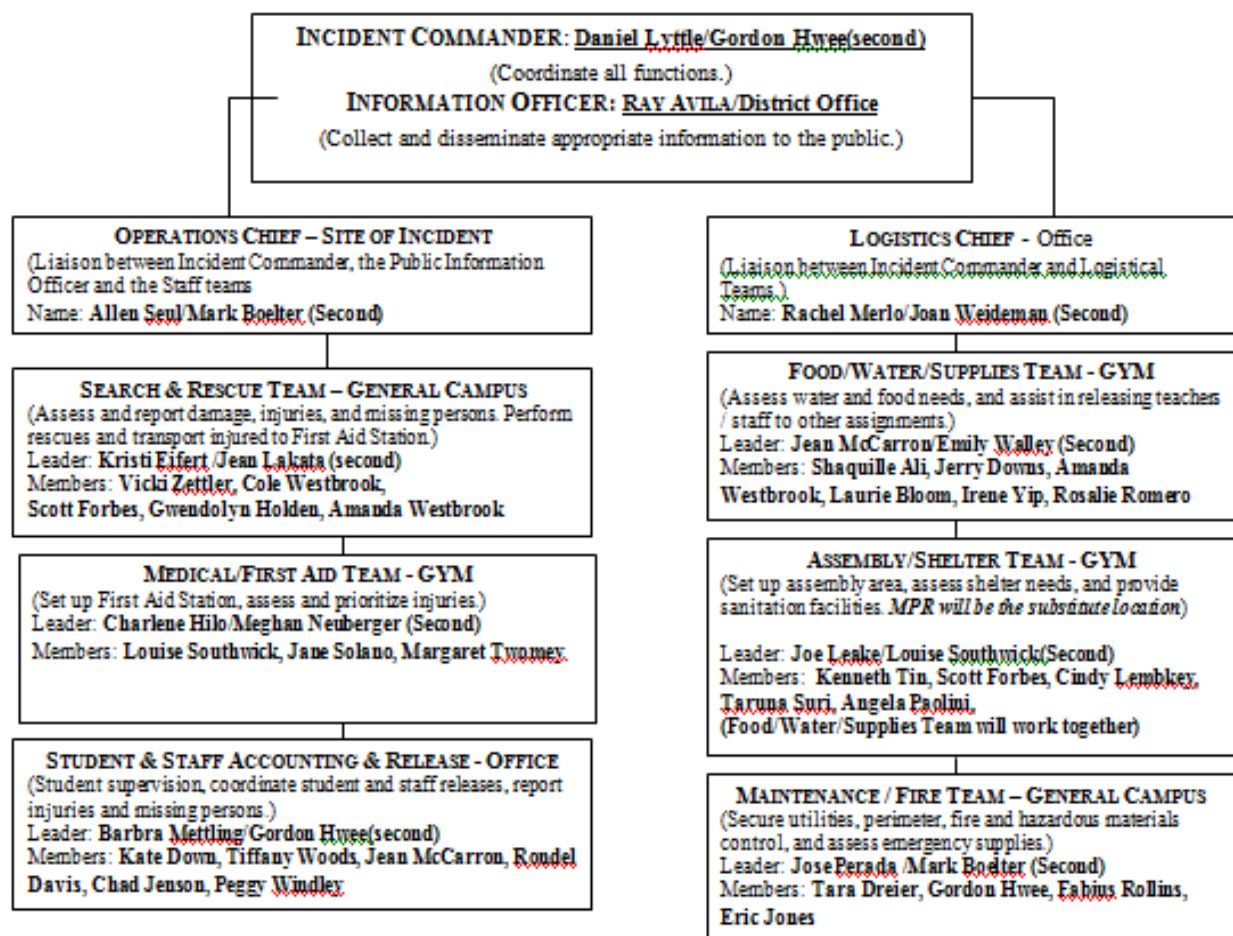
## First Team Assignments

Operations Chief (with Incident Commander)	Liaison between Incident Commander & Public Information Officer and the Staff.	*Allen Seul (Lead) *Mark Boelter (Second)
Team Supervision Logistics Chief (Office)	Liaison between Teams; First assignments to Second assignments.	*Rachel Merlo (Lead) *Joan Weidaman(Second)
Search & Rescue Team (General Campus)	Assess & Report damage, injuries, & missing persons. Perform rescues and transports injured to the First Aid Station.	* Kristi Eifert (Lead) *Joe Leake (second) Jean Lakata, Vicki Zettler, Cole Westbrook, Scott Forbes, Gwendolyn Holden Amanda Westbrook
First Aid Team (GYM)	Set up First-Aid Area. Assess & prioritize injuries.	* Charlene Hilo (Lead) *Meghan Neuberger (Second) Louise Southwick, Jane Solano Janice Miller, Margaret Twomey
Maintenance / Fire Team (General Campus)	Utilities, perimeter, fire and hazardous materials control. Assess emergency supplies	*Jose Perada (Lead)/Mark Boelter (Second), Gordon Hwee, Tara Dreier, Eric Jones, Fabius Rollins
Staff & Student Accounting & Release Team Personal (Office)	Coordinate student and staff releases. Report injuries and missing persons to First Aid *Initial response stand with O.C & I.C to record/inform of attendance.	*Barbra Mettling (Lead) *Gordon Hwee (second) Tiffany Woods, Jean McCarron, Chad Jensen, Rondel Davis, Peggy Windley

## Second Team Assignments

Food/Water/Supplies & Student Supervision Team (GYM)	Assess water, food, and shelter needs. Also assist releasing teachers / staff to other job assignments.	*Jean McCarron (Lead) *Emily Walley (Second) Shaquille Ali, Ben Gower, Angela Paolini, Taruna Suri, Amanda Westbrook, Laurie Bloom, Irene Yip, Rosalie Romero
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# SCHOOL EMERGENCY ORGANIZATIONAL CHART: 2017-2018



# IBL Staff Directory

School Number 738-6665			School Fax 738-6669	
Teachers	Subject	Room	Voicemail	Email address
Ali, Shakeel	RSP	C3	1133	<a href="mailto:sali@pacificasd.org">sali@pacificasd.org</a>
Boelter, Mark	PE	Gym/B3	1172	<a href="mailto:mboelter@pacificasd.org">mboelter@pacificasd.org</a>
Dreier, Tara	6 <sup>th</sup> Core	C-9	1139	<a href="mailto:tdreier@pacificasd.org">tdreier@pacificasd.org</a>
Eifert, Kristi	PE	Gym/B12	1171/1130	<a href="mailto:keifert@pacificasd.org">keifert@pacificasd.org</a>
Fletcher, Kristin	SDC	C-1	1131	<a href="mailto:kfletcher@pacificasd.org">kfletcher@pacificasd.org</a>
Forbes, Scott	Science/Math/ Robotics	B-5	1125	<a href="mailto:sforbes@pacificasd.org">sforbes@pacificasd.org</a>
Goerss, Susan	SDC	C-1	1131	<a href="mailto:sgoerss@pacificasd.org">sgoerss@pacificasd.org</a>
Gower, Ben	Music	D3	1143	<a href="mailto:bgower@pacificasd.org">bgower@pacificasd.org</a>
Holden, Gwendolyn	6 <sup>th</sup> Core	C2	1132	<a href="mailto:gholden@pacificasd.org">gholden@pacificasd.org</a>
Lakata, Jean	Science	B-2	1122	<a href="mailto:jlakata@pacificasd.org">jlakata@pacificasd.org</a>
Leake, Joe	6 <sup>th</sup> Core	C8	1138	<a href="mailto:jleake@pacificasd.org">jleake@pacificasd.org</a>
Lewis, Slade	PE	Gym	1124	<a href="mailto:jmccarron@pacificasd.org">jmccarron@pacificasd.org</a>
McCarron, Jean	Social Studies	B-4	1124	<a href="mailto:jmccarron@pacificasd.org">jmccarron@pacificasd.org</a>
Merlo, Rachel	SocialStudies/ Leadership	B3	1123	<a href="mailto:rmerlo@pacificasd.org">rmerlo@pacificasd.org</a>
Miller, Janice	6 <sup>th</sup> Core	C-6	1136	<a href="mailto:jmiller@pacificasd.org">jmiller@pacificasd.org</a>
Paolini, Angela	Art	D1	1141	<a href="mailto:apaolini@pacificasd.org">apaolini@pacificasd.org</a>
Seul, Allen	PE	Gym/B1	1121	<a href="mailto:aseul@pacificasd.org">aseul@pacificasd.org</a>
Solano, Jane	6 <sup>th</sup> Core	C-5	1135	<a href="mailto:jsolano@pacificasd.org">jsolano@pacificasd.org</a>
Southwick, Louise	SDC	E-2	1102	<a href="mailto:lsouthwick@pacificasd.org">lsouthwick@pacificasd.org</a>
Suri, Taruna	Math	B-7	1127	<a href="mailto:tsuri@pacificasd.org">tsuri@pacificasd.org</a>
Tin, Kenneth	Lang/Lit	A-1	1111	<a href="mailto:ktin@pacificasd.org">ktin@pacificasd.org</a>
Twomey, Margaret	6 <sup>th</sup> Grade	C-7	1137	<a href="mailto:mtwomey@pacificasd.org">mtwomey@pacificasd.org</a>
Walley, Emily	Lang Arts/Lit	A4	1114	<a href="mailto:ewalley@pacificasd.org">ewalley@pacificasd.org</a>
Weideman, Joan	Math	B-8	1128	<a href="mailto:jweideman@pacificasd.org">jweideman@pacificasd.org</a>
Westbrook, Amanda	Social Studies	B-9	1129	<a href="mailto:awestbrook@pacificasd.org">awestbrook@pacificasd.org</a>
Westbrook, Cole	Science/Social Studies	B6	1126	<a href="mailto:cwestbrook@pacificasd.org">cwestbrook@pacificasd.org</a>
Woods, Tiffany	Lang/Lit	A6	1116	<a href="mailto:twoods@pacificasd.org">twoods@pacificasd.org</a>
Zettler, Vicki	RSP	A-3	1113	<a href="mailto:vzettler@pacificasd.org">vzettler@pacificasd.org</a>
Staff	Subject	Room		
Ms C. Hilo	Secretary	Office	1200	<a href="mailto:chilo@pacificasd.org">chilo@pacificasd.org</a>
Ms. B. Mettling	Attendance	Office	1201	<a href="mailto:bmettling@pacificasd.org">bmettling@pacificasd.org</a>
Ms. Smith	Library	Office	1180	<a href="mailto:jsmith@pacificasd.org">jsmith@pacificasd.org</a>
Ms. M. Neuberger	Counselor	Office	1210	<a href="mailto:mneuberger@pacificasd.org">mneuberger@pacificasd.org</a>
Ms. Mennear	Speech	Library	1140	<a href="mailto:smennear@pacificasd.org">smennear@pacificasd.org</a>
Ms. Down	Psychologist	Office	1222	<a href="mailto:kdown@pacificasd.org">kdown@pacificasd.org</a>
Ms. Diwa	County Class	E-1	1101	<a href="mailto:mdiwa@smcoe.org">mdiwa@smcoe.org</a>

<b>Sator, Robin</b>	<b>Technology</b>	<b>C-4</b>	<b>1134</b>	<b><a href="mailto:rsator@pacificasd.org">rsator@pacificasd.org</a></b>
<b>Kitchen</b>	<b>1153 or 1154</b>	<b>Serenity</b>	<b>1208</b>	
<b>Student desk</b>	<b>1202</b>		<b>Front</b>	<b>1142</b>
<b>Conference Room</b>	<b>1115</b>		<b>Tech Lab</b>	<b>1145</b>

11/12/15

To contact Mr. Lyttle or Mr. Hwee by phone, please call the school number.