

**ORANGE UNIFIED SCHOOL DISTRICT/CWA
EARTHQUAKE DISASTER PREPAREDNESS PLAN
SECTION 9 – CRISIS RESPONSE**

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9-911

Emergency Response Sheet

If possible, call from a stationary phone. Calls from a "Cell Phone" may go directly to the Highway Patrol first and may take longer for crisis response!

Police Departments	Business Telephone Numbers
Anaheim Police	765-1900
Garden Grove Police	741-5704
Orange County Sheriff's	647-7000
Orange Police	744-7444
Santa Ana	834-4211

When calling in a major emergency to the police department, state the following:

1. Dispatcher will ask: "Do you have an emergency?" (when the phone is answered) Tell the dispatcher "Yes".
2. I am calling from: (Name of School/Site)
Note: Your school's address and phone # will come up on the police department's computer screen on a 911 call. Just give the name of the school.
3. My name is: (State your name)
4. I am: (State your position)
5. I am reporting: (Describe the emergency - be specific): Be prepared to give the following:
 - A. What's happening?
 - B. Suspect, locations, Room # and brief description of where it is, i.e., north, south, east, west portion of the campus or building;
 - C. Suspect descriptions, i.e., hair, clothing, ethnicity, height, weight.
 - D. If you are not at risk, then stay on the line.
 - E. If there are any questions, the Dispatcher will ask as needed.

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LOCKDOWN/EVACUATION

All schools/sites shall **predetermine two evacuation locations on school sites and two alternative offsite evacuation locations.** Consideration shall be given to shelter, proximity to school, access to water and restrooms and to security.

Whenever there is potential danger to staff or students at a district school, OUSD and local law enforcement officials will respond to the situation as necessary.

Depending on the type of situation, students and staff may either be:

- 1. Immediately evacuated from the buildings.**
- 2. Contained in the buildings in a “Lock Down”.**
- 3. Contained in the buildings until the evacuation area is checked and cleared for evacuation.**

1) Immediately evacuated from the buildings:

In the event of a fire, earthquake, or other natural event disaster, an immediate decision will need to be made as to evacuation students and staff members from the school’s facilities. Practicing fire drills will prepare school site to properly evacuate in times of emergency. This section will provide instructions for an actual fire. In all cases when the cause of a fire is unknown, investigators will conduct an investigation. In all cases when staff members or students were present in an area where a fire occurred, the names of students and staff members present should be given to fire investigators who are investigating the cause of the fire.

Prior to the drill:

- Ensure that administrators and staff members are familiar with the plan.
- Ensure that administrators and key office staff knows how the location and how to operate your school’s fire alarm system (include codes where applicable).
- Post the evacuation route inside each classroom near exit locations of every room/hallway.
- Follow state guidelines in conducting drills and practicing the evacuation routes.

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- Locate areas on campus where hazardous or flammable materials and/or chemicals are stored, and have these areas secured and marked.
- Have fire detection/fire extinguishing equipment periodically checked for effectiveness and conduct fire safety inspections for potential fire hazards.
- Make certain that there is no obstruction to access or visibility to the fire extinguisher.
- Operating instructions on nameplate is legible and facing outward.
- Safety seals and tamper indicators are not broken.
- Fullness is determined by weighing or "hefting" (shaking) the fire extinguisher.
- The fire extinguisher is examined for obvious damage.
- Pressure gauge is in operable range or position.

During the drill:

- Evacuate everyone from the school/facility.
- Designate office staff to coordinate communication at fire site. One staff member will meet the arriving fire units to give directions to the fire if there are not visible signs of it upon their arrival. Additionally, that staff member will need a school radio so the fire department's Officer-In-Command (OIC) can communicate with the principal or others as needed.
- Notify Superintendent's Office and request additional personnel at school, if needed.
- Implement School Site Incident Command System Procedures (Section 7).

Following the drill:

- Complete the fire drill document following each drill. Elementary Education and Secondary Education have separate forms. The forms are to be turned in to the Offices of the Executive Directors at the end of the year (this is a mandated cost claim). Make certain your forms are properly dated, the school is identified and are signed by a school administrator.

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2) Contained in the buildings in a “Lock Down”:

There are several basic types of situations that might lead to a lockdown. On-campus lockdown events include bomb or weapon threats. Other situations include potentially dangerous situations immediately outside the school campus, such as severe weather or large-scale police action in nearby neighborhoods.

Locking down the school has been determined to minimize risk to students and staff, helps quickly account for every student, and allows security and school personnel to safely and efficiently move through the school.

This procedure is used when there is an immediate and imminent threat to the school building population. School staff and students are secured in the rooms they are currently in and no one is allowed to leave until the situation has been curtailed. This allows the school to secure the students and staff in place and remove any innocent bystanders from immediate danger. Lock down is most commonly used when building has an intruder.

Prior to a lock down:

- Make certain that all school site staff members know the lockdown procedures (including substitutes).
- Make certain the staff members have keys to lock the doors of their rooms?
- Ask teachers to mentally arranged their classrooms in advance, using "line of sight" as guidance.
- The administration needs to establish procedures for ensuring that all students and staff are accounted for during a lockdown.
- Eliminate confusion by initiating a lock down by calling for a “Lockdown”. Do not use any code that could be misunderstood.
- Practice implementing lockdown procedure school wide.

LOCKDOWN PROCEDURES:

- Remain calm
- Lock all doors and windows to your classroom.
- Close all shades and curtains.
- Do not admit anyone into the classroom once the door is locked.
- If possible, pre-designated teachers/staff should sweep adjoining classrooms and restrooms for students.
- Instruct students to get on the floor against the walls that cannot be seen from the doors or windows.

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- If outside, take students to designated safe areas.
- Do not call the office unless it is an emergency.
- Do not leave the classroom, unless it is no longer safe to remain in that location.
- Do not use cellular phones.
- Stay in lockdown until an administrator gives the “all clear” signal.

3) Contained in the buildings until the evacuation area is checked and cleared for evacuation:

Schools are facing crisis response scenarios that have never existed before. In Israel and other countries, terrorist are attempting to cause greater damage through secondary explosions. They will plant a bomb in the area most likely used for evacuation. They will then set off a bomb somewhere else on campus. After the students/staff have evacuated to the area the second bomb is ignited attempting to cause maximum casualty. There have also been school shooting where the shooters have first pulled a fire alarm, waited until the students have evacuated the building, and when they were outside they opened fire with their rifles.

The district will be implementing new procedures, in a time of emergency dictating an evacuation, unless there is an earthquake or other event major event, such as fire with smoke potentially threatening students, the school administration/staff will (1) walk the evacuation routes and eventually reach the evacuation area; (2) make a visual inspection for possible bombs, unknown persons, anything unusual; (3) **they will confirm that the evacuation routes and area have been checked and are cleared for evacuation** and they the school will proceed with an orderly evacuation.

Emergency drills need to include the process of checking evacuation areas as part of the on site school wide evacuation drills.

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EMERGENCY OPERATIONS PLAN - ASSESSMENT CHECKLIST

	Check if Applies:	Immediately review, communicate and take action to the following information/status assessment at the onset of an emergency situation.
1.		Have all the members of the OUSD Cabinet been contacted?
2.		Is the EOC being activated? If so, have all team members been contacted?
3.		Is it possible to communicate normally or is an alternative system needed?
4.		Is there direct communication with the school/site? Status report needed. Obtain school phone directory with confidential phone numbers (CWA & Maintenance)
5.		Is the school on lockdown/evacuation or other?
6.		Is the school on any special bell schedule/calendar?
7.		Does the school site have the emergency card information in place? This is important for the student release team to keep accurate records for release.
8.		Is there an immediate need for the crisis psychological response team, individual psychologist or school nurses? If the incident involved specific students, pull up district student records and review ALL screens to gather information on each student.
9.		Is this emergency situation multi-jurisdictional? What agencies are involved?
10.		Does the EOC have the phone numbers of key individuals in each of the multi-jurisdiction & is an emergency situational phone/email listing being maintained?
11.		If local EOC's (Orange, Anaheim, O.C.D.E., etc.) are activated, does OUSD have a person in route to the EOC for direct contact?
12.		If there are multi-agency debriefings, does OUSD have a person in directly in place? If it is a brush fire, etc., the debriefing would be at the main fire camp.
13.		Has transportation been contacted? Make contact and discuss status.
14.		Has food services been contacted? Is there enough water on hand?
15.		Has maintenance and operations been contacted? Gas and utilities – on or off?
16.		Has information services been contacted? If so, can the district's website's home page become the #1 source of emergency information from OUSD to parents, the public and others. The website needs to be clearly stated at the onset as the #1 source of communication and updated regularly (hourly, if possible).The PIO will need to initiate and be in charge of all out-going information.
17.		Anticipate the press. There will be a need for the PIO to communicate and keep <u>communications central - district office only</u> . The press has a right to be on the street, but not on campus and they cannot interfere with your site's operations.
18.		Child Care – Is there an impact on child care now or will there be an impact later?
19.		Are there medically fragile students involved?
20.		Are there any students on field trips or athletic competition who will be impacted?
21.		Are there any main roads where traffic is closed/diverted or congested?
22.		Will any school gymnasium be needed by the Red Cross for shelters?
23.		Can the school use the automated phone system to communicate with parents?
24.		If evacuation/end of day busing occurs, has the district identified all students, elementary, middle and high school that may need to remain in school/shelter?
25.		Are EOC Logs being maintained?

In the event of any questions, contact CWA at (714) 628-4078 or via the district's radio system.


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ACCIDENTS

If an accident, such as an auto wreck, happens near campus, or if a student or staff member is seriously injured on campus:

-  If help has not been summoned, **call 9-9-1-1. Identify your school site and exact location.**
- If appropriate, send a calm individual to help. An employee trained in first aid may be needed.
- If the injured person is a student or staff member, call the parents, spouse or other individual named on the injured's emergency card.
- If the emergency contact cannot be reached, call that contact's supervisor at his/her place of employment.
- Notify the Superintendent, Assistant Superintendent, or CWA.
- Evaluate the seriousness and the impact of the accident to determine if your school psychologist or the Psychological Services Crisis Team should be involved.
- Consider the needs of students and staff who may have observed the accident.
- Implement day one guidelines and long term follow up as necessary.

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ARMED STUDENT(S)

Teachers and Classified Staff

Any staff member **must** report to the Principal if a student is suspected of having a weapon on campus.

- **Do not** contact the student! Wait for the Police.
- **Do not** attempt to retrieve the weapon! Wait for the Police.
- **Do not** restrain or discipline the student! **STAY CALM!** Wait for the Police.
- If the student is in class and the weapon is concealed, the staff member should quietly send a note in an envelope to the school office, using a messenger. Include as much information as possible:
 - The name of the student
 - Exact location of student in class
 - Type of weapon suspected
 - Location of weapon
 - Room number
 - Number of students in class
 - Demeanor of student and any other useful information
-  Administrative/Office Staff call **9-9-1-1**. **Identify your school site and exact location.**
- Allow class or passing periods to occur as normal until Police arrive; do not alarm other students. Pull the student's schedule.
- Allow Police to handle situation as they see fit. Police will generally try to isolate the student from others and apprehended him or her. Be prepared to implement **lock down** procedures.
- After the situation is resolved, consider the impact on other students. Involve your school psychologist or "Psychological Services Crisis Team" as appropriate.
- Notify the Superintendent, Assistant Superintendent, or CWA.
- Determine whether the student(s) has/have an IEP or 504 plan..
- Implement day one guidelines and long-term follow-up as necessary.

If student draws weapon, see "Hostage Situation" procedure.


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POSSIBLE ARMED STUDENT(S) REPORTED LATER BY INDEPENDENT SOURCE

Whenever it is reported, after the dismissal of students from school or reported on the following day, that a student was in possession of a firearm, other weapon, or a dangerous object:

- Verify and evaluate the information reported and the source of information.
 - Determine if the report is that of a rumor or prank;
 - Determine if the information is being reported anonymously;
 - Determine if the information is being reported by a known, reliable source who wishes to remain anonymous;
 - Determine if the reporting party is a known, reliable source with a direct link to a witness, victim or other source.
- If a firearm is being reported and the source of information is known and reliable, report  the information to the police department immediately by calling **9-9-1-1**. **Identify your school site and exact location**. Refer to your "Crisis Response Section" "Armed Student".
- Please keep in mind that all firearm violations mandate (1) Police contact, (2) an immediate suspension, and (3) an expulsion recommendation. Contact CWA to assist your site at the onset of the suspension/expulsion investigation process.
- If more than one school is involved in the report, contact the other school's administration immediately.
- If a firearm is being reported by an anonymous source or as part of a rumor, investigate the matter. Should information exist to substantiate the report, contact the "Watch Commander" at the police department. As stated above, keep in mind that all reported information is to be categorized as unsubstantiated allegations until verified by information gathered.
- For all other weapons and dangerous objects reported by a known and reliable source, the school site administration/staff shall investigate the matter. Should information exist to substantiate the report, police contact shall be made.
- The decision to proceed or not proceed with an Investigation based on unreliable or anonymous sources shall be determined by the school site administration.
- School district standards necessary to permit the searching of a student for a weapon or other dangerous objects requires: (1) reasonable suspicion; and (2) a violation of an education/penal code.

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- Searches are best conducted when (1) the student has been removed from class personally and is not given any opportunity to dispose of property, (2) the student brings all belongings, (3) the person conducting the search is of the same gender, and (4) the search is witnessed by a second adult. Under no conditions is a strip search permitted.
- If allegations are unsubstantiated, address the rumors. Attempt to nip rumors in the bud. Share as much as you can without violating student confidentiality. Parents want to know that situations are safe and feedback is important.
- In all weapon violations, it is essential that the reasons and motivations for the violation be investigated. This is a cause and effect relationship. The weapon is the effect. An effective resolution of the incident will discover and address the underlying causes resulting in the violation.

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BOMB THREAT

- Any person receiving a telephoned bomb threat should:
 - Immediately refer to the “Bomb Threat Checklist.”
 - Keep the caller on the line as long as possible.
 - Ask him/her to repeat the message.
 - If the caller does not indicate the location of the bomb or the time of the possible detonation, ask him/her for this information.
 - If possible, have more than one person listen in on the call.
 - Alert the principal/site administrator.
 - Keep the matter confidential.
 - Immediately complete the “Bomb Threat Checklist.”
- If the bomb threat is presented in a written form, preserve the evidence and crime scene. Advise staff to lock down the room or area and permit no one except law enforcement to enter.
- If the bomb threat is presented on E-mail or on a website, print out a hard paper copy and copy the website file onto a disk as soon as possible. Information on websites can be deleted in minutes and this may be your only chance to gather the evidence.
-  Don't take any chances -- **call 9-9-1-1** for every threat. **Identify your school site and exact location.**
- Turn off all radios. **Do not** use on-campus radios or walkie-talkies. These may activate some types of bombs.
- According to the Bureau of Alcohol, Tobacco and Firearms (<http://www.atf.treas.gov/>), Two logical explanations for reporting a bomb threat are:
 - The caller has definite knowledge or believes that an explosive or incendiary bomb has been or will be placed and he/she wants to minimize personal injury or property damage. The caller may be the person who placed the device or someone who has become aware of such information.
 - The caller wants to create an atmosphere of anxiety and panic, which will in turn, result in a disruption of the normal activities at the facility where the device is reportedly placed.
- Additional information:
 - Five percent (5%) of all bomb explosions from 1991-1995 targeted “Educational Facilities” from pre-school to major universities.
 - Bottle bombs were most prevalent and pipe bombs were second.

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- The most common reason for bombing was revenge and vandalism was second.
 - Statistics reflect that the vast majority of bomb explosions have been outside buildings, vehicles, parking lots, mail boxes, phone booths, vending machines and trash cans.
 - A smaller percentage of bomb explosions targeted the inside of buildings, building roofs, restrooms, lockers, machinery, and storage rooms.
- The most serious of all decisions to be made by the administration is whether to evacuate the building. Essentially, there are three alternatives when faced with a bomb threat:
 - Ignore the threat.
 - Evacuate immediately.
 - Search and evacuate if warranted.
- ♦ **Ignoring** the threat completely can result in difficulties. While a statistical argument can be made that very few bomb threats are real, it can not be overlooked that bombs have been located in connection with threats. If staff members learn that bomb threats have been received and ignored, it could result in morale problems and have long-term adverse effects. Also, there is the possibility that if the bomb threat caller feels that he/she is being ignored, he/she may go beyond the threat and actually plant a bomb.
 - ♦ **Evacuating immediately** on every bomb threat is an alternative that on face value appears to be the preferred approach. However, the negative factors inherent in this approach must be considered. If the bomb threat caller knows that you will evacuate each time a call is made, he/she can continually call and force your site's business to a standstill. Also, a bomber wishing to cause personal injuries could place a bomb near an exit normally used to evacuate and then call in the threat.
 - ♦ **Initiating a search** after a threat is received and evacuating a building after a suspicious package or device is found is the third, and perhaps **the most desired**, approach. If a device is found, the evacuation can be accomplished expeditiously while at the same time avoiding the potential danger areas of the bomb.
- If a suspicious device is found, immediately establish a “danger zone” and evacuate all students and staff, away from threatened buildings, using fire drill procedures. Wait for police arrival.
 - Be prepared to report the location and an accurate description of the object.
 - Identify the danger area, and block it off with a clear zone of at least 300 feet, including floors below and above the object.
 - If possible, check to see that all doors and windows are open to minimize primary damage from the blast and secondary damage from fragmentation.
 - Do not permit re-entry into the building until the device has been removed or disarmed, and the building is declared safe for re-entry.

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- If you receive a non-specific vague bomb threat, gather your school site's search team and immediately initiate a search. Make certain to include in your search, trash cans, parking lots, toilets, and the evacuation routes. If no suspicious device is found, review the elements of the actual bomb threat. Confer with local law enforcement and/or CWA to determine whether or not to evacuate.
- If you receive a detailed credible bomb threat or a credible bomb threat identifying a specific location or individual, engage local law enforcement and/or CWA immediately for assistance in determining whether or not to evacuate. If the area is evacuated, school personnel shall **not** search for the bomb or enter the targeted area unless requested to do so by the police or fire department. Whether or not evacuation has occurred, remain in position to provide assistance to the police department if requested.
- Expect the police department to examine rooms and to ask staff members if they have seen any objects that are out of place or are in places where they do not normally belong. Please remember that regular staff members are most familiar with the campus and its belongings. Anticipate being called upon by the police department for additional information or assistance. Remember, one of your roles is to preserve a potential crime scene.
- Custodian should turn off power supplies, electricity and gas lines to threatened building.
- Notify the Superintendent, Assistant Superintendent, or CWA.
- Any witnesses should be identified and gathered for Police questioning.
- Consider the impact on students and staff. Involve your school psychologist or the Psychological Services Crisis Team as needed.
- Implement day one guidelines and long-term follow-up procedures as necessary.

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EARTHQUAKES

DURING THE QUAKE:

- At first sign of shaking, adults should give the **DROP** command.
- If students and staff are **indoors**, all should:
 - Get under a desk or table. Otherwise, stand next to an inside wall or under an inside doorway. Stay away from computers, televisions, stacks of books, file cabinets, and other heavy objects.
 - Get as far away from the window(s) as possible. Drop to knees with back to the window(s) and knees together.
 - Clasp one hand firmly behind head, covering neck.
 - Wrap other arm around a table or chair leg.
 - Bury your face in your arms, protecting head.
 - Close eyes tightly
 - Stay until the earthquake is over.
- If students and staff are **outdoors**, staff should:
 - Direct students away from buildings, trees, poles and wires.
 - Call **DROP** command -- students and staff should cover as much skin surface as possible, close eyes and cover ears.
- If earthquake occurs while students are on a **bus**:
 - Driver should pull to the side of road, away from buildings, poles, wires, and bridges, then issue **DROP** command.
 - Driver should set brakes and turn off the ignition.
 - After earthquake, driver should proceed with route, watching for hazards.
 - Driver shall radio or otherwise contact, Transportation Department & check in.
- If students are **on the way** to or from school, instruct them to:
 - Stay in the open away from buildings, signs, trees and wires.
 - Do **not** run.
 - After the quake, continue home or to school.

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FOLLOWING THE QUAKE:

ANTICIPATE AFTER SHOCKS

- Evacuate all students and staff in an orderly manner using pre-planned evacuation routes.
- All teachers should take roll and note missing students or staff.
- Students should remain outdoors, in evacuation area, until buildings are declared safe.
- Consider the impact on students. Involve the Psychological Services Crisis Team as appropriate.
- Contact the district Emergency Operations Center during any citywide disaster.
- Be prepared to operate without Police or Fire assistance for an unknown time.
- Implement day one guidelines and long-term follow-up procedures as necessary.

PSYCHOLOGICAL FIRST AID AFTER THE QUAKE

In natural disasters like earthquakes, the first concern is with physical safety. Once safety needs have been assured, attention can and should be given to the emotional trauma. In many cases students (and staff) will be concerned and anxious about the welfare and safety of family and loved ones. It is important for crisis team members to recognize and acknowledge the fear and anxiety everyone is experiencing but may not be expressing. Students will need to be reassured and feel secure. Adults may be experiencing very similar feelings of fear and anxiety and should be encouraged to share these fears with students while continuing to model appropriate behavior.

Providing opportunities to share these fears and feelings begins the process in helping victims gain control and mastery over the experience. Encouraging victims to take action also helps to lessen the feeling of helplessness and loss of control. If the individual appears immobile, the crisis team member should assist by directing and/or requesting the individual to take a specific action.

The Following Suggestions Will Assist School Personnel in Dealing With Children's Reactions to an Earthquake

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Children and adults need facts.

Give a realistic orientation of what an earthquake is, how and when it happens. Prepare students that aftershocks will occur. Remind students that only certain areas may have been affected.

Children and adults need opportunities to share feelings and experiences.

Students and adults need opportunities to talk and share their feelings and experiences; talking helps diminish anxieties. Adults need to admit their own feelings so children will have "permission" to share theirs. This is especially true with older boys. Drawing what the earthquake looks like and describing the picture may help elicit unexpressed feelings.

Children need to be together with adults and family members.

Children are not as fearful of their own personal safety as they are of being separated from their parents and not knowing if they are safe or will see them again. Let students know that parents will contact or come to them as soon as they are able. In the meantime, assure students they will be cared for. Implement a buddy system with classmates. DO NOT LEAVE CHILDREN ALONE.

Children need to be engaged in activities.


Activities are important to help gain some control over the situation. Encourage students to straighten up the room, rearrange tables, etc., for greater safety during aftershocks. Use classroom materials, recreational games to structure time.

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FIRE AND/OR EXPLOSIONS

-  **Call 9-9-1-1. Identify your school site and exact location.**
- Note: If an explosion has occurred, Police will enter the area to investigate before Fire personnel take action.
- Treat injured as much as possible while awaiting Police or Fire.
- Evacuate all students and staff away from threatened buildings using fire drill. Maintain control of students and take roll.
- If smoke is in the immediate vicinity, instruct students to "Stay low and Exit," crawling to avoid breathing fumes.
- If no escape is possible, close as many doors as possible between you and the fire. Stuff cracks and openings with wet cloth and avoid fanning flames. Lay on floor to avoid smoke. Wait for help.
- If anyone is injured or trapped, assign a Search and Rescue team while waiting for Police and Fire personnel.
- Custodian should turn off power supplies, electricity and gas lines.
- Notify the Superintendent, Assistant Superintendent, or CWA.
- If possible, tape off necessary area around explosion or fire to preserve Police investigation. Have staff stand guard.
- Any witnesses should be gathered for Police questioning.
- If fire is serious, students may be moved by bus to an alternate location. Call the Transportation Department. Follow school-wide evacuation information.
- Involve Psychological Services Crisis Team.
- Implement day one guidelines and long-term follow-up procedures as necessary.

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FIRE - BRUSH FIRES

BE FAMILIAR WITH AND READY TO IMPLEMENT THE DISTRICT'S "FIRE AND EXPLOSION" CRISIS RESPONSE PLAN.

-  **Call 9-9-1-1. Identify your school site and exact location.**
- In addition to Silverado Elementary School, there are several schools in the Orange Unified School District that may be immediately impacted by either a direct brush fire or by the smoke from a brush fire. It is imperative that a plan of action be in place, practiced, and implemented, when necessary.
- School's classrooms are a relatively low risk of brush fire due to fire resistant construction as well as the wide buffer area of non-combustible vegetation and asphalt surrounding most school sites. Although the following plan targets Silverado Elementary School, the elements of this plan are applicable to all school sites located next to open fields or other fire danger.

PRE-PLANNING

There are several steps that can be taken by the district and school sites to prepare for the dangers of a brush fire:

- Unless otherwise directed by local authorities, El Modena High School shall be identified as the evacuation site for students attending Silverado Elementary School. For all other schools, anticipate the local high school to be designated as the evacuation site.
- O.U.S.D. currently maintains on file an operational aid agreement with the Saddleback Unified School District. In an emergency situation where Santiago Canyon Road is inaccessible from the north, but not from the south, the Saddleback School District will provide assistance in the form of transportation to evacuate students from Silverado Elementary School to El Modena High School.
- In the event that time does not permit a bus evacuation, it may be necessary to transport students by "employees and other volunteers" vehicles. There is a Board Policy on transporting students in private vehicles and E3541.1 is the district form to be used for this purpose. Staff members are encouraged to complete the form and to have it on file at the school site.
- Staff members are to carry their employee identification card. The cards will be important during an evacuation.
- It is anticipated that the Highway Patrol will secure the roads in and out of the canyon area. An employee identification card will affirm the employee's role during an evacuation using private vehicles. In addition, the employee's identification card will establish the employee's status at the El Modena High School evacuation site. Remember, during an emergency of this kind, all staff members become "civil defense workers".

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- The Orange Unified School District's plan shall include evacuation assistance for children in the pre-school located within close proximity to Silverado Elementary School.

BRUSH FIRE PLAN: SHELTER IN PLACE OR EVACUATE

It is anticipated that the fire department will direct the school staff to take one of two actions:

- Shelter in place.
- Evacuate

1. If the fire danger is immediate take action to sheltered in place as follows:

- Direct all students with their teachers to go inside classrooms in the main buildings. Take roll and account for all students and staff members.
- Gather the school's set of emergency cards and teacher roll sheets and bring to a main classroom for security.
- Close all windows and doors.
- Leave the lights on.
- The fire department suggests that rooms with heavy drapes shall have the drapes closed.
- Turn off all air conditioners and any fans that could blow smoke into building.
- The O.C.F.A. will identify Silverado Elementary School as a high priority and will assign a fire engine to the area directly between the fire and the school. It is anticipated similar action will occur in other jurisdictions.
- Without endangering yourself, contact the district's EOC with your emergency radio or your telephone and describe your status.
- If time permits, without endangering oneself, conduct a perimeter inspection of the facilities. Look for anything that could ignite or explode in the path of the fire and if possible, separate the hazard away from the school buildings.
- Keep students calm and remain inside of the building.
- Eventually the fire line will pass. Remain inside and do not open the doors.

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- Provide first aid to any students in need.
- If at all possible, everyone will remain in the classrooms until the fire department advises that it is safe to exit the building or until they are notified by radio with instructions.

2. If directed by the fire department or district's EOC to EVACUATE immediately, take action as follows:

- Begin your action by following the steps previously stated to **shelter in place**. Begin by directing all students with their teachers to go inside classrooms in the main buildings. Take roll and account for all students and staff members. Follow the remaining steps as listed above.
- Once the students are secured, immediately use the Emergency Radio to contact the District's EOC or if possible, call the EOC at 628-4060 and remain on the line (DO NOT HANG UP).
- The District's EOC will immediately contact the County EOC and Fire Department.
- Gather emergency cards, class rosters, first aid kits, and any prescribed student medicine.
- Directions will be given to the district regarding the **method of evacuation (school bus, private vehicle, or other as directed)** and the evacuation route.
- All staff members are to follow the orders of the Highway Patrol and local law enforcement officers.
- If the brush fire changes direction and turns toward the school, wait until instructions from the fire department or district's EOC before evacuation. Remain in "**shelter in place**".

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DISTRICT EOC BRUSH FIRE OPERATIONS:

-  Call **9-9-1-1**. Contact all schools in area and get status report and immediate needs (Ask specifically about any immediate emergency health issues). Inform sites to prepare to shut off utilities.
-  Call **9-9-1-1**. Contact Orange County Emergency Operations Center. Get status report, identify key individuals (schools, Red Cross, and Fire). Obtain phone numbers, cell phone numbers, fax numbers and email addresses.
-  Call **9-9-1-1**. Contact all multi-agencies involved. Get status report, identify key individuals with each agency (schools, Obtain phone numbers, cell phone numbers, fax numbers and email addresses.
- If any schools are in danger, initiate evacuation, shut off gas. Call **9-9-1-1**. Contact all multi-agencies involved. Get status report, identify key individuals with each agency. Obtain phone numbers, cell phone numbers, fax numbers and email addresses.
- **REFER to the OUSD EMERGENCY OPERATIONS PLAN - ASSESSMENT CHECKLIST: GO DOWN THE LIST, CHECK WHAT APPLIES AND TAKE ACTION.**
-  Call “Information Services”, activate the district’s website and the main source of information outgoing from OUSD to the staff, parents, public and media. The PIO is to initiate and control all out-going information. Make certain to place a time and date on the website. Attempt to update hourly. If no update, change the time hourly. The website is to remain active until the fire is under control and the EOC id deactivated.
-  Call transportation and keep current fire/evacuation status communicated.
-  Call maintenance and operations. Order gas to be turned off at all school sites in danger. Discuss the need to shut off electricity and water. Confer with the fire authorities regarding this decision.
-  Contact all school sites and restrict all athletics to non-strenuous indoor activities. No running, etc. Do not rely on the tape from AQMD. It may be old and AQMD is not open everyday!

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-  **Contact the head of Athletics and cancel competition in the district while the air is impacted from the fire. Do not debate the quality of the air. The air is impacted by a brush fire and is unhealthy for strenuous competition.**
- **Set up a map of the district. Identify the location and extent of the fire based on the briefings. Keep a log describing the fire (size, location and direction). Use a white board or poster paper to record the fire, concerns and action taken though out the event. Have an ample supply of pens, paper, etc.**
- **There is a high probability that the fire will extend for several days. Identify key EOC members and maintenance/operations staff to serve as the main emergency contacts over night. If the fire extend through the evening, make certain that a staff member attends the morning briefing at the fire camp.**
- **Anticipate “CONTROLLED BACK FIRES”. The fire department will set controlled back fires to halt the spread of the fire. They will appear to be close to our facilities and the smoke will evident and different from the main fire. If this occurs, contact the fire department to confirm the backfires.**
- **If possible, record local news broadcast to ensure accuracy of information. If information is inaccurate, the PIO/designee should contact the newsroom and correct. The record will be useful during debriefing.**
- **Write down and maintain an ongoing list of comments, thoughts, suggestions pertaining to the district’s response. Once deactivation occurs, debriefing can take place and the district’s response can be updated with revised protocol. This response plan needs to be reviewed constantly and improved with each event.**
- **One the fire is over and the situation returns towards normalcy, deactivate the EOC, notify all parties and prepare thank you letters to the multi-jurisdiction teams.**
- **If possible, record local news broadcast to ensure accuracy of information. If information is inaccurate, the PIO/designee should contact the newsroom and correct. The record will be useful during debriefing.**
- **Assist the business office with any information necessary to make a claim to CDE for loss ADA due to the fire.**

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FIRE DRILLS - BRUSH FIRES

It is important the students and staff prepare for the possibility of implementing the “Brush Fire – Shelter in Place” procedures.

- At the beginning of each semester of the school year, the students and staff will conduct a fire drill practicing their response to a “Brush Fire – Shelter in Place”. The principal shall evaluate the drills and take any necessary action for improving emergency response.
- Conduct fire drills on a regular basis in compliance with the law.

IMPORTANT PHONE NUMBERS

Silverado Elementary School	(714) 997- 6000
O.U.S.D. Emergency Command Center	(714) 628- 4060
Orange County Fire Authorities	(714) 649- 0190
OUSD/CWA	(714) 628- 4078
Wildfire Defense Section	(714) 765- 4072
O.U.S.D. Main Line	(714) 997- 6100

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FIRE - VEHICLE

According to the fire authorities, there are two courses of action to take when a fire occurs in a car or truck:

- **Take action to extinguish** a fire that is just beginning or is small in scope.
- **Call 9-9-1-1. Identify your school site and exact location.**

Respond as follows:

1. **Take action to extinguish** a fire that is just beginning or is small in scope and without endangering yourself.
 - Make a visual inspection of the vehicles inside. **Look for children, adults, or any animals inside the vehicle.**
 - If children, adults, or animals are in car, obtain object to break locked vehicle's window and complete rescue (fire extinguisher may be used for this purpose).
 - Obtain the **nearest fire extinguisher** and ask any staff members to call 9-911.
 - If car is unlocked, pull the hood release lever inside the vehicle.
 - Go to the front of the vehicle and **carefully open hood**. Suddenly opening hood may increase the danger from fire and explosion.
 - **Be careful of all hydraulic parts and exploding air bags.** Hydraulic parts, such as shock absorbers, tend to explode during a fire and you may be injured from the shooting parts. In addition, fires tend to set off emergency air bags, which can potentially cause injury depending on the direction of the force.
 - Extinguish fire with fire extinguisher.
 - **Keep student's away from the fire.**
 - Monitor the fire area and wait for help to arrive.
 - If you have received any injuries, ask for relief and seek first aid assistance from the school's staff.
2.  **Call 9-9-1-1. Identify your school site and exact location.**
 - Treat anyone injured as much as possible while waiting for police or fire personnel.
 - If appropriate, evacuate all students and staff away from threatened buildings using fire drill. Maintain control of students and take roll.
 - If smoke is in the immediate vicinity, instruct students to "Stay low and Exit," crawling to avoid breathing fumes.
 - Any witnesses should be gathered for Police questioning.
 - Notify the Superintendent, Assistant Superintendent, or CWA and implement day one guidelines and long-term follow-up procedures as necessary.

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FLOOD

A flood **watch** means conditions are favorable for flooding. Make staff aware but take no action.

A flood **warning** means rising water threatens to close roads, wash out bridges and inundate property. Move to shelter on higher ground.

BEFORE THE FLOOD:

- Schools in flood-prone areas should store sandbags, plywood, plastic sheeting and lumber to protect windows and make repairs.
- Always keep emergency supplies available.
- Keep a battery-operated radio and flashlights in working order.
- Map out two or three alternative evacuation routes or pick-up locations for parents. Notify parents of these alternatives each September.
- Learn your community's flood evacuation route and the location of high ground.
- Know different routes into the school and which ones may flood.

DURING OR AFTER HEAVY RAINS:

- If there is the possibility of a flash flood, evacuate students and staff to a designated area of high ground. Stay out of flood waters.
- Listen to radio or television for weather information and instruction.
- Turn off utilities. Disconnect electrical appliances, being careful not to touch any electrical equipment if the floor is wet or under water.
- Notify the Superintendent, Assistant Superintendent, or CWA. The district will establish an Emergency Operation Center during any citywide disaster.
- If evacuation is necessary, notify the Transportation Department.
- If driving, be alert for washed-out roadways and bridges. Roads that parallel streams or other drainage channels may be swept away or covered by water and debris.

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- Report broken utility lines to authorities.
- Locate usable doors and windows.
- Remember that water sources may become contaminated. Listen to the radio for advice on using tap water for drinking and cooking.
- Have an expert check all water-damaged equipment before using.
- Pump out flooded areas gradually to minimize structural damage.


Additional information on flooding is located in the “Supplemental Information” section.

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GANG FIGHT

- Staff should **not** try to break up the fight! Wait for the Police.
-  **Call 9-9-1-1.** Stay on the phone with Police until they arrive. Relay as much information as possible. **Identify your school site and exact location.**
 - Who and how many are involved
 - Specific location of occurrence
 - Number of wounded, if any
 - Weapons involved
 - Any background knowledge of trouble or participants
- Treat injured as much as possible.
- Evacuate other students from the area, if possible. If students are in class, consider if a **lock down** should be implemented to contain students in the classroom.
- If fight happens during class, ring the bell code to instruct students and staff to stay indoors.
- Preserve the fight area as a crime scene.
- Gather witnesses in one room for Police questioning, but do **not** allow them to discuss the incident! Witness collaboration could jeopardize court proceedings.
- Notify the Superintendent, Assistant Superintendent, or CWA.
- Consider impact on students. Involve your school psychologist or the Psychological Services Crisis Team as appropriate.
- Attempt to calm students. Allow Police to handle the investigation.
- Call Police with any rumors of fights.
- Implement day one guidelines and long-term follow-up procedures as necessary.


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HAZARDOUS MATERIAL SPILL

If there is a local hazardous material spill, you will likely be notified by local Police or Fire officials, warning sirens or horns, radio or television. If you witness a hazardous materials accident, spill or leak,

-  **Call 9-9-1-1**, not the Police business office. **Identify your school site and exact location.**
- Evacuate danger areas. Move cross wind, never up or down wind. Check wind direction by looking at movement of trees or flag.
- To avoid fumes, ensure that all students are in a school building away from danger area. Evacuate all students from the area.
- For all other students out of danger in classrooms, consider if a **lock down** should be implemented to contain those students in their classrooms.
- Custodian should turn off all air conditioning and heating vents.
- Close all windows and doors. Seal gaps under doorways and windows with wet cloth, such as towels and thick tape.
- Close as many internal doors as possible.
- If local authorities warn of an explosion, close all shades and drapes. Instruct students to stay away from windows.
- Notify the Superintendent, Assistant Superintendent, or CWA. The district will set up an Emergency Operations Center during any citywide disaster.
- If you suspect that gas or vapors have entered the building, take shallow breaths through a cloth or towel. Evacuate if possible.
- Keep telephone lines clear for emergency calls.
- Do not release students or staff until the area is cleared by Police or Fire officials. Release students only to parents or their designee.

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Types of Hazardous Materials:

- **Corrosives:**

Corrosives are substances that cause visible destruction or permanent changes of the skin tissue on contact. They are especially dangerous to the eyes and respiratory tract.

- Wash your eyes for 15 to 20 minutes if they are affected. Eyelids must be open; do not rub the injured area.
- Get under a shower; remove all clothing; wash with soap.

- **Flammables:**

Liquids with a flash point below 100 degrees (f), and gases that burn readily.

- Evacuate.
- Turn off the main electricity and gas jets.

- **Toxics:**

Poisonous substances.

- Wash hands.
- Discard contaminated clothing or objects.
- Use the appropriate antidotes.

- **Reactives:**

Substances which can undergo a chemical or other change that may result in an explosion, burning and corrosive or toxic conditions.


- Close all doors.
- Evacuate the danger area.
- Follow decontamination instructions from local fire or health authorities.

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HOMICIDE

-  **Call 9-9-1-1. Identify your school site and exact location.**
- Treat any injuries as needed before Police arrive.
- As Police are in transit, relay as much information as possible:
 - Is suspect still on-campus? Where did he/she go?
 - Specific location of occurrence
 - Number of wounded
 - Type and location of weapon
 - Any background knowledge of suspect
 - Write down and provide the names of all possible witnesses and/or the description of all potential witnesses.
- Secure crime scene with tape, signs and staff member "guards" to protect Police investigation. Have these same guards stay with crime scene until Police arrive.
- Wait for Police clarifications and instructions.
- If safe, evacuate students from the area. If students are in class, consider if a **lock down** should be implemented to contain students in the classroom.
- **Do not disrupt the crime scene.**
- Gather witnesses in one room but do not allow them to talk with each other (to protect investigation).
- Notify the Superintendent, Assistant Superintendent, or CWA.
- Call the Psychological Services Crisis Team.
- Implement day one guidelines and long-term follow-up procedures as necessary.

SPECIAL CONSIDERATIONS IN THE EVENT OF A HOMICIDAL DEATH

Fear is the Primary Experience of Survivors:

- Fear for their own lives
- Fear for those they protect - their students, children, or friends
- Fear for the lives of those who protect them - their parents and loved ones

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Suggest Ways To Strengthen Security:

- Carpools
- Neighborhood watches
- Extra security police
- Buddy systems walking home or to the car
- Whistles
- Walkie-talkies on the playground

Safety

Teach the students about the structures we already have in place to ensure our safety:

- Police
- Judicial system
- Locks for the doors and windows of their school and their homes
- Emergency phone service (9-1-1)
- School crisis team and student assistance team

Do not promise a student that he or she is safe, but state you care and your intention is to create an environment as safe as you can make it. Then follow through.

The Violent Crime Crisis is Extended

The school community is under pressure during an extended time which may include the murder, apprehension of the criminal, and the trial.

Anger and Revenge

It is important to address feelings of intense anger and revenge, and to discuss acceptable outlets for these feelings.

Support All Survivors

The family and friends of the murderer may be in the school. They grieve, too. Make sure they also receive appropriate support and resources.

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HOSTAGE SITUATION

General Principles:

**Do not use words such as “hostage”,
“captives”, or “negotiate”**

Stay Calm

No Confrontation

No Challenges

No Heroics

INFORMATION FOR THE TEACHER PRIOR TO A HOSTAGE SITUATION

IF A CLASSROOM IS TAKEN HOSTAGE:

- Obey the suspect's commands. Don't argue or fight.
- Go into a rest mode. Be passive-tend to display more restful/sleepy behavior as opposed to being active.
- Try to calm the suspect and listen to complaints or demands.
- Once again, do not use words such as “hostage”, “captives”, or “negotiate.”
- Keep the students calm and don't allow them to agitate the suspect.
- Ask permission of the suspect in all matters.
- Make an effort to establish rapport with suspect. Provide your first name. Find out his/her first name and use first names, including the student's first name, throughout the conversation. If you do not know first names, refer to the hostage(s) as boys, girls, men, women and students. (This will help personalize hostage(s) as people rather than objects.)


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- Encourage suspect to release everyone.
- KEEP ALL RADIOS, TELEVISION SETS, AND COMPUTERS TURNED OFF. If possible and without increasing risk to yourself, minimize any possibility that the suspect can hear or see “NEWS REPORTS.” This could escalate the situation and keeping these devices off may help the situation.
- Be calm and patient and wait for help. Keep in mind that the average hostage incident lasts approximately from six (6) to eight (8) hours and the average barricade incident last approximately three (3) hours. “TIME IS ON YOUR SIDE.”
- Based on the situation and the age of the suspect, anticipate at the point of rescue that all “possible suspects” in the room will be handcuffed by the police department. The police will then make a positive identification of the suspect and release the victims.

OFFICE STAFF INSTRUCTIONS

-  WHEN YOU ARE NOT IN DANGER,
- **IMMEDIATELY CALL 9-9-1-1.**
- Identify your school site and exact location.
- **DO NOT HANG UP - STAY ON THE PHONE WITH THE POLICE DEPARTMENT AND REPORT:**
 - Number of assailants
 - Name(s) of the assailants (if known)
 - Description of assailant(s) - **approximate:**
 - Male or Female
 - Age
 - Race
 - Height
 - Weight
 - Hair
 - Built
 - Description of clothing
 - Color of clothing
 - Anything special or unusual
 - Scars

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- Tattoos
 - Burns
 - Birthmarks
 - Pierced body parts
 - Any identifying marks
- Identify the exact location of assailant (s.) Be specific and include North, East, South, or West in your directions.
 - Approximate number of students and staff in classroom or hostage area.
 - Description of all weapon(s), dangerous object(s) and any visible ammunition. **LOOK FOR MULTIPLE WEAPONS AND REPORT ALL WEAPONS.**
 - Rifle
 - Shotgun
 - Handgun
 - Revolver
 - Automatic
 - Ammunition - Describe type, amount, and type of container (backpack, ammunition box, cardboard box, etc.)
 - Knife - Describe type and length
 - Explosive Device - Give specific description
 - Any shots fired? Describe sound and number of shots fired.
 - Any injuries and emergency medical needs. Describe exact location of victims and description of their condition.
 - Any demands the assailant has made.
 - If the “Hostage Situation” is on one side of the campus, the police will want to enter the campus from the other side. Tell the police department exactly where the “Hostage Situation” is located and advise the police department what you consider to be the best “other side” entrance for police response.
 - Any other background information: past problems with the assailant, demeanor, possible motive, vendettas against staff, etc.

While Waiting for Police








- **DO NOT MAKE CONTACT WITH THE SUSPECT. THE POLICE DEPARTMENT HAS TRAINED CRISIS NEGOTIATORS AND THEY ARE THE ONES WHO NEED TO MAKE THE FIRST CONTACT WITH THE SUSPECT.**
- Seal off the hostage area to protect people and to preserve evidence.
- If you can communicate safely to classrooms, **ask all staff members to lock their doors, secure their rooms, and place the student under desk in a “DUCK COVER AND HOLD” position.** Do not sound general alarms as people may panic and rush into dangerous areas.
- **Call for a LOCKDOWN.** Keep other, uninvolved students, in their classrooms.

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Do not evacuate until instructed to do so by the Police.

- Gather roll sheets/teacher rosters.
-  CALL Maintenance and Operations AT 997-**6396** or 997-**6378** AND DESCRIBE THE SITUATION.
- **Maintenance and Operations Shall Immediately:**
 - Dispatch to assist the police department:
 - Electronic technicians for the school sites' telephones, intercom, cable TV and internet.
 - Transportation - Buses shall be prepared for evacuation and should anticipate being moved to a designated location within a few blocks from the "Hostage Situation" where the police department will direct the evacuation.
 - Custodians familiar with the school's site layout.
 - Locksmith - Buildings and Gates
 - Provide the Police Department detailed blueprints showing electrical lines, plumbing, phones, air conditioning and heating ducts, gas lines, attic access and roof access for all buildings and a detailed location of doors and windows, and the types of locks used.
 -  Notify the Superintendent's Office at **628-4040** who will contact:
 -  Psychological Services Crisis Team **628-4065 or 628-4080.**
 -  CWA **628-4078, 628-4073 or 628-4078** to set up the district's EOC
 -  Information Center **628-4100** (teacher and class rosters)
 -  Cabinet Members
 -  The Board of Education
- **When the Police arrive, provide them with:**
 - A detailed map of the school
 - Teacher/classroom rosters
 - Information on any chemical equipment (such as cleaners) that may be in the room with the suspect.
 - Full access to the campus.
 - If the suspect is known, gather school records and personal information. School records on hostage(s) may also be helpful.
 - A room either at the school site or a similar school site that would replicate the hostage classroom. If possible, an individual (staff member, student, parent, or custodian who is

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familiar with the hostage room.

Once the Police arrive, anticipate the following:

- THE POLICE DEPARTMENT WILL BE IN CHARGE.
- The Police “**First Responders**” will be patrol officers/motorcycle officers. They will establish a perimeter outside of the suspect’s/hostage location.
- As quickly as possible the “**SWAT**” team and the “**Crisis Negotiation**” team will arrive.
- The “**Crisis Negotiation**” team will conduct ALL DIALOGUE with the suspect.
- The “**SWAT**” team and the “**First Response**” team will establish an inner perimeter and an outer perimeter. The area between the inner and outer perimeters will be a “**NO WALK**” area.
- The Police Department will coordinate their efforts with the fire department regarding medical needs and potential medical needs.
- The Police will establish a room at either the school site or at a local area for the parents and family of victims.
- Anticipate the arrival of O.U.S.D.’s “Crisis Response Team” of psychologist.
- The Police will work with the district to develop press releases. The press releases will be through the Police Department.
- Directions and control of the press will be through the Police Department.
- The Police will take charge of evacuating students and will direct the buses.
- The district will coordinate its efforts with the Police Department to establish the “Student Assembly Area” and the Student Release Area.”
- The Police Department will need assistance in identifying witnesses. Gather the witnesses in a location, but do not allow them to talk with each other (to protect the investigation.)

AFTER THE SITUATION IS RESOLVED:

- The Police Department will debrief with the district’s EOC and deactivate the EOC.
- Meet with the Psychological Services Crisis Team.

Implement day one guidelines and long-term follow-up procedures as necessary.

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KIDNAPPING/CHILD STEALING

Kidnapping/Child Stealing is when a student is removed from the school by a non-custodial parent or other person without the custodial parent's permission and knowledge.

If A KIDNAPPING OCCURS:

- If there is any possibility that the kidnapper is still on campus/site, immediately call for a **LOCKDOWN** to contain students in the classroom.
- Check the school records to determine if there may be a legal custody issue.
- Call the student's legal parent or guardian.
-  **Call 9-9-1-1.** Be able to state where and when student was last seen, give a description of clothing and the names of close friends. **Identify your school site and exact location.**
- Notify the Superintendent, Assistant Superintendent, or CWA.




TO PREVENT KIDNAPPING:

- Make sure school office personnel have a list of students who are not to be released to anyone except a specific parent or guardian.
- Flag this status on the emergency cards for these students.
- Before releasing a child to anyone except the parent or guardian on the list, have the school secretary check with the custodial parent for approval. The time and date of the phone approval should be documented.
- When a parent telephones a request that a child be released from school, confirm the identity of the caller (by a return call to the parent) before the child is permitted to leave the school. If there is any doubt, write the message and phone number down, and make a return call after cross-checking the phone number with those in the child's folder or emergency card.




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MISSING CHILD

IF A CHILD IS MISSING DURING THE SCHOOL DAY:

- Obtain directory information of the student, including picture.
- Immediately search the campus.
- Identify and confer with classmates/friends as to last contact and obtain as much information as possible.
- Drive around the area surrounding the campus and search for the missing student.
- If the child resides close to the school site, visit the students home to see if the child has gone home
-  Contact local police and report the student as missing. Maintain communication with law enforcement.
-  Contact CWA and the Grade Level – Executive Director.
-  Contact the parent/guardian(s) immediately
- If the student rides the school bus, go to the bus at the end of the day to see if the student returns to ride the bus.
- Maintain communication though out the situation with law enforcement and the district office.
- Maintain communication with the parents. Record accurate phone numbers and communicate throughout the evening with the parents.
- If/when the student is located, contact law enforcement, CWA and grade level executive director.

IF A CHILD IS MISSING AFTER THE SCHOOL DAY:

- Obtain directory information of the student, including picture.
-  Contact local police and report the student as missing. Maintain communication with law enforcement.
- Immediately search the campus.
- If possible identify and confer with classmates/friends as to last contact and obtain as much information as possible.
- Drive around the area surrounding the campus and search for the missing student.
- If the child resides close to the school site, visit the students home to see if the child has gone home
-  Contact CWA and the Grade Level – Executive Director.
-  Contact the parent/guardian(s) immediately
- Maintain communication though out the situation with law enforcement and the district office.
- Maintain communication with the parents. Record accurate phone numbers and communicate throughout the evening with the parents.
- If/when the student is located, contact law enforcement, CWA and grade level executive director.

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ACTION TO BE TAKEN PRIOR TO A FIELD TRIP:

- Make certain all students have a signed parent permission slip.
- Establish a field trip schedule and communicate to all students to include location/time of departure, loading and return to campus.
- Create a master list of all students participating on the field trip and bring emergency cards/contact information.
- If the students are of special need, take a set of pictures of the students off of the EAGLE AERIES Directory Screen.
- If students are young or are of special needs, provide students with a specific information sheet for the students to have in their pockets that provides information on where to go if lost. Inform the students to go to a park official. Parks, such as Disneyland, Knott's Berry Farm or Universal Studios, have a location identified for lost persons. This is the best location for lost students to go to for reuniting with the main group. The advisor supervising the event needs to periodically check with the lost and found area to identify if any students need to be reunited.
- Be careful as to establishing locations for loading such as a fountain or large tree, as there may be several fountains and large trees.
- Provide map information with specific identifiable locations to attendees.
- If the students are of an older age, ask them to bring a watch or other device where they can keep track of the time.
- If the students are older, establish and communicate consequences for students who fail to keep track of time and fail to reach departure location on time.

IF A CHILD IS MISSING DURING A FIELD TRIP:

- If students become lost and do not report to lost and found, identify the student(s).
- Obtain directory information of the student, including picture.
- Confer with classmates/friends as to last contact and obtain as much information as possible.
- Contact park officials immediately.
-  Call the police.
-  Contact CWA and the grade level executive director.
- Identify a small group of individuals to immediately search the area (set a time limit of 15-20 minutes to reconvene).
-  Call the parents/guardian
-  Contact transportation and provide information regarding the situation.
- Maintain communication though out the situation with law enforcement and the district office.
- Maintain communication with the parents. Record accurate phone numbers and communicate throughout the evening with the parents.
- If/when the student is located, contact law enforcement, CWA and grade level executive director.


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MOUNTAIN LION

SIGHTING:

-  Call 9-9-1-1.
- If you are involved in a face-to-face encounter with, or an attack by, a mountain lion, contact the California Department of Fish and Game 24 hour dispatch center at (916) 445-0045. The threat to public safety will be assessed and any appropriate action will be taken. Also report any sightings of dead or injured mountain lions.
- For specific information, go to <http://www.dfg.ca.gov/lion/>

FACTS: The status of the mountain lion in California evolved from that of "bountied predator" between 1907 and 1963, meaning monetary incentives were offered for every mountain lion killed, to "game mammal" in 1969, to "[special protected mammal](#)" in 1990. The change in legal status reflected growing public appreciation and concern for mountain lions. Like any wildlife, mountain lions can be dangerous.

Physical appearance: The mountain lion, commonly known as cougar, panther or puma, is tawny-colored with black-tipped ears and tail. Although smaller than the jaguar, it is one of North America's largest cats. Adult males may be more than 8 feet long, from nose to end of tail, and generally weigh between 130 and 150 pounds. Adult females can be 7 feet long and weigh between 65 and 90 pounds. [Mountain lion kittens](#), or cubs, are covered with blackish-brown spots and have dark rings around their tails. The markings fade as they mature.

Behavior: Mountain lions are very powerful and normally prey upon large animals, such as deer, bighorn sheep and elk. However, they can survive preying on small animals as well. They usually hunt alone, at night. They prefer to ambush their prey, often from behind. They usually kill with a powerful bite below the base of the skull, breaking the neck. They often cover the carcass with dirt, leaves or snow and may come back to feed on it over the course of a few days. Their generally secretive and solitary nature is what makes it possible for humans to live in mountain lion country without ever seeing a mountain lion.

Home Range: An adult male's home range often spans over 100 square miles. Females generally use smaller areas--about twenty to sixty square miles. Along the western slope of the Sierra Nevada, where competition for habitat is intense, as many as ten adult lions occupy the same 100 square mile area.

WHEN MOUNTAIN LIONS MEET PEOPLE: Generally, mountain lions are calm, quiet and elusive. They are most commonly found in areas with plentiful prey and adequate cover. Such conditions exist in mountain subdivisions, urban fringes and open spaces. Consequently, the number of mountain lion/human interactions has increased. This increase likely is due to a

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variety of reasons: more people moving into mountain lion habitat, an increase in prey populations, an increase in mountain lion numbers and expanded range, more people using hiking and running trails in mountain lion habitat, and a greater awareness of the presence of mountain lions.

Even so, the potential for being killed or injured by a mountain lion is quite low compared to many other natural hazards. There is a far greater risk, for example, of being struck by lightning than of being attacked by a mountain lion. Now that people and mountain lions occupy so much of the same geographical areas in California, encounters are expected to increase. If you live in mountain lion habitat, here's what you can do to reduce your chances of encountering a mountain lion.

- **DON'T FEED WILDLIFE:** By feeding wildlife in your area, you will inadvertently attract mountain lions, which prey upon them.
- **DEER-PROOF YOUR LANDSCAPE:** Avoid using plants that deer prefer to eat; if your landscaping attracts deer, mountain lions may be close by. The California Department of Fish and Game has a brochure entitled "Gardening To Discourage Deer Damage" available at most Department offices.
- **LANDSCAPE FOR SAFETY:** Remove dense and/or low-lying vegetation that would provide good hiding places for mountain lions, especially around children's play areas; make it difficult for mountain lions to approach unseen.
- **INSTALL OUTDOOR LIGHTING:** Keep the perimeter well lit at night--especially along walkways--to keep any approaching mountain lions visible.
- **KEEP PETS SECURE:** Roaming pets are easy prey for hungry mountain lions.
- **KEEP LIVESTOCK SECURE:** Where practical, place livestock in enclosed sheds and barns at night, and be sure to secure all outbuildings.
- **KEEP CHILDREN SAFE:** Keep a close watch on children whenever they play outdoors. Make sure children are inside before dusk and not outside before dawn. Talk with children about mountain lions and teach them what to do if they encounter one.
- **WHAT SHOULD YOU DO IF YOU ENCOUNTER A MOUNTAIN LION?**
There's been very little research on how to avoid mountain lion attacks. But mountain lion attacks that have occurred are being analyzed in the hope that some crucial questions can be answered: Did the victim do something to inadvertently provoke an attack? What should a person who is approached by a mountain lion do--or not do? The following suggestions are based on studies of mountain lion behavior and analysis of attacks by mountain lions, tigers and leopards:
 - **DO NOT HIKE ALONE:** Go in groups, with adults supervising children.

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- **KEEP CHILDREN CLOSE TO YOU:** Observations of captured wild mountain lions reveal that the animals seem especially drawn to children. Keep children within your sight at all times.
- **DO NOT APPROACH A LION:** Most mountain lions will try to avoid a confrontation. Give them a way to escape.
- **DO NOT RUN FROM A LION:** Running may stimulate a mountain lion's instinct to chase. Instead, stand and face the animal. Make eye contact. If you have small children with you, pick them up if possible so they don't panic and run. Although it may be awkward, pick them up without bending over or turning away from the mountain lion.
- **DO NOT CROUCH DOWN OR BEND OVER:** In Nepal, a researcher studying tigers and leopards watched the big cats kill cattle and domestic water buffalo while ignoring humans standing nearby. He surmised that a human standing up is just not the right shape for a cat's prey. On the other hand, a person squatting or bending over looks a lot like a four-legged prey animal. If you're in mountain lion country, avoid squatting, crouching or bending over, even when picking up children.
- **DO ALL YOU CAN TO APPEAR LARGER:** Raise your arms. Open your jacket if you are wearing one. Again, pick up small children. Throw stones, branches, or whatever you can reach without crouching or turning your back. Wave your arms slowly and speak firmly in a loud voice. The idea is to convince the mountain lion that you are not prey and that you may be a danger to it.
- **FIGHT BACK IF ATTACKED:** A hiker in Southern California used a rock to fend off a mountain lion that was attacking his son. Others have fought back successfully with sticks, caps, jackets, garden tools and their bare hands. Since a mountain lion usually tries to bite the head or neck, try to remain standing and face the attacking animal.

IMMEDIATELY REPORT ALL ENCOUNTERS OR ATTACKS

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PLANE CRASH

-  **Call 9-9-1-1.** Treat injured until Police arrive. **Identify your school site and exact location.**
- If **no** buildings are endangered, ring bell code to instruct students to stay inside classrooms.
- If buildings are damaged, evacuate all students and staff away from wreckage using fire drill. Evacuate to a site uphill and upwind if possible. Maintain control of students and take roll.
- If any students or staff are injured or trapped, assign a Search and Rescue Team to work until Police or Fire personnel arrive.
- Custodian should turn off power supplies, electricity and gas lines in affected buildings.
- Notify the Superintendent, Assistant Superintendent, or CWA.
- If possible, tape off area around entire wreckage to protect investigation. Have staff stand guard, if safe.
- If the wreck is serious, students may be moved by bus to an alternate location. Consider impact on students and involve the school psychologist or the Psychological Services Crisis Team as appropriate.
- Implement day one guidelines and long-term follow-up procedures as necessary.


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RAPE

If a person is assaulted or raped on school grounds:

- Offer the victim care and first aid. **IT IS IMPORTANT TO MAKE THE VICTIM FEEL SAFE, BUT YOU MUST ALSO CONSIDER THE VICTIM TO BE A CRIME SCENE AND YOU MUST TAKE ACTION TO AVOID DESTROYING ANY EVIDENCE. DO NOT PERMIT THE VICTIM TO USE THE RESTROOM OR TO CLEAN THEIRSELF UNTIL INSTRUCTED TO DO SO BY THE POLICE.**
-  **Call 9-9-1-1.** Have ready as much information on the assailant as possible. **Identify your school site and exact location.**
- Call Child Protective Services if the victim is a student.
- Locate the student's or staff member's emergency information card and notify the parent, spouse or another emergency contact.
- Notify the Superintendent, Assistant Superintendent, or CWA.
- If a staff member talks to the victim prior to the police arriving on the scene, restrict the conversation to immediate medical needs. If discussion occurs on the situation, speak only in general terms. **DO NOT DISCUSS THE SPECIFICS** of the case. It is better in court that the initial specific statements about the crime are recorded by the police department and are not heard second hand with you as the witness.
- After the police interview the victim, ask the school psychologist to talk with the victim. If the psychologist is not immediately available, contact the psychological services department. In the meantime, designate a staff member closest to the victim to talk to her/him.
- Protect the **“PRIVACY” and “Rights of Confidentiality”** of the student and family. Take steps to protect the victim's identify. Ask all involved not to share information with others. Keep any records in a confidential file.
- The Police will work with the district to develop press releases. The press releases will be through the Police Department.
- Provide the victim with possible counseling support or possible contacts for follow-up community resources.
- Accompany the victim to the hospital, if appropriate.


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RIOT

If a group on or near campus is disruptive or poses a direct threat to students or staff:

-  **Call 9-9-1-1** for Police assistance. **Identify your school site and exact location.**
- Do not attempt to break up or enter fight situation. Be a good witness and look for weapons.
- Alert the principal.
- If students are in class, call for a **LOCKDOWN** to contain those students in their classrooms. Alert classrooms through P.A. system or telephones, or ring bell code to instruct students and staff to stay in class. If students are out of class, instruct them to report to their next period immediately.
- Notify the Superintendent, Assistant Superintendent, or CWA.
- Isolate students from the disruption.
- Curtail class changes and use P.A. system or runners to announce schedule changes.
- Do not authorize the release of any staff members or students without clearance from the Police.
- Direct a staff member to handle incoming phone calls.
- Consider impact on students and involve the school psychologist or Psychological Services Crisis Team as appropriate.
- Implement day one guidelines and long-term follow-up procedures as necessary.


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SHOOTING


At the first indications of shooting, sound of gunfire, loud cracking, popping, banging noises, windows shattering, glass exploding in classrooms, bullets ricocheting:

-  **Call 9-9-1-1. Identify your school site and exact location.**
- Instruct students to drop to the ground immediately, face down as flat as possible. (If you are within 15-20 feet of a safe position, duck and run for it.)
- Move or crawl away from gunfire, trying to create obstruction between you and the gunfire. **IMPORTANT: KEEP IN MIND THAT MANY OBSTRUCTIONS MAY VISUALLY CONCEAL YOU FROM THE GUNFIRE, BUT THEY MAY NOT BE BULLET PROOF AND WILL NOT PROTECT YOU FROM GUNFIRE.**
- Try to get behind or inside a building and stay down.
- When you reach a relatively safe area, stay down and do not move. Do not peek or raise your head.
- Call the office from a classroom, or run to the office (only if safe!) to report the situation.
- Listen for directions from the Police.

IF INSIDE CLASSROOM (WITH ASSAILANT OUTSIDE):

- Duck and cover. Keep students inside.
- Close and lock the outside door to the classroom, if possible. Close the blinds, turn off the lights, and stay on the floor.
- Call the office (if possible) to report location of the sniper.

OFFICE PERSONNEL:

- Duck and cover on the floor, making phone calls from this position.
- Keep students out of danger. **IMMEDIATELY IMPLEMENT A LOCKDOWN** to contain students in their classrooms.
-  **Call 9-9-1-1. Identify your school site and exact location.**

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As Police are in transit, relay information:

- Is suspect still on-campus? Where did he/she go?
 - Specific location of occurrence
 - Number of wounded
 - Description of all weapon(s), dangerous object(s) and any visible ammunition. **LOOK FOR MULTIPLE WEAPONS AND REPORT ALL WEAPONS.**
 - Rifle
 - Shotgun
 - Handgun
 - Revolver
 - Automatic
 - Ammunition - Describe type, amount, and type of container (backpack, ammunition box, cardboard box, etc.)
 - Knife - Describe type and length
 - Explosive Device - Give specific description
 - Any shots fired? Describe sound and number of shots fired.

 - Any background knowledge of the suspect.
-
- Call the Transportation Department to advise buses to avoid the area.
 - Notify the Superintendent, Assistant Superintendent, or CWA.
 - Keep the P.A. System on to provide instant announcements.
 - Allow Police to set up a command post on school grounds; assign a staff member to stay with Police to provide information or run errands. Allow Police full control of grounds and classrooms. Assign a liaison (preferably an administrator) to stay with Police and Fire.
 - Gather witnesses in one room for Police questioning. Have one teacher or administrator stay with them and calm them down. To protect Police investigation, **do not allow witnesses to talk.**
 - Involve the Psychological Services Crisis Team.
 - Implement day one guidelines and long-term follow-up procedures as necessary.

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SUICIDE

Suicide is the third leading cause of death among adolescents in the United States, and the second leading cause of death in the 10-14 age range. Be alert to signs and risk indicators of potential suicide.

Signs of Potential Suicide

- Previous suicide attempts.
- Suicide threats - talking, writing, drawing about the desire for death.
- Changes in personality - withdrawal, apathy, moodiness, increased irritability, emotional outbursts.
- Changes in behavior - altered sleeping patterns, loss of appetite, lack of interest in personal appearance, long periods of solitude, self destructive activities.
- Change in school performance - change in attendance pattern, sudden failure to complete assignments, drop in test grades, lack of interest, inability to concentrate, altered relationship with classmates, withdrawal from extracurricular activities.
- Depression - crying, pervasive sadness, feelings of failure, feelings of helplessness and hopelessness.
- Final arrangements - giving away cherished possessions, making a will.
- Development of a suicide plan - purchasing/obtaining pills, weapons or ropes.

Additional Risk Indicators

- Loss of a loved one or friend through natural death, suicide, divorce, or the break up of a romantic relationship.
- History of family conflict.
- Strong feelings of pressure to achieve or produce.
- Loss of status because of failure in academic areas, in social spheres, in sports, or in other activities.
- Super critical of self.
- Social isolation.
- Loss of health.
- History of drug or alcohol abuse.
- History of breaking the law.
- History of running away.

Suicide Prevention:

Suicide rarely happens without some warning to someone. Staff and faculty need to take all comments about suicidal thoughts seriously, especially if details of a suicide plan are shared. Note how to handle the situations which follow involving a verbal threat, an immediate threat or an actual suicide on campus.

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Verbal Suicide Threat:

If a student suggests he/she is thinking about committing suicide in the near future:

LISTEN! SHOW YOU CARE! GET HELP!

- Trust your feelings that this student may be self-destructive.
- Notify the counselor and/or school psychologist. (Under no circumstances should an untrained person attempt to assess the severity of suicidal risk.)
- Notify the assistant principal or principal.
- The psychologist will notify the student's parent, guardian or other emergency contact.

Don'ts

- Don't discount, put down, or brush off the student's feelings. This makes the student feel like you don't understand.
- Don't feel you must be the one to find a solution to this student's problems.
- Don't try to handle the student's problems alone.
- Don't let the student convince you the crisis is over just because you've talked.
- Don't view suicidal threats as spontaneous thoughts. There may be a history of minor emotional and behavior problems or failure in academic areas and social relationships.

Immediate Suicide Threat - When a Student is Threatening Suicide on Campus and Has a Lethal Weapon Available:

- Stay with the student.
- Remain calm. Remember, the student is overwhelmed, confused, as well as ambivalent.
- Get vital information if possible (name, address, home phone number, parent's work number). Send another teacher or student to get help from the school psychologist or school counselor and an administrator.
- Clear other students from the scene. Direct them to return to class.
- Assure the student that he or she has done the right thing by talking to you. Try to win the student's trust. Assure the student that emergency help is coming. Tell the student that there are options available.
- Get the student to talk. Listen! Listen! Listen! Repeat back what you hear the student saying. (Help the student define the problem.) Acknowledge the student's feelings ("You are really angry. You must feel humiliated.")
- Speak in a calm low voice. "Talk with me, I'll listen." Show that you are not shocked by discussing suicide.
- Make a mental note of what the student says.
- Monitor the student's behavior constantly.
- Try to get the student to agree to a verbal "no suicide" contract. ("I will not kill myself before talking to a counselor.")

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Don'ts

- Do not minimize the student's threat. Take it seriously.
- Do not lose patience with the student.
- Do not argue with the student about whether suicide is right or wrong.
- Do not challenge the student.
- Do not promise confidentiality. Instead promise help and privacy.

If A Suicide Occurs In Class:

-  **Call 9-9-1-1.** Have as much information ready for Police as possible. **Identify your school site and exact location.**
- Evacuate the room, leaving crime scene as is.
- Gather witnesses in another room for Police questioning. **Do not** allow them to leave until Police arrive. Assign staff to stay with them.
- Involve the Psychological Services Crisis Team.
- Monitor students who were close to victim. Compile a list of:
 - Self-referrals
 - Parent referrals
 - Reported good friends
 - Students experiencing a loss within last six months
- Complete Crisis Referral Checklist for affected students.
- Principal decides what information will be released to staff, students, and parents.
- Principal notifies Superintendent and Assistant Superintendent, or CWA.
- Implement day one guidelines and long-term follow-up procedures as necessary.

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SUSPICIOUS CIRCUMSTANCES

Suspicious activities on or about school sites are to be reported to the school site's main office.

Suspicious activities may be classified into one of three categories:

- Suspicious activity being reported - Possible event/subject to interpretation/minimal witness evidence.
- Suspicious activity being reported - Event confirmed/subject to interpretation/witnessed.
- Suspicious activity being reported - Event confirmed/potential violation/witnessed.

The school site shall respond as follows:

1. **Suspicious activity being reported:**

Possible event/subject to interpretation/minimal witness evidence.

- Treat the report seriously, but keep in mind that an event may or may not have occurred.
- Before charges can occur, evidence is needed. Keep in mind, if the principal prepares a statement that stirs up the community and initiates contact with an innocent bystander, an issue of liability will occur for the district and for the person making the contact.
- Awareness level needs to be raised.
 - Investigate the report and monitor the area.
 - Take any necessary steps to monitor children or to separate children from the possible incident area.
 - Look for identifiable individual characteristics.
 - If a vehicle is involved, obtain a description and if at all possible, a license plate number.
 - Identify and question potential witnesses.
 - If a suspect is in the area, gather a witness and go to the person, identify yourself and ask questions of the individual confirming the person's identity, reason to be on or near the campus, and any other pertinent information. If the person's responses are inadequate, call 9-911 and request police assistance.
- Based on the seriousness of the event and on the level of evidence, the principal shall make a decision as to whether or not to contact the assistant superintendent and law enforcement.

2. **Suspicious activity being reported:**

Event confirmed/subject to interpretation/witness evidence.

- (In addition to strategies stated in #1) Treat the report seriously. Something has happened. Keep in mind that an attempted crime may or may not have occurred. This has yet to be determined.

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- Contact the assistant superintendent, CWA, or the superintendent's office and discuss the situation. A joint decision will be made as to:
 - Parental notification - flyer with objective description of incident.
 - Police contact.
 - Contact with surrounding school sites and other pertinent sites.
 - What action needs to be taken at the school site, including any short-term adjustments to the school's daily routine.
 - Identification of a public information officer (to respond to parents/news/etc.).
- Document witness statements for evidence.
- Increase use of walkie-talkies, cameras, and any other potential evidence recording devices.
- Keep records of contacts.

3. **Suspicious activity being reported:** **Event confirmed/potential violation/witness evidence**

- (In addition to strategies stated in #1 & #2) It appears that a violation has occurred.
- This is a police matter.
- The suspect needs to be apprehended, given due process, questioned, and possibly arrested.
- Confer with the assistant superintendent, CWA, and local police for appropriate strategies and response. Keep in mind that the police may choose to be visible, place the school under surveillance, or may wait for a school site response. It is imperative that identified strategies be in place and followed.
- Record all activities.
- Be prepared to provide district's identified public information officer with a statement once the suspect is apprehended.

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TERRORIST ATTACK

The United States of America is a target for terrorists. The history of terrorist activities reflects casualties to innocent victims, including Children.

Within the boundaries of the Orange Unified School District and surrounding Orange County areas are several possible profile targets. These include highly populated areas and several potential military significant targets.

It is unrealistic to expect school district to be fully prepared to respond to a terrorist attack or to chemical warfare. However, it is absolutely realistic to expect our school sites to have plans in place to implement in emergency situations that may result in minimizing casualties and preserving life.

Homeland Security Advisory System

The national **Homeland Security Advisory System** disseminates information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases.

GREEN-LOW RISK

This condition is declared when there is a **low risk** of terrorist attacks.

- Conduct routine inventories of emergency supplies and medical kits.
- Know how to turn off water, power, and gas to your facilities.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Identify staff members who are First Aid/CPR trained.
- **REMEMBER TO KEEP YOUR DISTRICT/SCHOOL RADIO PLUGGED IN AT ALL TIMES AND TURNED ON TO THE EMERGENCY CHANNEL.**

BLUE-GENERAL RISK

This condition is declared when there is a **general risk** of terrorist attacks.

- Communicate the change in threat level to all staff members.
- Check and test emergency communications.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a schools ability to respond to a terrorist threat.
- Mark keys with "Do Not Duplicate".

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- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency calling list. **Develop a list of “CELL TELEPHONE NUMBERS OF KEY STAFF MEMBERS” that could be used in an emergency situation.** Send this confidential list to CWA where it will be placed in a hard copy book and kept confidential. Remember in a major event that all telephone lines may be tied up immediately. If your school/site can connect early in the event, remain on the line and do not hang up. **If you are using a cell phone, plug the cell phone into power source and keep connected.**
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.

YELLOW – SIGNIFICANT RISK OF TERRORIST ATTACK

An Elevated Condition is declared when there is a **significant risk** of terrorist attacks.

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.
- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedures with staff.
- Consider escorts for building visitors.
- Check site for unattended packages.
- Be prepared to evacuate or to lockdown, if ordered.
- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.

ORANGE-HIGH RISK OF TERRORIST ATTACK

A High Condition is declared when there is a **high risk** of terrorist attacks.

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with local law enforcement agencies.
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning counselors and psychologists for students, staff and faculty, if needed.
- Discuss student’s fears concerning possible terrorist attacks and offer available resources.
- Consider reducing site ingress and egress points to an absolute minimum.
- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Be prepared to evacuate or to lockdown.
- Request additional patrol checks from local law enforcement.

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- Inspect all deliveries; restrict parking near buildings, and report suspicious vehicles to local law enforcement.


RED – SEVERE RISK OF TERRORIST ATTACKS

A Severe Condition reflects a **severe risk** of terrorist attacks. Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time.

- Communicate the change in threat level to all staff members.
- Consider activating your EOC.
- Gather and provide related information to students, staff and parents.
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.
- Consider canceling special events.
- Confer with district office regarding any considerations to closing campus.
- Maintain close contact with law enforcement.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel necessary to protect students and facility.
- Be prepared to evacuate or to lockdown if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

IN THE EVENT OF A TERRORIST ATTACK

• Activate LOCKDOWN PROCEDURES

-  **Call 9-9-1-1**. Identify your school site and exact location.

If the attack is a **small scale event**, anticipate immediate police and fire department response: Stay on the line. Do not hang up, unless you are in immediate danger.

If the attack is a **large scale terrorist attack**, do not anticipate immediate police and fire department response: If the telephone system is operating, call 9-9-1-1 immediately and stay on the line. Do this quickly as the telephone lines will quickly jam. If possible call the district office, any number, and stay on the line. Do not hang up, unless you are in immediate danger. **WHEN SAFE, ACTIVATE YOUR SCHOOL SITE EOC. TAKE CHARGE. YOU MAY BE ON YOUR OWN FOR 72 HOURS.**

Provide the following information:

- Briefly **describe the nature of the attack and provide specific details**.
- Identify the **exact campus location** of the attack.
- Estimate or provide specific information on the **numbers of students and staff members who are victims** or hostages from the attack.
- Provide “estimate sufficient information” for responders to send an adequate number

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of paramedics and ambulances (estimate number of victims/wounded and types of wounds).

- If the terrorist are still on campus, identify the specific area (include building numbers and room numbers).
- If the terrorist have left the area, identify the directions of the escape route and the description of any vehicle seen.
- Provide a description of all weapon(s), dangerous object(s) and any visible ammunition. **LOOK FOR MULTIPLE WEAPONS AND REPORT ALL WEAPONS.**
- If an explosive device was used, please describe in detail and refer to the district disaster plans section on explosion/bombs.
- Provide any information as to any connection or background knowledge of the suspect to the school, students or staff members.
- **Keep the P.A. System on** to provide instant announcements and to communicate with individual rooms.
- **SECURE ALL EMERGENCY CARDS**

WITHOUT HANGING UP, CONTACT THE DISTRICT OFFICE VIA PHONE, IF POSSIBLE (2ND CHOICE, VIA RADIO).

The district office will:

- Call the Transportation Department to advise buses to avoid the area.
- Notify the Superintendent, Assistant Superintendent, or CWA.
- Activate the district's EOC
- Confirm emergency response and connect with police and fire departments.
- Activate the Psychological Services Crisis Response Team.
- Activate locksmith, plumbers, computer technicians and any other key employees who may be needed.
- **Obtain class rosters for entire school and the day's attendance information from information services.**
- Establish a public information officer to respond to media and community questions.

ONCE THE POLICE AND FIRE DEPARTMENT ARRIVE, THEY WILL TAKE CONTROL OF THE SITUATION.

- FOLLOW THEIR INSTRUCTIONS
- Provide maps and any other useful information to the police and fire departments.
- Expect a dual perimeter to be set up around the crime scene.
 - The first area will be to isolate the crime scene. If the terrorists are still in the area, the police will implement their procedures to address the situation.
 - The second perimeter will be a safe perimeter and a second line of police and fire department members will be activated and prepared to respond to the situation.
- Expect the police and fire departments to set up a command center a short distance away.
- Once the police arrive, follow their directions immediately. Assign a staff member to

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stay with Police to provide information or run errands. Allow Police full control of grounds and classrooms. Assign a liaison (preferably an administrator) to stay with Police and Fire.

- Gather witnesses in one safe room (anticipate transporting to another campus) for Police questioning. Have one teacher or administrator stay with them and calm them down. To protect Police investigation, **do not allow witnesses to talk.**

IMPORTANT COMMENTS

- When dealing with any potential terrorist attack, past experience has taught that the first necessary task is to secure the area and ascertain the nature and severity of the threat. Particularly in the past few years, several instances have been reported when a secondary device has been targeted at emergency responders, or armed secondary assault has been perpetrated by offenders, in an attempt to harm or kill rescuers and disrupt emergency operations.
- In most cases, both a primary and secondary secured perimeter must be established. A thorough search of these perimeters must be a priority at the onset of the incident. In the event of a biological or chemical release, a large downwind area may also need to be rapidly secured and evacuated in order to minimize civilian casualties.
- The second most pressing problem involving Weapons of Mass Destruction (WMD), and a terrorist release of a chemical or biological agent, is that of identification. As is the case in most common industrial hazardous-materials accidents, the first priority in the management of the incident involves ascertaining the identity and physical properties of the substance that has been released. It is only after the product identity can be ascertained that an effective outer perimeter can be established, neutralizations plans formulated, decontamination procedures entertained, emergency medical treatment plans made, and environmental preservation precautions taken.
- As with any emergency, local authorities may not be able to immediately provide information on what is happening and what you should do. However, you should watch TV, listen to the radio, or check the Internet often for official news and information as it becomes available.
- Be aware of the public psychological reaction to the release of any biological warfare. The reaction will likely impact a largely unprotected civilian population, such as crowd control, rioting and other opportunistic crimes.

POST ATTACK

- If possible, obtain daily attendance rosters.
- Identify any substitute teachers.
- Ask for police assistance in releasing students to their parents.

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- Follow the school site EOC plan for releasing students. Make every attempt possible to record which student went home with whom. Be prepared for angry illogical situations. If necessary, ask police to intervene. If mom picked up their child and dad later arrives, hopefully the student release team will be able to relieve the father of his anxiety. For parents of victims, ask for assistance from the police department or fire department.
- Based on high profile incidences that have occurred throughout our nation, expect a large number of media vehicles to arrive. They will attempt to set up as close as possible and possibly in an area that may interfere with the operations. Ask the police to place their vehicle at a distance determined by law enforcement.
- Implement day one guidelines and long-term follow-up procedures as necessary.

Terrorist attacks can be delivered in several manners:

- 1) Chemical**
- 2) Biological**
- 3) Radiological**
- 4) Nuclear**
- 5) Explosives**

- Many potential terrorist attacks could send tiny microscopic particles into the air. A biological attack may release germs that can make you sick if inhaled or absorbed through open cuts. Many of these agents can only hurt you if they get into your body, so think about **creating a barrier** between yourself and any contamination.
- Be prepared to improvise with what you have on hand to protect your nose, mouth, eyes and cuts in your skin. Anything that fits snugly over your nose and mouth, including any dense-weave cotton material, can help filter contaminants in an emergency. It is very important that most of the air you breathe comes through the mask or cloth, not around it. Do whatever you can to make the best fit possible for children. There are also a variety of face-masks readily available in hardware stores that are rated based on how small a particle they can filter in an industrial setting.
- Given the different types of attacks that could occur, there is not one solution for masking. For instance, simple cloth face-masks can filter some of the airborne "junk" or germs you might breathe into your body, but will probably not protect you from chemical gases. **Still, something over your nose and mouth in an emergency is better than nothing.** Limiting how much "junk" gets into your body may impact whether or not you get sick or develop disease. There are circumstances when staying put and creating a barrier between yourself and potentially contaminated air outside, a process known as "**shelter-in-place**," is a matter of survival. You can use these things to tape up windows, doors and air vents if you need to seal off a room

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from outside contamination. Consider precutting and labeling these materials. Anything you can do in advance will save time when it counts.

- Use available information to **assess the situation**. If you see large amounts of debris in the air, or if local authorities say the air is badly contaminated, you can use these things to tape up windows, doors and air vents if you need to seal off a room. **Several government agencies suggest that you have duct tape, plastic sheeting and scissors on hand for such a purpose.**

If You Are Trapped in Debris

- If possible, **use a flashlight** to signal your location to rescuers.
- **Avoid** unnecessary movement so that you don't kick up dust.
- **Cover your nose and mouth** with anything you have on hand. (Dense-weave cotton material can act as a good filter. Try to breathe through the material.)
- **Tap** on a **pipe or wall** so that rescuers can hear where you are.
- If possible, **use a whistle** to signal rescuers.
- Shout **only** as a last resort. **Shouting can cause a person to inhale dangerous amounts of dust.**

Biological Attack

Unlike an explosion, a biological attack may or may not be immediately obvious. While it is possible that you will see signs of a biological attack, it is more likely that you will probably learn of the danger through an emergency radio or TV broadcast, or some other signal used in your community. You might get a telephone call or emergency response workers may come to your door.

In the event of a biological attack, public health officials may not immediately be able to provide information on what you should do. It will take time to determine exactly what the illness is, how it should be treated, and who is in danger. However, you should watch TV, listen to the radio, or check the Internet for official news including the following:

- Are you in the group or area authorities consider in danger?
- What are the signs and symptoms of the disease?
- Are medications or vaccines being distributed?
- Where?

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- Who should get them?
- Where should you seek emergency medical care if you become sick?

If you become aware of an unusual and suspicious release of an unknown substance nearby, it doesn't hurt to protect yourself. Quickly get away. Cover your mouth and nose with layers of fabric that can filter the air but still allow breathing. Examples include two to three layers of cotton such as a t-shirt, handkerchief or towel. Otherwise, several layers of tissue or paper towels may help. Wash with soap and water and contact authorities.

Some typical examples of biological warfare agents might include: Anthrax; Staphylococcal Enterotoxin B (SEB); Bubonic/Pneumonic Plague; Cholera; Smallpox; and bio-engineered agents

Decontamination of Biological Agents

In the case of most biological agents a diluted solution of common household bleach (sodium hypochlorite) may often be effective in decontaminating procedures involving people and equipment. Other antiseptics and disinfectants, as appropriate for the individual bio-toxin, can also be used.

With rare exception, when faced with suspected virulent bio-agents, full strength sodium hypochlorite may be dumped into/onto the general area of the released agent and may assist in preventing a further spread of the contaminant. Although not all types of bio-agents will be immediately killed by the emergency application of bleach, it is thought in many circles that such an action might be helpful in preventing further infections.

Decontaminate with household bleach or household disinfecting sprays. Use undiluted bleach on clothes and a 9:1 solution of 9 parts water and 1 part bleach on skin. **Do not use bleach or a bleach solution on open wounds!**

At the time of a declared biological emergency, if a family member becomes sick, it is important to be suspicious. Do not automatically assume, however, that you should go to a hospital emergency room or that any illness is the result of the biological attack. Symptoms of many common illnesses may overlap. Use common sense, practice good hygiene and cleanliness to avoid spreading germs, and seek medical advice.

Chemical Attack

A chemical attack is the deliberate release of a toxic gas, liquid or solid that can poison people and the environment.

Possible Signs of Chemical Threat

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- Many people suffering from watery eyes, twitching, choking, having trouble breathing or losing coordination.
- Many sick or dead birds, fish or small animals are also cause for suspicion.

If You See Signs of Chemical Attack

- Quickly try to **define the impacted area** or where the chemical is coming from, if possible.
- Take immediate action to **get away**.
- If the chemical is inside a building where you are, get out of the building without passing through the contaminated area, if possible.
- Otherwise, it may be better to move as far away from where you suspect the chemical release is and "shelter-in-place."
- If you are outside, quickly decide what is the **fastest escape** from the chemical threat. Consider if you can get out of the area, or if you should follow plans to "shelter-in-place."

If You Think You Have Been Exposed to a Chemical

- If your eyes are watering, your skin is stinging, and you are having trouble breathing, you may have been exposed to a chemical.
- If you think you may have been **exposed to a chemical, strip immediately and wash**.
- Look for a hose, fountain, or any source of **water**, and wash with **soap** if possible, being sure not to scrub the chemical into your skin.
- Seek emergency **medical attention**.

Nuclear Blast Attack

A nuclear blast is an explosion with intense light and heat, a damaging pressure wave and widespread radioactive material that can contaminate the air, water and ground surfaces for miles around. While experts may predict at this time that a nuclear attack is less likely than other types, terrorism by its nature is unpredictable.

If There is a Nuclear Blast

- **Take cover** immediately, below ground if possible, though any shield or shelter will help protect you from the immediate effects of the blast and the pressure wave.

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- Quickly **assess the situation**.
- Consider if you can get out of the area or if it would be better to go inside a building and follow your plan to "**shelter-in-place**."
- In order to **limit the amount of radiation you are exposed to**, think about shielding, distance and time.

Shielding: If you have a thick shield between yourself and the radioactive materials more of the radiation will be absorbed, and you will be exposed to less.

Distance: The farther away you are from the blast and the fallout the lower your exposure.

Time: Minimizing time spent exposed will also reduce your risk.

A radiation threat or "**Dirty Bomb**" is the use of common explosives to spread radioactive materials over a targeted area. It is not a nuclear blast. The force of the explosion and radioactive contamination will be more localized. While the blast will be immediately obvious, the presence of radiation will not be clearly defined until trained personnel with specialized equipment are on the scene. As with any radiation, you want to try to **limit exposure**.

TERRORISM TERMINOLOGY

Anthrax: A non-contagious potentially fatal disease caused by breathing, eating or absorbing through cuts in the skin bacteria known as *Bacillus anthracis*.

Biological Attack: The deliberate release of germs or other biological substances that can make you sick.

Chemical Attack: The deliberate release of a toxic gas, liquid or solid that can poison people and the environment.

"Dirty Bomb": The use of common explosives to spread radioactive materials over a targeted area. Also known as a radiation attack, a "dirty bomb" is not a nuclear blast, but rather an explosion with localized radioactive contamination.

Evacuation: The process of leaving a potentially dangerous area.

Nuclear Blast: An explosion with intense light and heat, a damaging pressure wave and widespread radioactive material that can contaminate the air, water and ground surfaces for miles around.

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Potassium Iodide: Potassium Iodide has been approved by the FDA as a nonprescription drug for use as a "blocking agent" to prevent the human thyroid gland from absorbing radioactive iodine.

Radiation Threat: The use of common explosives to spread radioactive materials over a targeted area. Also known as a "dirty bomb," a radiation threat is not a nuclear blast, but rather an explosion with localized radioactive contamination.

"Shelter-in-Place": The process of staying where you are and taking shelter, rather than trying to evacuate.

Smallpox Virus: A serious, contagious, and sometimes fatal infectious disease. There is no specific treatment for smallpox disease, and the only prevention is vaccination. The name smallpox is derived from the Latin word for "spotted" and refers to the raised bumps that appear on the face and body of an infected person.

Syrup of Ipecac: A medicine used to induce vomiting in the case of accidental poisoning. Use syrup of Ipecac only under the instruction of poison control authorities because some poisons can cause more damage by being vomited.

Thyroid Gland: A butterfly shaped gland that lies across the base of the neck in front of the windpipe that produces thyroid hormone.

Oral Rehydration:

In the event of dehydration, it is important to replace body fluids. A formula for Oral Rehydration includes: 1/2 teaspoon of salt plus 8 teaspoons of sugar dissolved in 1 liter/quart of water.

If dehydration is severe, intravenous (IV) rehydration may be necessary. Seek Medical Assistance immediately.

NOTE: In an emergency, sports drinks such as Gatorade or Powerade can be used for rehydration. If neither the ingredients for the oral rehydration solution or sports drinks are available, use juice or, as a last result, a lot of water.

NOTE: Most patients absorb enough solution to achieve rehydration even when they are vomiting. Vomiting usually subsides within 2-3 hours, as rehydration is achieved.