San Diego Cooperative Charter School
Comprehensive Safety Plan
PUBLIC VIEW

7260 Linda Vista Rd San Diego CA 92111

858.496.1613

Revised: 2025-05-13

EXECUTIVE SUMMARY

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency.

The Executive Director or Designee assigns roles and responsibilities and updates these roles and responsibilities yearly.

A "Site Incident Commander" (and alternate) is assigned to be the point of contact for this plan. During emergencies, the Site Incident Commander is the point of coordination for all operations. A Site Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Site Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Site Incident Commander and their Site Incident Command Team are assigned to maintain and implement their Site Emergency Plan. The Site Emergency Plan Template is compliant with Federal, State, and local laws.

The Site Incident Commander will coordinate training for all staff assigned to this site. The Site Incident Commander will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

SITE EMERGENCY OPERATIONS OVERVIEW

PURPOSE

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The emergency procedures within this Plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

EMERGENCY QUICK REFERENCE GUIDE

Each classroom is equipped with Emergency Information Guides for quick reference.

DISASTER SERVICE WORKERS

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

serve on response teams and implement response procedures. If a teacher has been assigned to a Site Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the "Evacuation Area"), where the students will be reassigned to another teacher. The teacher will then carry out their assigned Site Incident Command Team responsibilities.

PLAN MAINTENANCE

The Site Incident Commander is responsible for the maintenance of this plan. The Site Emergency Plan is Criterion 2 of California's mandated Comprehensive Safe Schools Plan.

TRAINING & EXERCISES

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. Exercises allow "people" to practice what they have been trained to do and improve their skills for an actual emergency.

The Site Incident Commander will coordinate annual training for all staff on the basic emergency procedures of this plan.

ED CODE COMPLIANCE REVIEW

Per Ed Code 32280

Each year the San Diego Cooperative Charter School team is trained on the CSSP prior to school beginning during the August back-to-school scheduled professional development.

Per Ed Code 32281

The initial development of the CSSP was reviewed in coordination with a safety committee which comprised a Fire and Police Officer. Subsequently, the CSSP will be reviewed yearly with the SSC. Any substantial changes will be reviewed by the SSC council and enforcement agencies.

Per Ed Code 32282
1) An assessment of the current school status can be found on record with the school office
2)
   a) Mandated Reporting Procedures are found in the school team handbook. All team members are trained in accordance with AB1207
   b) Disasters Protocols are found herewith including: Earthquake emergency procedure, A School Building Disaster Plan, Procedures for public agencies to access the building
   c) Suspension & Expulsion Policies are found within the Uniform Discipline Plan and Family Handbook
   d) Procedures to Notify teachers of Dangerous Pupils is herewith under the Armed Assailant, Civil Disturbance and Irrational Behavior
   e) Discrimination and Harassment Policy has been adopted and is linked to below
   f) School Wide Dress Code Policy has been adopted and is linked to below

g) Procedures of safe ingress and egress are noted below and through the parking lot procedures provided to parents multiple times a year and emergency exits identified herewith
h) The policies to maintain a safe and orderly conducive learning environment are identified in the Family handbook.
i) Rules and procedures on school discipline are found in the Uniform Discipline Policy
j) Procedures for conducting tactical response to criminal incidents are identified below
3) Prevention of Bullying Policies have been adopted and are in the handbooks

Per Ed Code 32282.1

San Diego Cooperative Charter School provides supports for Mental Health and provides community intervention support and resources

Per Ed Code 32284

Plan includes procedures to responding to toxic substances within one-quarter-mile from the school

Per Ed Code 32286

The CSSP is reviewed, updated and adopted each year by March 1st

Per 32288

The San Diego Cooperative Charter School Board approves the plan and it is reviewed by SDUSD at the annual site review

Per Assembly Bill (AB) 889
San Diego Cooperative Charter School will annually inform parents or guardians of the dangers associated with using synthetic drugs at the beginning of the first semester of the regular school term and has posted this information on the San Diego Cooperative Charter School website.

CRIME DATA ANALYSIS AND MAPPING

It is the job of the school safety committee & administration to review this data, and make conclusions based on findings. This is done in order to determine areas of strength and areas for improvement. Along with the annual hazard and vulnerability assessment (under Disaster Procedures), this data should be used to develop goals, objectives and actions/steps for the school to improve safety, security and emergency preparedness.

Based on the data reviewed, such as community crime data found at https://www.crimemapping.com/map/agency/329 or of the current registrants (Meghan's Law) https://www.meganslaw.ca.gov/ discuss any other conclusions:

The majority of the crime which has taken place in the neighborhood surrounding/near vicinity of San Diego Cooperative Charter School within the past 6 months, on school days, and during school hours is theft/larceny, vehicle break-in/theft, and fraud. Although the nature of the majority of the crime committed within a ¼ mile radius of the school did not necessarily pose a threat to students, there are 9 registered sex offenders living within a ¾ mile radius of the school, 2 of them being in violatiioin. Despite the perceived safety of the neighborhood surrounding the school, the school will continue to take precautions and be proactive at all times. All visitors will be asked to sign-in at the front office when they come to campus, doors will be opened and closed on time, staff will be aware of who is on campus and report any suspicious persons or behavior, and staff will supervise drop-off and pick-up, bringing students who are still waiting for a ride home into the office to wait for their ride and be properly signed-out. Additionally, the exterior gate will be locked beyond school hours.

Crime Incidents reported on school days, and during school hours - 3 Records: 08-24-2023 to 01-20-2024

Assault/Simple Battery	1
Annoying Threaten Phone Call	
Cruelty to Child	
Drugs / Alcohol Violations	1
Fraud	
Possess Controlled Sub	5
Sex Crimes	
Grand Theft	
Petty Theft / Larceny	
Threat with Intent to Terrorize	
Vandalism	4
Vehicle Break-In / Theft	
Weapons other than firearm	

EMERGENCY QUICK REFERENCE

Site Notification System

[REDACTED FOR PUBLIC VIEW - FULL PLAN CAN BE

FOUND IN THE MAIN OFFICE]

SITE INCIDENT **COMMAND** TEAM PERSONNEL- Major Assignments Only
All team members have access to phone numbers not publicly posted on this form.

Comand
2024-2025

Name	Position
Sarah Saluta	Executive Director
Kathy Osterhout	Principal
Bernie McFarland	Vice Principal
Erica Briseno	Office Manager
Veronica Barajas	Admissions Director
Jana Ropper	Business Manager
Andy Yen	Facilities Dierector

San Diego Cooperative Charter School
Emergency Procedures
Table is blank for SECURITY PURPOSES

Fire	Earthquake	Disaster of another nature (lock down)
short bells repeated continuously	one long bell followed by short bell repeated continuously	one long continuous bell
- Gather students - Grab disaster backpack - Proceed to the playground or designated evacuation area - Close door (leave unlocked) - Take roll - Hold up teacher's name/class post for an administrator to view **Green** = All students accounted for **Red** missing - Fill out emergency forms if directed - Send a student to EOC with the completed form	- Duck and hold until the shaking has stopped - Gather students - Grab disaster backpack - Close door (leave unlocked) - Proceed to the playground or designated evacuation area - Hold up teacher's name/class post for an administrator to view **Green** = All students accounted for **Red** missing - The clearing team will place doorknob tag on the door (green for all clear, red for injured student and black for the expired person(s) - Fill out emergency forms if directed - Send a student to EOC with the completed form	- Teachers/staff scan to ensure all students are inside a classroom. - Lock all doors and windows - Close blinds - If staff are outside with students, instruct them to go to the nearest classroom or school building (auditorium, office, etc.) - Check your Hangouts to see if this is a shelter in place drill. If so, you should continue calmly with instructions within the locked classroom - Instruct students to quietly take cover if it is a lockdown - Locate lockdown bucket (if you have one) - Keep students calm and (relatively) quiet - Keep students in the classroom until your emergency personnel or school staff give you directions on hangouts or at your door.

Prolonged Emergency Procedures
Team Responsibilities
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Emergency Operations Center (E.O.C.) Principal/Designee: Sarah Saluta, Kathy Osterhout, Bernie McFarland		
Location (EOC)	**Responsibilities**	
Center of the playground in front for the line-up area or other designated evacuation area	**Administrator or designee:** - General supervision - Implements and coordinates all emergency operations - Gathers all check-in data - Controls internal and external communications - Prepares reports for administration or first responders - Office staff will work with admin to lock the front door and all main office doors on the street side of the building - Office staff will work with admin to lock playground gates - Megaphone and radios will be necessary	**Clerks:** - Brings emergency baskets to EOC - Classroom rosters for all classrooms - Master keys - Emergency assembly area map - Disaster plan - Emergency assignment list - Paper, pencil, paper clips, clipboards - Brings student data cards to EOC - Brings all hand-held radios to EOC - Brings release forms for reunion gate - Set up reunion gate
Reunion Gate **NO PARENTS ARE TO ENTER THE CAMPUS. ALL STUDENTS TO BE RELEASED VIA THE GATE NEXT TO CONFERENCE ROOM 1 (Computer Lab)**	**Clerks:** **Counselor/Guidance Aide (covers the morgue if we have this situation)**	**Responsibilities** - Hands out release forms to parents or parent designees - Reviews the form for completeness - Checks parent or designee ID - Communicates with the EOC regarding student release - Reunites family members

		● Files paperwork ● Maintain records of released students

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First Aid Team		
Location:	**Materials to bring to the triage area**	**Responsibilities of the team:**
Triage Area (Lunch Arbor)	● Gather first aid supplies (trauma kits, bandages, rubbing alcohol or injury wipes) ● Stretchers/wheelchairs ● Medication, medical records ● Blankets, sheets, plastic drop cloths ● Plastic bags, basin ● Tags, string, markers (red, yellow, black) ● Portable telephone ● Clerical supplies (pencils, paper, clipboards, pens, rubber bands, whistles, etc.) ● Water ● Emergency plan ● Stretcher, wheelchair ● An emergency kit in the disaster barrel	● Set up first aid area ● Assess injuries ● Administers first aid ● Complete records of medical intervention ● Communicates with EOC ● Performs other duties as assigned by the nurse or designee

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Morgue **Erica Briseno**		
Location:	**Materials: Nurse's Office**	**Responsibilities of the team:**
The area between the kindergarten play area and the large playground	● Plastic bags ● Drop cloths ● Identification papers ● Markers ● Pens, paper, stapler	● Bodies should be tagged with identification ● Bodies covered **Family members kept in the parking lot until formally released**

Campus/Site Security Team		
Erica Briseno or other designated front office staff **NO PARENTS ARE TO ENTER THE CAMPUS. ALL STUDENTS TO BE RELEASED VIA THE GATE NEXT TO CONFERENCE ROOM 1**		
Location:	**Materials:**	**Responsibilities:**
School-wide	- Master keys - Posted signs - Hand-held radios - Site maps and disaster plan Shut off valves: - The gas shutoff is located across the parking lot in front of the school next to the big tree. The bolt that is painted red needs to be turned to the right in a crosswise manner. - Water shut off is on the sidewalk bordering Linda Vista Rd. Lift the metal lid, locate a blue cap, turn the knob to shut off the water supply. - Electricity will need to be shut off in each building: - Move levers where it says main to the left to shut off the electricity. **Main building:** the circuit breaker cabinet is in the workroom across from the laminator. **Middle School Building:** A-10 houses the circuit breaker for the classrooms in that building. **Auditorium**: the circuit breaker is located on the stage to the left.	- Lockdown campus - Check for damage - Turn off gas, electrical outputs (if needed) - Directs all emergency equipment and vehicles **Office staff** locks the kindergarten gates **Office Staff** locks the front parking lot gates **Office Staff** locks the doors to the auditorium and the entrance gate. **Office Staff** locks the playground gates **Office Staff** locks the back gates.

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Search and Rescue Team **Team 1: Janna Hemphill** **Team 2: Andy Yen, Marisela Barajas**		
Location:	**Materials:**	**Responsibilities:**
School-wide **Team 1:** Office building, auditorium, kindergarten **Team 2:** All Classrooms	● Hand-held radios (1 for the EOC and 1 for the team) ● Map of school ● Markers to designate checked rooms ● Forms to record information ● Emergency kit located in the Disaster barrel	● Reports to EOC (immediately) ● Receives information regarding impacted areas via the Campus Security Team ● Systematically check rooms for missing persons, assess the damage, extinguish fires as appropriate ● Use a green doorknob holder to indicate that the room has been cleared ● Use a black door knob holder if there is an expired person in the room ● Communicate with EOC ● Check for the depth of injuries ● Extricate students from classrooms (do alive persons first, then go back after school is cleared for the expired persons after all rooms are checked)

San Diego Cooperative Charter School
TEAM Responsibilities CONTINUED

Student and Staff Accountability Team		
All classroom teachers, students and classroom staff		
Location:	**Materials:**	**Responsibilities:**
Multiple playground line-up areas or otherwise.	Classroom kit (backpacks with roster, clipboard, pencil, student name tags, whistle, first aid kit, classroom green, and red post, Teacher emergency forms and activities for students to do while waiting)	- Direct students to take cover during an earthquake or when appropriate - Direct students to leave the classroom and go to the line-up area at designated evacuation locations. - Leave injured/ trapped students as appropriate - Take classroom emergency kit - CLOSE THE DOOR (leave unlocked) - Take roll - Send emergency report to the EOC via student - Maintain crowd control - Release students to reunion gate when called for by runner

Alt: Anyone not listed by name can fill in for any role the situation calls for

Note: The California Children Services (CCS) site-shares on San Diego Cooperative Charter School. San Diego Cooperative Charter School Operations Chief will be a liaison to CCS site supervisor. CCS has its own internal procedures for safety and security of their designated areas. The San Diego Cooperative Charter School Site Incident Commander will be the point of contact for both the school and CCS to other public officials.

ADDITIONAL SAFETY RESOURCES & PROTOCOLS

These policies can be found in the office, the Student Handbook, the Faculty Handbook, or as a standing policy reviewed with team members.

Bully Prevention

Sexual and Anti-Harassment Protocol

Boundaries Policy

Uniform Discipline Policy

Suspension and Expulsion Procedures

Health and Wellness Procedures/Policies

Mandated Reporting Training and Procedures per AB 1432

Crime Statistics and Analysis

ADDITIONAL SCHOOL PROTOCOLS:

All faculty are live scanned and TB Tested

All faculty have First Aid training and many are CPR trained

Recess Supervision is approximately a 1:20 ratio – state recommendation is 1:40

Visitor tags for guests on campus

Values Curriculum Implementation that teaches about anti-bullying, tolerance, acceptance and appropriate & healthy relationships.

SITE FACILITY INFORMATION AND STREET MAP

LOCATION
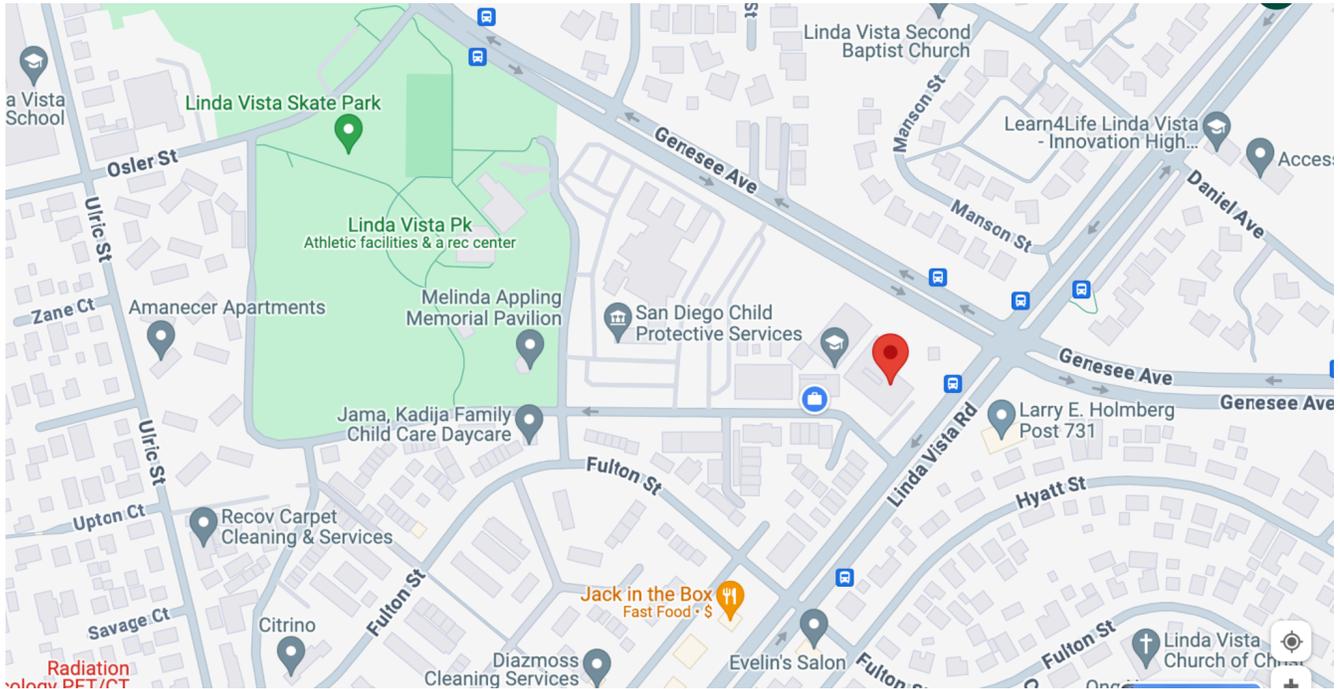
AERIAL MAP
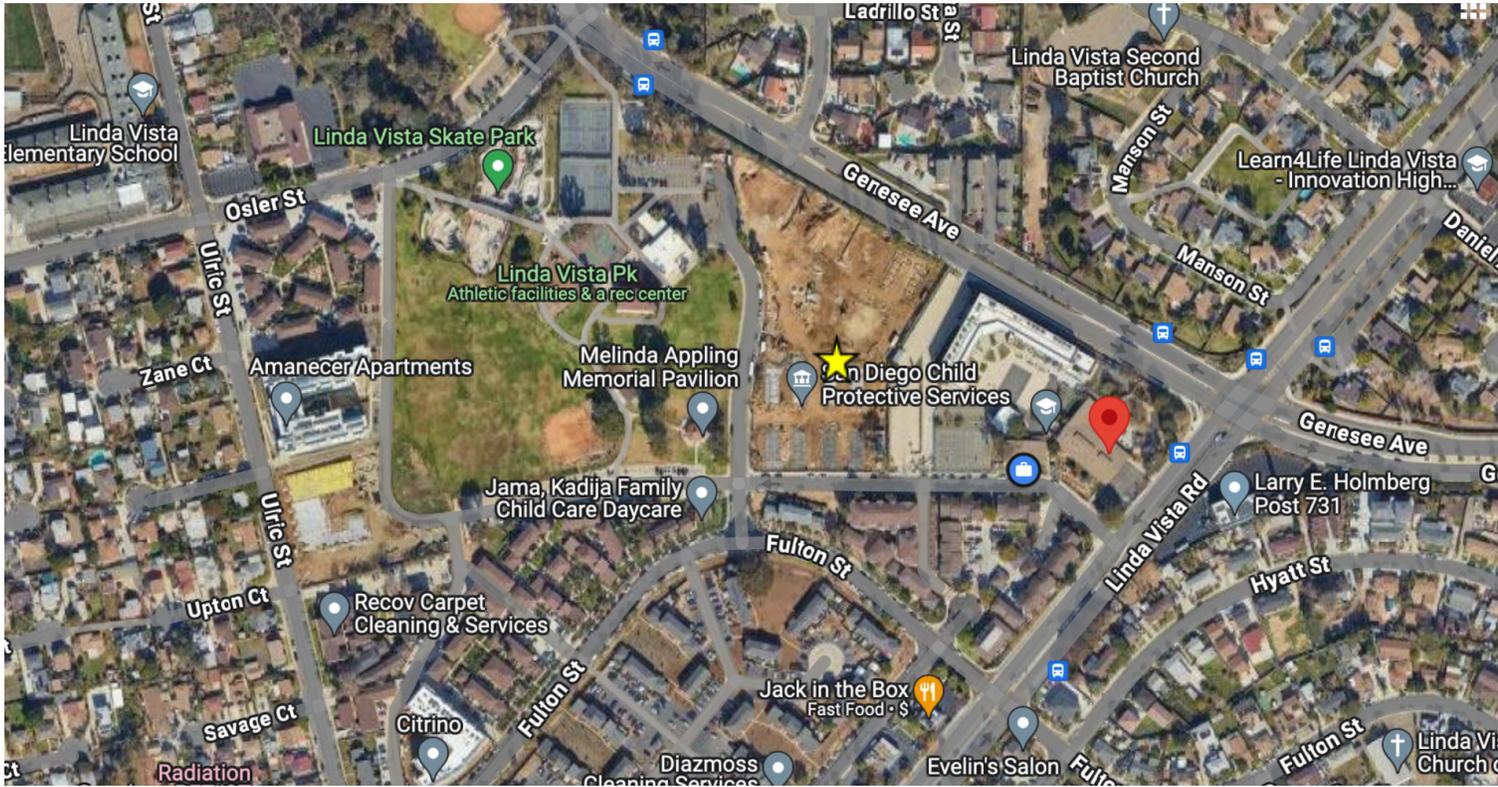
SITE EMERGENCY NOTIFICATION INFORMATION

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. School Police Services or San Diego Police will serve as the primary notification point for emergencies at this site. The primary or alternate Site Incident Commander will notify Police Services. Once notified, Police Services will begin dispatching public safety services to assist the Site Incident Commander, pursuant to their policies and procedures.

The very next action to occur is the need to alert or warn onsite staff. Methods for notifying staff include: Telephone - Landline and/or cellular, Site Communication System, Runners - staff and/or students, Siren System - Siren and/or bell depending upon site, Public Announcement System (PA), Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this site.

Police Services will conduct an initial assessment based on available information. Police Services will advise the Site Incident Commander of the recommended actions to be taken. However, if the emergency requires immediate action, Police Services will initiate the appropriate warnings and notifications to public safety responders without delay.

As services are being dispatched to assist, the Site Incident Commander will begin to gather and direct site resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
San Diego Police	911	619-531-2000
San Diego Fire	911	858-573-1497
San Diego Paramedics	911	858-573-1497
Water Emergency	619-515-3525	
San Diego Gas & Electric	1-800-611-7343	

INTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
SDUSD School Police Services	619-291-7678 24-hr	619-725-7000 Business Office
SDUSD Safety Office	619-291-7678 24-hr	858-627-7349
SDUSD Emergency Maintenance	858-627-7171	
SDUSD Communications Office	619-291-7678 24-hr	619-725-5578

SITE EMERGENCY RESOURCE INFORMATION

EMERGENCY DISASTER KIT

This site maintains 1 kits. The kit(s) are located: Health Office.

The Emergency Disaster Kit stores necessary resources for a site incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the site to a Public Safety Incident Command Post. School personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- Bull Horn – recommend a minimum of one
- Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie talkies)
- Flashlights – recommend one per Site Incident Command Team member (17)
  (Search & Rescue Team and First Aid and Medical Team requirements listed separately in Section Five)
- Walkie Talkies – recommend a minimum of five (Site Incident Commander & Chiefs)
- Duct Tape – recommend a minimum of two rolls used for marking blank vests.
- Rosters - recommend a minimum of one set per room sorted by alphabet
- Note Pads – recommend one per Site Incident Command Team member (17)
- Pencils & Pens - recommend one each per Site Incident Command Team member (34)
- Copies of Forms – (See Section Five for all Forms)
- Chalk - recommend twenty-five sticks
- 3x5 Cards – recommend one hundred
- Medical Team Supplies –Form #6
- Search and Rescue Team Supplies –Form #8
- Vests for Key Personnel – recommend a total of 17 for Site Incident Command Team members (Search & Rescue Team and First Aid & Medical Team requirements listed separately in Section Five)

All Emergency Disaster Kits and their contents are the responsibility of the Site Incident Commander. The Site Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the site. The responsibility to delegate the transport the Emergency Disaster Kit to an activated Site Command Post belongs to the following individuals:

Primary: Site Incident Commander

Alternate: Operations Chief

CRISIS RESPONSE BOXES

This site maintains 1 Crisis Response Boxes. One box is for the Site Incident Command Team and one box is for the Public Safety Incident Commander.

The Crisis Response Boxes are located in the Main Office near: Main office.

The Crisis Response Boxes are a file folder type boxes or three ring binders. The boxes are clearly labeled and contain vital information needed by the Site Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established). Further assistance can be found in Administrative Procedure 5000. The following information is stored inside each box:

- Current copy of the Site Emergency Plan which should include site evacuation procedures, including staging locations. Also included should be an aerial photo including all **new** structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, classroom numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.
- Current map of site or school layout. Map must show **all** buildings, classroom numbers , and evacuation routes.
- Most current blueprint (architectural drawings).
- Current roster of students and staff assigned to the site, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- A list of the site's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- If available, current student photos on CD-ROM or most recent year book.
- Telephone numbers listed in numerical order for each classroom/building.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Site Incident Commander. The Site Incident Commander will work with School Police Services on conducting an inspection each year. The responsibility to inspect and replace information belongs to the site.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: <u>Site Incident Commander</u>

Alternate: <u>Operations Chief</u>

INCIDENT COMMAND TEAM OVERVIEW

Site Incident Command Team Assignments
Key staff will be pre-assigned to the Site Incident Command Team and have specific duties during emergencies. These duties include:

Site Incident Commander - responsible for overseeing on-site emergency operations. Typically also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties

- Safety - ensures that all activities are conducted in as safe a manner as possible
- Public Information - acts as official spokesperson for the site in an emergency situation, until the Communications Officer is available
- Liaison - serves as the point-of-contact for agencies outside of the organization.
- Operations Chief - manages direct response to the on-site emergency
- Site Facility Check & Security - controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Site Incident Commander
- Search & Rescue Leader and Team - checks campus for damage,
- First Aid & Medical Leader and Team - provides medical response including CISM (Critical Incident Stress Management)
- Student/Parent Reunification
- Assembly Area - ensures the care and safety of all students on campus (except those in the Medical Treatment Area)
- Request Gate - processes requests by parents or authorized adults for release of students
- Release Gate - releases student to parent or authorized adult
- Planning & Intelligence Chief- in charge of collection, evaluation and documentation of information about the incident
- Documentation - collects, evaluates, and documents event
- Situation Analysis - assesses the overall incident
- Logistics Chief- provides facilities, services, personnel, equipment and materials to support response - includes food and transportation services
- Supplies, Facilities, & Staffing - provides supplies, equipment and staffing to support response
- Finance & Administration Chief - tracks purchases, staff hours, costs, and student accountability

In the event of an emergency, a Site Command Post will be established by the Site Incident Commander. Site Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Site Incident Command Team will report to the Site Incident Commander at the Site Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

EMERGENCY PROCEDURES

SITE EVACUATION PROCEDURE

[REDACTED FOR PUBLIC VIEW - FULL PLAN CAN BE FOUND IN

THE MAIN OFFICE]

EVACUATION LOCATIONS

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OFFICE]

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OFF -SITE EVACUATION

[REDACTED FOR PUBLIC VIEW - FULL PLAN CAN BE FOUND IN THE MAIN

OFFICE]

PERSONS WITH DISABILITIES

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. Each Site Incident Commander is responsible for pre identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time. Proper signage for this area is "Area of Rescue Assistance." Evacuation maps will articulate this information.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this site:

RETURN TO FACILITY

The Site Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Site Incident Commander must request approval from the Office of the Superintendent. School Police Services should be advised of this information.

The notification for a safe return to facilities located at this site is:

[REDACTED FOR PUBLIC VIEW - FULL PLAN CAN BE FOUND IN THE MAIN

OFFICE]

SITE SHELTER-IN-PLACE PROCEDURE

Shelter-In-Place generally occurs when evacuating the site is more dangerous than taking shelter inside a building. This generally occurs during natural disasters, severe weather conditions, or health hazards. The following procedure applies to this site.
Additional information pertaining to Shelter-in-Place is available in Emergency Procedure 04.

Notification

The school will notify parents in a variety of ways that we are in a shelter-in-place procedure and instructions for them to follow regarding the situation.

Activation & Deactivation

Quickly direct students and staff inside to the nearest room; do a verbal and visual sweep as you get everyone inside. Shut all doors and windows leading into the room, including interior doors. Doors may be opened for late arrivals if the exterior environment is safe. Take student attendance and report missing or extra students to the office by radio, telephone or e-mail. For environmental emergencies, immediately shut off the air conditioning/heating system, try to seal air vents and gaps under doors and around windows. Monitor your local radio, T.V. or e-mail for updates. Remain in Shelter-in-Place until the "All Clear" signal is sounded.

Return to Facility

The Site Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that staff or students must be released early, the Site Incident Commander must request approval from the Office of the Superintendent. School Police Services should be advised of this information.

The notification for a safe return to facilities located at this site is:

[REDACTED FOR PUBLIC VIEW - FULL PLAN CAN BE FOUND IN THE MAIN OFFICE]

SITE LOCKDOWN PROCEDURE

A lockdown is the act of confining students and personnel in a secured location until an [REDACTED FOR PUBLIC VIEW - FULL PLAN CAN BE FOUND IN THE MAIN OFFICE]

SITE PARENT NOTIFICATION & REUNIFICATION PROCEDURE

Following a lockdown, shelter-in-place, or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following site procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians. Additional information pertaining to Parent Notification & Reunification is available in Emergency Procedure 17.

Notification

In the event the principal or site administrator determines students are to be released from school, or that notification of parents/guardians is warranted, he/she will first notify School Police Services. A collaborative effort will begin to notify parents/guardians of the unification effort using information provided· 6n student's emergency contact cards, as well as information available within the student database.

Reunification

On-site reunification will generally occur from the location pre-identified as the on-site evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Site Incident Command Team members will use school attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification belongs to the following individuals at this site:

EMERGENCY RESPONSE PROTOCOLS

EARTHQUAKE

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall.   All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.

Send search and rescue team to look for trapped students and staff.
Post guards a safe distance away from building entrances to assure no one re-enters.

Notify Office of school and personnel status. Determine who will inform public information media as appropriate.

Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector. Short bells signal that re-entering is permitted.

◊ Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

◊ Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.

◊ Check for injuries, and render First Aid.

◊ After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.

◊ Check attendance at the assembly area. Report any missing students to principal/site administrator.

◊ Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.

◊ Stay alert for aftershocks

() Do NOT re-enter building until it is determined to be safe. Short bells signal that re-entering is permitted.

Outside Building

STAFF ACTIONS:

() Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows.   If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.

() After shaking stops, check for injuries, and render first aid.

() Check attendance. Report any missing students to principal/site administrator.

() Stay alert for aftershocks.

() Keep a safe distance from any downed power lines

() Do NOT re-enter building until it is determined to be safe. Short bells signal that re-entering is permitted.

() Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

() Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.

() Confer with District if damage is apparent to determine the advisability of closing the school.

() Notify fire department and utility company of suspected breaks in utility lines or pipes.

() If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.

Structural Failure

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.

Advise your principal or site administrator of the situation. Contact School Police Services at (619) 291-7678 or by using your emergency radio.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

FIRE

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff.   Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine if **EVACUATION** of school site is necessary.
- Contact local fire department (call 911) to determine the correct action for your school site.
- If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION**.
- Direct inspection of premises to assure that all students and personnel have left the

  building.

- Notify the school community where the school has relocated and post a notice on the office door stating the temporary new location.
- Monitor radio station for information.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- Stay calm. Maintain control of the students a safe distance from the fire and firefighting

  equipment.

- Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- Remain with students until the building has been inspected and it has been determined safe to return to.

FIRE (onsite)

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Sound the fire alarm to implement **EVACUATION** of the building.
- Immediately **EVACUATE** the school using the primary or alternate fire routes.
- Notify the Fire Department (call 911).
- Direct search and rescue team to be sure all students and personnel have left the building.
- Ensure that access roads are kept open for emergency vehicles.
- Notify SDCCS Office of situation.
- Notify appropriate utility company of suspected breaks in utility lines or pipes.
- If needed, notify bus dispatch for **OFF-SITE EVACUATION**.
- Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- **EVACUATE** students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

ACTIVE SHOOTER/ARMED ASSAILANT

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AIRCRAFT CRASH

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

STAFF ACTIONS:

Notify Principal.

Move students away from immediate vicinity of the crash.

EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.

Check school site to assure that all students have evacuated.

Take attendance at the assembly area.

Report missing students to the Principal /designee and emergency response personnel.

◇ Maintain control of the students a safe distance from the crash site.

◇ Care for the injured, if any.

Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Notify police and fire department (call 911).

Determine immediate response procedures, which may include **EVACUATION, or OFF-SITE EVACUATION** that may include the use of busses or alternate transportation.

Identify who will contact the Office of Emergency Services.

Arrange for first aid treatment and removal of injured occupants from building.

Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.

◇ Account for all building occupants and determine extent of injuries.

Do not re-enter building until the authorities provide clearance to do so.

Aircraft crashes near school

STAFF ACTIONS:

Notify Principal.

Move students away from immediate vicinity of the crash.

Remain inside with students unless subsequent explosions or fire endanger the building.

\PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

◇ Notify police and fire department (call 911).

◇ Initiate **SHELTER IN PLACE**, if warranted.

◇ Initiate **Take Cover** for students and staff outside or direct them to designated area until further instructions are received.

Ensure that students and staff remain at a safe distance from the crash.

Identify who will contact the Office of Emergency Services.

Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance.

AIR POLLUTION ALERT

Severe air pollution may affect students and staff who are susceptible to respiratory problems.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

◊ Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.

◊ Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.

◊ When notified of a smog advisory, inform all staff to stay indoors and minimize physical activity.

◊ Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.

◊ Instruct employees to minimize strenuous physical activity.

◊ Cancel any events that require the use of vehicles.

◊ Urge staff and high school students to minimize use of vehicles.

STAFF ACTIONS:

◊ Remain indoors with students.

◊ Minimize physical activity.

◊ Keep windows and doors closed.

◊ Resume normal activities after the All Clear signal is given.

ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:
- ◊ If imminent risk, call 911.

- ◊ Send for immediate help (Firs Aid, CPR, medical) and medication kit (for known allergies).

- ◊ Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).

- ◊ If an insect sting, remove stinger immediately.

- ◊ Assess situation and help student/staff member to be comfortable.

- ◊ Move student or adult only for safety reasons.

    Notify principal.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- ◊ If imminent risk, call 911 (always call 911 if using "Epi" pen).

- ◊ Notify parent or guardian.

- ◊ Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.

- ◊ Observe for respiratory difficulty.

- ◊ Attach a label to the person's clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:
- ◊ Keep an "Epi" pen in the school office and notify staff as to location.

- ◊ Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.

- ◊ Provide bus drivers with information sheets for all known acute allergic reactors.

ANIMAL DISTURBANCE

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- If the animal is outside, keep students inside and institute **Secure Campus**.
- If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal
- Contact the Marin Humane Society for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance from the school nurse.
- Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:
- If the animal is outside, keep students inside.   Lock doors and keep students away from the windows.
- If the animal is inside**, EVACUATE** students to a sheltered area away from the animal.
- Notify the principal if there are any injuries.

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BOMB THREAT

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BOMB THREAT CHECKLIST

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BUS DRIVER:
- Turn off power, ignition and headlights. Use safety lights, as appropriate.
- Evaluate the need for evacuation.
- Remain with the vehicle. Notify California Highway Patrol.

STAFF ACTIONS AT THE SCENE:
- Call 911, if warranted.
- Notify principal.
- Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- Move all uninjured students to a safe distance from the accident.
- Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Notify law enforcement.
- Notify parents/guardians of all students on the bus as soon as accurate information is available.
- Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

Earthquake during bus trip

BUS DRIVER ACTIONS:
- Issue DUCK, COVER and HOLD ON instruction.
- Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- Set brake, turn off ignition and wait for shaking to stop.
- Check for injuries and provide first aid, as appropriate.
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- If instructed to continue route,
- Enroute to school, continue to pick up students.
- Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus

route. Upon arriving at the shelter, notify the school administrator.

○ Remain with students until further instructions are received from site administrator.

○ Account for all students and staff throughout the emergency

Flood during bus trip

BUS DRIVER ACTIONS:

○ Do not drive through flooded streets and/or roads.

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

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

○ Contact the school administrator and bus dispatch to report location and condition of students and the bus.

○ Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.

○ Account for all students and staff throughout the emergency.

CHEMICAL ACCIDENT (offsite)

Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

PERSON DISCOVERING SPILL:
- Alert others in immediate area to leave the area.
- Close doors and restrict access to affected area.
- Notify principal/site administrator.
- DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:
- Notify Fire Department and the Department of Public Health. Provide the following information:
  - School name and address, including nearest cross street(s)
  - Location of the spill and/or materials released
  - Characteristics of spill (color, smell, visible gases)
  - Name of substance, if known
  - Injuries, if any
- Notify Maintenance/Building and Grounds Manager.
- Determine whether to implement **SHELTER IN PLACE, EVACUATION** and/or student release.
- Post a notice on the school office door stating location of alternate school site.
- Notify Staff of school status and location of alternate school site.

STAFF ACTIONS:
- If **SHELTER-IN-PLACE,** close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.
- Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify principal/site administrator of any missing students.

CHEMICAL ACCIDENT (onsite)

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CIVIL DISTURBANCE

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:
- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

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DANGEROUS, VIOLENT & UNLAWFUL ACTIVITY

San Diego Cooperative Charter School is committed to assessing and responding appropriately to dangerous, violent and unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school or on a school bus serving the school.

The other response sections of this plan such as Civil Disturbance coupled with San Diego Cooperative Charter School's "Risk Assessment" help the school identify the types of violent and unlawful activity and the potential for such activities. These assessments are used to identify the need for training, resources, equipment and strategies to mitigate, prevent, prepare for, respond to and recover from violent and unlawful activity. Using these assessments, Goals and Objectives are written to improve response to such activity.

School personnel along with law enforcement may conduct an investigation into violent, dangerous and unlawful activities. Depending on the investigation outcomes, administration will follow San Diego Cooperative Charter School's procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

San Diego Cooperative Charter School adheres to the following Law Enforcement Notification Matrix in

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DEATH of a STUDENT

A student's death may be the result of a suicide, homicide, car accident, illness or other causes.   It may have a profound effect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

○ Call 911, verify the death and obtain as much information about it as possible.

○ Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.

○ Protect the privacy of the family; the school neither gives nor confirms   information to the media or others without consent.

○ If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.

○ Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.

○ Determine whether additional resources are needed and make appropriate requests.

○ Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.

○ Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.

○ Go to each of the student's classes and notify his/her classmates in person.

○ Prepare a parent/guardian information letter and distribute it to students at the end of the day.

○ Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.

○ Make arrangements with the family to remove the student's personal belongings from the school.

○ Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

STAFF ACTIONS:

○ Allow students who wish to meet in counseling office or other appropriate place to do so. Encourage students to report any other students who might need assistance. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

DEATH of a STAFF MEMBER

A reported death or serious illness among the school community may have a profound affect on students and staff alike.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

○ Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.

○ Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.

○ If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.

○ Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.

○ Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.

○ Determine whether additional resources are needed and make appropriate requests.

○ Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.

○ Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.

○ Facilitate classroom and small group discussions for students.

○ Prepare a parent/guardian information letter and distribute it to students at the end of the day.

○ Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.

○ Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.

○ Thank all those who assisted.

○ Continue to monitor staff and students for additional supportive needs.

DIRTY BOMB

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EXPLOSION

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FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

○ Issue **STAND BY** instruction. Determine if evacuation is required.

○ Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.

○ Delegate a search team to assure that all students have been evacuated.

○ Issue **Off Site Evacuation** instruction if students will be evacuated to a safer location by means of buses and cars.

○ Post a notice on the office door stating where the school has relocated and inform the community.

○ Monitor AM radio weather station _____ for flood information.

○ Notify Administration of school status and action taken.

○ Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

○ If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.

○ Remain with students throughout the evacuation process.

○ Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.

○ Do not return to school building until it has been inspected and determined safe by property authorities.

BUS DRIVER ACTIONS:

○ If evacuation is by bus, DO NOT drive through flooded streets and/or roads. DO NOT attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

GAS ODOR / LEAK

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

STAFF ACTIONS:

◇   Notify principal.

◇   Move students from immediate vicinity of danger.

◇   Do not turn on any electrical devices such as lights, computers, fans, etc.

◇   If odor is severe, leave the area immediately.

◇   If the building is evacuated, take student attendance and report any missing students to Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

◇   If gas leak is internal, evacuate the building immediately.

◇   Call 911.

◇   Notify utility company.

◇   Determine whether to move to alternate building location.

◇   If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.

◇   Do not return to the building until it has been inspected and determined safe by proper authorities.

HAZARDOUS MATERIALS

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HOSTAGE SITUATION

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INTRUDER

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IRRATIONAL BEHAVIOR

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KIDNAPPING

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MEDICAL EMERGENCY

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual.   When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ◊ Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide:
    - ▪ School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
    - ▪ Exact location within the building
    - ▪ Nature of the emergency and how it occurred
    - ▪ Approximate age of injured person
    - ▪ Caller's name and phone number

    Do not hang up until advised to do so by dispatcher.

    Universal Precautions when Treating a Medical Emergency
    - ▪ Always use non-latex or nitrile gloves and, if necessary, mask and gown, to reduce the risk of transmission of body fluids.
    - ▪ Wash hands thoroughly after providing care.

- ◊ Assign staff member to meet rescue service and show medical responder where the injured person is.
- ◊ Assemble emergency care and contact information of victim
- ◊ Monitor medical status of victim, even if he or she is transported to the hospital.
- ◊ Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- ◊ Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- ◊ Advise staff of situation (when appropriate). Follow-up with parents.

STAFF ACTIONS:

- ◊ Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- ◊ Notify Principal/Site Administrator.
- ◊ Stay calm. Keep individual warm with a coat or blanket.
- ◊ Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- ◊ Do not give the individual anything to eat or drink.

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OPIOID & FENTANYL OVERDOSE PREVENTION

San Diego Cooperative Charter School's primary goal in the fight against opioids and fentanyl use is prevention.

San Diego Cooperative Charter School will use the following prevention strategies at grade appropriate levels.

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
  - ○ How opioids and fentanyl affect the body's systems.
  - ○ Refusal strategies
  - ○ The signs and symptoms of use/abuse
  - ○ The science of addiction
- Distribute safety advice to families regarding opioid overdose prevention.
- Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
- Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

FIVE ESSENTIAL STEPS FOR INDIVIDUALS RESPONDING TO POSSIBLE OVERDOSE

The following was developed and taken from The Department of Health and Human Services, Substance Abuse and Mental Health Services Administration document SAMHSA Opioid Overdose Prevention Toolkit.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

To address the problem, emergency medical personnel, health care professionals, school personnel, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose. (Note that naloxone has no effect on non-opioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGNS OF OPIOID OVERDOSE

 Signs of **OVERDOSE**, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing.
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.

If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: CALL 911 FOR HELP

AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION.

An essential step is to get someone with medical expertise to see the person as soon as possible. If no emergency medical services (EMS) or other trained personnel is on the scene, activate the 911 emergency system immediately. All you have to say is "Someone is unresponsive and not breathing." Be sure to give a specific address and/or description of your location. After calling 911, follow the dispatcher's instructions. If appropriate, the 911 operator will instruct you to begin CPR (technique based on rescuer's level of training).

STEP 3: ADMINISTER NALOXONE

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone.

Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids. Research has shown that women, older people, and those without obvious signs of opioid use disorder are undertreated with naloxone and, as a result, have a higher death rate. Therefore, it is also important to consider naloxone administration in women and the elderly found unresponsive with opioid overdose.

Naloxone can be given by intranasal spray and by intramuscular (into the muscle), subcutaneous (under the skin), or intravenous injection.

All naloxone products are effective in reversing opioid overdose, including fentanyl-involved opioid overdoses, although overdoses involving potent (e.g., fentanyl) or large quantities of opioids may require more doses of naloxone.

DURATION OF EFFECT. The duration of effect of naloxone depends on dose, route of administration, and overdose symptoms and is shorter than the effects of some opioids. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.

More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional intravenous bolus doses or an infusion of naloxone.

Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

SAFETY OF NALOXONE. The safety profile of naloxone is remarkably high, especially when used in low doses and titrated to effect. When given to individuals who are not opioid intoxicated or opioid dependent, naloxone produces no clinical effects, even at high doses. Moreover, although rapid opioid withdrawal in opioid-tolerant

individuals may be unpleasant, it is not life threatening.

Naloxone can be used in life-threatening opioid overdose circumstances in pregnant women.

The FDA has approved an injectable naloxone, an intranasal naloxone, and a naloxone auto-injector as emergency treatments for opioid overdose. People receiving naloxone kits that include a syringe and naloxone ampules or vials should receive brief training on how to assemble and administer the naloxone to the victim. The nasal spray is a prefilled, needle-free device that requires no assembly and that can deliver a single dose into one nostril. The auto-injector is injected into the outer thigh to deliver naloxone to the muscle (intramuscular) or under the skin (subcutaneous). Once turned on, the currently available device provides verbal instruction to the user describing how to deliver the medication, similar to automated defibrillators. Both the nasal spray and naloxone auto-injector are packaged in a carton containing two doses to allow for repeat dosing if needed.

FENTANYL-INVOLVED OVERDOSES. Suspected opioid overdoses, including suspected fentanyl- involved overdoses, should be treated according to standard protocols. However, because of the higher potency of fentanyl and fentanyl analogs compared to that of heroin, multiple doses of naloxone may be required to reverse the opioid-induced respiratory depression from a fentanyl-involved overdose.

Many anecdotes report more rapid respiratory depression with fentanyl than with heroin, although other reports do not reflect such rapid depression.

Because of these effects, quicker oxygenation efforts and naloxone delivery may be warranted with fentanyl-involved overdoses compared with heroin-only overdoses. However, naloxone is an appropriate response for all opioid overdoses, including fentanyl-involved overdoses.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

Rescue breathing for adults involves the following steps:

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.

Chest compressions for adults involve the following steps:

- · Place the person on his or her back.
- · Press hard and fast on the center of the chest.
- · Keep your arms extended.

STEP 5: MONITOR THE PERSON'S RESPONSE

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

Most people respond by returning to spontaneous breathing. The response generally occurs within 2 to 3 minutes

of naloxone administration. (Continue resuscitation while waiting for the naloxone to take effect.)

Because naloxone has a relatively short duration of effect, overdose symptoms may return. Therefore, it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

SIGNS OF OPIOID WITHDRAWAL. The signs and symptoms of opioid withdrawal in an individual who is physically dependent on opioids may include body aches, diarrhea, tachycardia, fever, runny nose, sneezing, piloerection (gooseflesh), sweating, yawning, nausea or vomiting, nervousness, restlessness or irritability, shivering or trembling, abdominal cramps, weakness, tearing, insomnia, opioid craving, dilated pupils, and increased blood pressure. These symptoms are uncomfortable, but not life threatening. After an overdose, a person dependent on opioids should be medically monitored for safety and offered assistance to get into treatment for opioid use disorder.

If a person does not respond to naloxone, an alternative explanation for the clinical symptoms should be considered. The most likely explanation is that the person is not overdosing on an opioid but rather some other substance or may be experiencing a non-overdose medical emergency.

In all cases, support of ventilation, oxygenation, and blood pressure should be sufficient to prevent the complications of opioid overdose and should be given priority if the response to naloxone is not prompt.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone.
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.

NOTE: All naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

OPIOID ANTAGONIST MEDICATION SPECIFICS TRAINING

Training is required prior to the administration of Naloxone. Education Code 49413.3 outlines training requirements for K-12 schools, which is required initially and then annually. Topics include:

- · Techniques for recognizing symptoms of an opioid overdose
- · Standards and procedures for the storage, restocking, and emergency use of Narcan
- · Basic emergency follow up procedures, including but not limited to, a requirement for the school administration or designee to call emergency medical services and to contact the student's

parent/guardian. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation

- · Written materials covering the information required under this subdivision

STORAGE

Naloxone will be stored in accordance with manufacturer's instructions It will be stored in a secured but unlocked location, where all trained personnel shall have access to the medication. Inspection of the naloxone shall be conducted at regular intervals.

PANDEMIC INFLUENZA OR OTHER

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:
- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.   San Diego Cooperative Charter School will develop and follow protocols based on guidance from Health Department, including the implementation of PPE and other health and safety measures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Activate heightened surveillance of illness within school site.   Gather data on symptoms of students and staff who are sick at home.
- Insure that students and staff members who are ill stay home.
- Send sick students and staff home from school immediately.
- Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- Monitor bulletins and alerts from the Department of Health and Human Services.
- Keep staff informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- Respond to media inquiries regarding school attendance status.
- Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- Practice "respiratory hygiene etiquette".
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Implement online homework assignments so that students can stay home.

Respiratory Hygiene Etiquette
- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag
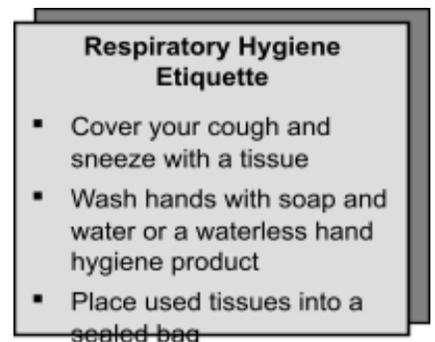
Please see supplementary responses for COVID-19 response

POISONING/CONTAMINATION

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.

Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.

Provide list of potentially affected students and staff to responding authorities.

Provide staff with information on possible poisonous materials in the building.

Notify Administration of situation and number of students and staff affected.

Confer with Department of Health and Human Services before the resumption of normal school activities.

Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

◊ Notify principal/site administrator.
◊ Call the Poison Center Hotline 1-800-222-1222.
◊ Administer first aid as directed by poison information center.
◊ Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

◊ Keep poisonous materials in a locked and secure location.
◊ Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
◊ Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

PUBLIC DEMONSTRATION

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
- Contact local police department for the school's jurisdiction and advise them of the situation.
- Notify staff of the planned demonstration.
- Develop an information letter to parents.
- Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
- Designate a staff member to handle incoming calls during the demonstration.
- Establish areas where demonstrators can set up without affecting the operation of the school
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

- Do not allow students to be interviewed by the media or join in the demonstration

SEXUAL ASSAULT

[REDACTED FOR PUBLIC VIEW - FULL PLAN CAN BE FOUND IN

THE MAIN OFFICE]

SEVERE WEATHER

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

<u>Severe Storm</u>

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ◊ Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- ◊ Report to site by 6 a.m. to check for power outages, flooding, etc.
- ◊ Determine whether school will be closed or remain open.
- ◊ Notify superintendent of school status.
- ◊ Assign staff to activate staff and parent phone trees
- ◊ Post school status on school website.
- ◊ Notify utility companies of any break or suspected break in utility lines.
- ◊ Take appropriate action to safeguard school property.
- ◊ Upon passage of the storm, return to normal routine.

<u>Windstorm</u>

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ◊ Monitor weather forecasts to determine onset of storm conditions that may affect school operations
- ◊ Notify utility companies of any break or suspected break in utility lines.
- ◊ Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- ◊ Take appropriate action to safeguard school property.
- ◊ Upon passage of the storm, return to normal routine.

STAFF ACTIONS:

- ◊ Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- ◊ Initiate **TAKE COVER** with students in the shielded areas within the building.   Stay away from windows.
- ◊ Take attendance. Report any missing students to principal/site administrator.
- ◊ Close all blinds and curtains.
- ◊ Avoid auditoriums, gymnasiums and other structures with large roof spans.
- ◊ Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks and quiet recreational activities.

SUICIDE ATTEMPT

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community.   There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted.   Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call ambulance in event of overdose or injury requiring medical attention.
- Call 911 if immediate threat exists to the safety of the student or others.
- Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, USE EXTREME CAUTION.   Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Cancel all outside activities.
- Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
- If allegations warrant, refer student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- Arrange for medical or counseling resources that may provide assistance.

STAFF ACTIONS:

- Inform the Principal of what was written, drawn, spoken and/or threatened.
- Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do <u>NOT</u> struggle if you meet resistance.
- Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

Steps for Suicide Intervention

- Stabilize individual
- Assess risk
- Determine services needed
- Inform
- Follow-up
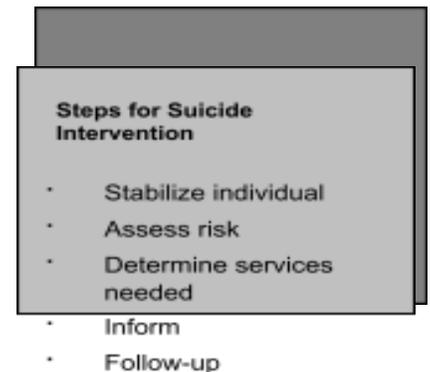
SUSPICIOUS PACKAGE

[REDACTED FOR PUBLIC VIEW - FULL PLAN CAN BE FOUND IN

THE MAIN OFFICE]

TERRORIST ATTACK / WAR

[REDACTED FOR PUBLIC VIEW - FULL PLAN CAN BE FOUND IN THE MAIN OFFICE]

THREAT LEVEL RED

[REDACTED FOR PUBLIC VIEW - FULL PLAN CAN BE FOUND IN THE MAIN OFFICE]

[REDACTED FOR PUBLIC VIEW - FULL PLAN CAN BE FOUND IN

THE MAIN OFFICE]

TSUNAMI

Generated by earthquakes, underwater disturbance or volcanic eruption, a tsunami is a series of waves that come onshore as a rapidly rising surge of water. Tsunami waves can travel at speeds up to 600 miles per hour in the open ocean. Areas at greatest risk of inundation are less than 25 feet above sea level and within one mile of the coastline.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Before
- ◌ Know the height of the school above sea level and its distance from the shoreline. Evacuation orders may be based on these numbers.
- ◌ Be familiar with tsunami warning signs. An earthquake or a sizable ground rumbling is a warning signal to people living near the coast. A noticeable rapid rise or fall in coastal waters may indicate an approaching tsunami.
- ◌ Make plans for evacuation by vehicle and/or by foot. Pick an inland location that is elevated. Identify an alternative evacuation site in case roads are blocked.

During
- ◌ Heed natural warnings. An earthquake or rapid fall in coastal waters may serve as a warning that a tsunami is coming
- ◌ Monitor the NOAA Weather Radio Service for tsunami warnings: http://wcatwc.arh.noaa.gov/. Authorities will issue a warning and tone alert only if they believe there is a potential threat of a tsunami.
- ◌ Quickly move students and staff to higher ground as far inland as possible. Follow instructions issued by local authorities. Planned evacuation routes may be blocked; bridges may be damaged. Every foot inland or upwards may make a difference.
- ◌ Notify superintendent of school status.
- ◌ Remain on safe ground until local authorities advise it is safe to return.

After
- ◌ Stay tuned to the National Weather Service for the latest emergency information. The tsunami may have damaged roads, bridges, and other structures that may be unsafe.
- ◌ Expect debris.
- ◌ Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.
- ◌ Determine whether school will be closed or remain open.
- ◌ Notify superintendent of school status.
- ◌ Assign staff to activate staff and parent phone trees
- ◌ Post school status on school website.
- ◌ Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may come from upstream.
- ◌ Check food supplies and test drinking water. Discard food that has come in contact with flood

waters. It may be contaminated and should be thrown out.   Use tap water only if local health officials advise it is safe.

( ) Photograph the damage, both of the building and its contents, for insurance claims.

STAFF ACTIONS:

( ) If there is a coastal earthquake, initiate **TAKE COVER** with students in the shielded areas within the building.   Stay away from windows.

( ) When the shaking stops, quickly move students and staff to higher ground, at least 100 feet above sea level and two miles inland   Buildings located in low-lying coastal areas are not safe.   Do NOT stay in such buildings if there is a tsunami warning. Be careful to avoid downed power lines.

( ) Take attendance. Report any missing students to principal/site administrator.

( ) Keep students and staff away from the beach. Watching a tsunami from the beach or cliffs could put them in grave danger. A second wave may be more destructive than the initial one.   A tsunami can move faster than a person can escape it.

( ) Return to school only if authorities advise it is safe to do so.

UTILITY FAILURE

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service. Long-term duration, students will be sent home.

PRINCIPAL/SITE ADMINISTRATOR:
- ⟨⟩ Notify utility company. Provide the following information:
    - Affected areas of the school site
    - Type of problem or outage
    - Expected duration of the outage, if known
- ⟨⟩ Determine length of time service will be interrupted.
- ⟨⟩ Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- ⟨⟩ If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- ⟨⟩ Use messengers with oral or written word as an alternate means of faculty notification.
- ⟨⟩ Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water
Toilets: _____

Drinking Water: _____

Food Service: _____

Fire Suppression: _____

Other: _____

B. Plan for Loss of Electricity
Ventilation: _____

Emergency Light: _____

Computers: _____

Other: _____

C. Plan for Loss of Natural Gas
Heat: _____

Food Service: _____

Other: _____

EMERGENCY PLAN ROLES & RESPONSIBILITIES

SITE INCIDENT COMMAND TEAM ORGANIZATIONAL CHART

SECURITY GUARDS ON CAMPUS

Per Penal Code 626.9 the Gun-Free School Zone Act of 1995. and Penal Code 30310 San Diego Cooperative Charter School may hire an armed guard to support the security measures of the school campus. The security guard will not be responsible for disciplinary actions of the students and will report to the Executive Director only, and will be provided with a designee in the Executive Director's absence. Any security guard contracted will be appropriately licensed in accordance with the penal code and will be contracted through a company that holds valid insurance.

In order to enter into an agreement for an armed security guard an initial determination of need must be approved by the San Diego Cooperative Charter School Board of Directors and, if San Diego Cooperative Charter School is on a District campus, the San Diego Unified School District must approve the general request.

The Security Guard, armed or unarmed, will have a clear understanding of duties and responsibilities. Contracted guards will be expected to serve and protect students and the community as their utmost priority and will also be expected to act as a role model for students, and tol display a cheerful disposition around children.

POSITION ACTIVATION INFORMATION

Equipment

Every position on the Site Incident Command Team will require the following equipment:

1. Identification vest
2. Campus Communication radio
3. Paper and pens/pencils
4. Job description clipboard

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

1. Once notified of your assignment, put on your vest.
2. Check in with the Site Incident Commander at the Site Incident Command Post for a situation briefing.
3. Check in with your Chief for details and updates associated with your position.
4. Obtain necessary equipment and supplies.
5. Open and maintain a Position Log (Form #2). Maintain all required records and documentation to support the history of the emergency or disaster. Document:
   a. Messages received
   b. Actions taken
   c. Decision justifications and documentation
   d. Requests filled
   e. Document missing staff

Position Deactivation

1. At the direction of the Site Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.
2. Return equipment and reusable supplies to Logistics.

SITE INCIDENT COMMANDER

Staffing Characteristics: Principal or Site Administrator

Responsibility: The Site Incident Commander is solely responsible for disaster operations and shall remain at the Site Command Post to observe and direct all operations. Ensure the safety of students, staff and others on campus.

Lead by example: your behavior sets the tone for staff and students.

Special Equipment:

- Crisis Response Boxes
- Emergency Supplies/Disaster Container
- Campus map
- Master keys
- Position-Specific forms
- AM/FM radio (battery)
- Site Command Post Tray (pens, etc.)
- Site Emergency Procedures Plan
- Tables & chairs (if Site Command Post is outdoors)
- Megaphones
- Staff rosters (2 sets)
- Emergency Radio
- Copies of Forms

Start-Up:

- Assess type and scope of emergency
- Determine threat to human life and structures
- **Implement Site Emergency Response Procedures**
- Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives
- Activate functions (assign positions) as needed
- Fill in Position Assignment Log as positions are staffed
- Appoint a backup Site Incident Commander in preparation for long-term operations

During Event:

- Continue to monitor and assess total school situation
- View site map periodically for damage assessment information and status of Search & Rescue operations
- Check with Sections Chiefs for periodic updates
- Reassign personnel as needed
- Use Emergency Radio to relay information to the Emergency Operations Center on status of staff, campus as needed
- Develop and communicate revised incident action plans as needed
- Authorize release of information
- Plan and take regular breaks, 5 minutes each hour - away from the Site Command Post

- Plan regular breaks for all staff and volunteers. Take care of your caregivers!

- Release staff as appropriate per SDCCS guidelines. By law, during a disaster, all staff become "Disaster Service Workers" and can be deployed by the Superintendent

- Remain on and in charge of your site until redirected or released by the Superintendent

After:

- Authorize deactivation of sections or units when they are no longer required

- At the direction of the Superintendent, deactivate the entire emergency response. If Law Enforcement, Fire Department or other outside agency calls an "All Clear".

- Ensure that any open actions not yet completed will be taken care of after deactivation

- Ensure the return of all equipment and reusable supplies to Logistics

- Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Planning & Intelligence Section Chief

- Proclaim termination of the emergency and proceed with recovery operations if necessary

SAFETY OFFICER

Reports to: **Site Incident Commander**

Staffing Characteristics: **These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.**

Responsibility: The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Special Equipment:

- Hard hat (if available)

Start-Up:

- Assess type and scope of emergency
- Determine threat to human life and structures.
- Implement Site Emergency Procedures Plan
- Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives
- Activate functions (assign positions) as needed
- Fill in Position Assignment Log as positions are staffed
- Appoint a backup Site Incident Commander in preparation for long-term operations

During Event:

- Monitor drills, exercises, and emergency response activities for safety
- Identify and mitigate safety hazards and situation
- Stop or modify all unsafe operations
- Ensure that responders use appropriate safety equipment
- Think ahead and anticipate situations and problems before they occur
- Anticipate situation changes, such as severe aftershocks, in all planning
- Keep the Site Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions

PUBLIC INFORMATION OFFICER

Reports to:	**Site Incident Commander**
Staffing Characteristics:	**These duties are typically carried out by the Site Incident Commander or the Executive Director. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.**

Responsibility: Staff, students, parents and the public has the right and need to know important information related to emergencies/disaster at the school site **as soon as it is available.**

The Public Information Officer acts as the official spokesperson for the school site in an emergency situation. If the Executive Director, he/she will be the official spokesperson.

Special Equipment:

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms:
    - Public Information Release Worksheet
    - School Accountability Report

- Scissors
- School site map(s) and area map(s):
    - 8-1/2 x 11 handouts
    - Laminated display

- Digital recorder/voice recorder

Start-Up Activities:

• Determine a possible "news center" site as a media reception area (located away from the Site Command Post and students). Get approval from the Site Incident Commander

• Consult with the Executive Director to coordinate information release

• Assess situation and obtain statement from the Site Incident Commander. Tape-record, if possible

• Advise arriving media that the site is preparing a press release and approximate time of its issue

• Open and maintain a Team Member Log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- Keep up-to-date on the situation

- Statements must be approved by the Site Incident Commander and should reflect:
    - Reassurance - "Everything's going to be OK."
    - Incident or disaster cause and time of origin
    - Size and scope of the incident
    - Current situation - condition of school site, Evacuation progress, care being given, injuries, student release location, etc. Do not release any names
    - Resources in use
    - Best routes to school if known and appropriate
    - Any information school wishes to be released to the public
    - **Read** statements if possible

- When answering questions, be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase "no comment."

- **Remind school site staff and volunteers to refer all questions from media or waiting parents to the Public Information Officer**

- Update information periodically with Site Incident Commander

- Ensure announcements and other information is translated into other languages as needed

- Monitor news broadcasts about incident. Correct any misinformation heard

LIAISON OFFICER

Reports to: **Site Incident Commander**

Staffing Characteristics: **These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.**

Responsibility: The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the school and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

During Event:

- Brief Agency Representatives on current situation, priorities, and incident action plan

- Ensure coordination of efforts by keeping Site Incident Commander informed of agencies' action plans
- Provide periodic update briefings to Agency Representatives, as necessary

OPERATIONS SECTION CHIEF

Reports to: **Site Incident Commander**

Staffing Characteristics: The Operations Chief should be a staff member familiar with the site and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which may include Site Facility Check & Security, Search & Rescue, and First Aid & Medical, as well as functional support units.

Special Equipment:

- Maps: See Crisis Response Box

During Event:

- Assume the duties of all operations positions until staff is available and assigned

- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists

- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed

- Communicate with Finance & Administration Section Chief as to whether or not there are any "missing". If it has been determined that there are "missing" occupants, appoint Search & Rescue Team Leader to direct search and rescue operations. Do not initiate search and rescue operations until it has been determined that there are in fact "missing" individuals.

- As information is received from the Operations staff, update the Site Incident Commander

- Inform the Site Incident Commander regarding tasks and priorities

- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities

- Schedule breaks and reassign Operations staff as needed

SITE FACILITY CHECK & SECURITY

Reports to: **Operations Chief**

Staffing Characteristics: Custodian or others familiar with the site's facilities.

Responsibility: Primary responsibility is to conduct initial damage assessment. Also controls utilities, and restricts access to unsafe areas. Assists with traffic control for First Responder vehicles, parent pick-up and the media.

Special Equipment:

- Hard hat
- Work gloves
- Whistle
- Master keys
- Bucket or duffel bag with goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Utility shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools

During Event:

- Observe the campus and report any damage by radio to the Site Command Post

- Lock or open gates and major external doors appropriate for the situation
- Locate/control/extinguish small fires as necessary
- Check gas meter and, **if gas is leaking**, shut down gas supply
- Shut down electricity only if building has clear structural damage or advised to do so by Site Incident Commander
- Post yellow caution tape around damaged or hazardous areas
- Verify that campus gates are secured and report same to Site Incident Commander

- Advise Site Incident Commander of all actions taken for information and proper logging
- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety

- Direct traffic of vehicles of parents, First Responders, and media on and off campus as appropriate

SEARCH & RESCUE TEAM LEADER

Reports to:	**Operations Chief**
Staffing Characteristics:	Trained in Search & Rescue
Responsibility:	Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief. Search & Rescue operations are focused on finding and rescuing "missing" occupants. **Operations should not begin until it is clear who if any is missing. Otherwise, Search & Rescue Teams could be vulnerable to unnecessary risk and injuries.**

Special Equipment:

- Search & Rescue Team Member Backpacks for Buddy Teams
- Disaster Container

Start Up Activities:

- **Anyone entering damaged buildings and surround areas must be wearing sturdy shoes and long sleeves**
- Put batteries in flashlight
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, missing, or other situations requiring response

- **Each Buddy Team will consist of 3 persons.**

During Event:

- **Buddy system: 3 persons per Buddy Team.**
  - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first
  - **Follow all operational and safety procedures**
- Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking gas or extinguish fires, if possible

- Before entering a building, inspect complete exterior of building. Report structural damage to Team Leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged building**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk to mark slash "/" on door when entering room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark slash "\" on door to create an "X". This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: "Room A-123 is clear")*

- When injured victim is located, Buddy Team transmits location, number, and condition of injured to the Operations Chief who will inform the First Aid & Medical Team Leader. Do not use names of students or staff
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information
- Keep radio communication brief and simple. No codes

SEARCH & RESCUE TEAM

Reports to:	**Search & Rescue Team Leader**
Staffing Characteristics:	Trained in Search & Rescue
Responsibility:	Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief.

Special Equipment:

- Search & Rescue Team Member Backpack
- Disaster Container
- Walkie-Talkies for Buddy Teams to communicate with the Team Leader

Start Up Activities:

- **You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight
- First to arrive temporarily assumes role of Search & Rescue Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response
- **Each Buddy Team will consist of 3 persons**

During Event:

- **Buddy system: 3 persons per Buddy Team**
  - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation firs
  - **Follow all operational and safety procedures**
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- When injured victim is located, Buddy Team transmits location, number, and condition of injured to the Operations Chief who will inform the First Aid & Medical Team Leader. Do not use names of students or staff

- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information

- Keep radio communication brief and simple. No codes

FIRST AID & MEDICAL TEAM LEADER

Reports to: **Operations Chief**

Staffing Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e., School Nurse).

Responsibility: Leads First Aid & Medical Teams in providing emergency medical response, first aid, and psychological or Critical Incident Stress Management (CISM) counseling.

Special Equipment:

- Marking pens
- First aid supplies: stretchers, blankets, vests (if available), quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms: Notice of First Aid Care Provided
- Medical Treatment Log

Start Up Activities:

- The following standards are recommended for establishing First Aid & Medical Teams: Sites with less than 500 students = 2 Buddy Teams; Sites with greater than 500 students = 3 Buddy Teams
- Establish scope of disaster with the Site Incident Commander and determine probability of outside emergency medical support and transport needs
- Request assistance from the Crisis Response Team for psychological staff and student needs
- Activate Buddy Team, as necessary
- Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container

- Assess available inventory of supplies and equipment
- Review safety procedures and assignments with personnel
- Establish point of entry ("triage") into treatment area
- Establish "immediate" and "delayed" treatment areas
- Set up a separate Psychological First Aid area with staff trained in CISM from the Crisis Response Team

During Event:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
    - Non-latex gloves for protection from body fluids; replace with new gloves for each new patient

- Make sure that accurate records are kept
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance
- If needed, request additional personnel from Logistics
- Brief newly assigned personnel

- Report deaths immediately to Operations Section Chief.
  After pronouncement or determination of death:
  - **Do not** move the body until directed by Site Incident Commander
  - **Do not** remove any personal effects from the body. Personal effects must remain with the body **at all times**
  - As soon as possible, **notify Operations Section Chief**, who will notify the Site Incident Commander, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner
  - Keep accurate records and make available to law enforcement and/or the Coroner when requested
  - Write the following information on two tags:
    o Date and time found
    o Exact location where found
    o Name of decedent, if known
    o If identified—how, when, by whom
    o Name of person filling out tag
    o Attach one tag to body

- If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Place any additional personal belongings found in a separate container and label as above. Do not attach to the body - store separately near the body

- Keep Operations Section Chief informed of overall status

- Stay alert for communicable diseases and isolate appropriately

After:

- Conduct a Critical Incident Stress Debriefing for staff

FIRST AID & MEDICAL TEAM

Reports to:	**First Aid & Medical Team Leader**
Staffing Characteristics:	Trained in First Aid and Critical Incident Stress Management (CISM)
Responsibility:	Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- First Aid & Medical Team supplies
- Marking pens
- Stretchers, blankets, vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from health office
- Forms:
    - o Medical Treatment Log
    - o Notice of First Aid-Care Provided

Start Up Activities:

- Obtain and wear personal safety equipment including latex gloves
- Use approved safety equipment and techniques
- Check with First Aid & Medical Team Leader for assignment

During Event:

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

Buddy Teams:
- Deploy Buddy Teams when a victim has been identified. Provide care as appropriate and transport to the Medical Treatment Are

Triage Entry Area:
- Staffed by the First Aid & Medical Team Leader and Buddy Team members not on deployments
- Confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged
- Logs victims' names on form and sends forms to the Operations Section Chief as completed. Do not transmit victim names over the radio or walkie-talkie

Treatment Areas ("Immediate" & "Delayed")
- Completes secondary head-to-toe assessment
- Records information on triage tag and onsite treatment records
- Follow categories: Immediate, Delayed, Dead
- When using 2-way radio, do not use names of injured or dead

After:

- Clean up first aid area. Dispose of hazardous waste safely

- Assist in the Critical Incident Stress Debriefing for the staff

REUNIFICATION TEAM LEADER

Reports to: **Operations Chief**

Staffing Characteristics: Highly organized. A calm, command presence. Principal, Associate Principal or Administrative Designee. If reunification is the only operation being performed, the RTL can be the incident commander.

Responsibility: Lead the entire reunification process. Ensure the timely and organized reunification of children with parents. Support Reunification team.

Special Equipment:

- Signs for way-finding (Parking, Request Gate, Release Gate, Have Photo ID ready, etc.)
- Clipboard

- Phone or radio to communicate with team

- Forms: to provide to team
  - o Student Accountability Report
  - o Notice of First Aid-Care Provided

Start Up Activities:

- Request additional personnel, if needed

- Ensure signage for way-finding and instruction is posted throughout the school

- Assign staff as needed to reunification locations/roles (request gate, release gate, notification area, runners, greeters, etc.
- Ensure team members/locations have all necessary equipment (tables, forms, etc.)

- Refer to School Site Reunification Plan when necessary

During Event:

- Monitor the safety and well-being of the parents, students and staff

- Mitigate any identified problems

- Ensure team members are getting breaks

- Maintain order

- Work with security on any safety issues

- Direct all requests for information to the Public Information Officer

ASSEMBLY AREA LEADER

Reports to: **Operations Chief**

Staffing Characteristics: Trained in managing large groups of students - Associate Principal or Administrative Designee

Responsibility: Ensure the care and safety of all students on campus (except those who are in the Medical Treatment Area).

Special Equipment:

- Ground cover and tarps

- First aid kit, water, food, sanitation supplies

- Student activities: books, games, coloring books, etc.

- Forms:
  - o   Student Accountability Report
  - o   Notice of First Aid-Care Provided

Start Up Activities:

- Request additional personnel, if needed

- If school is evacuating:
- o   Verify that the Evacuation Area and routes to it are safe
- o   Count or observe the classrooms as they exit, to make sure that all classes evacuate
- o   Initiate the set-up of portable toilet facilities and hand washing stations

During Event:

- Monitor the safety and well-being of the students and staff in the Evacuation Area

- Administer minor first aid as needed

- Support the Release Gate process by releasing students with appropriate paperwork

- When necessary, provide water and food to students and staff

- Make arrangements through the Logistics Section for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease

- Make arrangements to provide shelter for students and staff

- Arrange activities and keep students reassured

- Update records of the number of students and staff in the Evacuation Area (or in the buildings)

- Direct all requests for information to the Public Information Officer

REQUEST GATE

Reports to:	**Operations Chief**
Staffing Characteristics:	School staff or volunteers
Responsibility:	Assure proper processing of reunification requests at the Request Area. Also, process requests from volunteers.

Special Equipment:

- Stapler
- Box(es) of Emergency Cards
- Signs: Parent Request Gate
- Empty file boxes to use as out boxes
- Pens for parents' to complete forms
- Forms:
    - Student Release Form
    - Volunteer Assignment Log

Start Up Activities:

- Secure area against unauthorized access. Mark gate with sign
- Set up Request Area inside the fencing at the main student access gate. Use alphabetical grouping signs to organize parent requests
- Pass Student Release Forms through the fence to the parents or guardians. Assign volunteers to assist
- Ensure an adequate distance between the Request Area and the Release Gate – 100 feet or more is recommended

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians
- **Refer all requests for information to the Executive Director**

- If volunteers arrive to help, have them report to the Request Area to be registered

Reunification Procedures:

- Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification
- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card
- Staff instructs the requester to proceed to the Release Gate
- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box
- Runner takes form(s) to the designated classroom

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

If student is with class:
• Runner shows Student Release Form to the teacher
• Teacher marks box, **"Sent with Runner"**
• If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner
• Runner walks student(s) to Release Gate
• Runner hands paperwork to staff at Release Gate

If student is not with the class:
• Teacher makes appropriate notation on Student Release Form:
    • **"Absent"** if student was never in school that day
    • **"First Aid"** if student is in Medical Treatment Area
    • **"Missing"** if student was in school but now cannot be located
• Runner takes Student Release Form to the Operations Chief
• Operations Section Chief verifies student location if known and directs runner accordingly.
• **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Operations Chief for verification**

RELEASE GATE

Reports to: **Operations Chief**

**Staffing
Characteristics:**   School staff or volunteers

Responsibility: Assure proper reunification of student with parent or authorized adult at the Release Gate.

Special Equipment:

- Stapler

- Pens for parents to sign Student Release Log

- Student Release Log

- Signs: Release Gate

- Empty file boxes to use for processed Student Release Forms

Start Up Activities:

- Secure area against unauthorized access. Mark gate with sign.

- Set up Release Gate away from the Request Area.

- Assign volunteers to assist, as needed.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.

- **Refer all requests for information to the Executive Director.**

If student is with class:

• Runner shows Student Release Form to the teacher

• Teacher marks box, **"Sent with Runner"**

• If appropriate, teacher sends parent copy of Notice of First Aid Given Form with the runner.

• Runner walks student(s) to Release Gate

• Runner hands paperwork to staff at Release Gate

• Release Gate staff matches student to requester, verify proof of identification, ask requester to sign the Student Release Log, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable

If student is not with the class:

• Teacher makes appropriate notation on Student Release Form:

    o   **"Absent"** if student was never in school that day

    o   **"First Aid"** if student is in Medical Treatment Area

    o   **"Missing"** if student was in school but now cannot be located

• Runner takes Student Release Form to the Operations Section Chief

• Operations Section Chief verifies student location if known and directs runner accordingly.

• If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Operations Section Chief for verification

• Parent should be notified of missing student status and escorted to Crisis Counselor

• If student is in first aid, parent should be escorted to Medical Treatment Area

• If student was marked absent, parent will be notified by staff member

PLANNING & INTELLIGENCE SECTION CHIEF

Reports to: **Site Incident Commander**

Staffing Characteristics: Resource Teacher

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- File box(es)

- Dry-erase pens and eraser

- Large site map of campus, laminated or covered with Plexiglas

- Forms:

- Team Member Activity Log

During:

- **Gather information about the incident and post it for use by rest of the ERT**

- Assist the Site Incident Commander in writing Incident Action Plan

    Records:

- Maintain time log of the Incident, noting all actions and reports

- Record content of all radio communication with the School's Emergency Operations Center (EOC)

- Record verbal communication for basic content

- Log in all written reports

    - **Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents**

- File all reports for reference

Student and Staff Accounting:

• Report first aid and medical needs to First Aid & Medical Team Leader

• File forms for reference

• Track regular and overtime of all staff

Situation Status Map:

• Collect, organize and analyze situation information

• Mark site map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus

• Preserve map as legal document until photographed

• Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

• Provide current situation assessments based on analysis of information received

• Develop situation reports for the Site Command Post to support the action planning process

• Think ahead and anticipate situations and problems before they occur

LOGISTICS SECTION CHIEF

Reports to:	**Site Incident Commander**
Staffing Characteristics:	Administrative skills
Responsibility:	The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Equipment:

- Cargo container or other storage facility with all emergency supplies stored on site

- Forms

- Site Status Report

- Volunteer Assignment List

Start Up Activities:

- Ensure that the Site Command Post and other facilities are setup as needed

Special Equipment:

- Cargo container or other storage facility and all emergency supplies stored on site

Start-Up Activities

- Set up the Site Command Post (including Crisis Response Boxes and Disaster Container)
- Begin distribution of supplies and equipment as needed

- Review staff roster and begin call-back, as required

During Event:

- Maintain security of cargo container, supplies and equipment

- Distribute supplies and equipment as needed

- Assist team members in locating appropriate supplies and equipment

- Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed

- Coordinate with the Site Incident Commander on establishing the need for future work shifts and related staffing needs
- Coordinate supplies, equipment, and personnel needs with the Site Incident Commander
- Maintain security of cargo container, supplies and equipment

After: Secure all equipment and supplies

FINANCE & ADMINISTRATION SECTION CHIEF

Reports to:	**Site Incident Commander**
Staffing Characteristics:	Familiar with common financial record keeping standards. Office staff.
Responsibility:	Most immediate duty is to account for all occupants. This is accomplished by gathering attendance information immediately following the emergency in order to determine who, if any, are missing. Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, and recovering school records following an emergency.

Special Equipment::

- None

During:

- Receive, record, and analyze Student Accounting Forms

- Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically

- **Report missing persons and site damage to Planning & Intelligence Section Chief**

- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials

- Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the School level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly

- Manage and analyze timekeeping records for emergency responders

- Determine process for tracking regular and overtime of staff

- Ensure that accurate records are kept of all staff members, indicating hours worked

- If staff that are not normally assigned to the site are working, be sure that records of their hours are kept

- Determine process for tracking purchases

- Support Logistics in making any purchases which have been approved by the Site Incident Commander

After:

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Planning & Intelligence Section Chief to gather all pertinent documents and records

Position: Supplies, Facilities, & Staffing

Reports to:

Logistics Chief

Staffing Characteristics:

It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.

Responsibility:

Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

Special Equipment:

☐ Cargo container or other storage facility and all emergency supplies stored on site

Start-Up Activities:

☐ Open supplies container or other storage facility if necessary.

☐ Begin distribution of supplies and equipment as needed.

☐ Set up the Site Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)

☐ Review staff roster and begin call-back, as required.

During Event:

☐ Maintain security of cargo container, supplies and equipment.

☐ Distribute supplies and equipment as needed.

☐ Assist team members in locating appropriate supplies and equipment.

☐ Set up Staging Area, Sanitation Area, Feeding Area, First Aid &

Medical Treatment Area, and other facilities as needed.

☐ Coordinate with the Site Incident Commander on

establishing the

need for future work shifts and related staffing needs.

After:

☐ Secure all equipment and supplies.

FORMS

#1 Incident Action Plan

#2 Position Log

#3 First Aid & Medical Treatment Victim Log

#4 First Aid & Medical Team Supplies

#5 Student Release Form

#6 Site Incident Command Team Assignment Form

#7 Student Accounting Form

#8 Notice of First Aid Care Given Form

#9 Volunteer Assignment List

#10 Site Status Report

#11 Search & Rescue Recommended Supplies

#12 Public Information Worksheet

INCIDENT ACTION PLAN

INCIDENT NAME *(i.e. Fir , Flood, Earthquake)*	DATE & TIME PREPARED	PREPARED BY *(/CS Documentation)*

INCIDENT OBJECTIVE   *(Big picture objective, i.e: Evacuate or Shelter students)*

OPERATIONAL PERIOD   *(Time period set to achieve current objectives and report back -from beginning date and time to end date and time)*

CURRENT OBJECTIVES *(Simple, achievable-within- time-frame objectives)*

-
-
-
-
-
-
-

WEATHER FORECAST FOR OPERATIONAL PERIOD

left blank

POSITION LOG

TIME	SITUATION	RESPONSE	INITIAL

left blank

FIRST AID & MEDICAL TREATMENT VICTIM LOG

(Used by the First Aid & Medical Team at the First Aid & Medical Treatment Area)

Site Name _____ Date _____

Name _____ Triage Tag# Triage Category Transported To;   Released time

FIRST AID & MEDICAL TEAM SUPPLIES

- ☐ 4 x 4" compress: 1000 per 500 students
- ☐ 8 x 1O" compress: 150 per 500 students
- ☐ Kerlix bandages: 1 per student
- ☐ Ace wrap: 2-inch: 12 per campus and 4-inch: 12 per campus
- ☐ Triangular bandage: 24 per campus
- ☐ Cardboard splints: 24 each, sm, med. lg.
- ☐ Steri-strips or butterfly bandages: 50 per campus
- ☐ Aqua-Blox (water) cases (for flushing wounds, etc.): 0.016 x students+ staff = # cases

  Hydrogen Peroxide: 10 pints/campus

  Bleach - 1 small bottle
- ☐ Antiseptic Hand Gel or Packets
- ☐ Stretchers or backboards: use on-site supplies from the Nurse's Office or create transport devices by utilizing such things as blankets or doors off hinges - 1.5/100 students

  Scissors, paramedic: 4 per campus
- ☐ Tweezers: 3 assorted per campus
- ☐ Triage tags: 50 per 500 students
- ☐ Latex gloves: 100 per 500 students
- ☐ Oval eye patch: 50 per campus
- ☐ Tapes: 1" cloth: 50 rolls/campus and 2" cloth: 24 per campus
- ☐ Dust masks: 1 per student and staff
- ☐ Disposable blanket: 10 per 100 students
- ☐ First Aid Books: 2 standard and 2 advanced per campus
- ☐ Space blankets: 1 per student and staff

STUDENT RELEASE FORM

(delivered by runner)

Please Print

Student's Name _

Teacher _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ Grade _ _ _ _ _ _ _ _ _ _

Requested by_____

* * * * * * * * * * * * _ * * * _ * _ * * * * * * *

To be filled in by Request Gate Staff

Proof of I.D._____Name on Emergency Card_____
(yes) (no)

* *

Student's Status
To be filled in by Teacher

Sent with runner   Absent___   First Aid___   Missing___

_____

* *

To be filled in by Release Gate Staff

Proof of I.D._____Name on Emergency Card_____
(yes) (no)

• •

To be filled in by Requester at the Release Gate

Requester's Signature _

Destination: _

Date: _____

Time _____

* *

Give the student's Out-of-State Contact number to the person picking up the student.

SITE INCIDENT COMMAND TEAM ASSIGNMENT FORM

```
                        ┌──────────────┐
                        │ Site         │
                        │ Incident     │
                        │ Commander    │
                        └──────────────┘
        ┌──────────────┐      │      ┌──────────────┐
        │ Public       │      │      │ Safety       │
        │ Information  │──────┤      │ Officer      │
        │ Officer      │      │      │              │
        └──────────────┘      │      └──────────────┘
        ┌──────────────┐      │
        │ Liaison Officer│    │
        │              │      │
        └──────────────┘
```

Operations Chief	Planning & Intelligence Chief	Logistics Chief	Finance & Administration Chief
Site Facility Check / Security	Documentation	Supplies, Facilities, & Staffing	
Search & Rescue	Situation Analysis		
First Aid & Medical			
Assembly Area			
Request Gate			
Release Gate			

STUDENT ACCOUNTING FORM

Date:_____

Room Number:_____

Enrolled per Register:_____

Reported by:_____

Not in School Today:_____

Received by:_____

Present Now:_____

1. Students or classroom volunteers elsewhere (off campus, left in room, other location, etc.)

Name   Location   Problem

.

.

.

.

.

2. Students on playground needing more first aid than you can handle:

Name   Location   Problem

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.

.

.

Additional comments: (report fire, gas/water leaks, blocked exits, structural damage, etc.) _____

.

NOTICE OF FIRST AID CARE GIVEN

DATE: _____

SCHOOL: _ _ _ _ _ _ _ _ _ _ _ _ _

Dear Parent,

_____was injured at school and has been given first aid.

If you feel further care is necessary, please consult your family physician.

Nature of Injury:_____

Destination (if not presently on site):_____

Transporting Entity (if not presently on site):_____

Time of Transport: _____

Additional
Information_ _

Please sign to release the student to your care.

SIGNATURE OF PARENT/GUARDIAN

_____
SIGNATURE OF SCHOOL REPRESENTATIVE

Note: Keep this form with your school's medical treatment records. Do not send this home with the student.

8/08

VOLUNTEER ASSIGNMENT LIST

Volunteer Name/Address/Phone   Time   Position

1._ _

2._ _

3._ _

4   _

5._____

6._____

SITE STATUS REPORT

TO:_____FROM:_____

LOCATION:_____

DATE:_____   _ _ _   _ _ _   _ _ _ _

TIME:_____

PERSON IN
CHARGE at site:_ _

Message via: 2-way Radio   Radio   Telephone ____   Messenger____.

_____

<u>EMPLOYEE/STUDENT</u> <u>STATUS</u>

	Absent	Injured	Sent to hospital	Dead	*missing*	Not accounted for	Released to parents	*# Being supervised*
Students								
Site Staff								
Others								

STRUCTURAL DAMAGE - check damaqe/problems and indicate location(s)

	Damage/Problem	**Location(s)**
	Gas leak	
	Water	
	Fire	
	Electrical	
	Communications	
	Heatinq/coolinq	
	other:	
	other:	

MESSAGE: (include kind of immediate assistance required; can you hold out without assistance/how long?; overall condition of campus, neighborhood & street conditions; outside agencies on campus and actions; names of injured, dead, missing and accounted for ASAP)

BUILDING INITIAL DAMAGE ASSESSMENT

If description of damage, include Building and/or Room references. Be specific of location of all damage

School San Diego Cooperative Charter School			DATE:	
Buildings Damaged				
Space is (check all that apply)				
□ Not usable	□ Usable	□ Wet/Damp	□ Dry	□ Unknown
Utilities are operational (check all that apply)				
□ Phone	□ Internet	□ Electrical Power	□ Water	□ Sewer
Ceiling (e.g wet, sagging, collapse)				
Walls (e.g. cracks, watermarks, soot)				
Floor/Carpet (e.g. wet, burnt, torn, mildew)				
Water Leaks (e.g. from roof, through walls, windows)				

Doors/Windows (e.g. broken locks, hinges, awnings)
Fixtures (e.g. electrical outlets, lighting)
Equipment/Furniture (e.g. lab equipment, PE Equipment, office equipment)
Other

SEARCH & RESCUE RECOMMENDED SUPPLIES

SDCCS recommends that each Search & Rescue Team have two members and that the following number of teams be maintained:

Elementary School = 2 Teams
Middle Schools = 2 Teams

Member Supplies

☐ Backpack

☐ Work Gloves

☐ Helmet
☐ Identifying Vest
☐ Safety Goggles
☐ Flashlight (with extra batteries)
☐ Personal First Aid Kit
☐ Water
☐ Whistle
☐ Marker Pens
☐ Pocket Knife
☐ Duct Tape
☐ Utility Shut Off Tools
☐ Note Pad and Pen
☐ Cyalume Sticks (light sticks)
☐ Walkie - Talkie

Team Supplies
☐ Fire Extinguisher 3-A:40-B:C
☐ Pry Bar 36"

☐ Axe
☐ Sledge Hammer 5-8 lb.
☐ Bolt Cutter

PUBLIC INFORMATION WORKSHEET

Check off, fill in, and cross off as appropriate

Name of School Site: _ _ _ _ _ _ _ _ _ _ _

Date:_____ Time:_____

NOTE: If this is used as a script, read only those items checked. Make no other comments.

(School Name)_____has just experienced a(n)

_ The (students/staff) [(are being) or (have been)] accounted for.
No further information is available at this time.

_ Emergency Medical Services [(are here) or (are on the way) or (are not available)].

_ School Police/Local Police [(are here) or (are on the way) or (are not available to us)].

_ Fire Department/paramedics [(are here) or (are on the way) or (are not available to us)].

_____ [(are here) or (are on the way) or (are not available)].

_ Communication center(s) (is/are) being set up at_____   to
answer questions.

_ Communication center(s) for families of students and employee/s (is/are) being set

up at_____ staff and   to answer questions about individual students and

reunification plans.

Injuries have been reportedat_____and are being

treated at the site by (staff/professional

medical responders). (#) injured .report

Students have been taken to a safe area, _____,and are with

(classroom teachers/staff) or ----- (insert #) Students/Staff have been taken to the local emergency
room for treatment of serious injury.

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Families of injured students/staff should go to the emergency room at

Confirmed deaths have been reported at_____

Names cannot be released until families have been notified.

Structural damage has been reported at the following sites:

Release restrictions: No   Yes   If yes, what?

Released to the public as Public Information Release #_____   _

Date/Time: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

SITE HAZARD ASSESSMENT KEY

Earthquake / Liquefaction
(Earthquake Magnitude Source: HAZUS Map Rose Canyon 6.9 Scenario 2.3.06)

Category	Degree of Risk		Index	Assigned Weighting Factor
	Level ID	Description		
Probability	N /A		0	45%
	Unlikely		1	
	Possible		2	
	Likely	All schools	3	
	Highly Likely		4	
Magnitude/ Severity	N/A		0	30%
	Negligible	Green: VI - Moderate shaking with objects falling Grey: I to V - Light Shaking with slight or no damage	1	
	Limited	Yellow: VII - Strong shaking with nonstructural damage	2	
	Critical	Orange: VIII - Very strong shaking with moderate damage	3	
	Catastrophic	Red: IX - Violent shaking with heavy damage	4	
Warning Time	N/A		0	15%
	Less than 6 hrs	All schools less than 6 hrs	4	
	6 to 12 hrs		3	
	12 to 24 hrs		2	
	More than 24 hrs		1	
Duration	N/A		0	10%
	Less than 6 hrs		1	
	Less than 24 hrs		2	
	Less than one Wk	All schools less than one week	3	
	More than one Wk		4	

-

Flooding

Category	Degree of Risk			Assigned Weighting Factor
	Level ID	Description	Index	
Probability	N /A		0	45%
	Unlikely		1	
	Possible	500 Year Flood Plain	2	
	Likely	100 Year Flood Plain	3	
	Highly Likely	50 Year Flood Plain	4	
Magnitude/ Severity	N/A		0	30%
	Negligible		1	
	Limited		2	
	Critical	All probabilities	3	
	Catastrophic		4	
Warning Time	N/A		0	15%
	Less than 6 hrs		4	
	6 to 12 hrs	All Schools at 6 to 12 hrs	3	
	12 to 24 hrs		2	
	More than 24 hrs		1	
Duration	N/A		0	10%
	Less than 6 hrs		1	
	Less than 24 hrs	All Schools at less than 24 hrs	2	
	Less than one Wk		3	
	More than one Wk		4	

Wildfire
(Source: San Diego County Hazard Mitigation Plan, 2004)

Category	Degree of Risk			Assigned Weighting Factor
	Level ID	Description	Index	
Probability	**N** /A	Grey: Little or no threat	0	45%
	Unlikely	Yellow: Moderate	1	
	Possible	Orange: High	2	
	Likely	Red: Very High	3	
	Highly Likely	Burgundy: Extreme	4	
Magnitude / Severity	N/A		0	30%
	Negligible		1	
	Limited		2	
	Critical	All	3	
	Catastrophic		4	
Warning Time	N/A		0	15%
	Less than 6 hrs	All	4	
	6 to 12 hrs		3	
	12 to 24 hrs		2	
	More than 24 hrs		1	
Duration	*NIA*		0	10%
	Less than 6 hrs	All	1	
	Less than 24 hrs		2	
	Less than one Wk		3	
	More than one Wk		4	

◄

EVACUATION PLANNING FOR SPECIAL NEEDS

GENERAL CATEGORIES OF FUNCTIONAL AND SPECIAL NEEDS

· Mobility Impairments
· Visual Impairments
· Hearing Impairments
· Speech Impairments
· Cognitive Impairments
· Other Impairments, Emotionality, or Multiple Impairments

ELEMENTS OF NEEDED EVACUATION INFORMATION

· Notification/Communication (What is the emergency?)
· Orientation (Where is the way out?)
· Accessible and Safe Routes (Can I get out by myself, or do I need help?)
   o Self
   o Self with device
   o Self with assistance
· Personal Assistance (What kind of assistance might I need?)
   o Who
   o What
   o Where
   o When
   o How

Service Animals
Service animals assist people with disabilities in their day-to-day activities. While most people are familiar with guide dogs trained to assist people with visual impairments, service animals can be trained for a variety of tasks, including alerting a person to sounds in the home and workplace, pulling a wheelchair, picking up items, or assisting with balance.

The ADA defines a service animal "as any guide dog, signal dog, or other animal individually trained to provide assistance to a person with a disability." Service animals do not have to be licensed or certified by state or local government. Under the ADA, they are permitted in private facilities that serve the public, including shelters, hospitals, and emergency vehicles; in state and local government facilities; and in the workplace.

Only under the following rare and unusual circumstances can a service animal be excluded from a facility:
· The animal's behavior poses a direct threat to the health or safety of others.
· The animal's presence would result in a fundamental alteration to the nature of a business or a state or local government's program or activity.
· The animal would pose an "undue hardship" for an employer. Such instances would include a service animal

that displays vicious behavior toward visitors or co-workers or a service animal that is out of control. Even in those situations, the public facility, state or local government, or employer must give the person with a disability the opportunity to enjoy its goods, services, programs, activities, and/or equal employment opportunities without the service animal (but perhaps with some other accommodation).

A person with a service animal should relay to emergency management personnel his or her specific preferences regarding the evacuation and handling of the animal. Those preferences then need to be put in the person's evacuation plan and shared with the appropriate building and management personnel.

People with service animals should also discuss how they can best be assisted if the service animal becomes hesitant or disoriented during the emergency situation. The procedure should be practiced so that everyone, including the service animal, is comfortable with it.

First responders should be notified of the presence of a service animal and be provided with specific information in the evacuation plan. Extra food and supplies should be kept on hand for the service animal.

Standard Building Evacuation Systems
A standard building evacuation system has three components:
· The circulation path
· The occupant notification system(s)
· Directions to and through the circulation paths

Circulation Path
A circulation path is a continuous and unobstructed way of travel from any point in a building or structure to a public way.

The components of a circulation path include but are not limited to rooms, corridors, doors, stairs, smoke-proof enclosures, horizontal exits, ramps, exit passageways, escalators, moving walkways, fire escape stairs, fire escape ladders, slide escapes, alternating tread devices, areas of refuge, and elevators.

A circulation path is considered a usable circulation path if it meets one of the following criteria:
· A person with disabilities is able to travel unassisted through the circulation path to a public way.
· A person with disabilities is able to travel unassisted through that portion of the circulation path necessary to reach an area of refuge. (See 7.2.12 of NFPA 101¨, Life Safety Code¨ for more information.)

An area of refuge serves as a temporary haven from the effects of a fire or other emergency. The person with disabilities must have the ability to travel from the area of refuge to the public way, although such travel might depend on the assistance of others. If elevation differences are involved, an elevator or other evacuation device might be used, or the person might be moved by other people using a cradle carry, a swing (seat) carry, or an in-chair carry or by a stair descent device. (See 7.2.12 of NFPA 101¨, Life Safety Code¨ , for more information.)

A usable circulation path would also be one that complies with the applicable requirements of ICC/ANSI A117.1, American National Standard for Accessible and Usable Buildings and Facilities, for the particular disabilities involved.

OCCUPANT NOTIFICATION SYSTEM

The occupant notification systems include but are not limited to alarms and public address systems. NFPA 72¨, National Fire Alarm Code, defines a notification appliance as "a fire alarm system component such as a bell, horn, speaker, light, or text display that provides audible, tactile, or visible outputs, or any combination thereof."

Directions to and through the Usable Circulation Path
Directions to and through the usable circulation path include signage, oral instructions passed from person to person, and instructions, which may be live or automated, broadcast over a public address system.

Personal notification devices, which have recently come onto the market, can be activated in a number of ways, including but not limited to having a building's alarm system relay information to the device. The information can be displayed in a number of forms and outputs. Because this technology is new to the market, such devices and systems are not discussed here; however, emergency evacuation personnel and people with disabilities may want to investigate them further.

MOBILITY IMPAIRMENT

OCCUPANT NOTIFICATION SYSTEMS
No Special Requirements. People with mobility impairments can hear standard alarms and voice announcements and can see activated visual notification appliances (strobe lights) that warn of danger and the need to evacuate. No additional planning or special accommodations for this function are required, unless the individual has multiple impairments.

ORIENTATION/WAY FINDING
Is There a Usable Circulation Path?
Can People with Mobility Impairments Use the Usable Circulation Path by Themselves?
People with mobility impairments need to know if there is a usable circulation path from the building they are in. If there is not a usable circulation path, then their plans will require alternative routes and methods of evacuation to be put in place.

Not all people using wheelchairs or other assistive devices are capable of navigating a usable circulation path by themselves. It is important to verify that each person using any assistive device can travel unassisted through the usable circulation path to a public way. Those who cannot must have the provision of appropriate assistance detailed in their emergency evacuation plans. Additionally, the plans should provide for evacuation of the device or the availability of an appropriate alternative once the person is outside the building. Otherwise, the person with the mobility impairment will no longer have independent mobility once he or she is out of the emergency situation.

Which Circulation Paths Are Usable Circulation Paths?

Exits, other than main exterior exit doors that obviously and clearly are identifiable as exits, should be marked by approved signs that are readily visible from any direction of approach in the exit access.

Where not all circulation paths are usable by people with disabilities, the usable circulation path(s) should be clearly identified by the international symbol of accessibility.

Locations of exit signs and directional exit signs are specified by model codes. Usually the signs are placed above exit doors and near the ceiling.

Supplemental directional exit signs may be necessary to clearly delineate the route to the exit. Exit signs and directional exit signs should be located so they are readily visible and should contrast against their surroundings.

People with mobility impairments should be provided with written directions, a brochure, or a map showing all directional signs to all usable circulation paths. For new employees and other regular users of the facility it may be practical to physically show them the usable circulation paths as well as provide them with written information. In addition, simple floor plans of the building that show the locations of and routes to usable circulation paths should be available to visitors with mobility impairments when they enter the building. Site staff should be trained in all the building evacuation systems for people with disabilities and be able to direct anyone to the nearest usable circulation path.

Can the Person with a Mobility Impairment Use Stairs?
Not all people with mobility impairments use wheelchairs. Some mobility impairments prevent a person from using building features that require the use of one's arms, hands, fingers, legs, or feet. People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms. The evacuation plans for these people should address alternative routes, alternative devices, or specific provisions for assistance.

Are There Devices to Help People with Mobility Impairments Evacuate?

Can the Elevators Be Used?
Although elevators can be a component of a usable circulation path, restrictions are imposed on the use of elevators during some types of building emergencies. Elevators typically return to the ground floor when a fire alarm is activated and can be operated after that only by use of a "firefighters" keyed switch. This may not be true in the event of non-fire emergencies requiring an evacuation. Consider what types of emergencies elevators can still be used.

Are Lifts Available?
If available, lifts generally have a short vertical travel distance, usually less than 10 feet, and therefore can be an important part of an evacuation. Lifts should be checked to make sure they have emergency power, can operate if the power goes out, and if so, for how long or how many uses. It is important to know whether the building's emergency power comes on automatically or a switch or control needs to be activated.

What Other Devices Are Available?
Some evacuation devices and methods, including stair-descent devices and the wheelchair carry, require the assistance of others. Determine whether the locations with elevators have Evacuation Chairs for use if elevators are not working.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?
Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders?
People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms can be assisted by anyone. A viable

plan to address this situation may be for the person with the disability to be aware that he or she will need to ask someone for assistance with a particular door or a particular device. It is important to remember that not everyone in a building is familiar with all the various circulations paths everywhere in the building and they may have to use an unfamiliar one in the event of an emergency.

How Many People Are Necessary to Provide Assistance?
One Person
When only one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, an off-site meeting, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a more reliable plan

Multiple People
When more than one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least twice the number of people required who are willing and able to provide assistance. Common sense tells us that one or more specific people may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of a pool of people who are likely to have different working and traveling schedules provides a more reliable plan.

What Assistance Will the Person(s) Provide?
Guidance
· Explaining how and where the person needs to go to get to the usable circulation path
· Escorting the person to and/or through the usable circulation path
· For students with Autism, are they hypersensitive to noise, light, crowds, touch, etc. that may affect their evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
· What if any augmentative communication device the student will need to carry with him/her during the evacuation to meet his/her communication needs?
· What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual and verbal warnings of upcoming fire drills, recording of the alarm sound in short burst, and later longer intervals on a recording, social stories about loud noises and fire drills and why it is important not to hide, etc.)
· Does the student IEP and/or BSP Include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?
Minor Physical Effort
· Offering an arm to assist the person to/through usable circulation path
· Opening the door(s) in the usable circulation path
Major Physical Effort
· Operating a stair-descent device
· Participating in carrying a wheelchair down the stairs
· Carrying a person down the stairs

Waiting for First Responders
Waiting with the person with the impairment for first responders would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way of predicting how long any given area will remain a safe haven under emergency conditions.

This topic should be discussed in the planning stage. Agreement should be reached regarding how long the person giving assistance is expected to wait for the first responders to arrive. Such discussion is important because waiting too long can endanger more lives. If someone is willing to delay his or her own evacuation to assist a person with an impairment in an emergency, planning how long that wait might be is wise and reasonable.

Where Will the Person(s) Start Providing Assistance?
Does the person providing assistance need to go where the person with the mobility impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)?

VISUAL IMPAIRMENT
COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS
No Special Requirements. People with visual impairments can hear standard building fire alarms and voice announcements over public address systems that warn of a danger or the need to evacuate or that provide instructions, unless the individual has multiple impairments. Please consult the sections that address each area of need. Refer to the IEP and Special Education team for specialized planning.

ORIENTATION/WAY FINDING
Is There a Usable Circulation Path?
Can People with Visual Impairments Use the Circulation Path by Themselves?

In addition to identifying usable circulation paths, sites should also:
- Locate or identify these paths.
- Put signs up in alternative formats
- Identify all students and staff with visual impairments
- Develop evacuation plans for different abilities

A person with a visual impairment needs to know if there is a usable circulation path from the building. If there is not a usable circulation path, then the personal emergency evacuation plan for that person will require that alternative routes and methods of evacuation be put in place.

Which Circulation Paths Are Usable, Available, and Closest?
Exits should be marked by tactile signs that are properly located.

Where not all circulation paths are usable by people with disabilities, the usable paths of circulation should be identified by the tactile international symbol of accessibility:

The location of exit signage and directional signage for those with visual impairments is clearly and strictly specified by codes.

It may be practical to physically take new students (yearly) and employees with visual impairments to and through the usable circulation paths and to all locations of directional signage to usable circulation paths. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path. Rope should be available to assist the visually impaired.

Will a Person with a Visual Impairment Require Assistance to Use the Circulation Path?

Not all people with visual impairments are capable of navigating a usable circulation path. It is important to verify that a person with a visual impairment can travel unassisted through the exit access, the exit, and the exit discharge to a public way. If he or she cannot, then the emergency evacuation plan will include a method for providing appropriate assistance.

Generally, only one person is necessary to assist a person with a visual impairment. A practical plan is to identify at least two, ideally more, people who are willing and able to provide assistance. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders

People with visual impairments who are able to go up and down stairs easily but simply have trouble finding the way or operating door locks, latches, and other devices can be assisted by anyone. A viable plan may simply be for the person with a visual impairment to be aware that he or she will need to ask someone for assistance.

What Assistance Will the Person(s) Provide?
Guidance
- Explaining how to get to the usable circulation path
- Escorting the person with the visual impairment to and/or through the circulation path
- For students with behavior disabilities, or Autism, does their IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation.
- Please note that any assistant for those with visual impairment should be CPI trained.

Minor Physical Effort
- Offering the person an arm or allowing the person to place a hand on your shoulder and assisting the person to/through the circulation path
- Opening doors in the circulation path

Waiting for First Responders
Generally speaking, a person with a visual impairment will not need to wait for first responders. Doing so would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way to predict how long any given area will remain a safe haven under emergency conditions.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the visual impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

HARD OF HEARING OR DEAF
COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

Visual Devices for the Fire Alarm System
People with hearing impairments cannot hear alarms and voice announcements. Many codes require new buildings to have flashing strobe lights (visual devices) as part of the standard building alarm system, but because the requirements are not retroactive many buildings don't have them. In addition, strobes are required only on fire alarm systems and simply warn that there may be a fire. Additional information that is provided over voice systems for a specific type of emergency such as threatening weather event, or that directs people to use a specific exit, are unavailable to people with hearing impairments.

It is extremely important for people with hearing impairments to know what, if any, visual notification systems are in place. They also need to be aware of which emergencies will activate the visual notification system and which emergencies will not. Alternative methods of notification need to be put into the emergency evacuation plans for people with hearing impairments so they can get all the information they need to evacuate in a timely manner.

Devices or Methods for Notification of Other Emergencies
The following is a partial list of emergencies that should be considered in the development of alternative warning systems:
- Natural Events
  o Storms (hurricanes, tornadoes, floods, snow, lightning, hail, etc.)
  o Earthquakes (Although a system would provide only a few seconds' notice, it may lessen anxiety and prevent panic.)
- Human-Caused Events (robbery, hostile acts, random violence, etc.)

Scrolling reader boards are becoming more common and are being applied in creative ways. In emergency situations, they can flash to attract attention and provide information about the type of emergency or situation. The Office will have control over the boards in the classrooms and around campus. Some major entertainment venues use this technology to provide those with hearing impairments with "closed captioning" at every seat, for very little cost. A reversed scrolling reader board is mounted in the back of the room. Guests with hearing impairments are provided with small teleprompter-type screens mounted on small stands. The guests place the stands directly in front of themselves and adjust the screens so they can see the reader board reflected off the screens. The screens are transparent, so they don't block the view of guests behind the screen users.

If a person with a hearing impairment is likely to be in one location for a significant period of time, such as at a desk in an office, installation of a reader board in the work area might be considered to provide appropriate

warning in an emergency.

Personal notification devices are also coming on the market. Such devices can be activated in a number of ways, including having a building's alarm system relay information to the device. Information can be displayed in a variety of forms and outputs.

E-mail and TTY phone communications are other alternative methods of notification for people with hearing impairments.

Another option is the use of televisions in public and working areas with the closed caption feature turned on.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Circulation Path Location(s) Necessary?

No Special Requirements. Once properly notified by appropriate visual notification devices of an alarm or special instructions, people with hearing impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with hearing impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building.

Elevators are required to have both a telephone and an emergency signaling device. People with hearing or speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, many people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance in areas of low or no light where their balance could be affected without visual references. In this event, the functional team should be taught signs or have pictures/pen and paper to communicate with the

hearing impaired.

OTHER CONSIDERATIONS
- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any, augmentative communication device does the student need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- What behavioral supports and rewards are needed to encourage cooperation and compliance?
- What personnel will assist in transition and monitoring for student throughout situation?

SPEECH IMPAIRMENT
COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with speech impairments can hear standard alarms and voice announcements and can see visual indicators that warn of danger and the need to evacuate. Therefore, no additional planning or special accommodations for this function are required, unless the individual has multiple impairments. Please consult the sections that address each area of need.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Location of the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Signs in alternative formats should be posted at the building entrances stating the availability of the floor plans and where to pick them up. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

The only standard building egress system that may require the ability to speak in order to evacuate a building is an emergency phone in an elevator. Elevators are required to have both a telephone and an emergency signaling device. People with speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?
No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance with voice communication devices in an elevator.

OTHER CONSIDERATIONS
- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).

COGNITIVE IMPAIRMENT

Cognitive impairments prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use the features. Cognitive impairments are caused by a wide range of conditions, but all result in some decreased level of ability to process or understand information or situations. An individual may have multiple disabilities. Please consult the sections that address each area of need.

All standard building egress systems require the ability to process and understand information in order to safely evacuate.

Possible accommodations for people with cognitive impairments might include the following:
- Providing a picture book of drill procedures
- Color coding fire doors and exit ways
- Implementing a buddy system
- Using a job coach for training

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS
No Special Requirements. People with cognitive impairments can hear standard alarms and voice announcements and see visual indicators that warn of danger and the need to evacuate. However, the ability of a person with a cognitive impairment to recognize and understand a fire alarm or other emergency notification systems and what they mean should be verified. If the person does not recognize and understand alarms, then plans for assistance need to be developed.

ORIENTATION/WAY FINDING

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use them without assistance, then plans for assistance need to be developed.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Building security personnel, including those staffing the entrances, should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders? Do the people identified have to have special training or skills? Should the helper be known to the person with cognitive impairments?

Generally, only one person is necessary to assist a person with a cognitive impairment. A practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

What Assistance Will the Person(s) Provide?
- Ensuring that the person with the cognitive impairment is aware of the emergency and understands the need to evacuate the building
- Guidance to and/or through the means of egress

Where Will the Person(s) Start Providing Assistance?
Does the person providing assistance need to go where the person with the impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

OTHER CONSIDERATIONS
- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the

evacuation to meet his communication needs?

•	What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).

•	Does the student IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

CLASSROOM EVACUATION PLANNING CHECKLIST FOR FUNCTIONAL & ACCESS NEEDS

Teacher Name: _____   Room #: _____

Building (home, office, etc.): _____   Primary Phone: _____

Are Service Animals Present: Yes   No

COMMUNICATION/OCCUPANT NOTIFICATION

Type of Emergency	Method or Device for Notification
Fire:	
Earthquake:	
Flood:	
Storm:	
Attack:	
Other (specify):	

	YES	NO	N/A	Comments
Are there emergency notification devices (alarms, etc.) appropriate for students/occupants?				
Does the teacher/aides know the location of each emergency notification device/system and do students understand its meaning/function?				
Does the teacher/aides know how to sound the alert for emergencies (manual pull box alarms, public address systems, radio, telephones)?				
If telephones are used to report emergencies, are emergency numbers posted near telephones, on next to classroom phone or in other conspicuous locations?				
Is there a way for a person with a hearing or speech impairment to report an emergency?				
If the communication system also serves as an alarm system, do all emergency messages have priority over all non-emergency messages?				
Is there a unique signal (sound, light, header) to indicate an emergency message?				

ACCESSIBLE AND SAFE ROUTE/USE OF THE WAY

	YES	NO	N/A	Comments
Are evacuation paths always free of obstructions, including furniture and equipment, so everyone can safely exit the building during an emergency?				
Do all interior doors, other than fire doors, readily open from the inside without keys, tools, or special knowledge and require less than 5 pounds of force to unlatch and set the door in motion?				
Are exit signs *not* obstructed or concealed in any way, particularly for people with vision impairments who need to find and feel the sign?				
Are exit doors kept free of items that obscure the visibility of exit signs or that may hide visual, tactile, or Braille signage?				
Is the emergency escape path clear of obstacles caused by construction or repair ?				

	YES	NO	N/A	Comments
Are usable evacuation paths at least 32 inches wide for any segment less than 24 inches in length and 36 inches for all segments 24 inches or longer?				
Is each usable evacuation path a permanent part of the facility?				
If the circulation path is not substantially level, are occupants provided with appropriate stairs or a ramp?				

ORIENTATION/WAY FINDING

	YES	NO	N/A	Comments
How do staff communicate the evacuation path to individuals with functional and special needs?				
Is the usable evacuation path clearly marked to show the route to leave the building or to relocate to some other space within the building in an emergency?				
Do doors to an evacuation path have proper maneuvering clearances?				
Can the doors be easily unlatched?				
Is each exit marked with a clearly visible sign reading "EXIT" in any necessary forms (visual, tactile, Braille)?				
Is every doorway or passage that might be mistaken for an exit marked "NOT AN EXIT" or with an indication of its actual use in any necessary forms (visual, tactile, Braille)?				
Are signs posted and arranged along evacuation paths to adequately show how to get to the nearest exit?				
Do the signs clearly indicate the direction of travel in any necessary forms (visual, tactile, Braille)?				
Do brightly lit signs, displays, or objects in or near the line of vision *not* obstruct or distract attention from exit signs, particularly for people with low vision?				

TYPE OF ASSISTANCE NEEDED

	YES	NO	N/A	Comments
Can the students evacuate themselves with a device or aid?				
What are the specific devices or aids?				
Where are the devices or aids located?				
Do the students need assistance to evacuate?				
What do the assistant(s) need to do?				
Do the assistant(s) need any training? (i.e. CPI)				
Has the training been completed?				
Have the assistants been made aware of the students' sensory needs (if applicable) to develop an awareness of any particular accommodations that the student(s) may need during the evacuation.				
Where will the assistant(s) meet the student(s) requiring assistance?				

When will the student(s) requiring assistance contact the assistant(s)?	

Number of Assistants Needed

How many assistants are needed?

_____

How will the assistant(s) be contacted in an
emergency?   _____

	Name	Phone	Cell Phone	E-mail
Assistant 1				
Assistant 2				
Assistant 3				
Assistant 4				
Assistant 5				
Assistant 6				

SERVICE ANIMAL

	YES	NO	Comments
Have the families discussed with the classroom staff their preferences with regard to evacuation and handling of the service animal(s)?			
Have the classroom staff thought about under what circumstances a decision may have to be made about leaving the service animal behind?			
What is the best way to assist the service animal if it becomes hesitant or disoriented?			
Do first responders have a copy of the detailed information for the service animal?			
Where are extra food and supplies kept for the service animal?			

Appendix

San Diego Cooperative Charter School Flu Pandemic Plan

San Diego Cooperative Charter School (SDCCS) is dedicated to the health and wellbeing of its community. This Pandemic Plan has been created with the hope that we will never have to use it. In case of a temporary school shut down, SDCCS is committed to the continued education of its students and the support of its staff and families.

Pandemic flu is not seasonal flu. A flu pandemic occurs when a new flu virus that is different from seasonal flu viruses emerges and spreads quickly between people, causing illness worldwide. Most people will lack immunity to the pandemic flu virus. Pandemic flu can be more severe, causing more deaths than seasonal flu. Because it is a new virus, a vaccine may not be available right away. A pandemic could, therefore, overwhelm normal operations in educational settings. Read more about the important differences between seasonal flu and pandemic flu.

The 2009 H1N1 pandemic was a reminder to be prepared for the unpredictable nature of pandemics. Knowing in advance which subtype of the pandemic virus will emerge is impossible, as is where and when it will emerge, how quickly the virus will spread, how severe the illness will be, and who will be the most affected. Because of this unpredictability, pre-pandemic planning must be broad and flexible.

An influenza pandemic can range from mild to extremely severe in terms of clinical severity and transmission rate. When a pandemic emerges, public health authorities should assess its projected impact and recommend rapid action to reduce virus transmission, protect populations at high risk for complications, and minimize societal disruption.

As educators we play a key role in flu readiness. Planning for and practicing Non-Pharmaceutical Interventions (NPI) actions will help SDCCS respond more effectively when an actual emergency occurs.

NPIs that can be implemented by individual persons include the following:

- Personal protective measures for everyday use: These include voluntary home isolation of ill persons, respiratory etiquette, and hand hygiene.
- Personal protective measures reserved for pandemics: These include voluntary home quarantine of exposed household members and use of face masks in community settings when ill. Voluntary home quarantine of non-ill household members of persons with influenza (also called self-quarantine or household quarantine) helps prevent disease spread from households to schools, workplaces, and other households because those household members have been exposed to the influenza virus. Exposed household members of symptomatic persons (with confirmed or probable pandemic influenza) should stay home for up to 3 days (the estimated incubation period for seasonal influenza) (61) starting from their initial contact with the ill person. If they then become ill, they should practice voluntary home isolation (i.e., they should remain at home until recovered as discussed previously; https://www.cdc.gov/quarantine/index.html).

  - Voluntary home quarantine might help slow a pandemic by reducing community transmission from households with a person who has influenza because the exposed household members are at increased risk for infection.

EVERYDAY PREVENTIVE ACTIONS

Everyone should always practice good personal health habits to help prevent flu.

Stay home when you are sick. Stay home for at least 24 hours after you no longer have a fever or signs of a fever without the use of fever-reducing medicines.

Cover your coughs and sneezes with a tissue.

Wash your hands often with soap and water for at least 20 seconds. Use at least a 60% alcohol-based hand sanitizer if soap and water are not available.

Clean frequently touched surfaces and objects.

NPIs RESERVED FOR A FLU PANDEMIC

Educators should be prepared to take these additional actions, if recommended by public health officials.*

Be prepared to allow your staff and students to stay home if someone in their house is sick.

Increase space between people at school to at least 3 feet, as much as possible.

Modify, postpone, or cancel large school events.

Temporarily dismiss students attending childcare facilities, K-12 schools, or institutions of higher education.

*These additional actions may be recommended for severe, very severe, or extreme flu pandemics.

The rationale for use as a public health strategy, preventing the spread of disease in educational settings among children and young adults reduces the risk of infection for these age groups and slows virus transmission in the community. Components of the strategy might include preemptive, coordinated school closures and dismissals implemented during the earliest stages of a pandemic, before many students and staff members become ill. Preemptive, coordinated dismissals can be implemented by the following facilities for the following reasons:

- Child care facilities and K–12 schools
  - Children have higher influenza attack rates than adults and are infectious for a longer period than adults.
  - Influenza transmission is common in schools and contributes to school absenteeism and parental absenteeism from work.
  - The presence of school-aged children in a household is a risk factor for influenza virus infection in families.
  - Social contact and mixing patterns among school-aged children differ substantially depending on the grade and school level, during various periods of the school day, between weekdays and weekends, and between regular school terms and holiday breaks.
  - Schoolchildren can introduce the influenza virus into a community, leading to increased rates of illness among their household or community contacts.

SDCCS Flu Pandemic Plan
Before Pandemic or Temporary School Shut Down:

- Survey teachers to identify online capabilities (what are they already using in their classrooms?)
- Classrooms without online potential will pull reproducible lessons that can be distributed to students in case of temporary school shut down
- Consider putting into place platforms for online learning proactively (What is in place, what needs to be put into place, what do the teachers need to do to make this happen, is PD needed?)
- Consider realistic goals for continued teaching
  - Clear expectations outlined for staff
  - Clear expectations communicated for students
- Identify students and families that do not have internet connectivity or at-home devices
  - Create a system for checking out devices to families
- Provide preventative supplies for families in need with ill family members

During Temporary School Shut Down:

- Staff communication with the student
  - Check in - online, whole group, small group and individual
- Lunch Delivery - Opt-in for students who qualify for free and reduced lunch
- Daily Admin updates to both staff and families
- Daily attendance call (robocall) with a follow-up call for those who have family members with symptoms, we will assess family needs and ways to support them and collect necessary data for the CDC
- Staff will enact their continued learning program
- Track funding - Accountability data submitted
  - All staff will log all ed related activities daily

Teaching Staff (Teachers, Case Managers and IA's)

1. Team framework for an instructional plan is created
    a. Consider what is in place
    b. Set realistic goals for continued teaching
        i. What are the priorities?
        ii. What are the expectations?
    c. What kind of technology do you need to meet the priorities and expectations? (Zoom, Google Classroom, Khan, etc.)
    d. What do you need to learn?
    e. Does your team need to teach students a new system?
    f. How does your team plan to divide the work?
2. In order to support students at home staff must:
    a. Keep a daily log of all ed work done with students
    b. Communicate daily with students and families
    c. 2x a week meet with students one on one or in a small group (less than five) Teachers will consider the best tools to check-in - phone, facetime, skype, zoom, hangouts meet
    d. Collaborate as a teaching team to ensure all services are being provided and work divided. (Case Manager, IA's and Teachers)
    e. Provide feedback to students on their work and learning (this can be given during one on one check-ins)
    f. Lead teachers and teaching teams check in with admin at least once weekly

Administration and Executive Director Responsibilities

1. Provide information that explains why and when schools may be temporarily dismissed. Some households may need to make alternate childcare arrangements.
2. Work to translate all communications
3. Discourage staff and students from gathering or socializing in other places when schools are dismissed. They should avoid gathering in places like local restaurants and shopping malls.
4. Entire staff online meeting at a minimum weekly
5. Get up-to-date information about local flu activity from public health officials.
6. Daily email updates for teachers, families, and staff
7. Check-in with Team Leads and teaching teams weekly
8. Daily management of data for CDC, CDE
9. SPED Check-ins
10. Manage staff to ensure that all students are receiving ongoing education
11. Evaluate all staff positions and revise duties as necessary during a temporary school shut down.
12. Work closely with local public health officials and healthcare partners to conduct health risk assessments at your school, if warranted by the severity of the pandemic
13. Compliance and governance
14. Communicate to the Board of Directors
15. Work with IT to support staff, manage data and keep the web site updated
16. Ensure that the entire Pandemic plan is followed and reviewed and revised as necessary
17. Create and execute plans of support for families in need (Emergency Support Plan) - Provide flu-prevention supplies and distribute health messages and materials to staff, students, and their households.

Counseling Responsibilities

1. SPED category and responsibilities in fulfilling ERMHS hours
2. Parent counseling for identified families
3. Assist with student check-ins by supporting students with 504's and who are in the SST process
4. Identify supports within the county to be distributed to families and posted on the website

Office/EDP Responsibilities

1. Ensure that attendance is taken
2. Follow up phone calls to address family needs
3. Assist in creating and executing Emergency Support Plans
4. Assist in ordering supplies.
5. Mail out lesson plans
6. School compliance
7. Assist in distributing resources to the community

Emergency Communication Plan

- **Best Practices for Health Should Be Distributed**

When a novel influenza A virus with pandemic potential emerges, nonpharmaceutical interventions (NPIs) often are the most readily available interventions to help slow transmission of the virus in communities, which is especially important before a pandemic vaccine becomes widely available. NPIs, also known as community mitigation measures, are actions that persons and communities can take to help slow the spread of respiratory virus infections, including seasonal and pandemic influenza viruses.

- Written outward facing plan should be posted prominently on the SDCCS website
- Communication Plan will be implemented immediately

Before the Temporary School Shutdown

- Updated information will be sent to parents by school staff as we receive it via email and posted to the website. Continued information regarding best preventative actions and information from the CDC.
- The school will share the outward-facing version of the SDCCS Pandemic Plan that will be posted to the website.
- SDCCS will follow best practices from CDC on preventative actions in classrooms and schools.
- Staff will thoroughly review the Pandemic Plan to understand roles and responsibilities.
- The school Administration will continue to communicate and work alongside the County Health Department, Center for Disease Control, California Department of Education, San Diego Unified School District, and any other organization relevant to the monitoring of education or health.

In Case of Temporary School Closure

- Families will receive information about school shut down via text, phone call, email, website, and physical fliers at the school.
- Daily communication from the school during the shutdown will be:
  - Daily attendance phone calls
    - Follow up phone calls will be given to families that indicate that their child is sick. An emergency support plan will be put into place to support the family through the Administration.
  - Daily update from Administration with relevant information regarding shut down, CDC updates, and helpful tips during their time away from school.
  - Weekly updates from teaching staff regarding daily at home continued education programs.
  - Notices of urgent or important information will be delivered through phone calls, emails, text messages and on the website.

- As a school, we will closely monitor the health of our school community. We ask that parents communicate when their child is sick

Plans for School Re-Open

- Plans will be clearly communicated to all staff and families about the re-opening of the onsite education program via text, email, phone, website and with physical fliers on the school.
- Admin will communicate through newsletters and emails about ongoing information regarding the pandemic.

Post Flu Pandemic

- Evaluate the effectiveness of your emergency operations and communication plans
  - ✔ Discuss and note the lessons learned. Gather feedback from staff, students, parents/guardians, and key community partners and stakeholders to improve your plans. Identify any gaps in your plans and any needs you may have for additional resources.
  - ✔ Maintain and expand your emergency planning team. Look for ways to expand community partnerships. Identify agencies or partners needed to help you prepare for pandemic flu, and make an effort to add them to your planning team.
  - ✔ Revisit your risk-assessment and risk management plan. Determine ways to improve planning and implementation processes. Assess the availability of meals, medical, mental health, and social services for staff and students.
  - ✔ Update and practice your emergency operations and communication plans every 12–18 months. Update your plans based on lessons learned, and replace necessary supplies and equipment. [Additional Resources](#)

    Pandemic Flu Planning Resources
    CDC Pandemic Flu Planning Tools and Resources
    ■ Visit www.cdc.gov/npi for the latest information and resources about nonpharmaceutical interventions (NPIs)
    ■ Learn who may be at high risk for flu complications
    http://www.cdc.gov/flu/about/disease/high_risk.htm
    ■ Community Mitigation Guidelines to Prevent Pandemic Influenza—United States, 2017
    http://dx.doi.org/10.15585/mmwr.rr6601a1
    ■ Visit http://www.cdc.gov/flu/pandemic-resources/index.htm for the latest information and resources about

pandemic flu

■ Reaching People of Diverse Languages and Cultures with Flu Communications
http://www.cdc.gov/healthcommunication/Audience/index.html

■ Creating Easy-to-understand Materials http://www.cdc.gov/healthliteracy/pdf/Simply_Put.pdf

■ Crisis and Emergency Risk Communication (CERC) http://emergency.cdc.gov/cerc/index.asp

■ The Health Communicator's Social Media Toolkit
http://www.cdc.gov/healthcommunication/ToolsTemplates/SocialMediaToolkit_BM.pdf

CDC Pandemic Flu NPI Planning Guides

■ Get Ready for Pandemic Flu: Workplace Settings
https://www.cdc.gov/nonpharmaceutical-interventions/pdf/gr-pan-flu-work-set.pdf

■ Get Ready for Pandemic Flu: Individuals and Households
https://www.cdc.gov/nonpharmaceutical-interventions/pdf/gr-pan-flu-ind-house.pdf

■ Get Ready for Pandemic Flu: Event Planners
https://www.cdc.gov/nonpharmaceutical-interventions/pdf/gr-pan-flu-event-plan.pdf

■ Get Ready for Pandemic Flu: Community- and Faith-Based Organizations Serving Vulnerable Populations
https://www.cdc.gov/nonpharmaceutical-interventions/pdf/gr-pan-flu-com-faith-org-serv-vul-pop.pdf

■ Get Ready for Pandemic Flu: Health Communicators
https://www.cdc.gov/nonpharmaceutical-interventions/pdf/gr-pan-flu-health-com.pdf

CDC Checklists

■ Pandemic Flu Checklist for Childcare Program Administrators
http://www.cdc.gov/nonpharmaceutical-interventions/
pdf/pan-flu-checklist-childcare-program-administrators-item3.pdf

■ Pandemic Flu Checklist for K-12 School Administrators
http://www.cdc.gov/nonpharmaceutical-interventions/pdf/
pan-flu-checklist-k-12-school-administrators-item2.pdf

■ Pandemic Flu Checklist for Workplace Administrators
http://www.cdc.gov/nonpharmaceutical-interventions/
communication/pdf/pandemic-flu-checklist-workplace-administrators.pdf

CDC Training

■ NPI 101—An Introduction to Nonpharmaceutical Interventions for Pandemic Flu
http://cdc.train.org/DesktopModules/eLearning/CourseDetails/CourseDetailsForm.aspx?courseId=1051645

■ CERC Pandemic Influenza Training
http://emergency.cdc.gov/cerc/cerconline/pandemic/index.html

■ Message Mapping Guide and Training http://www.orau.gov/cdcynergy/messagemappingguide

Additional Planning Information

■ School (K-12) Pandemic Flu Checklist

https://www.cdc.gov/flu/pandemic-resources/archived/schools-child-care-planning.html

■ U.S. Department of Education's School Guidance http://rems.ed.gov/

■ Legal Preparedness for School Closures in Response to Pandemic Influenza and Other Emergencies - Georgetown and

Johns Hopkins Universities http://www.publichealthlaw.net/Projects/panflu.php

■ American Academy of Pediatrics' Curriculum for Managing Infectious Diseases in Early Education and Childcare

Settings http://www.healthychildcare.org/PDF/InfDiseases/AR_PanFlup.pdf

■ U.S. Department of Agriculture's Food and Nutrition Services Guidance

http://www.fns.usda.gov/disasters/pandemic/default.htm

Get Your School Ready for Pandemic Flu 15

■ Culture, Language, and Health Literacy (see Essential Health Literacy Tools)

http://www.hrsa.gov/culturalcompetence/index.html

■ Developing Materials for Clear Communication http://www.nih.gov/clearcommunication/

■ H1N1 and Higher Education Lessons Learned: Pandemic Flu Tools, Tips, and Takeaways from the Big 10+2 Universities

http://www.cidrap.umn.edu/sites/default/files/public/downloads/big102webfinal_0.pdf

Connecting with Public Health Agencies

■ Connect to city and county public health officials for local information

http://www.naccho.org/about/LHD/index.cfm

■ Connect to state and territorial public health officials for statewide information

http://www.astho.org/Directory/

Seasonal Flu Planning Resources

CDC Seasonal Flu Information

■ Visit www.cdc.gov/flu for the latest information and resources about seasonal flu

■ The Flu: Caring for Someone Sick at Home

http://www.cdc.gov/flu/consumer/caring-for-someone.htm

■ Summary of Weekly Fluview http://www.cdc.gov/flu/weekly/summary.htm

CDC Fact Sheets

■ Protect Yourself and Your Students from Flu During the School Year

http://www.cdc.gov/nonpharmaceuticalinterventions/communication/pdf/protect-yourself-your-students-flu-during-school-year-factsheet.pdf

■ Protect Your Children and Others from Flu

http://www.cdc.gov/nonpharmaceutical-interventions/communication/
pdf/protect-children-others-flu-during-school-year-factsheet.pdf

■ How To Clean and Disinfect Schools to Help Slow the Spread of Flu

http://www.cdc.gov/flu/school/cleaning.htm

■ Everyday Preventive Actions

http://www.cdc.gov/flu/pdf/freeresources/updated/everyday_preventive.pdf

■ Hand-washing: A Corporate Activity—Improving Health and Increasing Productivity (CDC)
http://www.cdc.gov/healthywater/pdf/hygiene/hwcorporate.pdf

■ Hand-washing: A Family Activity Keeping Kids & Adults Healthy
http://www.cdc.gov/healthywater/pdf/hygiene/hwfamily.pdf

CDC Brochures

■ Flu and You http://www.cdc.gov/flu/pdf/freeresources/updated/fluandyou_upright.pdf

■ "Take 3" Actions to Fight the Flu http://www.cdc.gov/flu/pdf/freeresources/general/take3.pdf

CDC Videos

■ Do Your Part to Stop the Spread of Seasonal Flu at Childcare Facilities and K–12 Schools
https://www.youtube.com/watch?v=8msgeGjI3xU&feature=youtu.be

■ Do Your Part to Stop the Spread of Seasonal Flu at Colleges and Universities
https://www.youtube.com/watch?v=fca1g1N2T5E&feature=youtu.be

■ Do Your Part to Stop the Spread of Seasonal Flu at Home
https://www.youtube.com/watch?v=9APKBBr18Cc&feature=youtu.be

CDC Posters

■ Do Your Part to Slow the Spread of Germs
http://www.cdc.gov/nonpharmaceutical-interventions/communication/
pdf/do-your-part-slow-spread-germs-poster.pdf

■ Stay Home If You're Sick
http://www.cdc.gov/nonpharmaceutical-interventions/pdf/stay-home-youre-sick-item5.pdf

■ Everyday Preventive Actions
http://www.cdc.gov/flu/pdf/freeresources/family/flubreak-poster.pdf

■ "Take 3" Actions to Fight the Flu
http://www.cdc.gov/flu/pdf/freeresources/general/take3-poster.pdf

Additional Planning Information

■ Flu Near You https://flunearyou.org/

■ Flu View Portal http://gis.cdc.gov/grasp/fluview/fluportaldashboard.html

San Diego Cooperative Charter School
Instructional Continuity Plan (ICP)
Presented for Board Approval: 5-13-2025

In accordance with California Education Code § 32282(a)(3)(A), San Diego Cooperative Charter School (SDCCS) has developed the following Instructional Continuity Plan (ICP) to ensure that student learning continues during any emergency that disrupts in-person instruction. This plan reflects our school's commitment to equitable access, developmental education, and whole-child support in all settings.

SDCCS recognizes that unforeseen events—including natural disasters, public health emergencies, or infrastructure challenges—may temporarily prevent students and staff from physically attending school. In such situations, our responsibility is to continue delivering high-quality instruction while maintaining strong connections with students and families.

Student and Family Engagement (Within 5 Calendar Days)
Within five calendar days of a school closure or significant disruption to in-person learning, SDCCS will initiate two-way communication with all families. This outreach will occur through multiple platforms, including ParentSquare, phone calls, and email. Staff will confirm student safety, assess access to learning tools, and identify academic, technological, and emotional needs. A designated point person—typically a teacher, advisor, or case manager—will be assigned to each student to maintain consistent communication throughout the closure period.

Instructional Access (Within 10 Instructional Days)
Within ten instructional days, SDCCS will provide students with access to instruction through remote learning platforms such as Google Classroom, Zoom, and Seesaw, or through alternative in-person arrangements if appropriate and safe. We will maintain alignment with our constructivist and developmental education model, ensuring lessons are interactive, student-centered, and relationship-based.

If remote learning is not feasible for a subset of students, SDCCS will coordinate with community partners or alternate sites to support in-person instruction or learning hubs. Special attention will be given to ensure continuity of services for English learners, students with disabilities, and other vulnerable populations.

Access to Instructional Materials
SDCCS will ensure that all students can access the instructional materials necessary for continued learning. This includes the distribution of Chromebooks or tablets, internet hotspots, printed packets, books, science kits, and manipulatives. Materials will be available for pickup or delivery depending on family needs. Students with IEPs or accessibility requirements will receive the necessary accommodations and supports to ensure equitable access.

Equivalency to Independent Study Standards
All remote instruction provided under this plan will meet or exceed the expectations for independent study under California law. Credentialed teachers will deliver instruction that includes both synchronous (live) and asynchronous (flexible) components. Teachers will track attendance, engagement, and assignment completion.

Student progress will be measured through formative and summative assessments, project-based learning artifacts, and regular check-ins. Documentation of learning will be maintained and reviewed following state requirements.

Professional Development and Infrastructure Readiness
 To support the success of this plan, SDCCS staff will participate in annual training focused on emergency preparedness, remote instructional tools, and trauma-informed practices. The school will conduct a yearly technology, staffing, and instructional resources audit to ensure readiness for future disruptions. The ICP will be reviewed annually by the leadership team and updated as needed to reflect new guidance from the California Department of Education or other regulatory bodies.