# School Safety Plan

January 2014



Oak Park High School 899 N. Kanan Rd Oak Park, CA 91377

#### Oak Park High Comprehensive School Safety Plan 2013-14 Annual Update Checklist

**Required Elements:** Each school safety plan shall include Identification of appropriate strategies and programs designed to maintain a high level of school safety and development of the following procedures:

	Section Number, Title, and Description	Date Of Review	Change Required	No Change Required	Remove Pages*	Add Pages
1	School Vision Statement of the school's mission and vision	211/14		J.M.		
2	A Safe & Orderly Environment Programs and practices promoting a safe and orderly environment conductive to learning	2(1/14		J.M.	a.	
3	Safety on Site Leaving Campus, Student Passes, and Electronic Devices	2/1/14		JM		
4	School Crime Assessment Uniform information reporting system report	2/1//4		\\ \phi \.\\\	-	
5	Safe Ingress and Egress Safe Ingress and Egress To and From School	2-11/14		J.~		
6	Dress Codes Policies and regulations pertaining to student dress	7/1/14		J.M		
7	In the Event of a Disaster Procedures, Routine, Maps, Scheduled Drills and Emergency Provisions	2/1/14	J.M.	V		
8	Emergency Response Team Flow Chart, Emergency Contact Numbers, Crisis Checklist, Response Team Job Descriptions	2/1/14	J.M			
9	The District at a Glance					
10	Sexual Harassment Policy Policies and regulations pertaining to sexual harassment harassment		,			
11	Discipline: Rules and Procedures Policies and regulations pertaining to student discipline					
12	Hate Crime/Bullying Policies and					
	Procedures Policies and regulations pertaining to hate/bullying reporting procedures					

13	Teacher Notification Policies Teacher notification policies regarding dangerous students			
14	Infectious Diseases Policies and regulations pertaining to infectious diseases			
15	Child Abuse Reporting Procedures Policies and regulations pertaining to child abuse reporting procedures			
16	Suspension & Expulsion Policies Policies and regulations pertaining to student suspension and expulsion			
	Signatures and Certification:	,		•

Signatures and Certification.	
School Principal	Site Council or Safety Committee Representative
Date	Date

<sup>\*</sup>Attach 2 copies of all page changes to this checklist and indicate which policy section and page(s) it will be replacing. Please return to the Business Services department by February 1.

# School Vision



#### **Mission Statement**

The mission of Oak Park High School is to ensure a quality educational experience, which will develop the intellectual, personal, social, and cultural foundations of our students and instill in them a desire to achieve excellence.

#### The Global Learning Goals

The Global Learning Goals for Oak Park High School have been developed with the idea that our primary role as educators is to create a learning environment where students become self-directed learners. In order to attain this goal, students must demonstrate a mastery of academic content, exhibit high levels of thinking and produce high quality work. In addition, students should display the individual and collective personal qualities that contribute to an effective learning community. To reach this goal the school community is charged with the task of taking students from where they are, adding value to what they already know and building on what they are able to do.

Oak Park High School prepares graduates to be:

- 1. Academic Achievers who:
  - Know (define, memorize, record, name, recognize) the content required to meet the academic standards
  - Understand (discuss, relate, clarify, explain) the content required to meet the academic standards
  - Demonstrate growth in meeting the academic standards

#### 2. Critical Thinkers who:

- Apply complex problem-solving strategies to meaningful tasks
- Analyze, integrate and evaluate significant concepts within various contexts
- Transfer learned skills to new situations
- Synthesize information from multiple sources to identify complexities and discrepancies

#### 3. Quality Producers who:

- Adhere to high quality standards in their academic and personal pursuits
- Utilize technology to complement their work
- Demonstrate creativity and original thinking
- Display connections between disciplines

#### 4. Self-Directed Learners who:

- Set, pursue and accomplish realistic, yet challenging goals for themselves
- Exhibit self-motivation, self-discipline and self-evaluation
- Develop and apply effective personal learning strategies and work habits
- Overcome obstacles through the effective application of learned skills

#### 5. School Community Contributors who:

- Demonstrate high personal standards of behavior
- · Accept individual and group responsibility
- Display honesty and integrity
- Contribute time, energy and talent to improve the quality of life in the school

### OAK PARK UNIFIED SCHOOL DISTRICT EXHIBIT

Series 0000

Philosophy, Goals, Objectives & Comprehensive Plans

E0000

#### **Mission**

The mission of the Oak Park Unified School District is to provide students with a strong foundation for learning which meets the challenge of the present and of the future through a balance education which includes academic achievement, personal growth and social responsibility.

#### Mission Statement

The Mission of the Oak Park Unified School District is to provide students with a strong foundation for learning which meets the challenge of the present and of the future through a balanced education which includes academic achievement, personal growth, and social responsibility.

#### Vision Statement

The Oak Park Unified School district values a tradition of excellence in education. We recognize that safety is one of the district's most important responsibilities to its students, staff, and parents. The following guidelines indicate the Oak Park Unified School District's strong commitment to safe schools.

- 1. The Oak Park Unified School District will provide a safe, orderly, and secure environment conducive to learning.
- 2. The Oak Park Unified School District will create schools which pupils attend regularly and where students will be safe from both physical and emotional harm.
- 3. The Oak Park Unified School District will work collaboratively with individual schools and the Governing Board to identify, establish, and use strategies and programs to comply with school safety laws.
- 4. The Oak Park Unified School District will work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors, and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
- 5. The Oak Park Unified School District will develop academic programs that focus on high expectations of pupil performance and behavior in all aspects of the school experience.
- 6. The Oak Park Unified School District will prepare students for a smooth transition from one school level to another for elementary, middle, and high school students.
- 7. The Oak Park Unified School District will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff, and community.

#### Responsibilities within the District

The Oak Park Unified School District is committed to a high standard of excellence. The district recognizes that a supportive relationship must exist between students, staff, and parents to maintain a safe, orderly, and secure school environment conducive to learning. This environment depends upon the fulfillment of the responsibilities of the district's students, staff, and parents.

#### The Students:

- \* protect the rights of others to study and learn
- \* are on time for all classes
- \* follow school rules
- \* volunteer information and cooperate with school staff in disciplinary cases
- \* respect public property and carefully use and return all materials and equipment
- \* ensure that school correspondence to parents reaches the home

#### The Staff:

- \* recognizes and respects the values representative in the homes of the students
- \* provides an educational environment that is safe, orderly, and challenging
- \* supports the district's "zero tolerance" policy for the use of drugs, alcohol, tobacco, and weapons
- \* maintains appropriate communication with parents, recognizing that parents are partners in their children's behavior

#### The Parents:

- \* demonstrate positive interest in, involvement with, and support of the educational process of the district
- \* communicate directly with the school when expressing a concern over a school action, program, or policy
- \* provide supervision and a learning environment for the completion of homework assignments
- \* ensure that students are prepared and appropriately dressed for school cooperate with the school in resolving their students' academic or behavioral problems

# ASafe & Orderly Environment

#### We Maintain a Safe and Orderly Environment

The safety and welfare of all students and staff is a priority throughout the school day. Reasonable guidelines regarding campus conduct as well as safety have been established to protect both students and staff. Maintenance staff, teachers, administrators, and students actively participate in providing a clean, orderly, and safe environment for each campus.

Employees are trained and updated on practices for maintaining a safe and orderly environment through the Oak Park Unified School District's Employee Training Program. The mission of the Employee Training Program is to provide an occupational health and safety training program designed to instruct employees in general safe and healthy work practices and to provide specific instruction with respect to hazards specific to each employee's job assignment. Students are also made aware of the importance of a safe and orderly environment, especially with regards to exercising and playing sports in physical education and proper laboratory procedures in science classes.

We further help maintain a safe and orderly environment through the work of the Oak Park Unified School District Safety Committee. The Safety Committee is comprised of volunteers from classified, certificated, and administrative staff and community members. The committee meets no less than four times each school year to review safety practices, conduct site inspections, and disseminate information to employees on safety, health, and catastrophic occurrences. The goal of the committee is to help provide the safest work environment possible.

Each site will be inspected once each month by the head custodian, and a minimum of once each year by the safety committee to insure that equipment and playground apparatus is maintained in good condition. There must be sufficient cushioning materials around playground bars, slides, etc. and play fields and yards may not have ruts, cracks, holes, raised concrete, etc. which may cause tripping or falling accidents. Offices and classrooms are inspected to ensure that heavy, sharp, or breakable objects are not placed on top of or on upper shelves of cabinets, bookcases, or other storage units. Wall sockets must have safety plates and walkways and aisles must be free of obstructions. Each site is to maintain easily accessible emergency information, equipment, and first aid kits.

After a site inspection has been made, a written report must be made and presented to the site manager and safety committee. This report will list any potential hazards by severity, give the location, and a time line for corrective actions to be taken. The hazard correction list will also be forwarded to maintenance if required.

Each year the Board of Education approves a comprehensive long-range master plan of district facilities including a deferred maintenance schedule. Maintenance and repairs are expedited through a centralized work order system that assigns priorities on the basis of student and staff health and safety. Grounds and landscaped areas are maintained on a rotational basis by a central roving grounds crew.

#### General Safety Guidelines

The safety of staff and students will not be compromised by a disorderly environment. Therefore, we have established the following general rules to outline the basic tenets of a safe and orderly school and workplace. The General Safe Work Practices are as follows:

- 1. General caution is to be exercised when moving about the classroom.
- 2. All four feet of chairs are to remain on the floor at all times.
- 3. Rough-housing and running in the classroom is prohibited.
- 4. Toxic or potentially hazardous solutions may not be kept in classrooms unless kept in a locked, non-student accessible storage area or cabinet.
- 5. Floor areas will be kept free of obstacles and any spills should be cleaned up immediately.
- 6. Storage cabinets should be in good condition and not overloaded. Heavy, sharp, or breakable objects are not to be stored on upper shelves or the tops of cabinets, bookcases, etc.
- 7. Unauthorized flexible extension cords should not be used and all other cords should be of the three-pronged, grounded type.
- 8. A fire drill or evacuation map is to be posted by each exit door.
- 9. All doorways and escape routes are to be kept free of obstructions.
- 10. Bookcases and cabinets are to be secured to walls.
- 11. Audio visual and high-technology equipment such as computers, TVs, VCRs, etc., must be properly stored, strapped down, or otherwise anchored as appropriate. This equipment should not be moved by anyone other than an authorized employee. Proper lifting techniques are to be adhered to when lifting or moving heavy equipment.
- 12. Computers must have proper electrical extensions. Access to the sides and rear of computers must be limited as much as possible.
- 13. Equipment with frayed or damaged electrical cords is not to be used and should be reported immediately.
- 14. Electrical circuits may not be overloaded.
- 15. All injuries should be reported to the Business Office.

#### Other Safety Guidelines

#### If an Accident Occurs...

All teacher or student accidents must be reported to the main office of the school site immediately. An accident report must be completed by the teacher in charge and submitted to the main office. Accident and worker's compensation forms for staff members need to be completed as soon as possible and returned to the main office.

#### No Medication at School

Any student who is to have medication at school on a regular basis must fill out the appropriate form and have it signed by the student's physician. If the student needs medication for a short time, a form must be filled out and signed by the parent. All medication must be administered by school office personnel. Under no circumstances is a student to have medication on his/her person at school or take medication unsupervised. This applies even to Tylenol or other over-the-counter medications in addition to prescription medications.

#### Practice Racial and Ethnic Sensitivity

Students may not make remarks, slurs, innuendoes, jokes, etc., related to a person's race, ethnicity, religion, color, national origin, sexual orientation, or background. Remarks made in general or directed toward another student, adult, or family will not be tolerated. Students who make such remarks are subject to suspension or other consequences and will be counseled on the issue. Participating in, or conspiring to engage in acts of hate or violence, is prohibited. Intentionally engaging in threats or intimidation that creates disorder, invades the rights of others, or creates a hostile educational environment is prohibited.

#### No Sickness at School

In an effort to provide the most healthful and wholesome atmosphere for students, the Oak Park Unified School District has the following rules and regulations regarding communicable disease control:

- 1. Students should not attend school with an illness, respiratory infection (common cold), a temperature of 100 degrees or above, or a rash. Students who have had a fever must have a normal temperature (below 100 degrees) for 24 hours before returning to school.
- 2. If the school feels that a student's physical condition does not warrant that the child be in school, the parent will be will called and the student will be sent home with a parents or person designated on the student's emergency card. Parents should not send their children to school to be diagnosed.

- Parents are free to call the school for information concerning length of absence, homework, etc.
- 3. Parents must follow the attendance procedures outlined in their student's handbook for reporting the absence of a child who is ill. Parents must call the school to verify extended absences.
- 4. The school will use their communicable disease regulations as guidelines for admitting or excluding students for health reasons. The school has the final authority whether or not to admit any child suffering from a contagious disease even though the child's physician may have suggested the child be permitted to return to school.

#### Use Technology Responsibly

The Oak Park Unified School District is committed to preparing students for a rapidly changing world. One way in which we help students meet the challenges of the new millennium is by providing and familiarizing students with the most up-to-date technology possible. Every student in the Oak Park Unified School District has access to a computer. The use of these computers, however, requires that students and staff exercise a certain degree of responsibility. All students and staff sign contracts confirming that they have read the terms and conditions of the Network Use Policy for the OPUSD-Net. The contract verifies that students and staff are aware of the following:

- 1. Any violation of the rules, regulations, and/or policies may result in denial of access privileges, and appropriate disciplinary action.
- 2. A student's or staff member's access to the computer is for educational purposes only, and the Oak Park Unified School District will take available precautions to restrict access to and eliminate controversial or inappropriate materials. It is impossible to restrict access to all controversial materials.
- 3. Students and staff agree to report any misuse of the system to the site administrator or District Systems Administrator.
- 4. Students and staff will be held responsible for any costs or damages resulting from harm caused to the computer system by their actions.
- 5. The Oak Park Unified School District reserves the rights to search user files, data, programs, e-mail, and user workspace for the purpose of maintaining system integrity and security, and preventing system abuse.

#### We Have Zero Tolerance for Drugs, Alcohol, and Tobacco

The Oak Park Unified School District believes that the maintenance of a drug and alcohol-free workplace is essential to school and district operations. The Oak Park Unified School District's policy is zero-tolerance for drugs, alcohol, and tobacco on the school site. Any student who is in possession of or under the influence of any controlled substance or look-alike, including tobacco, alcohol, illegal drugs, or any student who has misused legal drugs, will be recommended for disciplinary action. No employee shall unlawfully manufacture, distribute, dispense, possess, use, or be under the influence of any alcoholic beverage, drug, or controlled

substance as defined in the Controlled Substances Act and Code of Federal Regulations before, during, or after school hours at school or in any other district workplace.

#### We Have Zero Tolerance for Weapons

The Oak Park Unified School District has adopted and enforces a zero tolerance policy in regards to any type of weapon on campus. Any student who is found to be in possession of a weapon including but not limited to any knife or any type of gun including pellet and BB guns, or any student found to be in possession of any explosive device including firecrackers or fireworks, will be recommended for expulsion, unless the principal recommends otherwise. This includes any replica or look-alike of the above. All persons, including students and parents, are prohibited from engaging in terrorist threats against school officials, school property, or both.

# Safety on Site

#### Safety at Oak Park High School 899 North Kanan Rd. Oak Park, CA 91377

#### **Emergency Contacts**

When a student's parent or guardian cannot be reached by telephone, only the people listed on the student's Emergency Card will be contacted. Parents must try to keep this information up-to-date. Parents should notify the Attendance Office if they have Hospital Release Forms on file at local hospitals.

#### Leaving Campus

- 1. Temporary Passes: Students will be issued a one-time, temporary pass to leave the campus prior to the end of the school day upon receipt of one of the following prior to leaving campus:
  - a. A personal contact by their parents
  - b. A written note signed by the parent stating the reason for the pass
  - c. A telephone call from the parent

Note: Parents are discouraged from calling the office to request a one-day temporary lunch pass for their child. The off-campus lunch privilege will be extended only to Juniors and Seniors. Underclassmen must remain on campus for lunch and make appropriate arrangements for doing so.

2. Long Term Passes (Lunch Passes): As a privilege of becoming upperclassmen, Juniors and Seniors may be issued one-year passes to leave the campus for lunch only. At all other times, all students must have appropriate permission to leave campus.

Before an off-campus lunch pass is issued, the parent of the student must visit the school in-person to sign an official lunch release form. Should a student with an off-campus lunch pass feel that they may not return after lunch because of illness, the parent must call the attendance office that afternoon. Students who do not adhere to this policy will receive unexcused absences. Students may not leave campus any other time during the day (including nutrition) without first checking out through the office.

#### Student Passes

Students must carry a "Campus Pass" with them each time they leave class. Counselors and administrators will send for students with a signed pass. Students may not leave class without a pass or to see a counselor or administrator at their own request.

Peer Counseling's premier fundraiser Hypnogig, hosted by Bruce Wilkoff, is an annual show held at Oak Park High School to entertain through hypnotism. Come and laugh at the hilarious things he'll make other people do!

The purpose of this program is to provide middle school students with positive role models. By placing high school Advanced PCs on MCMS campus, a sense of familiarity and security can be established. Middle school students are more inclined to open up on a peer level in a relaxed, less formal environment. PCs provide an outlet to relieve frustration, stress, and peer pressure, typical of middle school age development.

ADVANCED FOR CALL HELD

- Transition for New Students
- Friendships
- Stress
- Depression
- Relationships
- **Eating Disorders**
- Life In General



We are here to help you! If you want to talk to a peer counselor, contact us through the Counseling Office or through the school counselors.

#### Teens Helping Other Teens

Mondays through Fridays Nutrition, Lunch, Free Periods, After School Drop request form in P.C. box in Counseling Office All Talks Confidential...

#### Sophomores

Brett Hall Austin Koff Andrew Lerman Ishan Purl Brian Reilly Rachel Schall Nicki Toczauer

Juniors Carl Chen\* Arielle Gillman Derek Green Brianna Fischer Brianna Frisch Samantha Futerman Sumeela Hariharan Ilana Kaye Leana Markos Ben Pyle Meghan Toomayan Frin Walker

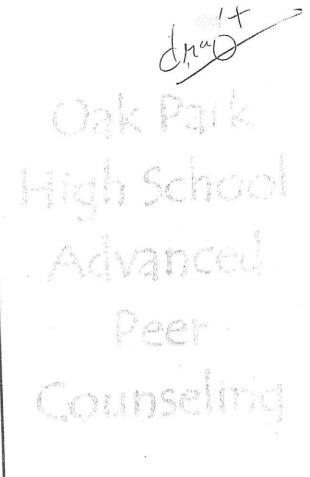
#### Seniors

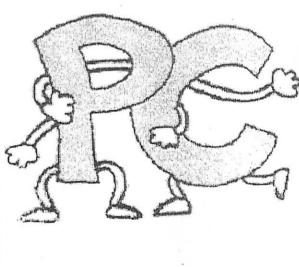
Kaitlyn Berman Chaniel Cooper Caitlin Dawson Michael Fabrizio Melissa Freeman Taylor Frisch Melanie Gaball\* Casey Gerber\* Emily Glickman Alanna Gordon\* Kirsten Jackson Sarah Kaptiz\* Randall Koff Lauren Keba\* Matthew Lerman\* Maryam Moeinazad Alex Neigher David Silver Allie Spector James Tediasaputra Mark Toyama\* Zach Wechter\*

\*Denotes Leadership

Advisor Ms. Tess Wilkoff



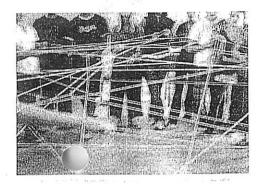




OUR M' ON: TO PROMOTE
AWAREI ...SS AND ACCEPTANCE, TO
CONFIDENTIALLY SUPPORT AND
FACILITATE STUDENTS' NAVIGATION
THROUGH THEIR PROBLEMS, AND
TO CREATE A TRUSTING AND SAFE
EMOTIONAL ENVIRONMENT FOR
ALL STUDENTS AT OAK PARK HIGH
SCHOOL.

Advanced Peer Counseling has been dedicated for over 20 years in providing support for students in need. We promote a mentally safe environment for OPHS. We create awareness for various concerns that often arise in teenagers, encouraging students to prevent and cope with issues. As our students mature, we are here to direct positive growth. We offer education about respect and acceptance of others, and instill a sense of belief in one's own ability. Advanced Peer Counselors (PCs) are ADL (Anti-Defamation League) trained to help others. We celebrate the diversity on our campus and welcome all, to create an environment of inclusion, not exclusion. We believe in the ability of positive peer empowerment, so that all students can succeed in their high school life.

Peer Counselors are committed to helping our peers. We are always available on and off campus by a simple request or call to the Counseling Office. Peer Counselors are regular students just like everyone else at OPHS, but we have trained and dedicated ourselves to helping others.



Acceptance Week is an annual event held to teach tolerance to students inside and outside of class. In a world with so many different kinds of people, we must learn to understand and accept one another. Lectures, seminars, contests, and video presentations of various interviews with faculty and students bring to light just how much intolerance our world reflects and how each of us can make a difference to change that. Acceptance Week addresses many issues including:

- □ Teasing
- Bullying
- □ Cliques
- Gender Issues
- Homophobia
- Racism and Racial Slurs
- Hate Crimes



Interested in Peer Counseling and helping others? Come join us Mondays during lunch in the Pavilion. During meetings, we will bond as PCs will teach the basic skills required to be a Peer Counselor. At the end of this process, Beginning PCs will be interviewed and selected to join Advanced Peer Counseling. Headed by Ms. Debi Fries, Beginning Peer Counseling is the gateway into helping others.

#### PEER CONFLICT

ATION

The newest addition to the PC program is Conflict Mediation. Peer Counselors are trained to mediate conflicts and disputes between students in order to arrive at a compromise or solution, preventing further confrontations. Students are encouraged to participate in Conflict Mediation to resolve problems; this process provides neutral territory where each student can find a voice in explaining his/her side of the story. Confidentiality is always maintained.

#### FRESHMEN MENTORING

We have taken on a significant role to instill support in the lives of freshmen students in Oak Park High School each year. Two PCs partner up and adopt an English class, spending forty-five minutes each month leading lively lessons. Peer Counselors dialogue and discuss:

- Acceptance & Respect
- Communication & Understanding
- Friendships & Relationships
- Eating Disorders
- Drinking & Drug Abuse

There are many fun games and icebreakers as well, in which Advanced PCs bond with the students, creating a comfortable environment where students openly share their thoughts and feelings. Freshmen Mentoring has shown great success helping to improve the mindset and openness of OPHS students.

#### Just between us...

When you need to talk, someone to listen and understand

#### Safe School Ambassadors Training Oak Park High School

Currently, Oak Park high school has implemented several wonderful programs. Our Peer Counseling Program, "Keys to My Future" (a Summer School transition course for freshmen) and guest speakers have made commendable efforts in addressing ways students can effectively communicate with their peers. However, we do not currently have an anti-bullying program in place that directly addresses bullying and harassment that we as adults do not see on our campus. The Safe School Ambassadors (SSA) Program's main goal is to provide a safe school climate which will create an effective way for all students to learn. We firmly believe in the theory of the Hierarchy of needs; which describes a person's need to feel safe, physically and emotionally, before they can reach self-achievement. This program hopes to create that security for students on the school campus.

One way of obtaining self-achievement is to break the cycle of bullying and harassment, and to replace it with a safe school climate. This type of environment will support academic excellence, it will engage, empower, and equip all students to stand up and speak out for what's right, and it will prevent and stop the mistreatment of other human beings at the mercy of bullying. Our goal is to ignite the confidence in the by-standers of the student community, the silent but caring majority of students.

We have an opportunity to reach students by implementing the Safe School Ambassador (SSA) program at Oak Park High School. The SSA program trains approximately 50 students who are admired and respected by their peers. The key is to get students from a wide range of social groups to participate. By engaging these students in the anti-bullying program, we will be building a safer school "from the inside-out" and creating a voice for our student population. The heart of the training for The Safe School Ambassador program will be a two-day training course for the student ambassadors. We do not have enough adult man-power to constantly monitor our students. For this reason, we need the help of the student themselves to reach our goal of reducing bullying and harassment at Oak Park High School. This two day training period will be dedicated to giving students the skills to Notice common problems, Think about intervention options, Act appropriately and Follow Through with students and adults.

Although we currently have several programs in place that help with peer on peer relationships, the SSA program is an excellent complement. In conjunction with these programs the SSA program will help Oak Park High School address peer-on-peer mistreatment more comprehensively.

SSA Training for Oak Park High School
When: March-11<sup>th</sup> and 12<sup>th</sup> 2008 ひよっしょ

8:00am - 4:00pm

Where: Oak Park Community Center - Buena Vista Room

How many: Roughly 40 students and 10+ staff members and possible parent volunteers (TBA) For a more in depth Safe School Ambassadors program overview click on the link below: http://www.safeschoolambassadors.org/keydocuments/SSAProgramOverview.pdf

Already in Place at Oak Park High School

Aiready in Place at Oak Park High School						
What	When	Who				
Keys to My Future - Guest speakers discuss school	Summer School	Counselor/Teacher/Asst.				
policies, bullying and harassment topics.		Principal/Principal				
9 <sup>th</sup> grade orientation.	August	Principal, Asst				
Meet with student to review rules, policies, and procedures		Principals, Peer				
relating to safety and behavior.		Counselors, ASB				
Student Tracker - Students are presented with a "Student	August	All Students				
Tracker" that informs them of school policies and	-					
regulations they must sign and return that they have in fact						
read through the policies and regulations.						
Peer Conflict Mediation	On-Going	Advanced Peer				
Advanced Peer counselors are trained in conflict mediation	Ü	Counselors				
between peers.						
Advanced Peer Counseling Student Outreach - Students	On-Going	Advanced Peer				
provide one-on-one counseling support, when requested		Counselors				
Freshmen Mentoring - Advanced Peer Counseling – Pairs	Once a month -	Advanced Peer				
of Advanced Peer Counselors adopt a 9 <sup>th</sup> grade English	Starting on	Counselors				
class, making 45 minute presentations once a month. They	October	Commons				
cover topics and create a supportive bond.	00.0001					
"Back to the Future" - Advanced Peer Counselors meet	Every	Advanced Peer				
with Medea Creek students during their lunch to inform	Wednesday at	Counselors				
students about high school and mediate any disagreements.	lunch-October-	Counsciols				
students about high school and mediate any disagreements.	June					
D D Counceling/Advanced Deep Counceling	Meet once a	Fries/Wilkoff/Students				
Beginning Peer Counseling/Advanced Peer Counseling	week	1 11cs/ Wilkoll/Stadelits				
<u>Clubs</u> – Students are trained on how to effectively	WEEK					
communicate with their peers on issues regarding but not						
limited to; alcohol, drugs, peer pressures, bullying,						
academics and divorce.	Meet once	Ms. Lovejoy/Students				
Gay Straight Alliance Club -	1	i Nis. Lovejoy/students				
Students meet to plan equal rights walks and activities.	every two					
	weeks	Poor Counselors				
Acceptance Week - Proving the importance of acceptance	December for 1	Peer Counselors				
and demonstrating how to become more in touch with	week					
people's differences through interactive presentations,						
speakers, contests and discrimination fair.		D. C				
Rachel's Challenge - Guest speaker presents a video	December	Peer Counselors				
depiction and discussion of the tragedy of Columbine high						
school. Students are given 5 challenges to help them						
realize their potential as positive community members.						
There is a presentation for students and parents at night.						
Students are also offered a workshop during the day.						
Guest Speaker Seth Baxter - He discusses his	December	Seth Baxter				
experiences and acceptance issues, emphasizing positive						
love. Part of Acceptance week.		<u> </u>				
	March 17,18,19	Freshmen Counselor				
Visit 8 <sup>th</sup> graders – 9 <sup>th</sup> grade counselor visits future		1				
Visit 8 <sup>th</sup> graders – 9 <sup>th</sup> grade counselor visits future freshman to discuss procedures, policies, bullying,						
Visit 8 <sup>th</sup> graders – 9 <sup>th</sup> grade counselor visits future freshman to discuss procedures, policies, bullying, harassment topics and course scheduling.	Every two years	Assistant Principal				

New Implemented at Oak Park High School

What	When	Who
<u>Safe School Ambassadors</u> (SSA) – This program draws students from diverse backgrounds across the campus and forms them into a team of Ambassadors. Ambassadors are committed to and trained in the skills of nonviolent communication.	March 11 - 12 Training	40-50 students, 1 faculty member for every 10 students
<u>Friend of Rachel Club</u> (FOR) – Students discuss issues and plan ways to improve community involvement amongst their peers.	Students are exploring possibilities of bringing this program to OPHS	Faculty member/students

# School Crime Assessment



CDE » DataQuest » Suspension and Expulsion Report

# Suspension and Expulsion Report For 2012-13 Total Offenses Committed Oak Park High ( 56738745630132 )

Report:	Total Offenses Committed ‡	
Year:	2012-13 ‡	
School:	5630132 Oak Park High	<b>‡</b>

#### Glossary

#### General Description of this Report

This report provides a total count of California Education Code section violations committed by students and reported to CALPADS for all incidents during the academic year, not just the **most severe** offense (see <u>Glossary</u>) each student committed within a given incident. This report also includes a student-level disciplinary outcome (suspension or expulsion<sup>2</sup>) associated with the incidents in which these offenses occurred.

List of district and independently reporting charters that did not certify their 2012-13 CALPADS End-of-Year 3 - Discipline submission.

Oak Park High Report

EdCodeSection	Offense Description	Total Number of Offenses Involved in Expulsions	Total Number of Offenses Involved in Suspensions	Total Number of Offenses Involved in Other Actions
48900(a)(1)	Caused, Attempted, or Threatened Physical Injury	0	4	0
48900(a)(2)	Used Force or Violence	0	2	0
48900(c)	Possession, Use, Sale, or Furnishing a Controlled Substance, Alcohol, Intoxicant	0	2	0
48900(g)	Property Theft	0	0	1
48900(h)	Possession or Use of Tobacco Products	0	1	1
48900(j)	Obscene Acts, Profanity, and Vulgarity	0	6	0
48900(j)	Offering, Arranging, or Negotiating Sale of Drug Paraphernalia	0	1	0
48900(k)	Disruption, Defiance	0	7	7
48900.2	Sexual Harassment	0	1	0
48900.4	Harassment or Intimidation	0	4	0

#### Report Total

Level	Code	Total Number of Offenses Involved in Expulsions	Total Number of Offenses Involved in Suspensions	Total Number of Offenses Involved in Other Actions
Oak Park High	5630132	0	28	9

Download Data Download a tab-delimited file of this data to your computer. You will need to select "Save" after selecting the "Download Data" button. Once the file is saved to your computer it may be imported into another software program for analysis.

<sup>&</sup>lt;sup>1</sup>An incident is defined as one or more students committing one or more offenses on the same date at the same time.

<sup>&</sup>lt;sup>2</sup>Expulsion counts include all expulsions, even those expulsions where the term of the expulsion has been shortened or the enforcement of the expulsion has been suspended.

#### Viewing this Report

This report is compiled using student-level data reported to the California Longitudinal Pupil Achievement Data System (CALPADS). The student-level data enables an accurate count of the number of suspensions and expulsions and an identification of all of the offenses committed as part of the incident.

For this report, all student offenses are aggregated by the incident-level outcome for each student involved in the incident. If a student committed three offenses in an incident for which they were suspended, a suspension is counted for each offense listed in the report even though the student was suspended only once for the incident. As a result, the total number of disciplinary outcomes in this report exceeds the actual number disciplinary outcomes during the academic year. For the actual numbers of suspensions and expulsions associated with an incident, please consult the Suspension and Expulsion reports.

The "Total Number of Offenses Involved in Expulsions" column provides the total number of offenses committed by students involved in incidents for which they were expelled.

The "Total Number of Offenses Involved in Suspensions" column provides the total number of offenses committed by students involved in incidents for which they were suspended.

The "Total Number of Offenses Involved in Other Actions" column provides the total number of offenses committed by students involved in incidents for which they were not removed from school.

The total counts in this report cannot be compared to totals previously collected and reported through the Uniform Management Information Reporting System (UMIRS). In UMIRS, LEAs reported the total number of offenses committed by offense type, and the LEAs likely were not able to report only the most severe offense committed per incident, resulting in students being counted more than once for the same incident. Thus it is not advisable to compare this report with a UMIRS report, as the two are different and do not contain comparable data.

#### **Availability of UMIRS Reports**

Student discipline reports for the 2010-11 Academic Year and prior, often referred to as the UMIRS Reports, will remain accessible on DataQuest. However, the California Department of Education (CDE) no longer collects student discipline/UMIRS data via the Consolidated Application (ConApp) or the Consolidated Application Reporting System (CARS).

Type: All Students

Report generated: 5/15/2014 9:20 PM Source: California Longitudinal Pupil Achievement Data System (CALPADS)

Web Policy

# Safe Ingress & Egress

#### Safe Ingress and Egress

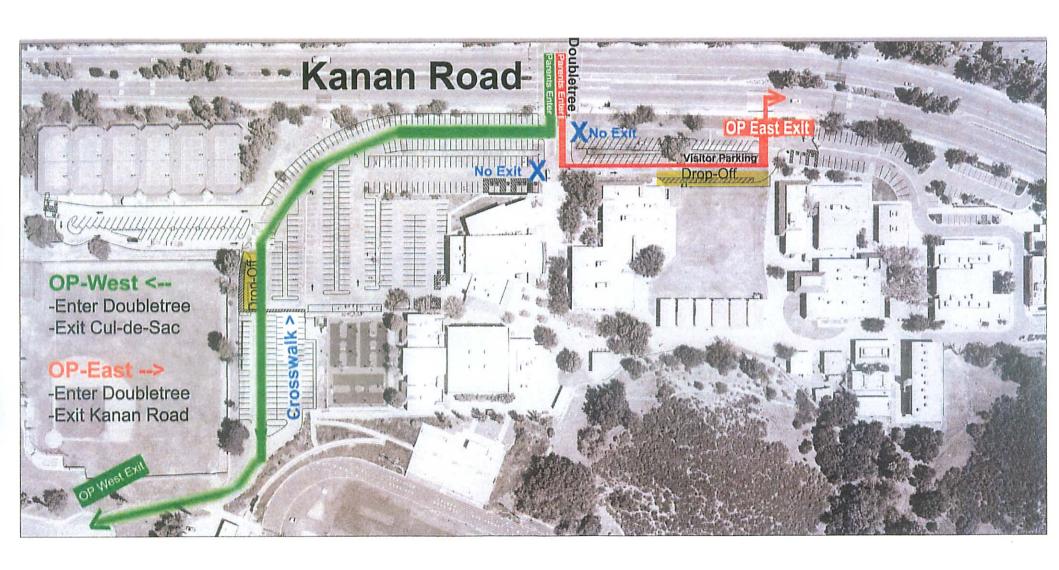
The Oak Park unified School district makes every effort to insure student and staff are safe not only during school hours, but also en route to and from school. The following pages detail the rules and regulations for each school site regarding student driving, parking, pickup, drop-off, and safety for students who walk or ride bikes.

#### Oak Park High School

High school student parking is heavily restricted due to a growing population and only 236 parking spaces. Juniors and Seniors are allowed the privilege of applying for parking permits. Permits are issued on a first-come-first-served basis at the time of school registration. Fees were recently raised to encourage ride sharing and to provide funding for parking enforcement and lot supervision at high traffic times. Students who violate parking rules are in danger of losing parking privileges. To regain privileges, students will be placed on a waiting list and, if granted a spot, will pay the parking fee again. To obtain a parking permit, a student must do the following:

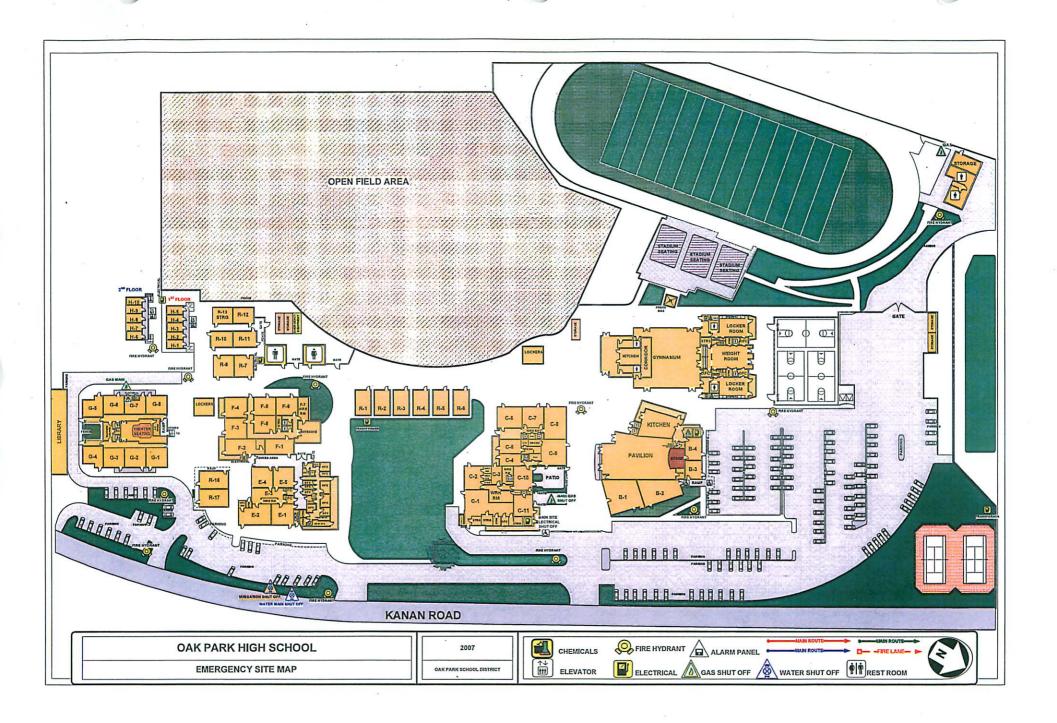
- 1. Submit a completed Student Parking Permit form with a \$50.00 fee.
- 2. Understand that the Oak Park Unified School District and Oak Park High School assume no responsibility for damage or theft to vehicles while parked or driving on campus.
- 3. Abide by the regulations listed on the Student Parking permit form, the published California Vehicle Code, and display the assigned tag in the front window of the vehicle.
- 4. Agree that all vehicles parking on the Oak Park High School campus may be searched by the school's administrative staff for reasonable cause.

Conditions of parking are outlined on a Student Parking Permit form. Students must realize that parking on campus is a privilege that can be revoked for violating any of the regulations stated on the Parking Permit form. On school days, students may not park in any areas on campus, except for the student parking lot, during the hours of 7:00 AM - 3:00 PM. Students must park in clearly marked spaces in the student lot and cannot park in any numbered or reserved spaces on campus. Violators will be subject to disciplinary action and citations by the Sheriff's Department.



# EMERGENCY Main Utility Shut Off Procedures











- ☐ Gas If You Smell Gas, Call the Gas Company at 1-800-427-2000
- Evacuate the area
- □ Call OPUSD Maintenance
- □ Oscar Jimenez 818-256-4010
- □ Miguel Tabares 818-256-4002
- DO NOT TURN BACK ON Call Gas Company

### Guidelines - Electrical





- □ Electrical -DO NOT ENTER Electrical Room if you Hear a Crackling Noise or See Bright Lights
- □ Keep Area Clear
- □ Call Emergency Services
- DO NOT TURN BACK ON Call Edison

## **Emergency Phone Numbers**



- **911**
- □ Gas Company 1-800-427-2000
- □ Edison 1-800-611-1911
- □ Water 1-805-658-4616
- □ Dial Security 1-805-485-0528
- OPUSD Maintenance
   Oscar 818-256-4010 Miguel 818- 256-4002
- □ Sheriff Non Emergency 1-805-654-9511

## Oak Park High -Gas

- □ Located Outside ofC-10 in the Courtyard
- □ Use Wrench to TurnRed Valve to the OffPosition
- Wrench is Located on the Wall in Assistant Principals Office that Handles Maintenance





### Oak Park High- Science Lab Main Gas

- Located in ScienceLabs
- Open Door
- ☐ Turn Valve ¼ Turn to the Off Position

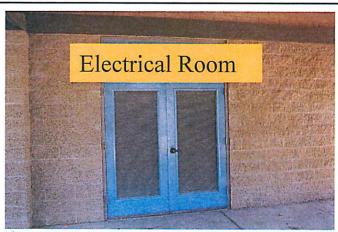




2 Types, Both Turn Off the Same

# Oak Park High- Electrical

- □ Located Next to C-11
- Unlock door with SiteKey
- □ Turn All 3 Levers to the Off Position 2 Levers

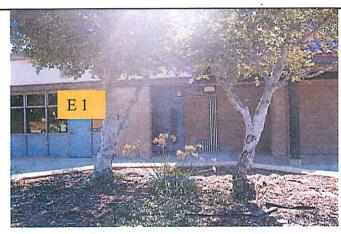


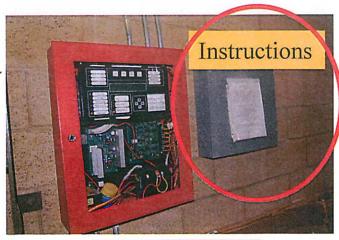
C-11



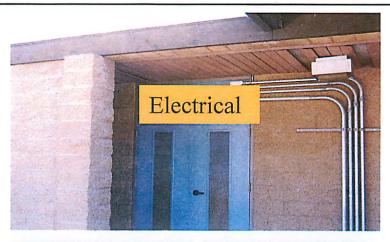
Turn all 3 Levers

# Oak Park High- Fire Alarms





# 1Fire Alarm





#2 Fire Alarm

# Oak Park High – Fire Alarm Pull Stations

- □ Use a Small Flat ScrewDriver or AllenWrench to Open BothTypes
- ☐ Hit Reset Button
- ☐ Hit Close Button

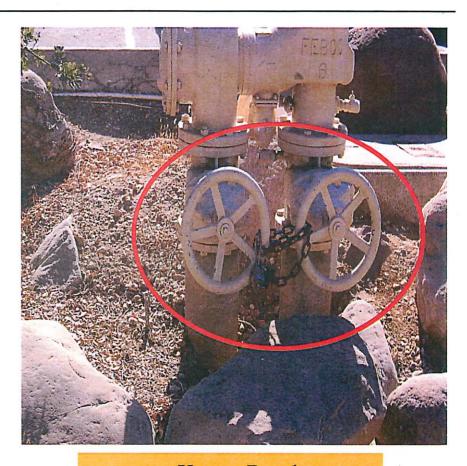




2 Types, Both Turn Off the Same

# Oak Park High – Domestic Water

- Located on KananRoad by Staff Parking
- □ Unlock Padlock with Master Padlock Key (GGM)
- ☐ Turn Wheels to Closed Position



Kanan Road

# Oak Park High - Irrigation

- Located on KananRoad by Staff Parking
- □ Unlock Gate using Combo 3210
- Open Gate
- ☐ Turn Valve to Off Position



Kanan Road

# Oak Park High Library - Gas

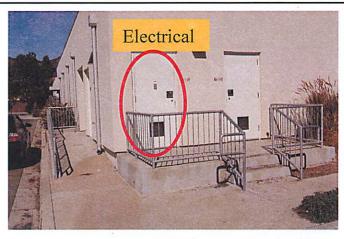
- □ Located on the West Side of Building
- ☐ Turn Valve to Off Position





# Oak Park High Library- Electrical

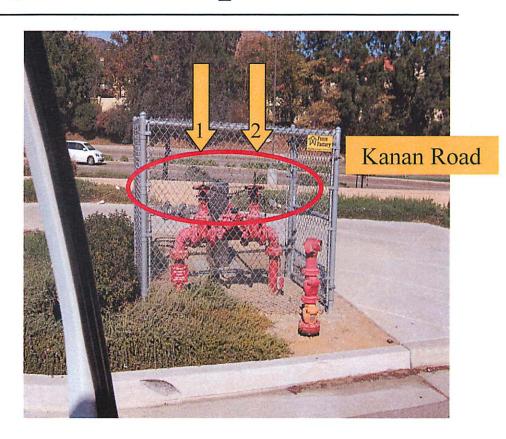
- □ Located Behind the Library on the South Side of Campus
- Unlock Door using SiteKey
- □ Turn Lever to Off Position





# Oak Park High Library – Fire/Sprinklers

- Located in LibraryParking Lot
- □ Break Lock with Hammer or Bolt Cutters
- □ Turn Both Wheels to Closed Position



# Oak Park High Library- Domestic

- Located in the LibraryParking Lot
- □ Turn Both Levers to the Off Position



2 Levers

# Dress Codes

2. The first time a student is discovered to be in violation of the school's policy on Academic Honesty, the following procedures will be implemented:

Following the incident, the classroom teacher will:

- · Give the student a zero on the particular assignment, quiz, or test.
- Hold a private conference with the student to discuss the incident.
- Contact the parent/guardian by phone to explain the incident and the school's Academic Honesty policy.
- Submit a referral detailing the incident to the assistant principal's office.

#### The administration then will:

- Call the student into the office to review the incident and the school's Academic Honesty policy; a 4-hr Saturday School will be assigned.
- Mail a letter to the parent/guardian, summarizing the incident and the school's Academic Honesty policy, within 5 school days
  of the incident.
- 3. If a second incident of academic dishonesty occurs at any point during the student's high school career, regardless of the particular class, the student will be rendered ineligible to participate in extra-curricular activities for a length of time not to exceed one semester. Additionally, the student will be drop-failed from that class. The parent/guardian will be informed of this decision by a letter mailed home within 5 school days of the incident.
- 4. Formal appeals of any violations to this policy must be submitted by a student in writing, addressed to the assistant principal's office at the high school, and received within thirty (30) school days of the date of the incident. Subsequently, an appeals committee consisting of the principal, and at least 2 classroom teachers will be convened. Any decision of this committee shall be considered as final.

Note: Violations are counted against the Academic Honesty policy, not each class.

#### Internet Usage Policy

All students and parents must complete and sign the "Internet Use Agreement" contract before the student is allowed access to the internet on any OPHS computer. Violations of the provisions of this contract will result in sanctions ranging from the loss of user privileges up to and including expulsion from the school district. The library computers fall under all school Internet/Rules and Policies.

#### Appearance and Dress

Oak Park High School does have a Dress Code and students are expected to dress appropriately, grooming themselves for school in a way that reflects personal pride. Attire should adhere to accepted standards of decency. It should not pose a threat to public or personal safety and should not be disruptive or distracting to classroom activity or other students' behavior. A poor decision will be grounds for exclusion from class. Teachers will be encouraged to send students who are improperly dressed to the office, where they will be asked to call home for a change of clothes or be given a school T-shirt to wear. The following should be helpful in making decisions about what is/is not permissible attire for school.

- Wearing of a color, style, or item of clothing, a particular hair style or jewelry, and symbols of identification associated with gangs, profanity, purposely offensive sayings, pornography, alcohol, cigarettes, or illegal substances are not allowed.
- Students may not wear outfits with tube tops or bare midriffs, with exposed underwear, undershirts, or other forms of
  undergarments, nor with pants that drop below the waistband of their undergarments. Girls are cautioned that backless or lowcut tops will not be permitted. Boys may not wear tank tops.
- Any faculty or staff member may require that a student remove his/her hat while inside classrooms or school buildings.
- · For reasons of safety, no chains, including wallet-chains, are allowed.
- · For reasons of safety, students will not be permitted to attend school in bare feet and must wear sandals or shoes.
- For reasons of safety, students must wear protective glasses while working at or in the vicinity of machinery or power-driven
  equipment; students must wear clothing deemed appropriate and safe by the shop instructor, and students with long hair must
  wear hair covering.
- · For reasons of safety, students must wear protective gear when deemed appropriate by the science instructor.
- The principal and staff of the school may establish reasonable additional regulations regarding student appearance and attire to be required of students who voluntarily engage in extracurricular or other special activities, including school dances.

Series 5000

Students

AR 5132(a)

#### **Dress and Grooming**

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

- 1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.
- 2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
- 3. Hats, caps and other head coverings shall not be worn indoors.
- 4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
- 5. Gym shorts may not be worn in classes other than physical education.
- 6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

(cf. 3260 - Fees and Charges)

Series 5000 Students AR 5132(b)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

#### Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 35294.1)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

Adopted: 9-17-02

Amended:

# In the Event of a Disaster

#### 2013/2014 Safety Meetings / Drills

• September 25<sup>th</sup>

**Update Classroom Safety Binders** 

• October 17<sup>th</sup>

Earth Quake Drill

• October 26<sup>th</sup>

Disaster Preparedness Expo.

• October 26<sup>th</sup>

Safety Committee Meeting

• February 1<sup>st</sup>

**Inventory School Safety Supplies** 

• February 6<sup>th</sup>

Lock Down Drill

• TBD

Fire Drill OPHS

TBD

Safety Committee Meeting

Series 3000

Business and Non-Instructional Operations

AR 3516(a)

#### Emergencies And Disaster Preparedness Plan

#### Components of the Plan

The Superintendent or designee shall ensure that district and school site procedures address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off school grounds which endangers students and staff

(cf. 3516.1 - Fire Drills and Fires)

2. Earthquake or other natural disasters

(cf. 3516.3 - Earthquake Emergency Procedure System)

3. Environmental hazards

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(cf. 3514 – Environmental Safety)
(cf. 3514.2 – Integrated Pest Management
```

4. Attack of disturbance, or threat of attack or disturbance, by an individual or group

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(cf. 3515 – Campus Security)
(cf. 3515.2 – Disruptions)
(cf. 5131.4 – Campus Disturbances)
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5. Bomb threat or actual detonation

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(cf. 3516.2 - Bomb Threats)
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- 6. Biological, radiological, chemical or other terrorist activities, or heightened warning of such activities
- 7. Medical emergencies and quarantines, such as pandemic influenza outbreak

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(cf. 5141.22 - Infectious Diseases)
```

The Superintendent or designee shall also ensure that the district's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:

Series 3000

Business and Non-Instructional Operations

AR 3516(b)

1. Regular inspection of school facilities and equipment and identification of risks

(cf. 3530 - Risk Management/Insurance)

- 2. Instruction and practice for students and employees regarding emergency plans
  - a. Training of staff in first aid and cardiopulmonary resuscitation
  - b. Regular practice of emergency procedures by students and staff

(cf. 4131 – Staff Development) (cf. 4231 – Staff Development) (cf. 4331 – Staff Development)

- 3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
  - a. The appropriate chain of command at the district and, if communication between the district and site is not possible, at each site
  - b. Individuals responsible for specific duties
  - c. Designation of the principal for the overall control and supervision of activities at each school during the emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans
  - d. Identification of at lease one person at each site who holds a valid certificate in first aid and cardiopulmonary resuscitation
  - e. Assignment of responsibility for identification of injured persons and administration of first aid
- 4. Personal safety and security, including:
  - a. Identification of areas of responsibility for supervision of students
  - b. Procedures for evacuation of students and staff, including posting of evacuation routes
  - c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible

(cf. 5141 – Health Care and Emergencies) (cf. 5142 – Safety)

- d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
- e. Provision of a first aid kit to each classroom
- f. Arrangements for students and staff with special needs

Series 3000

Business and Non-Instructional Operations

AR 3516(c)

(cf. 4032 – Reasonable Accommodation) (cf. 6159 – Individualized Education Program)

g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease

(cf. 4161.1/4361.1 – Personal Illness/Injury Leave) (cf. 4261.1 – Personal Illness/Injury Leave) (cf. 5113 – Absences and Excuses) (cf. 6183 – Home and Hospital Instruction)

- 5. Closure of schools, including an analysis of:
  - a. The impact on student learning and methods to ensure continuity of instruction
  - b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians

(cf. 3516.5 - Emergency Schedules)

- 6. Communications among staff, parents/guardians, the Governing Board, other governmental agencies, and the media during an emergency
  - a. Identification of spokesperson(s)

(cf. 1112 - Media Relations)

b. Development and testing of communication platforms, such as hotlines, telephone trees, and web sites

(cf. 1113 - District and School Web Sites)

- c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand
- d. Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians
- 7. Cooperation with other state and local agencies, including:
  - a. Development of guidelines for law enforcement involvement and intervention

Series 3000

Business and Non-Instructional Operations

AR 3516(d)

b. Collaboration with the local health department, including development of a tracking system to alert the local health department to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)

- 8. Steps to be taken after the disaster or emergency, including:
  - a. Inspection of school facilities
  - b. Provision of mental health services for students and staff, as needed

(cf. 6164.2 - Guidance/Counseling Staff)

Adopted: 9-17-02 Amended: 11-04, 7-06

Series 3000

Business and Non-Instructional Operations

AR 3516.1(a)

#### Fire Drills and Fires

#### Fire Drills

The principal shall cause the fire alarm signal to be sounded at least once every month. (Education Code 32001)

The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the middle level, and not less than twice every school year at the secondary level. (Education Code 32001)

- 1. The principal shall notify staff as to the schedule for fire drills.
- 2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550)
  - 3. Teachers shall ascertain that no student remains in the building.
- 4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
- 5. The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent or designee.

#### Fires

When a fire is discovered in any part of the school, the following actions shall be taken:

- 1. The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
  - 2. The principal or designee shall call 911.
- 3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
- 4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.

Series 3000

Business and Non-Instructional Operations

AR 3516.1(b)

- 5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
- 6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
- 7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

(cf. 0450 - School Safety Plan) (cf. 3516 - Emergency and Disaster Preparedness Plan)

Legal Reference:
EDUCATION CODE
17074.50-17074.56 Automatic fire detection, alarm and sprinkler systems
32001 Uniform fire signals
32040 Duty to equip school with first aid kit
CODE OF REGULATIONS, TITLE 5
550 Fire drills

Adopted: 9-17-02

Series 3000

Business and Non-Instructional Operations

AR 3516.2(a)

#### **Bomb Threats**

#### Receiving Threats

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line so as to gather information about the location and timing of the bomb and the person(s) responsible. He/she should also try to determine the caller's gender and age and should take note of any distinctive features of voice or speech and any background noises such as music, traffic, machinery or other voices.

Staff members who customarily receive telephone calls or handle packages shall receive training related to bomb threats.

#### **Procedures**

- 1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the principal or designee. If the threat is in writing, he/she shall place the message in an envelope and take note of where and by whom it was found.
- 2. Any student or employee seeing a suspicious package shall promptly notify the principal or designee.
- 3. The principal or designee shall immediately use fire drill signals and institute standard evacuation procedures as specified in the emergency plan.

(cf. 3516 - Emergency and Disaster Preparedness Plan) (cf. 3516.1 - Fire Drills and Fires)

4. The principal or designee shall turn off any two-way radio equipment which is located in a threatened building.

Law enforcement and/or fire department staff shall conduct the bomb search. School police officers may assist in this search. No other school staff shall search for or handle any explosive or incendiary device.

Except for school police officers, no staff or students shall reenter the threatened building(s) until the law enforcement and/or fire department staff advises the principal or designee that reentry is safe.

Any student who makes a bomb threat shall be subject to disciplinary procedures.

Series 3000

Business and Non-Instructional Operations

AR 3516.2(b)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Legal Reference:

EDUCATION CODE

44810 Willful interference with classroom conduct

48900 Grounds for suspension or expulsion

51202 Instruction in personal and public health and safety

PENAL CODE

17 Felony, misdemeanor, classification of offenses

148.1 False report of explosive or facsimile bomb

245 Assault with deadly weapon or force likely to produce great bodily injury; punishment

594 Vandalism; penalty

Adopted: 9-17-02

Series 3000

Business and Non-Instructional Operations

AR 3516.3(a)

#### Earthquake Emergency Procedure System

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than once classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

(cf. 3516 - Emergency and Disaster Preparedness Plan)

The Superintendent or designee may work with the California Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake.

Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

- 1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
- 2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows

Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

- 3. Protective measures to be taken before, during and following an earthquake
- 4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

(cf. 4131, 4231, 4331 - Staff Development)

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Series 3000

Business and Non-Instructional Operations

AR 3516.3(b)

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes and alternate routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Superintendent or designee shall identify at lease one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

The Superintendent or designee shall identify potential earthquake hazards in classrooms and other district facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

#### Earthquake While Indoors at School

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

- 1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
- 2. In laboratories, burners should be extinguished, if possible, before taking cover.
- 3. As soon as possible, staff shall move the students away from windows, shelves, and heavy objects and furniture that may fall.
- 4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly areas are safe and shall communicate with teachers and other staff.
- 5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and have the students evacuate the building in an orderly manner.

Series 3000

Business and Non-Instructional Operations

 $AR\ 3516.3(c)$ 

#### Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

- 1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles or exposed wires.
- 2. Staff shall have students perform the drop procedure.
- 3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

#### Earthquake While on the Bus

If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety, which may include pulling over to the side of the road or driving to a location away from outside hazards, if possible. Following the earthquake, the driver shall contact the Superintendent or designee for instructions before proceeding on the route or, if such contact is not possible, drive to an evacuation or assembly location.

(cf. 3543 - Transportation Safety and Emergencies)

#### Subsequent Emergency Procedures

After the earthquake has subsided, the following actions shall be taken:

- 1. Staff should extinguish small fires if possible.
- 2. Staff shall provide first aid to any injured students, take roll and report missing students to the principal or designee.
- 3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
- 4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
- 5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
- 6. The principal or designee shall request assistance as needed from the county or city civil defense, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.

Series 3000

Business and Non-Instructional Operations

AR 3516.3(d)

- 7. The principal or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.
- 8. The Superintendent or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

Legal Reference: **EDUCATION CODE** 32280-32289 - School safety plans **GOVERNMENT CODE** 3100 Public employees as disaster service workers 8607 Standardized Emergency Management System (SEMS) CODE OF REGULATIONS, TITLE 19 2400-2450 Standardized Emergency Management System

#### Management Resources:

FEMA PUBLICATIONS

Guidebook for Developing a School Earthquake Safety Program, 1990

OFFICE OF EMERGENCY SERVICES PUBLICATIONS

The ABCs of Post-Earthquake Evacuation: A Checklist for School Administrators and Faculty Guide and Checklist

for Nonstructural Earthquake Hazards in California Schools, January 2003

School Emergency Response: Using SEMS at Districts and Sites, June 1998

**WEB SITES** 

American Red Cross: http:///www.redcross.org

California Emergency Management Agency: http://www.calema.ca.gov California Seismic Safety Commission: http://www.seismic.ca.gov

Federal Emergency Management Agency (FEMA): http://www.fema.gov/hazards/earthquakes

National Incident Management System (NIMS): http://www.fema.gov/emergency/nims

Adopted: 9-17-02 Amended: 11-04, 3-11

# 2013-2014 Safety Team Oak Park High School

- Jason Meskis (Administration)
   Di Starzak (CERT/Public)
   Winnie Litten (Teacher)
   Andrea Myerson (Parent)
   Brenda Pasqua (Teacher)

OAK PARK HIGH SCHOOL 2013-14 MASTER SCHEDULE - PAGE 1

		OAK PARI	К ШGH SCH	OOL 2013-1	4 WIASIER	CHEDOLIA	-IAGE I	Period 6
[7	Teacher	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5 12:50-2:25	12:50-2:25
		7:20-8:20	8:30-10:05	8:30-10:05	10:25-12:05	10:25-12:05	ROP Off Softwi	Study Hall
	Amerikaner	ROP Off Sflwr	AP COMPUTR	ROP Off Softwr ROP Web Desgn	ROP WebDesgn ROPWebDesgn	Compu Prog ROP Off Sftwr	Compu Prog	Study Hall
<u> </u>	C-4	ROP Off Sitwr	SCIENCE A	KOL MEDINESEI	US HISTORY	Government	US HISTORY	US HISTORY
4	Anderson	MOCK TRIAL			03 III3 IOKI	Government	AP	
-	H-1	Period 8  Life Skills	Life Skills	Life Skills	AP Psych	Life Skills		Life Skills
3   4	Appell G-7		AP Psych	Life Skills	Life Skills		AP Psych	
`  -	Atkins	LICORIUS	- 12 12/41	PE BEG &		PE BEG &	·	PE BEG &
₹ I '	Gym	'		ADV DANCE		ADV DANCE	·	ADV DANCE GEOMETRY
. 1	Barnett	ALGEBRA II	ALGEBRA II	ALGEBRA II	ALGEBRA II	GEOMETRY 9		GEOMETRI
را ۲	R-6	·					PE 9	PE 9
٠   T	Billingsley		PE 9	PE 9	Tm Spt/Wgt Tm Tm Spt/Wgt Tm		Tm Spt/Wgt Tm	
L.	Gym				AP STUDIO ART	3D DESIGN	3D DESIGN	3D DESIGN
7   i	Blum		3D DESIGN		3D DSGN/ADV	52 225		
.'	C-9				3D DESIGN	00 43 77077 77	SPANISH II	
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3	Boone		SPANISH I		SPANISH I	SEMMOIT	B1 1 11 11 11 11 11	
Ĺ	H-4		71.57 DANE					
la	Borquez	CONCERT	JAZZ BAND			•	·	
	B-2			FRENCH I	FRENCH II	FRENCH II		FRENCH III/IV
ì	Bovard H-5	FRENCH I						& AP
-	H-3 Bowman	<u>'                                    </u>	ENGLISH I	ENGLISH I	ENGLISH I		ENGLISH I	ENGLISH I
7	Bowman H-6	:						
. ト	Bray		AMERICAN	AMERICAN	AMERICAN	AMERICAN		•
13	H-15	;	SIGN I	SIGN II	SIGN III .	SIGN I ANATOMY &	BIOLOGY	BIOLOGY H
u [	Chevalier E.		BIOLOGY	ANATOMY &	BIOLOGY	PHYSIOLOGY	BIOLOGI	DIODOG I II
L	E-4	<u> </u>		PHYSIOLOGY	AP US	AP US	Government	
5	Chevalier T.		WORLD	AP US HISTORY	HISTORY	HISTORY	World History	
, L	B-3	World History	HISTORY	ASB PREP	Indioxi	ASB	CHAMBER	CONCERT
	Cissell	. 1	1	ASDIRE		GOVERNMNT	CHOIR	CHOIR
٧	B-:	World History	US HISTORY	WORLD	US HISTORY	WORLD.	WORLD	
. l	Creason G-8		H	HISTORY	H	HISTORY	HISTORY	
~~`\	Custodio	-					<b>,</b>	
13	H-1	3						GEOMETRY 9
. I	Dakin	MATH SKILLS	ALBEBRA IB 9	GEOMETRY	GEOMETRY			0202
19	F-:	5 LAB	<u> </u>			<del> </del>		
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21	Deck H-1	, '			_		·	
-	Enoch	<u>-</u>	Myth to Sci Fi	Madnss & ID	ENGLISH IV H	Madnss & ID	Myth to Sci Fi	Madnss & ID Madnss & ID
22	H-	7	Madness & ID	Myth to SciFi		Myth to SciFi	Madness & ID	Madiss & ID
۸, ۱	Fels	<del>`</del>	SPANISH III H	SPANISH IV H	SPANISH III H	SPANISH IV H	SPANISH III H	
23	C-	2		& AP SPANISH		& AP SPANISH Children's Lit	ENGLISH II H	Children's Lit
24	Fowler			Children's Lit	ENGLISH II H	Children's Lit		Children's Lit
- ' {	H-	9	<del> </del>	Children's Lit	Wld Geography	Psychology	Wld Geography	Wld Geography
25	Galbreath		Wld Geography Wld Geography	Wld Geography Wld Geography	Will Googlapity	Psychology	Wld Geography	Wld Geography
ا د م	F-	. ROP Wk Exp Pd8		Triu Goography	<del>                                     </del>			
26	Glass C						<u> </u>	AT CEDRA II
	Gorji		GEOMETRY	GEOMETRY 9	GEOMETRY 9	GEOMETRY		ALGEBRA II
21		4			<u></u>	IVODI D	ATHLETIC	<del> </del>
ا ہ	Hall	Government	AP Gymt & Poli	AP Gvmt & Poli	AP Gvmt & Poli	WORLD	DIRECTOR	
32	G. G.		Government	Government	Government	HISTORY	ENGLISH II	<del>                                     </del>
20	Hankins		ENGLISH II		ENGLISH II	]		
79	H-9/H-	10	- mior rave vii	AP ENGLISH	ENGLISH III	ENGLISH III	AP ENGLISH	ENGLISH III
30	Herberg		ENGLISH III	LIT & COMP	PIAOPISII III		LIT & COMP	
		-6 CHINESE I	CHINESE II	CHINESE III	CHINESE II	CHINESE III &		
31	Hung	-2 CHINESE I	CHINESE II	J		AP	<del></del>	<del> </del>
	Hunt	STAGECRAFT		1	Theatre A Acting			
32		-4 Pd. 8			Theatre A Acting	<del></del>	FUND OF	GLOBAL
	Jones		PHYSICS	FUND OF	PHYSICS	1	SCIENCE	SCIENCE
3>		-1		SCIENCE	TARITH CARACT	CHEMISTRY	JOHN CD	CHEMISTRY
	Kawakatsu		CHEMISTRY	CHEMISTRY	ENVIRONMTL SCIENCE AP	CILLIVIIGIA		
14		-2	ENIOT IOIT IT	ENGLISH II	Europen History	ENGLISH II	Film as Lit I	ENGLISH II
35	Kinberg		ENGLISH II	ENGLISH II	AP		Speech	<del> </del>
, -		<del>}-2</del>	GLOBAL	GLOBAL	GLOBAL	GLOBAL	GLOBAL	GLOBAL SCIENCE H
3 k	Labnow .	2-5	COUNTER	SCIENCE H	SCIENCE	SCIENCE H	SCIENCE letters. Revised &	SCIENCE H
7.65		:				ter language acco	Inttore Davierd	-//-/3

YEAR-LONG CLASSES IN UPPER CASE LETTERS. Semester classes in lower case letters. Revised 8-27-13

OAK PARK HIGH SCHOOL	2013-14 MASTER	SCHEDIILE - PA	CE 2
	TOTO TA MITTO TOTA		CIL 4

		UAK PAR	K HIGH SC				<u>E - PAGE 2</u>	
	Teacher	Period 0 7:20-8:20	Period 1 8:30-10:05	Period 2 8:30-10:05	Period 3 10:25-12:05	Period 4 10:25-12:05	Period 5 12:50-2:25	Period 6 12:50-2:25
37	Lac R-2		ALGEBRA IA	ALGEBRA II W/TRIG H		ALGEBRA I	ALGEBRA I	ALGEBRA II W/TRIG H
( 31	Leber F-8		PHYSICS H & PHYSICS B AP	GLOBAL SCIENCE	PHYSICS H &	GLOBAL		GLOBAL
39	Litten E-2		BIOLOGY AP	BIOLOGY AP	PHYSICS B AP BIOLOGY H	SCIENCE BIOLOGY AP	BIOLOGY H	SCIENCE BIOLOGY AP
40	Lory F-6		MATH ANALYSIS	AP CALCULUS BC	MATH ANALYSIS	MATH ANALYSIS	Geometry Study Hall	MATH ANALYSIS
41	Lovejoy C-8	ART DRW PAINT I/II	ART DRW PAINT I/II	ART DRW PAINT I/II	ADV DRAWING/ PAINTING III/IV	AP STUDIO ART DRAWING	Judy Hall	ART DRW PAINT VII
41	Mach H-15		@ MCMS	@ МСМЅ	@ МСМЅ	. @ MCMS	STUDY SKILLS	STUDY SKILLS
43	Меует G-4		WORLD HISTORY	WORLD HISTORY	WORLD HISTORY	Life Skills	World History Life Skills	Sociology Soc of Am Pop
44	Micek R-5	GEOMETRY	STATISTICS	STATISTICS	AP & CP STATISTICS	AP & CP STATISTICS	Geometry	300 OF AIR POP
५९	Midiri R-1	ACA DECA & MATH SOC (8)	AP CALCULUS AB	ALGEBRA II		MATH ANALYSIS H	ALGEBRA II	AP CALCULUS AB
46	Oswaks H-11	, , ,						
47	Pasqua B-4	ROPAthTrn 2		ROP Ath Tm 1 ROP AthTm1,2, 3		ROPAth Tm 1		Study Hall
५१	Paulson C-1	ROPArchitecture	ROP Wood I/II ROP Wood I/II	ROP Wood I/II ROP Wood I/II	ROP Architecture ROP Wood I/ II	ROPWood I/ II	ROP Wood I/ II ROP Architecture	Judy Trair
49	Pedretti H-14							
<b>S</b> o	Peluce C-5		ANIMATION I/II & ADV	AP STUDIO ART/ADV ANIM	Intro Dig Photo Intro Dig Photo	COMPUTER GRAPH I/II	Intro Dig Photo Intro Dig Photo	COMPUTER GRAPH I/II
31	Peters R-17		US HISTORY	US HISTORY	US HISTORY	Wld Geography Wld Geography	US HISTORY	Study Hall World History
52	Pettit Gym			ATHLETIC DIRECTOR	PE 9	PE 9	PE 9	ATHLETIC DIRECTOR
53	Pryor R-16		<u>Health</u> Health	<u>Health</u> Health	Health	<u>Health</u> Health	<u>Health</u> Health	<u>Health</u> Health
<b>4</b>	Reinking H-3			ENGLISH I	ENGLISH I	ENGLISH I	ENGLISH I	ENGLISH I
١ کړ `	Rohlfs-Leggett G-5	•		ENGLISH III	YEARBOOK	ENGLISH III	ENGLISH IV H	ENGLISH III
Ji	Schultheis H-8		AP ENG LG / COMP & ENG H	AP ENG LG / COMP & ENG H	AP ENG LG / COMP & ENG H		AP ENG LG / COMP & ENG H	AP ENG LG / COMP & ENG H
31	Shaw Gym	PE Basketball	PE 10	PE 10	PE 9	PE 9	PE 9	
51	Sloan E-1		CHEMISTRY AP	CHEMISTRY H	CHEMISTRY AP	CHEMISTRY H	CHEMISTRY	CHEMISTRY H
39	Smith G-3	Economics Economics	Economics AP Macro Economics	Economics Economics	Economics Economics	Economics Economics	World History	World History
\ <sub>0</sub> :	Stutz E-3		GLOBAL SCIENCE	BIOLOGY I		BIOLOGY I	GLOBAL SCIENCE	BIOLOGY I
61	Van Slooten C-10		SPANISH III	SPANISH III		SPANISH III	SPANISH I	SPANISH I
62	Villalpando H-16							
<b>6</b> 3 [	Warren F-4			FINITE MATH	ALGEBRA II	ALGEBRA II	FINITE MATH	FINITE MATH
64 [	Willis H-10	ENGLISH I	ENGLISH I	ENGLISH II H		ENGLISH II H		ENGLISH II H
65[	Winkler R-3	Financial Math	ALGEBRA I	ALGEBRA IB 9	ALGEBRA IB	ALGEBRA IB 9	ALGEBRA IB	Financial Math
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YEAR-LONG CLASSES IN UPPER CASE LETTERS. Semester classes in lower case letters. Revise 8-22-13

OAK PARK HIGH SCHOOL STAFF PHONE, VOICE MAIL, ROOM EXTENSIONS & PARKING Rev 9-16-13

	HAFF PHONE,	VOICE MAIL, ROC	JM EXTENSION	15 & PARKING	Kev 9-10-13
Staff Member	ROOM	PHONE	VOICE MAIL	ROOM EXT.	PARKING
Ahdoot, Rinat	Office	735-3309	309		29
Amerikaner, Erik	C-4	755 5507	110	230	58
Inderson, Victor	H-1		100	621	15
Appell, Jeff	G-7		107		
ASB Line	U-7	065,0025	107	707	41
		865-9835		363	
Atkins, Kristen	Gym	<del> </del>	170		89
Barnett, Jim	R-6		137	615	63
Benaszek, Diane	H-15		314	314	5
Billingsley, Dick	Gym/Office	735-3303	. 303		87
Blum, Liz	C-9		165	243	71
Bolyog, Michael	C-11		101	214	62
Boone, Sheri	H-4		152	624	56
Borquez, Zachary	B-2		112	803	101
Bovard, Maryannick	H-5	-	120	625	106
Bowman, Kathy	H-6	<del> </del>	114	626	6
Bray, Deanne	H-15		171	314	60
Buchanan, Kevin	Office	735-3312	312		0
			Kathleen St. John	312	
Cafeteria/Mary Klamecki	Cafeteria	735-3353		Diana Recchio	78-85
+ Café Ladies:	Carol Schmidt	Dana Call	Arlene Fleishman	Rachele Tattersall	
Canales, Primo	Office	735-3312			76
Chavez, Jane	Office	735-3312	332		99
Chavez, Lionel	Office	735-3312			97
Chevalier, Ellen	E-4		128	438	8
Chevalier, Tim	B-3		124	804	80
Cissell, Heidi	B-1	735-3345		345	74
Cohen, Karen	Office	735-3332	332		69
Cortes, Serafin	Office	735-3312	332		77
Creason, Todd	G-8	133-3312	102	708	24
urtis, Shannon		725 2262	363	363	92
\	H-13	735-3363			
Custodio, Rebecca	H-13	735-3363	363	363	17
Dakin, Lauren	F-5		135	515	59
D'Ascoli, Suzanne	Library	735-3346	226	346	Library
Deck, Scott	H-12	735-3373	373	373	31
Demogenes, Sandra	H-11	735-3318	318	318	96
Enoch, Don	H-7		147	627	32
Falk, Darryl	Office	735-3312			105
F-Bldg Lounge	F-7			518	
Fels, Nora	C-2		104	226	53
Fowler, Caitlin	H-9		146	629	39
Fries, Debi	Office	735-3360	360	027	34
Galbreath, Kim	F-3	755-5500	108	513	11
	12		100	715	11
G-Bldg. Lounge					
G-9 Presentation Room	G-9	<b>7</b> 2.7.22.22		709	100
Gentle, Claudette	Office	735-3312		222	102
Glass, Cathy	C-4			230	102
Gorji, Yeganeh	R-4		130	613	73
Groves, Janki	H-14	735-3348	348	348	96
Gulsrud, Rebecca	H-14	735-3348	348	348	107
Hall, Rob	G-1		109	701	23
Hankins, Jen	H-9 & H-10		139	629/630	68
Hawkins, Jean	C-6	735-3315	-	315	67
Heeney, Julie	Office	735-3375	375		35
Herberg, Roland	G-6		111	706	20
Hung, Sherry	H-2		169	362	52
	B-4	-	140	805	86
ınt, Allan		Store: 725 2242			51
iwanoff, Sandy	C-7	Store: 735-3342	342	238	
Jania, Cynthia	H-11	735-3318	167	318	28
Jeffery, Carlene	Office	735-3332	332		104
Jones, Kenneth	F-1		123	511	26
Kawakatsu, Yukako	F-2		151	512	109

STAFF MEMBER	ROOM	PHONE	VOICE MAIL	ROOM EXT.	PARKING
Kinberg, David	G-2/G-9		113	702/709	21
Kolosieke, Karen	H-12	735-3373	373	373	64
Labnow, Troy	E-5		119	440	54
Lac, Jacquelyn	R-2		118	611	70
afuffe, Al	Office	735-3312			98
Leber, Michelle	F-8		105	518	108
Library Conference		735-3346			
Litten, Winnie	E-2		116	432	7
Lory, Cathy	F-6		142	516	40
Lovejoy, Anna	C-8		154	239	72
Mach, Susan	H-15	735-3314	314	314	13
Martin, Bryan	Office	735-3307	307		48
McLelland, Randy	Office	735-3308			3
Meskis, Jason	Office	735-3306	306	306	46
Meyer, Chris	G-4		117	704	22
Micek, Matt	R-5		150	614	90
Midiri, Robin	R-1		115	610	55
Monterrozo, Oscar	Office				98
Office Conference Rm	Office	735-3361	361		
Oonk, Linda	H-14	735-3348	348	348	27
Oswaks, Doreen	H-11	735-3318	318	318	49
Pasqua, Brenda	B-4		162	805	Trainer Space
Paulson, Ken	C-1		125	201	61
Paulson, Toni	Office	735-3312	312		1
Pedretti, Patty	H-14	735-3348	348	348	33
Peluce, Tony	C-5		103	231	103
Peters, Russ	R-17		172	217	47
Pettit, Ann	Gym/Office	735-3303	303	•	45
Pollon, Jacob	Office	735-3312			91
Pryor, Eric	R-16		149	216	12
amirez, Pat	Office	735-3310	310		2
R-Bldg Conference	R-Bldg	735-3358	358		
Rauch, Debbie	Office	735-3311	311 -		14
Reinking, Ann	H-3			623	36
Rohlfs-Leggett, Kathie	G-5		344	705	25
Sands, Debbie	H-13	735-3363	363		43
Schultheis, Kathy	H-8		144	628	30
Shaw, Aaron	Gym		132		88
Shiney, Susan	H-16	735-3322	322	322	38
Sloan, David	E-1		106	431.	10
Smith, Kevin	G-3		126	703	19
Sterling, Geri	Office	735-3301	301		4
Strauch, Ann	H-13	735-3363	363	363	94
Stutz, Sharon	E-4		121	437	9
Svoboda, Janet	Office	735-3309			29
Swanson, Heather	H-11	735.3318	318	318	107
Tabor, Eric	C-32A Office		156		66
Tamaddon, Jennifer	Office	735-3312			100
Villalpando, Kimberly	H-16	735-3322	322	322	18
Van Slooten, Michael	C-10	·	129	240	65
Warren, Lisa	F-4		157	514	44
Walker-Sean, Stephanie	R-16B	735-3352	352	352	42
Wierenga, Kim	H-12	735-3373	373	373	64
Willis, Jan	H-10	<del></del>	159	630	37
Winkler, Michael	R-3		138	612	57

Revised 9-16-13

#### Oak Park High School Block Calendar 2013-14

		Fall Ser			
	Monday	Tuesday	Wednesday	Thursday	Friday
August	26	27	28	29	30
August	No School	No School	1-6	0-1-3-5	0 - 2 - 4 - 6
~	2	3	4	5	6
\pt.	No School	0-1-3-5	0 - 2 - 4 - 6	No School	0-1-3-5
<b>ss</b> F	9	10	11	12	13
<b>September</b> (9/27–Progress Rpt.)	M - 2 - 4 - 6	0-1-3-5		0-1-3-5	AND REAL PROPERTY.
<b>pte</b> Pro	16	17	18	19	20
Se 27-		0-2-4-6		0-2-4-6	
2/6	23	24	25	26	27
				0-1-3-5	
	30	1	2	3	4
			V 1000	0-2-4-6	
e	7	8	9	10	11
October	S-2-4-6		0-2-4-6		
Ö	14	15	16	17	18 0-1-3-5
_			23	0-2-4-6	25
	21	22		0-1-3-5	
	L-2-4-6	29	30	31	1
	M-1-3-5	( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )			
1)	4	5	6	7	8
ir ter	S-1-3-5		•	0-2-4-6	0-1-3-5
November (10/31 – Quarter 1)	11	12	13	14	15
<b>.</b> o	No School	1 10401 765	ACCES TO THE RESERVE OF THE PERSON NAMED IN COLUMN TO THE PERSON N	0-2-4-6	100 May 100 Ma
ار 15-	18	19	20	21	22
<b>2</b> /01	D-2-4-6			0-1-3-5	0-2-4-6
	25	26	27	28	29
	L-1-3-5	0-2-4-6	0-1-3-5	No School	No School
~	2	3	4	5	6
Rpt.)	M - 2 - 4 - 6	0-1-3-5	0 - 2 - 4 - 6	0-1-3-5	0 - 2 - 4 - 6
	9	10	11	12	13
m <b>b</b> gre	S-1-3-5	0-2-4-6	0-1-3-5	0-2-4-6	0-1-3-5
<b>December</b> (12/6 – Progress	16	17	18	19	20
_ De	D-2-4-6	0-1-3-5	0 - 2 - 4 - 6	0-1-3-5	0-2-4-6
2/6	23	24	25	26	27
1	No School	No School	No School	No School	No School
_	30	31	1	2	3
<b>January</b> (1/23 – Semester 1)	No School	No School	No School	No School	No School
<b>y</b> sste	6	7	8	9	10
<b>January</b> – Semes	M-1-3-5	0-2-4-6	0-1-3-5	0-2-4-6	
anı - Se	13	14	15	16- Zero Finals	17 - Zero Finals
J. 23-	L-2-4-6		0-2-4-6	0-1-3-5	0-2-4-6
(1/2	20	21 – FINALS	22 – FINALS	23 – FINALS	24
	No School	1-2	3-4	5-6	No School

#### Oak Park High School Block Calendar 2013-14

		Spring S	emester		
	Monday		Wednesday	Thursday	Friday
Tanana	27	28	29	30	31
January	M-1-6	0-1-3-5	0 - 2 - 4 - 6	0-1-3-5	0-2-4-6
÷	3	4	5	6/	7
3pt	S-1-3-5	0-2-4-6	0-1-3-5	0 - 2 - 4 - 6	0-1-3-5
ss –	10	11	12	13	14
<b>February</b> – Progress Rpt.)	D-2-4-6	0-1-3-5	0 - 2 - 4 - 6	0 - 1 - 3 - 5	0 - 2 - 4 - 6
e <b>br</b> Pro	17	18	19	20	21
<b>T</b>	No School	0-1-3-5	0 - 2 - 4 - 6	0-1-3-5	0-2-4-6
(2/21	24	25	26	27	28
(2	L-1-3-5	0 - 2 - 4 - 6	0-1-3-5	0-2-4-6	0-1-3-5
	3	4	5	6	7
r 3)	M - 2 - 4 - 6	0-1-3-5	0-2-4-6	0-1-3-5	0-2-4-6
rtei	10	11	12	13	14
<b>rct</b> ≷ua	S-1-3-5	0-2-4-6	0-1-3-5	0-2-4-6	0-1-3-5
<b>March</b> (3/28 – Quarter 3)	17	18	19	20	21
7.78	No School	0-2-4-6		0-2-4-6	
(3/	24	25	26	27	28
	D-2-4-6	0-1-3-5		0-1-3-5	
	31	1	2	3	4
	L-1-3-5	0-2-4-6		0-2-4-6	
	7	8	9	10	11
April	M - 2 - 4 - 6			0-1-3-5	
. 4	14	15	16	17	18
				0-2-4-6	
	21	22	23	24	25
	No School				
	28	29	30	1	2
500		Co.		0-2-4-6	
Rpt.)		6– Comp Sci/Span	7 – Calc/Chinese	8– Eng. Lit	9- Eng. Lang/ Stat
	Psych L - 2 - 4 - 6		0 0 4 6	0 1 2 5	0 2 4 6
May (5/9 – Progress	340 340 340	0-1-3-5	0-2-4-6	0-1-3-5	0-2-4-6
May Progre	12 Bio/ Physics	13– Gov/ French	14- US Hist/ Euro	15- Econ	16 – STAR Min. Day
	S-1-3-5	0-2-4-6	0-1-3-5	0-2-4-6	23
6/	19 – STAR	20 – STAR	21 – STAR	0-1-3-5	0-2-4-6
(2	Min. Day	Min. Day	Min. Day	29	30
	26	27	28	0-1-3-5	0-2-4-6
	No School	0-1-3-5	0-2-4-6	5-Sr & 0 Finals	6- Sr & 0 Finals
June	2	0-2-4-6	0-1-3-5	0-2-4-6	0-1-3-5
(6/12 –	M-1-3-5	10- FINALS	11 – FINALS	12 – FINALS	0 2 0 0
Semester 2)	M - 2 - 4 - 6	10- FINALS	3-4	5-6	
	IVI - 2 - 4 - 6	1-2	3-4	J 0	

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#### Oak Park High School Emergency Procedures Handbook

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#### **Emergency Procedures - Important General Reminders**

- Read this guide. Emergency preparedness and injury prevention begins with an awareness of appropriate actions to be taken during an emergency.
- Take all drills seriously. Explain to students that while the likelihood of an emergency incident is low, by
  "rehearsing" response steps, we are more likely to make the safest decisions in a real life situation when
  there may not be time to think through options.
- Practice the "drop, cover, and hold" maneuver twice a semester with your third period class.
- Create a visible wall space for the posting of maps, evacuation routes and emergency procedures. Space
  near the primary exit door is preferred. Include the name and classroom of your staff emergency
  "buddies". If emergency checklists or other essential items are stored elsewhere in your classroom, post
  the location of that information on the wall with the other emergency information to direct a substitute
  teacher to the item(s).
- Briefly review emergency procedures and the evacuation route with each class at the beginning of each semester. Provide them with the name of your emergency "buddy(s)".
- Check with your students early in the 1<sup>st</sup> semester to see if any of them are certified in First-Aid and/or CPR.
- Be flexible and use common sense; complex solutions won't normally work in emergency situations.

#### **Incident Command Leadership**

Overall Command: Mr. Buchanan Incident Commander: Mr. Meskis 2<sup>nd</sup> in Command: Mr. Martin

#### **Evacuation Assembly Areas**

The primary assembly area when building evacuation is required shall be the Football Field. Throughout this document the Football Field is therefore listed as the Evacuation Assembly Area; however, should the Incident Commander determine that assembly should not take place on the Football Field, s/he will designate one of the following alternate areas and all references to the Football Field shall refer to that location.

Primary - Football Field
 1<sup>st</sup> Alternate - Baseball
 2<sup>nd</sup> Alternate - Tennis Courts

#### See Football Field Line Up Map on Following Page

(Revision Note - The map is a separate document. Update it. Print it as a PDF. Save the PDF as a JPG and paste it on following page.)

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G

10

20

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10

G

G4

G3

G2

G1

R16

E2

E1

H4

H3

H2

H14 H13

H1

F2

F3

F4

**R6** 

R5 R4

C1

C2

*C3* 

**C8** 

**B1** 

B2

**B**3

PE

#### Oak Park High School Site Evacuation **Locations for Students and Staff**

LINE UP IN A STRAIGHT LINE

#### G5 & Cafe LIB & G6 Geri Sterling collects rosters G7G8Meskis R17 Randy McLelland collects rosters E5E3 &E4 H15 & H16 H10Pat Ramirez collects rosters **H9** H8**H7** Buchanan **H6** Debi Fries collects rosters **H**5 H12 H11 Debbie Rauch collects rosters F1F5Debbie Rauch collects rosters F6F8R3Julie Heeney collects rosters R2R1**C4** Julie Heeney collects rosters C5

Janet Svoboda collects rosters

Toni Paulson collects rosters

**C**6

**C9** 

C10

C11

**B4** 

PE

Martin

### **Emergency Procedures**

It is important that emergency responses be planned, logical and easily implemented in order to be most effective during actual emergency situations. Practice drills provide an opportunity to review procedures and discuss the key elements of each specific response. Staff should use each drill as an opportunity to reinforce the key elements of each response. In an actual emergency, staff and students will then be prepared to take the correct immediate actions after which more detailed instructions can be followed from notes and checklists.

### **Fire Emergency**

- 1. Notification The fire alarm will be sounded to indicate a Fire Emergency.
- 2. Primary Initial Goal To evacuate all buildings as quickly and safely as possible.
- 3. Procedures
  - a. Teachers are to have students leave books etc. in class and walk together to the Football Field following the evacuation route designated for their classroom.
  - b. Teachers are to take their class rosters with them to the Football Field.
  - c. Prior to leaving, teachers are to quickly ensure that adjacent rooms, hallways and bathrooms are all evacuated before locking their classroom doors and escorting students to the Football Field.
  - d. Upon reaching the Football Field, each class is to line up in its designated location and teachers are to take roll and report any missing students
  - e. In the event that building evacuation is necessary during nutrition, lunch, before school or after school, all staff and students are to be directed to the Football Field where they are to gather by 3<sup>rd</sup> period class. Administration will bring 3<sup>rd</sup> period attendance lists to the Football Field.
  - f. ALL personnel and students are REQUIRED to report to the Football Field during ALL drills.
  - g. At anytime that personnel leave school during the regular school day are to notify the school office manager that they will be off campus.
  - h. The end of drills will be indicated by an "All Clear" announcement.

### Lockdown

- 1. Notification The school PA system will be used to announce a school lock down.
- 2. Primary Initial Goal To secure all staff and students inside locked buildings as quickly and safely as possible to protect against an intruder.
- 3. Procedures
  - a. Students and personnel who are not inside of classrooms should immediately proceed to the nearest indoor space to seek shelter.
  - b. Teachers are to immediately lock all doors.
  - c. Students are to sit on the floor facing away from doors and windows.
  - d. Turn off all indoor lights to make it more difficult to see inside of buildings from outside.
  - Keep students quiet, calm and engaged.
  - f. Administrators will sweep the campus looking for students, known visitors and personnel that may be locked out of classrooms and move them inside.
  - g. Should you see a suspect, do not confront them.

### Oak Park High School Emergency Procedures Handbook

- h. Do not open the door for anyone. Administrators will have a key to let themselves in.
- i. In the event of a lockdown during nutrition, lunch, before school or after school, all staff and students are to immediately proceed to the nearest indoor space. Teachers and staff should immediately utilize their keys to engage the door locks; however, they should remain at the door allowing students and staff to enter for as long as they deem it safe after which time they should close the door and follow the above procedures.
- j. An administrator will give the "All Clear" signal.

### **Earthquake**

- 1. Notification Notification is self evident and will be experienced by everyone at school simultaneously.
- 2. Primary Initial Goal To protect all staff and students from risks of injury associated with earthquakes.

  Such risk is posed by such things as items falling from walls and shelves, furniture moving and tipping over, overhead lighting fixtures and ceiling materials falling, broken glass etc.
- 3. Procedures
  - a. If inside, all students and staff are to seek shelter using the "drop, cover and hold" maneuver for protection. (See detailed description below.)
  - b. Teachers are to immediately remind students take cover and not wait to see if it will be a "big one". Time is of the essence.
  - c. Once the shaking has ended, check for injured individuals. Injured who are capable of moving to the evacuation area without further injury should be assisted in doing so. Any injured who cannot be moved without risking further injury shall remain inside the building unless remaining inside poses a greater threat to their safety; in which case they should be moved outside of the building but not to the evacuation area.
  - d. Once everyone is accounted for in each class, teachers are to determine the safest way to exit the building and move to the Football Field.
  - e. Before leaving the building, teachers are to check hallways, bathrooms and other rooms to ensure that nobody is left behind.
  - f. Walk to the Football Field by way of the designated evacuation route unless doing so poses additional risk; in which case, each teacher should use their best judgement to find the safest route to the Football Field. Special attention should be paid to stay away from the edges of buildings from which roofing material or other roof top equipment may fall.
  - g. Upon reaching the Football Field, each class is to line up in its designated location and teachers are to take roll and report any missing students.

(Continued on Next Page)

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### Oak Park High School Emergency Procedures Handbook

### **Drop, Cover, Hold**

From the Federal Emergency Management Agency (FEMA) http://www.ready.gov/earthquakes

The "Drop, Cover and Hold On" procedure is to be practiced with students during the annual Great
Shakeout typically held in October each year.

**During an Earthquake** - Minimize your movements to a few steps to a nearby safe place and if you are indoors, stay there until the shaking has stopped and you are sure exiting is safe.

### When Indoors:

- DROP to the ground; take COVER by getting under a sturdy table or other piece of furniture; and HOLD ON until the shaking stops. If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
- Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures, mounted TV's, Smartboard projectors or furniture.
- Do not use a doorway except if you know it is a strongly supported, load-bearing doorway and it is close to you. Many inside doorways are lightly constructed and do not offer protection..
- Stay inside until the shaking stops and it is safe to go outside. Do not exit a building during the shaking. Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave.
- DO NOT use the elevators.
- Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.

### When Outdoors:

- Stay there.
- Move away from buildings, streetlights, and utility wires.
- Once in the open, stay there until the shaking stops. The greatest danger exists directly outside buildings, at exits and alongside exterior walls. Many of the 120 fatalities from the 1933 Long Beach earthquake occurred when people ran outside of buildings only to be killed by falling debris from collapsing walls. Ground movement during an earthquake is seldom the direct cause of death or injury. Most earthquake-related casualties result from collapsing walls, flying glass, and falling objects.

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### **Buddy Staff Assignments**

Know who is in your area that you would want checking on you during the "lock and leave" phase of evacuation.

1         C-1 Fels         C-2 Paulson           2         C-4 Amerikaner         C-4 Glass         C-5 Palowski           3         College Career         Iwanoff           4         C-11 Bolyog         C-10 Van Slooten           5         G-4 Meyer         G-6 Herberg         G-5 Rohlfs-Legget           6         G-3 K. Smith         G-2 Kinberg         G-1 Hall           7         Oonk         Shiney         Fullmer         Sands         H-13 Custodio           8         H-14 Pedretti         H-11 Oswaks         H-11 Firkins         H-15 Mach         H-16 Villapando         H-12 Deck           9         H-10 Willis         H-9 Fowler         H-18 Schultheis         H-16 Villapando         H-12 Deck           10         H-6 Bowman         H-7 Enoc         H-8 Schultheis         H-18 Villapando         H-12 Deck           11         H-5 Bovard         H-4 Boone         H-1 Anderson         H-2 Hung         H-3 Reinking           12         E-2 Litten         E-1 Nelson         E-4 E.Chevalier         H-2 Stutz         E-5 Labnow           13         R-17 Peters         R-16 Pryor         R-16b Walker-Sean         R-16b Walker-Sean         H-2 Stutz         E-5 Labnow           15							
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29 Admin Buchanan Admin Martin Admin McGugan		Tamddorn	Gentile	Charnow	Meloeny		
	28	Custodian Cortes	Custodian Tabor				
30 Admin McLelland Admin Svoboda Admin Fries Admin Heeney	29	Admin Buchanan	Admin Martin	Admin McGugan			
	30	Admin McLelland	Admin Svoboda	Admin Fries	Admin Heeney		

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### **Staff Buddies**

1	C-1 Paulson	C-2 Fels	<u> </u>			<u> </u>
2	C-4 Amerikaner	C-5 Peluce				
3	College Career	Student Store	· · · · · · · · · · · · · · · · · · ·			
	Center Hawkins	Iwanoff				
4	C-11 Bolyog	C-10 Van				
		Slooten				
5	G-4 Meyer	G-6 Herberg	G-5 Rohlfs-			
	•		Legget			
6	G-3 K. Smith	G-2 Kinberg	G-1 Hall			
7	Oonk	Shiney	Fullmer	Sands	H-13 Custodio	
8	H-14 Pedretti	H-11 Oswaks	H-15 Mach	H-16 Villapando	H-12 Deck	
9	H-10 Willis	H- 9 Fowler				
10	H-6 Bowman	H-7 Enoch	H-8 Schultheis	H-9 Hankins		
11	H-5 Bovard	H-4 Boone	H-1 Anderson	H-2 Hung	H-3 Reinking	
12	E-2 Litten	E-1 Sloan	E-4 E.Chevalier	E-3 Stutz	E-5 Labnow	
13	R-17 Peters	R-16 Pryor	R-16b Walker-			
			Sean			
14	F-2 Kawakatsu	F-1 Jones				
15	F-3 Galbreath	F-4 Warren	F-5 Dakin			
16	F-8 Leber	F-6 Lory				
17	G-8 Creason	G-7 Appell				
18	Gym Billingsley	Gym Pettit	Gym Shaw	Gym Atkins		
19	B-2 Borquez	B-1 Cissell	B-3 T.Chevalier	B-4		
				Pasqua/Hunt		'
20	R-3 Winkler	R-4 Gorji				
21	R-6 Barnett	R-5 Micek				
22	R-1 Midiri	R-2 Lac				
23	Admin Rauch	Admin Ramirez	Admin Cohen	Admin Paulson	Admin Sterling	
24	C-8 Lovejoy	C-9 Blum				
25	Klemcki	Schmidt	Crouse	St. John		
26	Fleishman	Sigel	Rowbotham	Tattersall		
27	Campus Aid	Campus Aid	Campus Aid	Campus Aid	Campus Aid	Campus Aid
	Tamadorn	Gentile	Chavez & Chavez	Al	Falk	Pollen
28	Custodian	Custodian	Custodian	Custodian		
20	Cortes	Tabor	Oscar	Primo		
29	Admin	Admin Martin	Admin Meskis			***************************************
	Buchanan					
30	Admin	Admin Svoboda	Admin Fries	Admin Heeney		
	McLelland					

### **Roles of Teachers and Other Instructional Staff**

- 1. Protect yourself during times of potential injury.
- 2. Keep students calm and protected.
- 3. If evacuating the building, do not leave your room until you:
  - a. Know the route that you will take with your students to the Football Field.
  - b. Check with your assigned buddy(s) and determine their ability to carry out their responsibilities.
  - c. Determine whether there are any injured students or staff within your buddy group who will not be moved. If so:
    - i. Decide which staff member will stay with the injured (Caretaker) and which will lead (Leader) all other students to the Football Field.
    - ii. The Caretaker shall
      - 1. Gather available first aid equipment and supplies to provide aid to the injured.
      - 2. Provide care only to the level of your training:
      - 3. Only move the injured if they are in danger of greater injury if they remain in place.
    - iii. The Leader shall
      - 1. Write down the names and general condition of any students and staff being left behind.
      - 2. Know which students were absent in each of the classes you are escorting to the Football Field.
      - 3. Gather remaining emergency equipment, student attendance lists for classes being supervised and keys.
      - 4. Lead students to the Football Field by the predetermined route, ensuring that no students (other than known injured students who cannot be moved) remain behind.
      - 5. Do not lock outer and inner doors. (For which emergencies? All? Any concern re: personal items left behind?
      - 6. Upon reaching the Football Field:
        - a. Have students assemble in your designated classroom meeting location.
        - b. Immediately report injured students and staff who remained behind to the Command Center.
        - c. Take attendance carefully once assembled. On the attendance list, clearly write "Absent" or "Missing" as appropriate.
        - d. If students are missing, ask the following questions of others and look around to confirm that they are actually missing because tremendous energy and effort will be put into finding missing students.
          - i. Are they lined up in the wrong place? Have any students seen them since you left the classroom? Did anyone see them leave? Where is there sibling? Where is their boy/girlfriend?
        - e. Report missing students to the Student Attendance Station.
      - 7. Upon notice from the Incident Commander, report to your team assignment and be ready to go.

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### Registrar, Attendance and Health Clerk (or others assigned as needed)

- 1. Protect yourself during times of potential injury; then check on buddy safety.
- 2. Get emergency procedures, equipment, and supplies; review before moving out.
  - a. First Aid blue kits sent to First Aid Station.
  - b. Alpha Line markers (grocery bags)
  - c. Current daily attendance and signout sheet.
  - d. Medication logs and medications.
  - e. Enrollment / Emergency Info cards in box on counter.
- 3. Establish contact with Assistant Principal to report any problems or needs for the setting up of the First Aid Center and student checkout procedures (to be done later).
- 4. Start treatment of injured (document in log).

### **Checklist for Counselors (or replacement for Counselor)**

- 1. Protect yourself during danger time; then check on buddy safety.
- 2. Get emergency procedures, equipment, and supplies; review before moving out.
  - a. All keys, communications, backup tapes, and procedure lists needed for the duration.
  - b. Locate first aid kits.
- 3. Get to the Football Field
- 4. In the absence of Command Personnel, be prepared to evaluate the necessity to move to an alternate Evacuation Assembly Area.
- 5. As teachers and classes arrive at the Football Field, remind them that:
  - a. Their first priority is to report to the Command Center any persons left behind for search and rescue to attend to (assuming an earthquake or other injury causing event).
  - b. Their second priority is to line up in their designated location, take roll and report any missing students to the Command Center. Emphasize that accuracy rather than speed is critical when taking roll.
  - c. Their third priority is to go to the emergency post to which they are assigned, if directed.
- 6. If a decision is made to dismiss students to their parents and therefore to reconfigure each class alphabetically:
  - a. Get the alpha signs for lines (in Snack Shack building)
  - b. Assign a student or the teacher at the front of each line to hold up the sign at the proper location (see Alpha Dismissal Line Up map for assembly).
  - c. It is your job to get the initial organization of this area done.
  - d. If students want to leave we ask them to stay seated and assist others to remain calm until we can do an orderly checkout based on their emergency cards. If we see some leaving against directions we want to encourage them to stay to assist, but insist on getting names so that we can note their leaving on a master list that can be used later to give information to parents who may be looking for students. We do not physically detain students.
  - e. Check with the other counselor and teachers to begin to free up people to assist with keeping parents out of the student area until we can begin a check out process. If we can get some lines started that parallel the student lines parents can see that students are fine and may wait out the process. We also want to free up teachers to assist with the checkout procedure under the direction of the principal and registrar.

### **Student Evacuation Area Supervisors**

After completing responsibilities as classroom teacher (above)

- 1. Keep students and staff calm by insisting that procedures be followed.
- 2. Line up as trained in alpha order.
- 3. Sit quietly once alpha order is determined.
- 4. Help each other remain calm so directions can be followed.
- 5. Accuracy of accounting is more important than speed.
- 6. Check staff list to determine if staff are missing and report to Counselor who will contact the Emergency Command Center. Many staff have other assignments, so the student accounting will have to be done slowly by those available.
- 7. Counselor should have alpha lists if they are not available with teachers.

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### **COMMAND TEAM**

- Personnel: Buchanan, Martin and Meskis
- Location:
  - o Football Stadium:
  - o Baseball Field:
  - o Tennis Courts and parking area in front of courts.
- Duties: Coordination of all activities and communications.
- Objectives: Have a full picture of the situation (get accurate and current status reports from all stations);
   coordinate and direct all emergency plans and procedures; direct resources appropriately.
- Responsibilities: Handle all communications; make student-release decisions. See checklist. (What checklist? Who has it? How does it get to the Football Field?)
- Remember: Disseminate vital information quickly; make command decisions; don't assume anything; utilize runners if communications break down; be succinct and specific in your communications; set up a system for contacting families; designate a helicopter landing site for supplies with a 50 ft. clearance area.

### **Checklist for Incident Commander**

### **During Drill or Incident**

- 1. Protect yourself during danger time; then check on buddy safety
- 2. Get emergency procedures list, equipment, and supplies; review before moving out.
  - A. All keys, communications and backpacks needed for the duration.
  - B. Keys for Search and Rescue teams.
  - C. Walkie Talkie and District Communication Radio.
- 3. Lock office outer doors to prevent that entrance to school. Who?
- 4. Establish Incident Command Center with Office and Admin. Staff
  - A. Check on Progress of student evacuation. If decision is made to go to assemble all students in ALPHA order or move to another location of students make contact with all teams. Collect and redistribute <u>walkie-talkies\*</u> to teams that need them.
  - B. Communications established with key personnel
    - 1) Custodian\* (checking utilities and building integrity)
    - 2) Search and Rescue teams 1-3\* (send when buildings safe)
    - 3) First Aid Treatment area
    - 4) Counselors and Teachers (establishing student assembly area
    - 5) Perimeter Security (blocking driveways and issuing info)
- 5. Start accounting for adult personnel and make reassignments as needed.
- 6. Establish communications with District Office when they call on channel one of district radio

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- 7. Evaluate damage and injury reports as they come in to determine next steps. Have the attendance clerk begin the reconciliation of students reported as missing with the absence list, sign-out list, first aid list. (Who/where/how are these other lists being created and maintained?)
- 8. Begin checkout of students to parents or emergency contacts on the emergency Checkout cards. What are "emergency Checkout cards"? Where are they kept? How will they get to the field? Are pens kept with them? How are these students tracked?

### Checklist for 2<sup>nd</sup> in Command

- 1. Protect yourself during danger time; then check on buddy safety.
- 2. Get emergency procedures, equipment, and supplies; review before moving out.
  - A. All keys, communications (district radio and OPHS walkie-talkie), backup tapes, and emergency backpacks needed for the duration.
  - B. Stretcher and wheelchair.
- 3. Check on the establishment of First Aid center and student attendance records (to be used later).
- 4. Get radio from command center so that you can check in and report any problems. Make sure you know how to use the radio properly before you leave the command center. Do battery check. Stay off the radio unless you are reporting in or reporting a problem.
- 5. Check with Counselors that student evacuation is proceeding as planned.
- 6. Go to and check that Search and Rescue is proceeding as planned.
- 7. Communicate with Principal on progress with above.

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### **SEARCH AND RESCUE TEAM**

**Personnel:** (Underlined individual is the team's leader.)

**TEAM ONE:** Leggett and Creason, with triage and first aid by Smith.

(G-building, Library, H-Buildings, R- 16 and 17)

**TEAM TWO:** Kinberg, Shaw, and Pasqua, with triage and first aid by Shaw.

(Administration, F and E-building and R-1-6 bungalows)

TEAM THREE: T. Chevalier, Petit, and Barnett with triage and first aid by Pettit.

(C-building, Gymnasium, Cafeteria and Pavilion)

- Location: Equipment in shed to the south of library and behind restroom buildings see map. S/R assignments are on maps in this set of procedures and in the S/R barrels.
- **Duties:** Perform light search and rescue, possibly triage, and low level first aid functions during emergency.
- Objectives: Find and assist, don't become victims!
  - o Report conditions encountered Are there victims? How many? Where are they located? Are there fires? Are there any gas or water leaks? Are there electrical problems? Is there damage to any of the buildings? How much? Are there any urgent search and rescue needs? Do not use names of students over the radio ID by location if still in a room or by ID# if known.
  - o <u>Locate victims</u> Identify where rescue operations are required; use safe search methods; perform life-saving measures if necessary.
  - o <u>Removal of victims</u> Remove un-trapped victims first; remove trapped victims only after untrapped have been removed and only if removing them will not create further injury.

### **Responsibilities:**

- Safety your own, your team's, your victims'; use the "buddy system."
- <u>Pre-assigned search area</u> be familiar with it (know where it is!), where are the exits, utilities, fire extinguishers? Know what is stored inside of buildings and containers.
- Know your rescue equipment practice using it; keep it up-to-date.

### Remember:

- Wheel or carry S/R and F/A supplies with you.
- Have a first aid triage person with your team if possible. Use triage and F/A training on victims.
- O Do a quick "exterior survey" of each building <u>before</u> entry. Confirm that building has been cleared for search and rescue don't become a victim.
- o Do not attempt a heavy search and rescue -high chance of injury to team members.
- Use radio to call for assistance, otherwise
- Try to become familiar with safe building entry, interior search, victim removal, and lifting procedures.

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### **SEARCH AND RESCUE SWEEPS**

- Start by responding to known victim locations based on reports sent to the command center and relayed to your team.
- Do not use names of students over the radio ID by location if still in a room or by ID# if known.
- Teams begin conducting <u>light</u> search and rescue sweeps of designated areas for those rooms not covered during response to known victims.
- Each door that is entered is marked with slash (/) to indicate that the S/R team has entered the door and then is red (X) when the search is completed and the room is secure. Entry and exit are always through the same door after the two-person team sweeps along both walls, crossing in the middle. Third team member does the recording and triage if trained. Call for transport or additional first aid as needed.
- Each room needs to be searched (even interior rooms) in this manner, and each that is completed is marked off on the search map.
- Head custodian and his team control utilities and direct fire fighting operations.

DO NOT ATTEMPT UNTIL BUILDINGS ARE DETERMINED TO BE SAFE FOR ENTRY!

Custodian and Shop Teacher are doing check of utilities and integrity of buildings, check with command center.

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### **FIRST AID TEAM**

- Personnel: Smith, Pettit, Shaw, Billingsley (bring materials and report to Reunion Team), Pasqua (K. Paulson if needed also on Utilities Team).
- Location: Great Lawn.
- Supplies: Brought from health office by attendance clerk, and brought from disaster shed in rolling yellow bin.
- Duties: Set up treatment area; provide comfort measures; treat injuries through triage and creative first
  aid. Monitor and respond to radio calls from Search and Rescue teams with information, by sending
  supplies, or sending stretchers with students to transport victims (Ask for students to be assigned to
  you by counselors who will be supervising the assembly area. Prepare patients for off-site
  transportation.)
- Communicate: To the degree possible, communicate in person with the incident command about victims
  who need additional care or who may be deceased. Do not use names of students or staff over the
  radio ID by location if still in a room or by ID# if known.
- Remember: Implement triage system; use creative first-aid; maintain up-to-date emergency cards.

### FIRE CONTROL/UTILITY SHUTOFF TEAM

- Personnel: Tabor, K. Paulson and backup designee Primo.
- Location: Near room C-11 by the main gas and electrical shut-off valves. <u>Irrigation Combo #3210</u>.
- Duties: Controls utilities, conducts fire control efforts, and assists with supply distribution.
- Objectives: Examine all utilities during initial "exterior survey"; know locations of all shut-offs before the disaster; control hazardous spills and fires.
- Responsibilities: Safety first your own, your team's, your victims'; conduct an "exterior survey"
   before fighting fires; know what is stored inside of buildings and containers; know your personal
   limitations; use appropriate control techniques; be cognizant of the locations of all fire
   extinguishers.
- Remember: Turn off the gas only if you smell gas, suspect a leak or there is a known fire on campus.
   Keep appropriate tools handy. Download electrical systems gradually; mark all breakers before the disaster; hot water heaters should be strapped down; flammables should be stored in metal cabinets bolted to wall studs.

Revised: 1/30/14 15 of 16

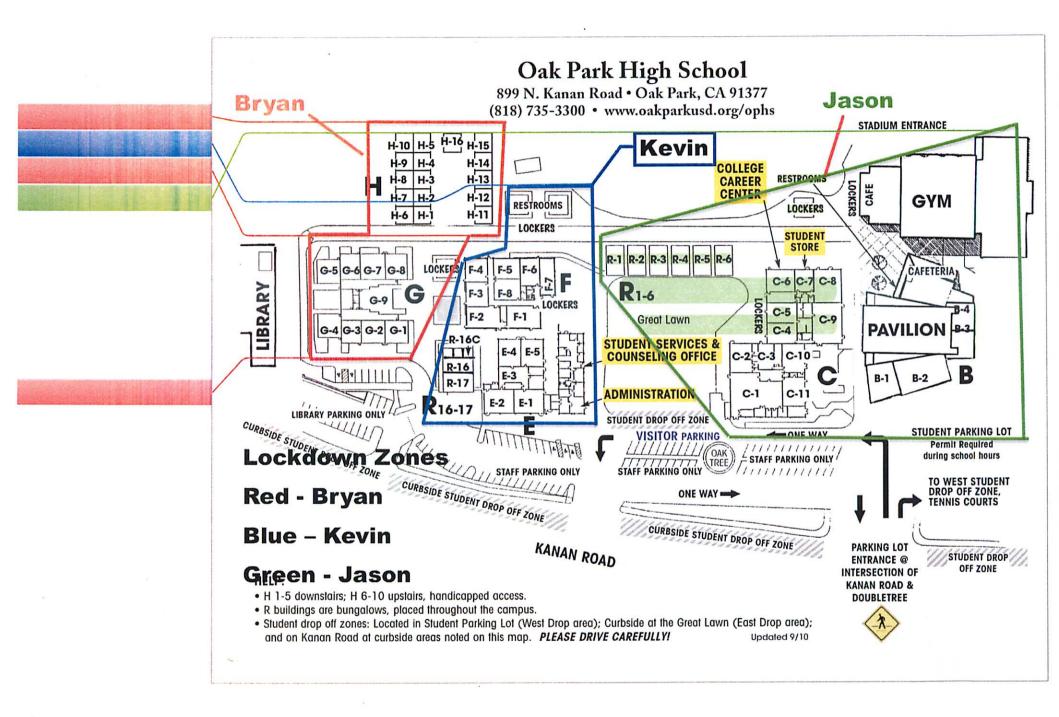
### **Security and Traffic Control Team**

- Personnel: Jenny Tamaddon, Jane Chavez, Daryl Falk
- Duties:
  - o Protect yourself during danger time; then check on buddy safety.
  - o Take keys for cars to be moved to block entrances so that only emergency vehicles are permitted into front access road or faculty lot, one stays with cars to move them for emergency vehicles.
  - o Cones from parking lot traffic control can be used as alert in front of vehicles.
  - o Move car to block entrance so that only emergency vehicles can enter if you move your car. (can you back on to a curb to let them by and not be blocked by others?)
  - Stand by car to show your presence and to identify you as someone that can give information. Keep calm and encourage calm by reassuring parents that students are safe and being cared for. Checkout of students will begin when everyone is accounted for and it can be done in an orderly manner.

### **REUNION TEAM**

- Personnel: Debbie Rauch (A-F), Mike Van Slooten (G-L), Pat Ramirez (M-R), and Karen Cohen (S-Z).
- Location: Gate by snack shack on football field.
- Duties: Coordination of student release and reuniting of parents with their children.
- **Objectives:** Provide access for parents to pick up their children in an orderly fashion; produce an official log of students who leave campus with a parent or guardian.
- Responsibilities: Keep things organized; ensure the safe and orderly reunion of students with their parent or guardian; maintain an accurate logbook of activity (comings and goings).
- Remember: Parents should be directed to line up on Kanan rd. for reunion; student runners can retrieve
  students from the assembly area; don't restrain students from leaving, but do account for them if they
  decide to go; officially log all students out; bring updated student schedules and a folding card table.

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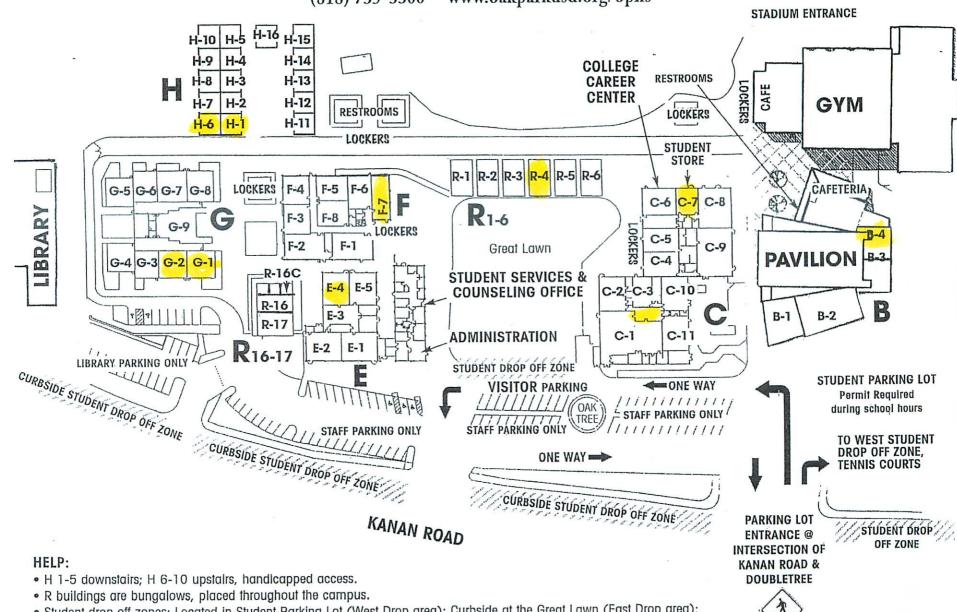
ORANGE EMERGENCY BAGS.

11 TOTAL 1/20/2012

### Oak Park High School

899 N. Kanan Road • Oak Park, CA 91377 (818) 735-3300 • www.oakparkusd.org/ophs





• Student drop off zones: Located in Student Parking Lot (West Drop area); Curbside at the Great Lawn (East Drop area); and on Kanan Road at curbside areas noted on this map. PLEASE DRIVE CAREFULLY! Updated 9/10





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### Radio Do's and Don'ts: The World is Listening!

DISTRICT NET CONTROL WILL CONTACT EACH CAMPUS: CAMPUSES SHOULD ONLY INTIATE A
CALL TO THE D.O. NET FOR IMMEDIATE EMERGENCY NEEDS:

<u>During a pause in transmission say, "EMERGENCY TRAFFIC". D.O. Net Control will then</u> recognize and tell you to go ahead with your information

Transmission Hints: Stay Calm; speak in a normal, clear voice

The worse a situation becomes the calmer and slower radio talk needs to be

- Hold radio just to the side of your mouth-rest on cheek
- Press key for 2 seconds before starting to speak
- Pause during transmission to allow for emergency traffic to break in
- Ask sender to repeat if not clearly understood-don't assume
- Use plain speech:
  - Avoid contractions
  - > Using common names: Spell difficult words phonetically
  - Avoid emotional words: <u>DO NOT USE TERM "DEAD BODIES"-USE A CODE</u> FOR SAME
  - > Don't ramble: Be concise, brief
  - > Do not use names of victims over the air
  - Don't argue or criticize
  - > Numbers: 509= "Five Zero Nine"

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- Move students and staff away from the crisis area
- Set a perimeter
- Summons additional help
- Set up a command post
- Summons Emergency Services
- Compile status and final incident reports

### **Public Information Officer (Kevin Buchanan)**

- Gather accurate details of the incident
- Release information to parents, community members, and the media during the crisis
- Send out communication to school staff, parents and students about the crisis
- Document all contacts and announcements

### Liaison Officer (Jason Meskis)

- Check with incident Commander for situation briefing on working with outside agencies
- Determine your personal operating location and set up
- Obtain necessary equipment and supplies
- Open and maintain a position log
- Brief agency reps on current situations, priorities and incident action plan
- Keep Incident Command of agencies action plans

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### **Logistics Chief (Randy McLelland)**

- Makes sure the Nurse Emergency kit and Emergency cards
- Works with the volunteers' directors to help calm parents down who are picking up their children if we have to move to an emergency release and to help with coordinating where parent/community volunteers may be needed.
- Works with the Operations Chief to maintain contact with responding groups (ie. Fire, police, Red Cross, Hazmat, mental health, etc)

# Volunteers Director (Debi Fries and Janet Svoboda)

- Report to Logistics Chief (McLelland) to help him.
- Help recruit and find community/parent volunteers to help with medical and triage aid
- Help parents who are distressed while picking up their child

# Messengers (Mike Winkler and Winnie Litten)

- Unlock Disaster Bin (Need to get key from Toni Paulson prior to drill)
- Unlock Red Cross Bin: Combo 5468
- Remove and set up command center table and radios on Great Lawn
- Provide CERT member with Incident Commander Communications
- Responsible to test radios monthly in office.

# Student Care Supervisor (Julie Heeney)

- Manages student feeding and dehydration
- Manages sheltering and sanitation of operations
- Set up secure assembly on football field
- Coordinate with Release Directors and teachers lining up students in alpha order
- Make arrangements for shelter, bathroom visits and activities for students

# Campus Check and Security Supervisor (Lonnie Chavez and Daryl Falk)

- Block entrances of parking lot so ONLY emergency vehicles may enter.
- Place golf carts or cones in front of parking lot entrances
- Report in with the Shelter Director

# Shelter Director (Ken Paulson and Jim Barnett Backup)

- Oversee Custodians and checking of gas leaks, meters and all shut off valves.
- Post yellow caution tape around damages or hazardous areas.
- Verify campus is locked down and report to Incident Commander
- Be sure that entire campus has been checked for safety hazards
- Coordinate with Campus Supervisors/Security
- Responsible for filling out Damage Assessment sheet. You may want to work with Search and Rescue supervisor on possible damage.

# **Custodians** (Eric Tabor and Serafin Cortes)

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- Check for any leaks and entire campus has been checked for safety hazards
- Turn off any valves water, gas, electric, etc if necessary

### **Release Coordinators**

### (Karen Cohen, Debbie Rauch, Pat Ramirez, Mike VanSlooten)

- Set up secure reunion area on football field or other designated area. Place alpha signs in the appropriate areas on the football field and on the pick up areas
- Check students emergency cards for authorized release
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- Work with teachers who are lining up students in alpha order to assign a student runner who can go in between students and release coordinators for student pickup.
- Make sure you have writing utensils.

# Search and Rescue Supervisor (Dave Kinberg)

- Muster and set up area on great lawn
- Help Search and Rescue teams with getting equipment out of emergency container.
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- Report location of all injured persons to Command Center
- Access damage to structures and report to Command Center
- Station team members as guards near unsafe buildings to prevent re-entry
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# Medical Supervisor/Triage Leader (Dick Billingsley and Ann Pettit Backup)

- Set up three different areas on great lawn determined by Urgent Care priority
- Oversee Medical Aid Leader
- Assist Medical Aid Leader if necessary with first aid and injury
- Document name, injury and first aid
- Keep Command Center informed
- Maintain morgue as needed
- Work cooperatively with outside agencies

# Medical Aid Leader (Brenda Pasqua)

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- Confirm that the person is actually deceased
- Notify Incident Commander
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- Keep accurate records
- Write the following:

Date and time
Exact location where found
Name of decedent if known
If identified-how, when, by whom
Name of person filling out tag

• Attach one tag to body

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- Document all contacts and announcements

### Liaison Officer (Jason Meskis)

- Check with incident Commander for situation briefing on working with outside agencies
- Determine your personal operating location and set up
- Obtain necessary equipment and supplies
- Open and maintain a position log
- Brief agency reps on current situations, priorities and incident action plan
- Keep Incident Command of agencies action plans

### Scribe (Geri Sterling)

- Assists Incident Commander in completing the incident form to document events, response and outcomes
- Document ALL activities, listing times and actual event

### **Communication Officer (Toni Paulson)**

- Reports with Incident Commander about current situations and events
- Reports to the District Office regarding any potential dangers, casualties and injuries
- Documents ALL radio conversations with the District Office
- Responsible for bringing District Office radio to evacuation area

### Operations Chief (Russ Peters) & (Vic Anderson-Backup)

- Check in with Incident Commander for situation briefing
- Open and Maintain a position log Document actions taken, messages, decision Justifications, Requests filled
- Identify and mitigate safety hazards on the green lawn and areas where Search and Rescue will be operating
- Stop and Modify all UNSAFE operations
- Ensure responders use appropriate safety equipment
- Keep Incident Commander advised

#### Logistics Chief (Randy McLelland)

- Makes sure the Nurse Emergency kit and Emergency cards
- Works with the volunteers' directors to help calm parents down who are picking up their children if we have to move to an emergency release and to help with coordinating where parent/community volunteers may be needed.
- Works with the Operations Chief to maintain contact with responding groups (ie. Fire, police, Red Cross, Hazmat, mental health, etc)

### Volunteers Director (Debi Fries and Janet Svoboda)

- Report to Logistics Chief (McLelland) to help him.
- Help recruit and find community/parent volunteers to help with medical and triage aid
- Help parents who are distressed while picking up their child

## Messengers (Mike Winkler and Winnie Litten)

- Unlock Disaster Bin (Need to get key from Toni Paulson prior to drill)
- Unlock Red Cross Bin: Combo 5468
- Remove and set up command center table and radios on Great Lawn
- Provide CERT member with Incident Commander Communications
- Responsible to test radios monthly in office.

### Student Care Supervisor (Julie Heeney)

- Manages student feeding and dehydration
- Manages sheltering and sanitation of operations
- Set up secure assembly on football field
- Coordinate with Release Directors and teachers lining up students in alpha order
- Make arrangements for shelter, bathroom visits and activities for students

### Campus Check and Security Supervisor (Lonnie Chavez and Daryl Falk)

- Block entrances of parking lot so ONLY emergency vehicles may enter.
- Place golf carts or cones in front of parking lot entrances
- Report in with the Shelter Director

### Shelter Director (Ken Paulson and Jim Barnett Backup)

- Oversee Custodians and checking of gas leaks, meters and all shut off valves.
- Post yellow caution tape around damages or hazardous areas.
- Verify campus is locked down and report to Incident Commander
- Be sure that entire campus has been checked for safety hazards
- Coordinate with Campus Supervisors/Security
- Responsible for filling out Damage Assessment sheet. You may want to work with Search and Rescue supervisor on possible damage.

### **Custodians** (Eric Tabor and Serafin Cortes)

- Check in with Shelter Director (Ken Paulson and Jim Barnett Backup)
- Check for any leaks and entire campus has been checked for safety hazards
- Turn off any valves water, gas, electric, etc if necessary

#### **Release Coordinators**

#### (Karen Cohen, Debbie Rauch, Pat Ramirez, Mike VanSlooten)

- Set up secure reunion area on football field or other designated area. Place alpha signs in the appropriate areas on the football field and on the pick up areas
- Check students emergency cards for authorized release
- Complete release log
- Coordinate with the Public Information Officer (Principal) on external messages to parents, community, etc.
- Work with teachers who are lining up students in alpha order to assign a student runner who can go in between students and release coordinators for student pickup.
- Make sure you have writing utensils.

### Search and Rescue Supervisor (Dave Kinberg)

- Muster and set up area on great lawn
- Help Search and Rescue teams with getting equipment out of emergency container.
- Perform visual check of outfitted team, include radio check
- Record names and assignments before deploying teams
- Dispatch teams to know hazardous situations first, then search campus
- Record all teams progress and reports on site map. When a room is reported clear mark a  $\underline{C}$  on the map.
- Record exact location of damaged and triage tally

# Search and Rescue Teams Team A – Smith, Creason, Leggett Team B – Shaw, Kinberg, Pasqua Team C – T.Chevalier, Barnett, Pettit

- Report to Search and Rescue Supervisor
- Search campus in a methodical pattern to find injured and missing persons
- Report location of all injured persons to Command Center
- Access damage to structures and report to Command Center
- Station team members as guards near unsafe buildings to prevent re-entry
- Direct loiterers to appropriate locations

## Medical Supervisor/Triage Leader (Dick Billingsley and Ann Pettit Backup)

- Set up three different areas on great lawn determined by Urgent Care priority
- Oversee Medical Aid Leader
- Assist Medical Aid Leader if necessary with first aid and injury
- Document name, injury and first aid
- Keep Command Center informed
- Maintain morgue as needed
- Work cooperatively with outside agencies

### Medical Aid Leader (Brenda Pasqua)

- Report to Medical Supervisor
- Administer first aid
- Determine need for medical assistance and priority

# Morgue Leader (Roland Herberg)

- Confirm that the person is actually deceased
- Notify Incident Commander
- Do not move the body until directed by the Incident Commander
- Keep accurate records
- Write the following:

Date and time
Exact location where found
Name of decedent if known
If identified-how, when, by whom
Name of person filling out tag

• Attach one tag to body

#### **Stress Management**

#### (Stephanie Walker-Sean and Kim Galbreath)

- Work with the critically injured helping them remain calm
- Collaborate with Medical Supervisor on who his a high priority

## Financial Administration Chief (Sandy Iwanoff)

- Documenting events when they occur, instead of weeks or months later, is the major task of Finance
- Injury and Damage Documentation is prepared fro prompt recording of all injuries
- Contracting with vendors for all services not available through involved agencies
- Disaster Relief Records are used to coordinate with state and federal representatives and to assure that costs and damage records are prepared in proper format to assure reimbursement



Evacuation B building and Pavilion OPHS



**Evacuation-Administration-OPHS** 

evised 10/2009



Evacuation- C Buildings-OPHS revised 10/2009



E-building-OPHS revised 10/2009



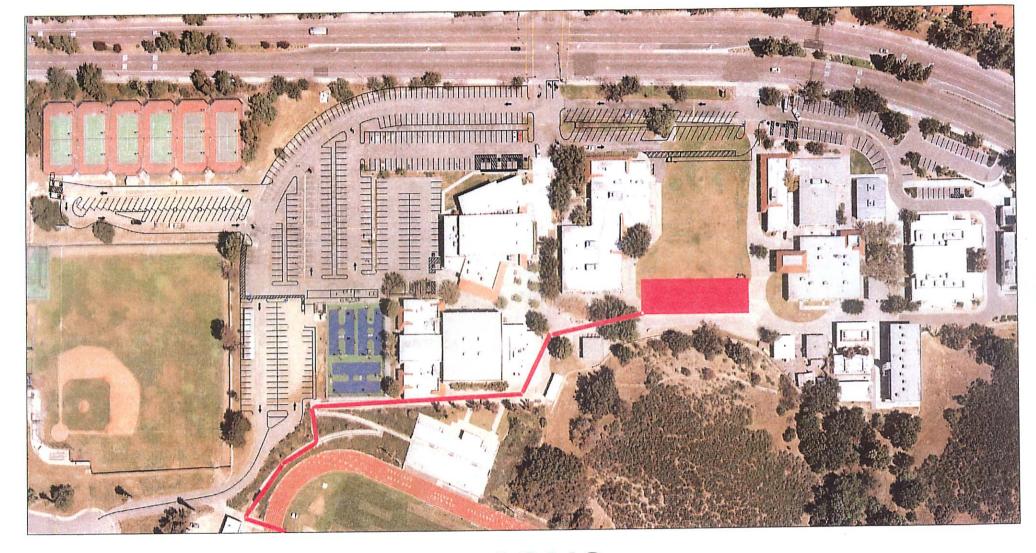
Evacuation F- building-OPHS revised 10/2009



Evacuation-G-building-OPHS revised 10/2009



Evacuation- H building-OPHS revised 10/2009



# Evacuation R-1 to R-6 OPHS

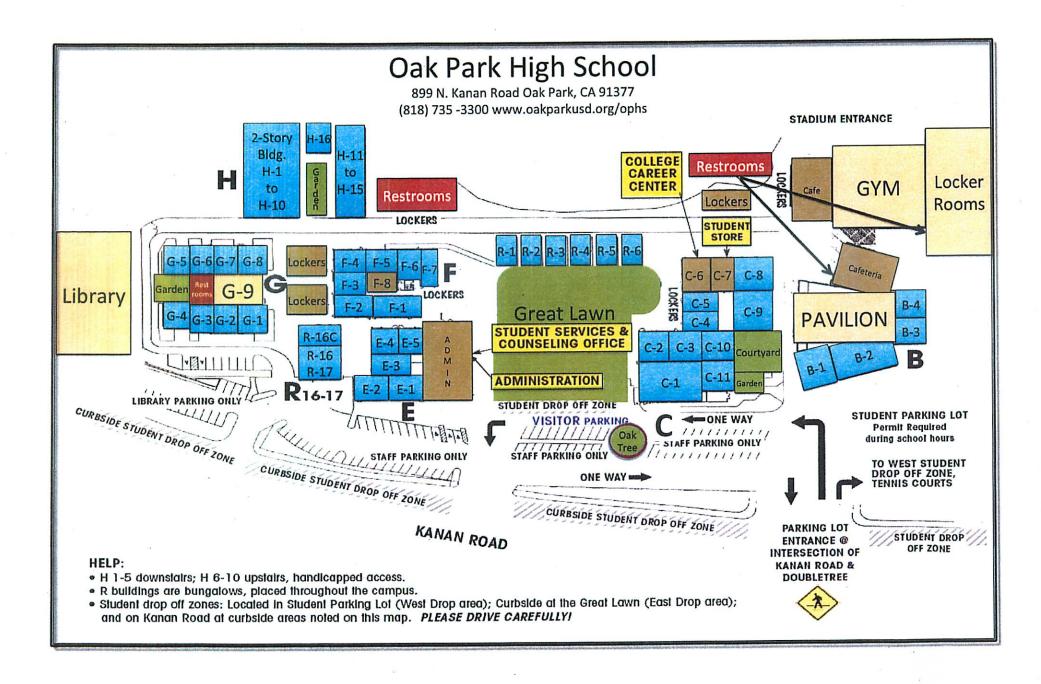
revised 10/200



Evacuation-R16 to R17-OPHS revised 10/2009



Evacuation H-11 to H-16 OPHS revised Sept., 2010



	OPUSD EMERGENCY REPO	ORT FORM	DATE:	SITE	INCIDENT COMMANDER:
	CAMPUS:	_	TIME:	9	
	INCIDENT:		€		
STU	DENT/STAFF ACCOUNTI	NG:			
# MIS	SING			INJURED: # MINOR	INJURED: # DEAD
			·		
					2
KEY:	A				
IMME	DIATE:	Life threatening injuries (airw	ay, bleeding, or shock) rapid	treatment is imperative	,
DELA	YED:	Professional care maybe requ	iired, but immediate treatmen	t is not imperative	
MINO	Read and and Date	Minor injuries not requiring p	rofessional care		
DEAD	1	No respirations after two atte	mpts to open airway *CPR is	not performed in the disaster	environment
					·
DAM	AGE ASSESSMENT:				
	CTURAL: BUILDINGS/GROUNDS ose, Fire, Haz. Mat., Flood, etc.)		UTILITIES: ELECTRICITY TURNED: ON/OFF	UTILITIES: WATER TURNED: ON/OFF	SECURITY SITUATION
				I I	1

RESOURCES REQUESTED: (FIRE DEPT., SHERIFF, PARAMEDICS, UTILITY CO., PERSONNEL, TRANSPORTATION)

#### Emergency Response

Weapons used in or around schools, bomb threats or explosions, and fights, as well as natural disasters, accidents, and suicides call for immediate, planned actions, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma. The Oak Park Unified School District has therefore developed procedures to help each site meet the challenges of emergencies at school. All Oak Park Unified School District schools have developed evacuation procedures to protect students from harm, effective communication systems for times of crisis, and a process for securing immediate external support from law enforcement officials.

A general Crisis Procedure Checklist is provided below as an example of the way in which Oak Park Unified School District schools respond to emergencies.

#### Crisis Procedure Checklist

	Assess life and safety issues immediately.
	Provide immediate emergency medical care.
·	Call 911 and notify police and rescue first. Call the superintendent second.
	Convene the crisis team to assess the situation and implement crisis response procedures.
	Evaluate available and needed resources.
	Alert school staff to the situation.
	Activate the crisis communication procedure and system of verification.
	Secure all areas.
	Implement evacuation and other procedures to protect students and staff from harm. Avoid dismissing students to unknown care.
	Adjust the bell schedule to ensure safety during the crisis.
	Alert persons in charge of various information systems to prevent confusion and misinformation. Notify parents.
	Contact appropriate community agencies and the school district's public information office, if appropriate.
	Implement post-crisis procedures.

#### **ASSIGNMENT STATUS**

DATE:	PERSON REPORTING:		PAGE #:							
TEAM LEADER	ASST. TEAM LEADER	ASSIGNMENT	ASSIGNMENT							
TEAM TYPE										
START TIME END TIME										
1	1	1 .	1	1						
2	2	2	2	2						
3	3	3	3							
4		4	4	4						
5	5		5	5						
ASSIGNMENT	ASSIGNMENT	ASSIGNMENT	ASSIGNMENT	ASSIGNMENT						
COMMENTS	COMMENTS	COMMENTS	COMMENTS	COMMENTS						
	#4.1 1. V									
		,								

TO TRACK PERSONNEL ON AN ASSIGNMENT.

www.cert-la.com

10/08/01

Print type of team (for example, Fire). Print team members' names in numbered boxes. If a team completes an assignment, use another team column for the next assignment. Return thin form, with Incident Briefing, to Incident Command

#### DAMAGE ASSESSMENT

DATE: PERSO		ON REP	ORTIN	IG:								F	AGE #:			
TIME R	RECEIVED:	PERSO	ERSON RECEIVING:													
			BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED*	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS	NO ACCESS	ASSIGNMENT COMPLETED
TIME	LOCATION/ADDRES	S. €	FIR	ES		HAZA	RDS		STRUC	TURES	P	EOPL		ROA	DS	iX.
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FOR USE BY EVERYONE

www.cert-la.com

10/08/01

Summary of all hazards in area - fill out this form on your way to Command Post and give it to Incident Command. (\* for structure damage: h=heavy, m=moderate, l=light)

Incident Command: Choose an incident, put a slash in the assignment completed column, copy the address/location to the incident name section on Incident Briefing, and give Incident Briefing and Assignment Status to incident team leader. Copy address/location to Post-Incident Status and enter start time. When incident is complete, put a backslash in the assignment completed column and the incident end time on the Post-Incident Status form.

#### **DAMAGE ASSESSMENT**

DATE:		PERSON REPORTING:								F	PAGE #:				
TIME RECEIVED: PER		PERSON RECEIVING:													
		BURNING	ООТ	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	DAMAGED*	COLLAPSED	INJURED	TRAPPED	DEAD	ACCESS		ASSIGNMENT COMPLETED
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FOR USE BY EVERYONE

www.cert-la.com

10/08/01

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The Worlds Strongest Dome Tents Since 1976

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a manual sitemap home store search

yurts & domes playadomes bubbledome crystalcave accessories relief

tents prepareshelters other uses

### Domes, Yurts, Tents and Greenhouses Go Up in 30 Minutes

**Shelter Systems domes are not kits.** You don't have to cut anything. You don't need any tools. Everything is in place and ready to assemble. All dome poles except the window poles are the same length, and interchangeable - every pole will go in every other position. All window poles are the same length. Only the most general directions are required (and are provided with each dome, of course). Most people can put up the 14, 18, and 20 in 30 minutes. Shelter Systems domes create multipurpose enclosures that are affordable, portable, reliable, windproof and watertight.

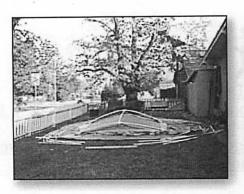






Shelter Systems domes come to you in two packages of approximately equal weight (for the 18'er 30 lbs each).

Spread out poles and covering on top of floor.





Add poles to top of dome covering one pole at a time. Each pole is the same length so you cannot go wrong.

Continue to work your way around dome adding poles.





The poles bend slightly, adding tension to the covering and the dome begins to lift off the ground.

Before you know it, the last poles are added and your dome is up!

#### Watch a Set Up Video

#### Up In 30 Minutes!

1 1/2-YEAR GUARANTEE. If for any reason you're not completely pleased with your purchase, <u>return</u> it in original, <u>clean condition</u> within 30 days of receipt for a full refund or exchange as you wish. All items in this catalog have a warranty against defects in materials and workmanship for 1 1/2 years. Should any product prove defective we will repair or replace it at no cost to you. Special Orders are not returnable. Read <u>Snow and Wind Warnings</u>.

#### Order online with our Secure Order Form!

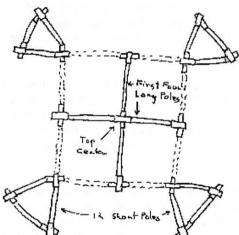
Questions? Orders & Customer Service: Toll Free 866-777-1066 or 831-464-2002 <a href="mailto:eleanor@shelter-systems.com">eleanor@shelter-systems.com</a> Technical: 650-323-6202 <a href="mailto:bob@shelter-systems.com">bob@shelter-systems.com</a>. Copyright © Shelter Systems 1976 - 2010 All Rights Reserved

want it. Trace around the perimeter of your dome onto the deck. Remove the dome and cut the decking along the line you marked, but not through the joists that are under the decking. Because poles of the repositioned dome will not align exactly with the protruding joists, you will need to cut some 2"x 6" supports for the poles to sit on. (Measure the distance between each pair of joists under the cut deck.) Now secure the measured sections to the joists. Place the dome back on the deck and anchor your dome with "eye" bolts to the 2"x 6" sections. Now, rain running off the dome will run onto the 2"x 6"s that you have attached under your deck and not onto the deck and into your dome.

Here is an example of a way to construct a deck for a 20' dome built of 2"x 6" Douglas fir and plywood. It has 12 equal sides. The spacing for the joists is 2'. Use joist hangers. Support underneath with 4"x4"s toe-nailed into foundation piers placed under each joist's ends and several under the central joists. Extend the dome's skirt (with plywood or plastic) to the ground to block cold air from coming up under the dome.

More on deck building and riser walls: click here.

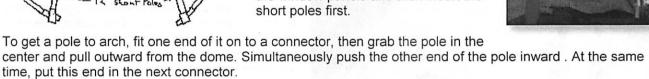
Assembling and Disassembling Your Dome: Wear eye protection and gloves for safety. For 30' and 31':Click Here. Have a friend help you the when you set up your dome at least the first time. Spread the dome on top of the floor so the dome's connectors are visible and the top of the dome (marked with a strip of fabric). Taking one pole at a time, insert into the connector at the top of the dome. Insert the other end of the pole into a connector outward from the center of the dome. Insert the next three long poles from the center outward. You should now have formed an X at the top of the dome and there should only be a little slack in the covering under the poles. Note: it does not matter which connector is on top and which is underneath; random is best.



Continue to bending and inserting long poles working from the top down. As more poles are added, the canopy will become tighter

requiring that you bend the poles and pull on the connectors to fit the poles in place. All poles cross making an X at the connectors.

Insert the 12 short poles around the 4 triangular "window" panels. (The 30 foot dome has 8 short poles that are just above the corner of the doors.) If you have trouble inserting any of the short poles, remove the long poles adjacent to the window panels and then insert the short poles first.



Your dome's poles will take a slight set and the cover will fit your poles better over time. You will also get mre used too putting it up. All of this will make setting up your dome easier each time you put it up.

Disassembling your dome is the same but in reverse. Wear eye protection and gloves for safety.

Tricks for tube bending:

The 18 and 30 foot Yurt Domes are the most difficult to put up. Make sure you have two strong people working on it. If you have trouble bending the poles try one or more of the following:

See attached photo; also try inserting the upper end of the pole first then the lower. One technique is to insert a leg between the dome and the pole to use the body to help bend the pole. Another is to use the lower

connectors as a lever to pry the pole into it. Try having your help pull out on the middle of the pole to bend it (being careful not to pull so hard that the pole kinks) while you pull on the connector, that the other end of the pole is to go into, to

stretch the dome's covering underneath the pole.

Note when putting up your dome in the cold: The poles of the dome are made of PVC, a thermo plastic, which gets stiffer with the cold. In putting up the dome the poles are bent and inserted into connectors. It is preferable that the domes be set up during the day when the air temperature is warmer. Poles may be kept warm by wrapping them in a blanket with several large bottles of boiling hot water. Once the poles are warm remove and insert them one at a time from the blanket. If the domes are set up in the extreme cold with out warming the poles some may break. This should not be a problem however since we include 4 extra poles with each dome.

The 8' and 11' Domes (photo below) have a different shape and "Y" connectors.



After all poles are in, turn your dome so the doors face the direction you want. Hook all the doors closed. (Leave them closed until the dome is anchored.) Your dome knows how to hold itself in a nice circle for staking out the bottom if the doors are closed.

The BubbleDomes™ are taller than our other domes and they are standard with one tall door.

The 30' Yurt Domes™ are set up as the other domes but require more strength to lift the dome when adding poles. Notice also that the 8 short poles go just above the 8 door openings.

Doors: You can fine tune the doors of your dome by adjusting the length of the cord that hold the "S" hooks are attached to the door covers. The door clips themselves can be moved to achieve a

larger degree of adjustment (see the "clipping instructions near the end of this manual). Sticky back velcro can also be useful to achieve a better seal (see below).

The fabric strips across the threshold of the doors hold the door openings in their proper spacing. This strip can be removed, if it proves to be in the way, by unclipping one of the clips that hold the strip. This can be done by removing the pole and stake that hold this clip. However, try to avoid cutting it since the dome's base will spring out without the strip, and if you move your yurt you will need to reestablish this spacing by moving the stakes towards each other so that your door flaps will overlap your door openings. If your door openings are adjusted to the correct width, the doors should seal without a gap when closed.



A pole can be added to the lower edge of each door to hold the door tight and make it easier to use. The door pole goes over the plugs attached to the corners of each door. One side of the door can be left hooked closed all the time if you do

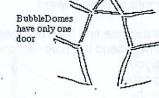
not need the extra ventilation. This is particularly nice if you're using a door pole, since it allows the door to swing

open and shut easily. In strong winds, hook both sides closed. Binder clips are provided with your dome to secure the doors in wind or when a tight seal is desired.

They also work well on net doors. They hold best if you overlap the door and side wall materials a little as you clip them together. If you want more binder clips, you can get them at a stationery store. To prop your door

open, tuck the tip of the door pole under an adjacent horizontal pole. Of course, if you aren't using a door pole, just roll the door panel up and tuck it over the pole above the door.

Add a pole then hook this corner to the don



Note: that the 30' does not use door poles. Door poles come only with the 14',18' and 20'. You can rig a door pole for the 30' with one of your spare

Door



The Worlds Strongest Dome Tents Since 1976

about us shelters greenhouses grip clips designs testimonials q & a manual sitemap home store search yurts & domes playadomes bubbledome crystalcave accessories relief tents prepareshelters other uses

#### Accessories for Domes, Tents, Yurts and Greenhouses

Shelter Systems offers many additional accessories for its domes, tents, yurts, and greenhouses. These accessories include mosquito net doors and walls, floors, liners, porches, sunshades, stakes, PVC poles, tarp fasteners (Grip Clips), woven ripstop films, canvas, and vinyl.

#### **SunShades**

Where shade can not be found consider getting one or more of our sunshades. The spacing between the Sunshade and the dome allows air to flow and dissipate heat that is absorbed by the Sunshade It is generally better to have multiple small Sunshades on our 14, 18 and 20 foot domes and yurts as these fit the curve of the domed shape better than the larger Sunshades and provide space between them to heated air to escape.

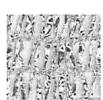


The Woven Black or Silver Sunshades we offer a woven sunshade in Black or Silver that fits the contours of the dome a better than our standard white/black and since it allows some of the wind through its weave handles wind better.

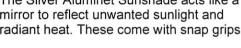
These shades block 80% and 70% respectively. They are both made with a loose weave material which allows for cooling air to flow through and rain can not puddle.

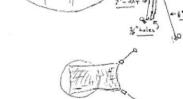
Price:

Black 80% Shade 12' x 16' \$45 (with 10 snap grips) Black 80% Shade 20' x 20' \$105 (with 18 snap grips)



The Silver Aluminet Sunshade acts like a mirror to reflect unwanted sunlight and radiant heat. These come with snap grips.





Price Silver Aluninet 70% Shade 14' x 14' \$95 (with 10 snap grips)



Silver Aluninet 70% Shade 21' x 21' \$205 (with 18 snap grips)

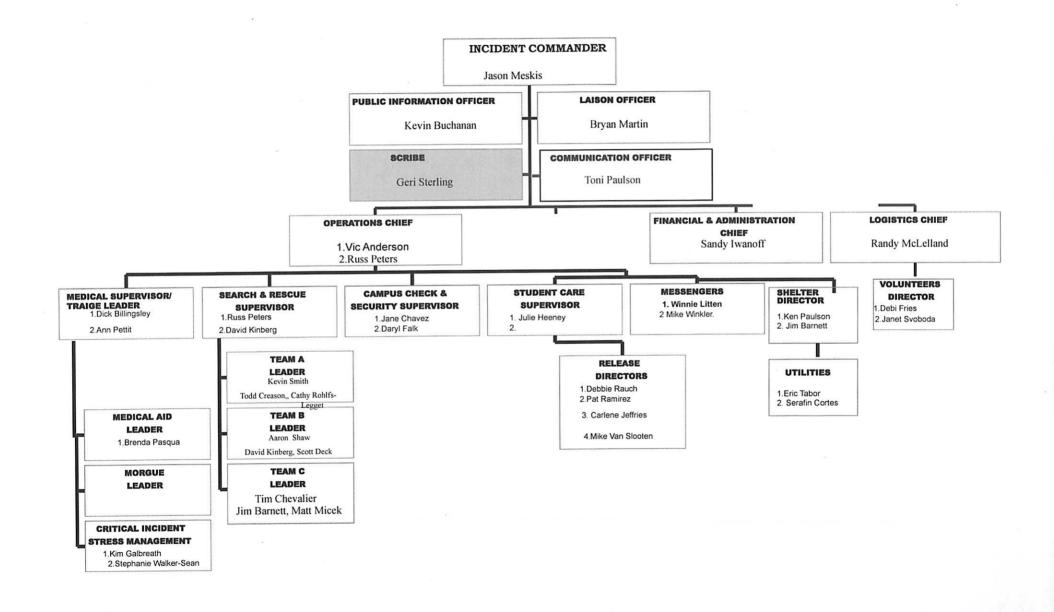
If over heating is

likely a problem consider two or more SunShades. Arrange your Sun Shades such that they do not overlap each other completely. The airspace under the shades and the gaps between the shades will allow heat to be

# Emergency Response

#### OAK PARK UNIFIED SCHOOL DISTRICT

#### INCIDENT COMMAND ORGANIZATION CHART



Oak Park 5801 E. Conifer Street
Oak Park, CA 91377

In case of an emergency, please contact the following staff members in the subsequent order:

Call Order	Name	Title	Cell	email	Work Phone
			11		
1	Julie Suarez	Director, Business Operations	818-355-7176	jsuarez@oakparkusd.org	818-735-3210
2	Miguel Tabares	Maintenance Engineer	818-256-4002	mtabares@oakparkusd.org	818-735-3204
3	Oscar Jimenez	Maintenance Engineer	818-256-4010	ojimenez@oakparkusd.org	818-735-3203
4	Ruben Botello	Landscape Worker	805-377-4905	rbotello@oakparkusd.org	
5	Candy Garcia	Landscape Worker	818-259-3235	cgarcia@oakparkusd.org	
6	Martin Klauss	Asst. Superintendent	818-203-2586	mklauss@oakparkusd.org	818-735-3216
7	Leslie Heilbron	Asst. Superintendent	818-261-2836	lheilbron@oakparkusd.org	818-735-3266
8	Tony Knight	Superintendent	818-324-8915	tknight@oakparkusd.org	818-735-3206

#### **Emergency Services**

#### \*\*FOR AN IMMEDIATE THREAT TO LIFE OR PROPERTY, CALL 911\*\*

HIGHWAY PATROL:

(805) 553-0800

EAST COUNTY SHERIFF'S

NON-EMERGENCY

MOORPARK VENTURA

(805) 477-4100

(805) 494-8200 WWW.VCSD.ORG

L.A. CO. LOST HILLS SHERIFF'S

(818) 597-2954

THE GAS COMPANY WWW.SOCALGAS.COM

1-800-427-2200

VENTURA CO. FIRE DEPT.

(818) 597-2954

WWW.FIRE.COUNTOFVENTURA.ORG (FIRE UPDATES)

VENTURA CO. RED CROSS

(805) 339-2234

EDISON EMERGENCY

1-800-684-8123

WWW.ARCVENTURA.ORG

OAK PARK WATER

1-800-613-0901

# OPUSD Management Team

Members	Title	Work Phone	Cell Phone	Support Task
	<u> </u>			
Tony Knight	Superintendent	818-735-3206	818-324-8915	Public Information Officer
Martin Klauss	Asst. Superintendent	818-735-3238	818-203-2586	Logistics
Leslie Heilbron	Asst. Superintendent	818-735-3266	818-261-2836	Contract Issues
Barbara Dickerson	Director, Budget & Accounting	818-735-3215	805-404-5674	Financial Officer
Julie Suarez	Director, Business Operations	818-735-3210	818-355-7176	Safety Officer
Susan Roberts	Director, Pupil Services	818-735-3214	818-929-0146	Stress Management
Derek Ihori	Program Specialist	818-735-3224	818-324-7438	Medical Aid
Linda Sheridan	Administrative Assistant	818-735-3224	805-660-1620	Incident Commander
Stuart Muling Lou Tabone	▲ . Director, Alternative Education	818-735-3207	818-489-1348	Student Care Chief

#### **CERT Graduates**

#### **Brookside**

#### Oak Hills

Deborah King

#### **Red Oak**

**Barbara Jones** 

Karen Kovisto

**Janet Convey** 

**Medea Creek** 

#### Oak Park High

Kathie Leggett Jason Meskis

Dick Billinsley Roland Herzberg

Brenda Pasqua P.H. Pedretti

**Victor Anderson** 

#### **District Office**

Miguel Tabares

Julie Suarez

Linda Sheridan

Debbie Cooper

#### **All Sites**

Debbie West

# Section: Command Incident Commander

Responsibilities:	The Incident Commander (IC) is solely responsible for emergency/disaster operations and shall remain at the Command Post (CP) to observe and direct all operations. Ensure the safety of students, staff and others on campus. Lead by example: your behavior sets tone for staff and students.	s.
Start-up Actions	☐ Obtain your personal safety equipment; i.e., hard hat, vest,	
	clipboard (with job description sheet).	
	Assess type and scope of emergency.	
	Determine threat to human life and structures.	•
	☐ Implement emergency/disaster plan and hazard specific	ت
	procedures.  ☐ Develop and communicate an incident action plan with	
	objectives and a time frame to meet those objectives.	
	☐ Activate functions (assign positions) as needed.	
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Oi	Appoint a backup or alternate IC	
Ongoing Operational	☐ Continue to monitor and assess total school situation:	
Operational Duties:	<ul> <li>View site map periodically for Search &amp; Rescue progress a</li> </ul>	and
Duties.	damage assessment information.	
	• Check with chiefs for periodic updates.	
	• Reassign personnel as needed.	
	Report (through Communications) to school district on sta	tus
	of students, staff, campus as needed. (Site Status Report)	
	Develop and communicate revised incident action plans as	<b>;</b>
	needed.	
	☐ Begin student release when appropriate.	
	NOTE: No student should be released until student account	nting
	is complete. Never send students home before the end of the	
	regular school day unless directed by the Superintendent o	
	Schools, except individuals on request of parent/guardian.	
	☐ Authorize release of information.	
	Utilize your back up; plan and take regular breaks, 5-10	
	minutes/hour, relocate away from the CP.	
	☐ Plan regular breaks for all staff and volunteers. Take care	of
	your caregivers!	
	Release teachers as appropriate per district guidelines. By	law,
	during a disaster, teachers become "disaster workers."	
	☐ Remain on and in charge of your campus until redirected of	r
	released by the Superintendent of Schools.	

Closing Down:	are no longer required.  ☐ At the direction of the Su entire emergency respon outside agency calls an 'taking any further action.  ☐ Ensure that any open action care of after deactivation.  ☐ Ensure the return of all en	ons not yet completed will be taken n. quipment and reusable supplies to the that all logs, reports, and other completed and provided to the the emergency and proceed with
Command Post		
Equipment/	Campus map	Job description clipboards
Supplies:	Master keys	Command post tray (pens, etc.)
	Staff & student rosters	School district radio
	Disaster response forms	Campus 2-way radios
	Emergency/disaster plan	AM/FM radio (battery)
•	Duplicate rosters (2 sets)	Bullhorn
	Tables & chairs (if CP is ou	utdoors)
	Vests (if available)	
	•	

Campus Emergency Planning Guidelines

#### Section: Command Public Information Officer (PIO)

Personnel:	Available staff with assistance from available volunteers					
Policy:	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 (PIO) acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson. A school site-based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming.					
	News media can play a key role assisting the school in getting emergency/disaster related information to the public (parents). Information released must be consistent, accurate, and timely.					
Start-Up Actions:	<ul> <li>Determine a possible "news center" site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander (IC).</li> <li>Identify yourself as the "PIO" (vest, visor, sign, etc.)</li> <li>Consult with district PIO to coordinate information release.</li> <li>Assess situation and obtain statement from IC. Tape-record if possible.</li> <li>Advise arriving media that the site is preparing a press release and approximate time of its issue.</li> <li>Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.</li> </ul>					
Operational Duties:	<ul> <li>Keep up-to-date on the situation.</li> <li>Statements must be approved by the IC and should reflect:</li> <li>Reassurance — EGBOK — "Everything's going to be OK."</li> <li>Incident or disaster cause and time of origin.</li> <li>Size and scope of the incident.</li> <li>Current situation — condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.</li> <li>Resources in use.</li> <li>Best routes to school if known and appropriate.</li> <li>Any information school wishes to be released to the public.</li> </ul>					

	☐ Read statements if possible.
	☐ When answering questions, be complete & truthful, always
	considering confidentiality & emotional impact. Avoid
	speculation, bluffing, lying, talking "off the record," arguing,
	etc. Avoid use of the phrase "no comment."
	☐ Remind school site/staff volunteers to refer all questions
	from media or waiting parents to the PIO.
	☐ Update information periodically with IC.
	Ensure announcements & other information are translated into other languages as needed.
	Monitor news broadcasts about incident. Correct any
	misinformation heard.
Closing Down:	☐ At the Incident Commander's direction, release PIO staff no
	longer needed. Direct staff members to sign out through Timekeeping.
	☐ Return equipment and reusable supplies to Logistics.
	☐ Close out all logs. Provide logs and other relevant documents
	to the Documentation Unit.
Equipment/	Public information kit consists of:
Supplies:	ID vest
	Battery operated AM/FM radio
	Paper/pencils/marking pens
	Scotch tape/masking tape
	Scissors
	School site map(s) and area maps
	• 8-1/2 x 11 handouts
	<ul> <li>Laminated poster board size for display</li> </ul>
	Forms: Disaster Public Information Release Work Sheet
	Sample Public Information Release
	School Profile or School Accountability Report Card
	(SARC)

# Section: Command Liaison Officer

<b>Responsibilitie</b> s:	Rep the	e Liaison Officer serves as the point of contact for Agency presentatives from assisting organizations and agencies outside school district and assists in coordinating the efforts of these side agencies by ensuring the proper flow of information.
Start Up Actions:		Check in with Incident Commander (IC) for situation briefing. Determine your personal operating location and set up as necessary.  Obtain necessary equipment and supplies from Logistics. Put on position identifier, such as vest, if available.  Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.
Operational Duties:		Brief Agency Representatives on current situation, priorities and incident action plan. Ensure coordination of efforts by keeping IC informed of agencies' action plans. Provide periodic update briefings to Agency Representatives a necessary.
Closing Down:		At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping. Return equipment and reusable supplies to Logistics. Close out all logs. Provide logs and other relevant documents to the Documentation Unit.
Equipment/ Supplies:	Tv	est or position identifier, if available vo-way radio, if available ipboard, paper, pens

Section: Operations Operations Chief

# Section: Command Safety Officer

Responsibilities:	The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.
Start Up Actions:	<ul> <li>□ Check in with Incident Commander for situation briefing.</li> <li>□ Obtain necessary equipment and supplies from Logistics.</li> <li>□ Put on position identifier, such as vest, if available.</li> <li>□ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:         <ul> <li>Messages received</li> <li>Action taken</li> <li>Decision justification and documentation</li> <li>Requests filled</li> </ul> </li> </ul>
Operational Duties:	<ul> <li>☐ Monitor drills, exercises, and emergency response activities for safety.</li> <li>☐ Identify and mitigate safety hazards and situations.</li> <li>☐ Stop or modify all unsafe operations.</li> <li>☐ Ensure that responders use appropriate safety equipment.</li> <li>☐ Think ahead and anticipate situations and problems before they occur.</li> <li>☐ Anticipate situation changes, such as severe aftershocks, in all planning.</li> <li>☐ Keep the Incident Commander (IC) advised of your status and activity and on any problem areas that now need or will require solutions.</li> </ul>
Closing Down:	<ul> <li>□ When authorized by IC, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit.</li> <li>□ Return equipment and reusable supplies to Logistics.</li> </ul>
Equipment/ Supplies:	Vest or position identifier, if available Hard hat, if available Clipboard, paper, pens Two-way radio, if available

Responsibilities:	The Operations Chief manages the direct response to the disaster, which can include the following:  Site Facility Check/Security  Search & Rescue  Medical  Student Care  Student Release
Start-Up Actions:	Check in with Incident Commander for situation briefing.  Obtain necessary equipment and supplies from Logistics.  Put on position identifier, such as vest, if available.
Operational Duties:	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 arrive, brief them on the situation, and assign them as needed.  Coordinate Search & Rescue operations. Appoint S&R Team Leader to direct their operations if necessary.  As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.  Inform the Incident Commander regarding tasks and priorities.  Make sure that Operations staff are following standard procedures, utilizing appropriate safety gear, and documenting their activities.  Schedule breaks and reassign Operations staff within the section as needed.
Closing Down:	<ul> <li>□ At the Incident Commander's (IC) direction, release         Operations staff no longer needed. Direct staff members to sign         out through Timekeeping.</li> <li>□ Return equipment and reusable supplies to Logistics.</li> <li>□ When authorized by IC, deactivate the section and close out all         logs. Provide logs and other relevant documents to the         Documentation Unit.</li> </ul>
Equipment/ Supplies:	Vest or position identifier, if available S&R equipment Two-way radio job description clipboard, paper, pens Forms: Search & Rescue maps, large campus map Section: Operations Site Facility Check/Security
Personnel:	Staff as assigned. Work in pairs.

Responsibilities:	Take no action that will endanger yourself.			
Start Up Actions:	<ul> <li>□ Wear hard hat and orange identification vest if available.</li> <li>□ Take appropriate tools, job description clipboard, and radio.</li> <li>□ Put batteries in flashlight if necessary.</li> </ul>			
Operational duties:	<ul> <li>□ As you do the following, observe the campus and report any damage by radio to the Command Post.*</li> <li>□ Lock gates and major external doors.</li> <li>□ Locate/control/extinguish small fires as necessary.</li> <li>□ Check gas meter and, if gas is leaking, shut down gas supply.</li> <li>□ Shut down electricity only if building has clear structural damage or advised to do so by Command Post (CP).</li> <li>□ Post yellow caution tape around damaged or hazardous areas.</li> <li>□ Verify that campus is "locked down" and report same to CP.</li> <li>□ Advise CP of all actions taken for information and proper logging.</li> <li>□ Be sure that the entire campus has been checked for safety hazards and damage.</li> <li>□ No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.</li> <li>□ Route fire, rescue, police, etc. as appropriate.</li> <li>□ Direct all requests for information to the Public Information Officer</li> </ul>			
Closing Down:	<ul> <li>□ Return equipment and reusable supplies to Logistics.</li> <li>□ When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.</li> </ul>			
Equipment/ Supplies:	Wear vest, hard hat, work gloves, and whistle.  Carry campus 2-way radio, master keys, and clipboard with job description Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, and shutoff tools — for gas & (crescent wrench)  are not acknowledged, you have not been heard. Repeat your			
*Kemember: It vol	i are not acknowledged. You have not occil licald. Repeat your			

\*Remember: If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

# Section: Operations Search and Rescue Team Leader

Buddy system: Minimum of 2 persons per 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.
<ul> <li>☐ Obtain all necessary equipment from container. See list below.</li> <li>☐ Obtain briefing from Operations Chief, noting known fires, injuries, or other situations requiring response.</li> <li>☐ Assign teams based on available manpower, minimum 2 persons per team.</li> </ul>
<ul> <li>□ Perform visual check of outfitted team leaving CP; include radio check. Teams must wear sturdy shoes and safety equipment.</li> <li>□ Record names and assignments before deploying teams.</li> <li>□ Dispatch teams to known hazards or situations first, then to search the campus using specific planned routes. Send a specific map assignment with each team.</li> <li>□ Remain at Command Post (CP) in radio contact with S&amp;R Teams.</li> <li>□ Record all teams' progress and reports on site map, keeping others at CP informed of problems. When a room is reported clear, mark a "C" on the map.</li> <li>□ If injured students are located, consult Operations Chief for response. Utilize Transport teams, or send a First Aid Team.</li> <li>□ Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead on map.</li> <li>□ Keep radio communication brief and simple. No codes.*</li> </ul>
<ul> <li>□ Record the return of each S&amp;R team. Direct them to return equipment and report for additional assignment to Logistics.</li> <li>□ Provide maps &amp; logs to the Documentation Unit.</li> </ul>
Teams wear vest, hard hat, work and latex gloves, & whistle with master keys on lanyard. One member wears first aid backpack.  Teams carry campus 2-way radio and clipboard with job description and map indicating search plan.  Teams carry bucket or duffel bag with goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, masking tape. It are not acknowledged, you have not been heard. Repeat your navere of other simultaneous transmissions.

# Section: Operations Search and Rescue Teams

Safety:	Buddy system: Minimum of 2 persons per 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.
Start-up Actions:	<ul> <li>□ Obtain all necessary equipment from container. See list below.</li> <li>You must be wearing sturdy shoes and long sleeves. Put batteries in flashlight.</li> <li>□ Check at Command Post (CP) for assignment.</li> </ul>
Operational Duties:	<ul> <li>□ Report gas leaks, fires, or structural damage to CP immediately upon discovery. Shut off gas or extinguish fires if possible.</li> <li>□ 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 buildings.</li> <li>□ If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")*</li> <li>□ When injured victim is located, team transmits location, number, and condition of injured to CP. Do not use names of students or staff. Follow directions from CP.</li> <li>□ Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead on map and report information to CP.</li> <li>□ Keep radio communication brief and simple. No codes.</li> </ul>
Closing Down:	☐ Return equipment to Logistics. Provide maps and logs to the Documentation Unit.
Equipment/ Supplies:	Wear vest, hard hat, work and latex gloves, & whistle with master keys on neck lanyard. Wear first aid backpack.  Carry campus 2-way radio and clipboard with job description & map indicating search plan.  Carry bucket or duffel bag with goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, masking tape.
transmission, being a	are not acknowledged, you have not been heard. Repeat your ware of other simultaneous transmissions.

### Section: Operations Medical Team Leader

Responsibilities:	The Medical Team Leader is responsible for the provision of emergency medical response, first aid, and counseling. Informs the Operations Chief or Incident Commander (IC) when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.
Start-Up Actions:	<ul> <li>Establish scope of disaster with IC and determine probability of outside emergency medical support and transport needs.</li> <li>Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.</li> <li>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.</li> <li>Assess available inventory of supplies &amp; equipment.</li> <li>Review safety procedures and assignments with personnel.</li> <li>Establish point of entry ("triage") into treatment area.</li> <li>Establish "immediate" and "delayed" treatment areas.</li> <li>Set up a separate Psychological First Aid area if staff levels are sufficient.</li> </ul>
Operational Duties:	<ul> <li>□ Oversee care, treatment, and assessment of patients</li> <li>□ Ensure caregiver and rescuer safety         <ul> <li>Latex gloves for protection from body fluids; replace with new gloves for each new patient.</li> <li>□ Make sure that accurate records are kept.</li> <li>□ Provide personnel response for injuries in remote locations or request Transport Team from Logistics.</li> <li>□ If needed, request additional personnel from Logistics.</li> <li>□ Brief newly assigned personnel.</li> <li>□ Report deaths immediately to Operations Chief.</li> <li>□ Keep Operations Chief informed of overall status.</li> <li>□ Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.</li> <li>□ Stay alert for communicable diseases and isolate appropriately.</li> <li>□ Consult with Student Care Director regarding health care, medications, and meals for students with known medical conditions (diabetes, asthma, etc.).</li> </ul> </li> </ul>

Job Descriptions and Checklists

#### **Closing Down:**

☐ At the Incident Commander's direction, release Medical staff no longer needed. Direct staff members to sign out through Timekeeping.

☐ Return equipment and reusable supplies to Logistics.

☐ When authorized by IC, deactivate the section and close out all logs. Provide logs and other relevant documents to the

Documentation Unit.

#### Equipment/ Supplies:

First Aid Supplies: See list below

Job description clipboards Marking pens

Stretchers Blankets

Vests, if available Quick reference medical guides

Tables & chairs Ground cover/tarps
Staff and student medication from health office

Forms: Notice of First Aid Care

Medical Treatment Victim Log

#### Recommended First Aid Supplies:

4 x 4" compress: 1000 per 500 students 8 x 10" compress: 150 per 500 students

Kerlix bandaging: 1 per student Ace wrap: 2-inch: 12 per campus

4-inch: 12 per campus

Triangular bandage: 24 per campus Cardboard splints: 24 each, sm, med. Lg.

Steri-strips or butterfly bandages:

50/campus

Aqua-Blox (water) cases:

 $0.016 \times \text{students} + \text{staff} = \# \text{ cases}$ 

(for flushing wounds, etc.)

Neosporin: 144 squeeze packs/campus Hydrogen peroxide: 10 pints/campus

Bleach, 1 small bottle

Plastic basket or wire basket stretchers

or backboards: 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
2" cloth: 24 per campus

Dust masks: 25/100 students

Disposable blanket: 10 per 100 students

First Aid Books: 2 standard and 2

advanced per campus

Space blankets: 1/student and staff Heavy duty rubber gloves, 4 pair

### Section: Operations Medical Team

Personnel:	First-aid trained staff and volunteers		
Responsibilities:		Use approved safety equipment and techniques.	
Start-Up Actions:		Obtain & wear personal safety equipment including latex gloves.	
		Check with Medical Team Leader for assignment.	
Operational Duties:		Administer appropriate first aid.  Keep accurate records of care given.  Continue to assess victims at regular intervals.  Report deaths immediately to Medical Team Leader.  If & when transport is available, do final assessment and	
		document on triage tag. Keep and file records for reference—do not send with victim.	
Triage Enti	y A	rea:	
		Staffed with minimum of 2 trained team members, if possible.  One member 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.	
		• Second team member logs victims' names on form and sends	
		forms to CP as completed.	
Treatment	Area	as ("Immediate" & Delayed")	
		Civilian doed	
Closing Down:		Return equipment and unused supplies to Logistics. Clean up first aid area. Dispose of hazardous waste safely. Complete all paperwork and turn into the Documentation Unit.	

Equipment/ Supplies: First-aid supplies (See list below)

Job description clipboards Marking pens

Stretchers Blankets

Vests, if available

Ouick reference medical guides

Tables & chairs

Ground cover/tarps

Staff and student medication from health office

Forms: Notice of First Aid Care

Medical Treatment Victim Log

**Recommended First Aid Supplies:** 

4 x 4" compress: 1000 per 500 students

8 x 10" compress: 150 per 500 students

Kerlix bandaging: 1 per student Ace wrap: 2-inch: 12 per campus

4-inch: 12 per campus

Triangular bandage: 24 per campus Cardboard splints: 24 each, sm, med. Lg.

Steri-strips or butterfly bandages:

50/campus

Aqua-Blox (water) cases:

0.016 x students + staff = # cases

(for flushing wounds, etc.)

Neosporin: 144 squeeze packs/campus Hydrogen peroxide: 10 pints/campus

Bleach, 1 small bottle

Plastic basket or wire basket stretchers

or backboards: 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

2" cloth: 24 per campus

Dust masks: 25/100 students

Disposable blanket: 10 per 100 students

First Aid Books 2 standard and 2

advanced per campus

Space blankets. 1/student and staff

### Section: Operations, Medical Branch Morgue

Personnel:	То	be assigned by the Operations Chief if needed.
Start-Up Actions:		Check with Operations Chief for direction.  If directed, set up morgue area. Verify:  Tile, concrete, or other cool floor surface  Accessible to Coroner's vehicle  Remote from assembly area  Security: Keep unauthorized persons out of morgue.  Maintain respectful attitude.
Operational Duties:		After pronouncement or determination of death:  Confirm that the person is actually dead.  Do not move the body until directed by Command Post (CP).  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 Chief, who will notify the CP, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. They will notify the Coroner.
		Keep accurate records and make available to law enforcement
		<ul> <li>and/or the Coroner when requested.</li> <li>Write the following information on two tags.</li> <li>Date and time found.</li> <li>Exact location where found.</li> <li>Name of decedent if known.</li> <li>If identified—how, when, by whom.</li> <li>Name of person filling out tag.</li> </ul>
		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. Move body to morgue.
		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.
Closing Down:		After all bodies have been picked up, close down the Morgue. Return equipment and unused supplies to Logistics. Clean up area. Dispose of hazardous waste safely.

☐ Complete all paperwork and turn into the Documentation Unit.

Equipment/Supplies:

Tags

Vicks Vapo Rub

Pens/Pencils

Plastic tarps

Plastic trash bags

Stapler

Duct tape

2" cloth tape

# Section: Operations Student Care

Personnel:	Classroom teachers, substitute teachers, and staff as assigned.		
Responsibilities:	Ensure the care and safety of all students on campus except those who are in the Medical Treatment Area.		
Start Up Actions:	<ul> <li>□ Wear identification vest if available.</li> <li>□ Take job description clipboard, &amp; radio.</li> <li>□ Check in with Operations Chief for situation briefing.</li> <li>□ Assign personnel to assignments as needed.</li> <li>□ If school is evacuating:         <ul> <li>• Verify that the assembly area and routes to it are safe.</li> <li>• Count or observe the classrooms as they exit, to make sure that all classes evacuate.</li> <li>• Initiate the set-up of portable toilet facilities and handwashing stations.</li> </ul> </li> </ul>		
Operational duties:	<ul> <li>□ Monitor the safety and well-being of the students and staff in the Assembly Area.</li> <li>□ Administer minor first aid as needed.</li> <li>□ Support the Student Release process by releasing students with appropriate paperwork.</li> <li>□ When necessary, provide water and food to students and staff.</li> <li>□ Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.</li> <li>□ Make arrangements to provide shelter for students and staff.</li> <li>□ Arrange activities and keep students reassured.</li> <li>□ Update records of the number of students and staff in the assembly area (or in the buildings).</li> <li>□ Direct all requests for information to the PIO.</li> </ul>		
Closing Down:	<ul> <li>□ Direct all requests for information to the PIO.</li> <li>□ Return equipment and reusable supplies to Logistics.</li> <li>□ When authorized by IC, close out all logs. Provide logs and other relevant documents to the Documentation Unit.</li> </ul>		
Equipment/ Supplies:	Vest, campus 2-way radio Clipboard with job description Ground cover, tarps		

First aid kit, water, food, sanitation supplies

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

Forms: Student Accounting
Notice of First Aid Care

# Section: Operations Student Release

Personnel:	School Secretary, available staff and disaster volunteers. Use buddy system. Student Release process is supported by student runners.		
Responsibilities:	Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates.		
Start-Up Actions:		Obtain and wear vest or position identifier, if available. Check with Operations Chief for assignment to Request Gate or Release Gate. Obtain necessary equipment and forms from Logistics. Secure area against unauthorized access. Mark gates with signs. Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests. Have Student Release Forms available for parents outside of fence at Request Gate. Assign volunteers to assist. Set up Release Gate some distance from Request Gate.	
Operational Duties:		Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.  Refer all requests for information to the Public  Information Officer. Do not spread rumors!  If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID. to Logistics. If they are not registered (do not have badges), direct them to a branch library to register.	
Procedures:		Requesting adult 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 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 first aid form with
	the runner.
	☐ Runner walks student(s) to Release Gate.
	☐ Runner hands paperwork to release personnel.
	☐ Release staff match student to requester, verify proof of
	identification, ask requester to fill out and sign the lower
	portion of Student Release Form, and release student. Parents
	are given the Notice of First Aid Care Given, if applicable.
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.
	<ul><li>☐ Runner takes Student Release Form to CP.</li><li>☐ CP verifies student location if known and directs runner</li></ul>
	accordingly.  If runner is retrieving multiple students and one or more are
	missing, walk available students to Release Gate before
	returning "Missing" forms to CP 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.
sing Down:	☐ At the direction of the Operations Chief, return equipment and
<b>5 6  </b>	unused supplies to Logistics.
	<ul> <li>Complete all paperwork and turn into the Documentation</li> <li>Unit.</li> </ul>
• 41	Leb description alimboards
ipment/	Job description clipboards Pens, stapler
plies:	Box(es) of Emergency Cards
	Signs to mark Parent Request Gate and Release Gate
	Signs for alphabetical grouping to organize the parents (A-F, etc.)
	Empty file boxes to use as out boxes
	Forms: Student Release Form (copies for every student)

# Section: Planning/Intelligence Planning/Intelligence Chief

Responsibilities:	docume the incid	This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status.	
Start-Up Actions:	☐ Obta	ain necessary equipme	ommander (IC) for situation briefing. ent and supplies from Logistics. such as vest, if available.
Operational Duties:	unti	il staff is available an (or if) staff is assigned	, brief them on the situation and utilizing the position checklists.
Closing Down:	logs □ Ver hav	s. ify that closing tasks o e been accomplished.	ctivate the section and close out all of all Planning/Intelligence positions as able supplies to Logistics.
Equipment/ Supplies:	Large s	x(es) ase pens	

# Section: Planning/Intelligence Documentation

Responsibilities:	This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.		
Start-Up Actions:		Obtain necessary equipmer Put on position identifier, Determine whether there we Section. If there is none,	will be a Finance/Administration the Documentation Clerk will be ing all records of any expenditures
Operational Duties: Records:		reports. (See sample log in Record content of all radional Emergency Operations Content of all radional Record verbal communication and in all written reports. File all reports for referent aportant: A permanent log	o communication with district enter (EOC).  ation for basic content.  ce (file box).  may be typed or rewritten at a later understanding. Keep all original
Student and S		Receive, record, and anal Check off staff roster. Co others on campus for Situ	yze Student Accounting forms. Empute number of students, staff, and lation Analysis. Update periodically. Ind site damage to Command Post. Indexical team leader.
Closing Down:		deactivating sections.  Securely package and sto	work and documentation from are these documents for future use. usable supplies to Logistics.
Equipment/ Supplies:	Fi	way radio le box(es) orms: Emergency Time/Si	paper, pens Job description clipboard tuation Report

Sample log Student Accounting Form

### Section: Planning/Intelligence Situation Analysis

Responsibilities:	doo	is section is responsible for the collection, evaluation, cumentation and use of information about the development of incident and the status of resources. Maintain accurate site p. Provide ongoing analysis of situation and resource status.	
Start-Up Actions:		Check in with Planning/Intelligence Chief for situation briefing Obtain necessary equipment and supplies from Logistics. Put on position identifier, such as vest, if available.	
Operational Duties: Situation Sta			
		Collect, organize and analyze situation information.  Mark site map appropriately as related reports are received.  This includes but is not limited to S&R 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 An	alys		
		Provide current situation assessments based on analysis of information received.	
		Develop situation reports for the Command Post (CP) to support the action planning process.	
		Think ahead and anticipate situations and problems before they occur.	
		Report only to CP personnel. Refer all other requests to Public Information Officer.	
Closing Down:		Close out all logs and turn all documents into Documentation. Return equipment and reusable supplies to Logistics.	
Equipment/	2-	way radio	
Supplies:		per, pens, dry-erase pens, tissues	
<b>.</b> ::	Job description clipboards		
	Fi	rge site map of campus, laminated or covered with Plexiglas le box(es)	
	M	ap of county or local area	

### Section: Logistics Logistics Chief

Responsibilities:	The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.
Start-Up Actions:	<ul> <li>□ Check in with Incident Commander (IC) for situation briefing.</li> <li>□ Open supplies container or other storage facility.</li> <li>□ Put on position identifier, such as vest, if available.</li> <li>□ Begin distribution of supplies and equipment as needed.</li> <li>□ Ensure that the Command Post and other facilities are set up as needed.</li> </ul>
Operational Duties:	<ul> <li>□ Assume the duties of all Logistics positions until staff is available and assigned.</li> <li>□ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.</li> <li>□ Coordinate supplies, equipment, and personnel needs with the IC.</li> <li>□ Maintain security of cargo container, supplies and equipment.</li> </ul>
Closing Down:	<ul> <li>□ At the IC's direction, deactivate the section and close out all logs.</li> <li>□ Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.</li> </ul>
Equipment/ Supplies:	2-way radio Job description clipboard Paper, pens Cargo container or other storage facility and all emergency supplies stored on campus Clipboards with volunteer sign-in sheets Forms: Inventory of emergency supplies on campus Site Status Report Communications log Message forms

### Section: Logistics Supplies/Facilities

Responsibilities:		is unit is responsible for providing facilities, equipment, oplies, and materials in support of the incident.
Start-Up Actions:		Check in with Logistics Chief for situation briefing. Open supplies container or other storage facility if necessary. Put on position identifier, such as vest, if available. Begin distribution of supplies and equipment as needed. Set up the Command Post.
Operational Duties:		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.
Closing Down:		At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned.  Secure all equipment and supplies.
Equipment/ Supplies:	Jol Pa Ca Su	way radio o description clipboard per, pens argo container or other storage facility and all emergency pplies stored on campus rms: Inventory of emergency supplies on campus

# Section: Logistics Staffing

Responsibilities:	per	is unit is responsible for coordinating the assignment of sonnel (staff, students, disaster volunteers) in support of the ident.
Start-Up Actions:		Check in with Logistics Chief for situation briefing. Put on position identifier, such as vest, if available. Open three logs to list staff, volunteers, and students who are awaiting assignment.
Operational Duties:		Deploy personnel as requested by the IC. Sign in volunteers, making sure that volunteers are wearing their I.D. badges and are on the site disaster volunteer list. Unregistered volunteers should be sent to the city library to register.
Closing Down:		Ask volunteers to sign out.  At the Logistic Chief's direction, close out all logs and turn them in to Documentation Unit.  Return all equipment and supplies.
Equipment/ Supplies:	Jol paj Ca suj Cli	way radio o description clipboard per, pens rgo container or other storage facility and all emergency pplies stored on campus ipboards with volunteer sign-in sheets rms: Inventory of emergency supplies on campus List of registered disaster volunteers

### Section: Logistics Communications

Responsibilities:	This unit is responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.
Personnel:	School staff member with campus two way radio, supported by student or disaster volunteer runners, and  Disaster volunteer who is a qualified amateur radio operator.
Start-Up Actions:	<ul> <li>Set up Communications station in a quiet location with access to the Command Post (CP).</li> <li>Turn on radios and advise CP when ready to accept traffic.</li> </ul>
Operational Duties:	<ul> <li>Communicate with district EOC per district procedure. At the direction of the Incident Commander (IC), report status of students, staff, and campus, using Site Status Report Form.</li> <li>Receive and write down all communications from the district EOC.</li> <li>Use runners to deliver messages to the IC with copies to the Plans/Intelligence Chief.</li> <li>Maintain Communications Log: date/time/originator/recipient</li> <li>Follow communications protocol. Do not contact the city directly if the district EOC is available.</li> <li>Direct the media or the public to the Public Information Officer.</li> <li>Monitor AM/FM radio for local emergency news: KFWB 980 kHz and KNX 1070 kHz.</li> </ul>
Closing Down:	<ul> <li>□ Close out all logs, message forms, etc. and turn them over to Documentation.</li> <li>□ Return all equipment and unused supplies to Logistics.</li> </ul>
Equipment/ Supplies:	2-way radios with spare batteries for each Job description clipboard paper, pens Table and chairs AM/FM radio File boxes, tote tray for outgoing messages Forms: Site Status Report Message forms

# Section: Finance/Administration Finance/Administration Chief

Responsibilities:	tra	e Finance/Administration Section is responsible for financial cking, procurement, and cost analysis related to the disaster or ergency. Maintain financial records, track and record staff ars.
Start-Up Actions:		Check in with Incident Commander (IC) for situation briefing. Put on position identifier, such as vest, if available.  Locate and set up work space.  Check in with the Documentation Clerk to collect records and information which relate to personnel time keeping and/or purchasing.
Operational Duties:		Assume the duties of all Finance/Administration positions until staff is available and assigned.  As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
Closing Down:		At the IC's direction, deactivate the section and close out all logs.  Verify that closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.
Equipment/ Supplies:	Pa	o description clipboard per, pens rms: Staff Duty Log

# Section: Finance/Administration Timekeeping

Responsibilities:	This unit is responsible for maintaining accurate and complete records of staff hours.
Start-Up Actions:	<ul> <li>Check in with Finance/Administration Chief for situation briefing.</li> <li>Put on position identifier, such as vest, if available.</li> <li>Locate and set up work space.</li> <li>Check in with the Documentation Clerk to collect records and information which relate to personnel time keeping.</li> </ul>
Operational Duties:	<ul> <li>Meet with Finance/Administration Chief to determine process for tracking regular and overtime of staff.</li> <li>Ensure that accurate records are kept of all staff members, indicating hours worked.</li> <li>If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.</li> </ul>
<b>Closing Down:</b>	<ul><li>□ Close out all logs.</li><li>□ Secure all documents and records.</li></ul>
Equipment/ Supplies:	Job description clipboard Paper, pens Forms: Staff Duty Log

# Section: Finance/Administration Purchasing

Responsibilities:	This unit is responsible for maintaining accurate and complete ecords of purchases. Most purchases will be made at the district evel; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly.
Start-Up Actions:	<ul> <li>Check in with Finance/Administration Chief for situation briefing.</li> <li>Put on position identifier, such as vest, if available.</li> <li>Locate and set up work space.</li> <li>Check in with the Documentation Clerk to collect records and information which relate to purchasing.</li> </ul>
Operational Duties:	<ul> <li>Meet with Finance/Administration Chief to determine process for tracking purchases.</li> <li>Support Logistics in making any purchases which have been approved by the Incident Commander.</li> </ul>
Closing Down:	☐ Close out all logs.☐ Secure all documents and records.
Equipment/ Supplies:	ob description clipboard Paper, pens

## Student Care: Teacher Responsibilities

Personnel:	All teachers and substitute teachers
Responsibilities:	<ul> <li>□ Assess situation and remain calm.</li> <li>□ If ground is shaking, lead Duck, Cover, and Hold On.</li> <li>□ Calm, direct, and give aid to students. Assist seriously injured students if possible.</li> <li>■ Lockdown or Shelter in Place:</li> <li>□ If gunfire or explosions are heard, get everyone to lie flat on the floor.</li> <li>□ If Shelter in Place is activated, follow procedures.</li> <li>■ Check with buddy teacher and assist as necessary.</li> <li>□ Take classroom kit, emergency cards and roll book.</li> <li>□ Evacuate to emergency assembly area:         <ul> <li>Check buddy teacher and assist if necessary or evacuate both classes together.</li> <li>Use safest route, alert for hazards; quickly and quietly.</li> <li>Door closed but unlocked for Search &amp; Rescue access.</li> </ul> </li> <li>Assembly Area:</li> </ul>
	Instruct students to sit on grass or blacktop.
The staff needs to speak with one voice. Only the	<ul> <li>□ Take attendance and complete "Student Accounting Form."</li> <li>□ One of each pair of buddy teachers takes accounting forms to</li> <li>□ Documentation and reports for assignment at Command Post.</li> </ul>
<b>Public Information</b>	Remaining Supervising Teacher:
Officer will release	☐ Supervise and reassure students.
information to	Administer first aid as necessary, or send student to First Aid
parents or the	area with his/her emergency card.
general public.	<ul> <li>□ Fill out "Notice of First Aid Care" form if first aid is given.         Retain one copy; attach the other to the emergency card.</li> <li>□ Locate emergency cards for each student.</li> <li>□ Keep a record of location of all students at all times, using the Student Accounting Form.</li> <li>□ Be alert for latent signs of injury/shock in all students.</li> <li>Student Release:</li> <li>□ Student runners will bring form requesting student.</li> <li>□ Note that student has left on the Student Accounting Form.</li> </ul>
	<ul> <li>Send emergency card and any first aid forms with student.</li> <li>Student will accompany runner to release area.</li> <li>If parent demands child, breaking release procedure, make appropriate notations, describing incident, on emergency card and store in classroom kit. Avoid confrontations.</li> </ul>

#### Equipment/ Supplies

Class lists

Student Information Sheets or Emergency Cards First Aid kit and classroom kit (if available)

Forms: Student Accounting Form Notice of First Aid Care

Clipboard Pen or pencil

### Support Staff Responsibilities

Personnel:	Librarian	Guidance Counselors
	Cafeteria Workers	ESL
	RSP	Maintenance Workers
	SDC	Day Care
	Speech	ROP
	Aides	Curriculum Specialist
	Campus Volunteers	Deans
	Resource Teachers	Custodians
	Counselors	
Responsibilities:	☐ Follow standard safety pro	cedures.
•	☐ If with students, follow C	lassroom Teacher Responsibility
	guidelines.	
	☐ Check in at Command Pos	t for assignment.
	☐ Report any known injuries	or damage.
	☐ Use safety equipment and	follow directions.

## **Evacuation Plan & Procedures**

#### **Evacuation of School Buildings**

In a number of situations, it may be necessary to evacuate a school building. These situations may include fire and bomb threats. The sounding of a fire alarm should signal this evacuation. The following steps must be followed:

- 1. Maps should be posted in all classrooms indicating primary and secondary egress routes and holding areas/assembly points.
- 2. Teachers should bring their class record books with them when evacuating their classroom/building, as well as emergency cards and emergency kits.
- Teaches should ensure that all students are out of the classroom and restrooms.
- Teachers should turn off lights and close door prior to following their students out of the classroom/building.
- Instruct the first student inline to hold open exit door(s) until all persons in the class have evacuated. (Continue this procedure until building is clear.)
- Classes should proceed to the pre-designated holding area/assembly point. Once there, teachers should make note of students who are not present and maintain order.
- 7. Teachers should remain with their classes until an "all clear" signal is sounded or an administrator gives other instructions.
- 8. Students should be instructed to take their backpacks with them (from the classroom)
- 9. Check all evacuation areas if appropriate before moving students.
- 10. Close all parking lots to unauthorized vehicles etc.

#### **Evacuation of Campus**

Situations may arise which require an off-campus evacuation to ensure the safety of students and staff. These situations include a chemical spill, airplane crash, explosive device located on campus, or major fire. Pre-planning procedures for the emergency evacuation of campus shall consist of the following minimum requirements when evacuation is required.

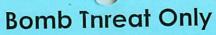
- 1. Identify at least four assembly points (North, South, East, West) a minimum of one quarter (1/4) mile away from the school location in the event it becomes necessary to evacuate school campus.
- 2. Establish the desired evacuation routes to the four holding areas/assembly points on an evacuation plan.
- Provide for the special evacuation needs of the disabled. Who will assist? See Emergency Plan
- Maintain a copy of the evacuation plan readily available in the school administration office.
- Orient staff, faculty, and students on their specific duties, requirements, and responsibilities should an off-campus evacuation be necessary.
- Provide for the use of the public address system as the primary means of notifying building occupants, when possible (Reference Code Yellow, Code Green, and Code Red Procedures). Determine an alternative means of announcing an evacuation in the event of public address system failure

#### Lockdown

When school is on lockdown administration will sweep all students in hallways and other outside of class areas to the office.

#### Media

It is the job of the staff to protect the students from the media—Tell the media who to see for statements and ask them to leave the evacuation area.



Definition: A bomb threat is correspondence or a call that leads a receiver of that information to believe that there is an explosive device in the facility. (Note:

All information received must be recorded on Bomb Threat Instruction Card

All Information receive	d must be recorded on		Plan of Action	to be Taken		
Establish Facts of	Establish Level of the	First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	Policy Reference
Situation  Keep Person Talking  Follow Bomb Threat Instruction Card directions  Ask questions: ocation of bomb, time bomb will go off, description of device, why it has been placed, name and location of caller, etc.  Determine the age, sex, and race of caller  Notify principal and explain  Conduct visual search of school with two persons familiar with building.	Incident  Principal must establish level of incident  Give appropriate code action and procedure to be taken  Principal should not leave the command station	<ul> <li>→ Believe the messenger</li> <li>→ If imminent danger exists (package identified), dial 911 and notify the Sheriff's Department immediately</li> <li>→ Inform District Office – Superintendent or Assistant Superintendent</li> <li>→ Principal uses his/her discretion in evacuation process, as well as the use of Code Red or Green</li> <li>→ Activate and brief site Safe School Team, if necessary, on initial call</li> <li>→ Activate runners to communicate important information</li> </ul>	<ul> <li>◆ Based on facts, decide if school should be evacuated immediately, thus, guaranteeing safety of students and staff, or kept in regular session.</li> <li>◆ Activate and brief site Safe School Team. Use all available resources as needed</li> <li>◆ Brief all personnel on initial call</li> <li>◆ Declare appropriate code</li> <li>◆ If determined that this is a Level II incident, follow Level II instructions</li> <li>◆ If Sheriff is called, coordinate efforts according to site plan</li> </ul>	<ul> <li>Declare Code Green when appropriate</li> <li>Principal, police and appropriate central level staffs hold joint press conference; if needed, give specific details</li> <li>Give superintendent update</li> <li>Principal meets with Safe School Team for update and evaluate</li> <li>Hold staff meeting giving details and answering questions</li> <li>Summon counselors, social workers or other needed staff</li> <li>Meet with parents , if need</li> <li>Send notice to home</li> <li>Provide students with update</li> </ul>	<ul> <li>Early morning meeting with Safe School Team to update and revise plans, if need</li> <li>Meet with parents if need to update them on incident</li> <li>Summon counselors or others, as needed</li> <li>Meet with staff if need</li> </ul>	In accordance with OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual

NOTE: DO NOT USE TWO-WAY RADIOS OR CELLULAR PHONES. IT IS CRITICAL THAT YOU REMAIN CALM THROUGHOUT THIS INCIDENT.

- Principal or his/her designee is in charge.
- It is better to be safe than sorry.
- Maintain control of the facility at all times, unless an actual device is located or explosion occurs.
- If a device is found, law enforcement will assume control of the site. If and explosion occurs, the Fire Department will assume the lead role.

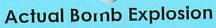
## Bomb Threat with Suspicious Package Found

Definition: A bomb threat is correspondence of a call that leads the receiver of that information to believe that there is an explosive device in the facility, and as a result of visual search, a suspicious package is found. (Note: All information received must be recorded on **Bomb Threat Instruction Card.** 

		Plan of Action to be Taken				
Establish Facts of Situation  Believe the messenger  Keep Person Talking Follow Bomb Threat Instruction Card directions Ask questions: location of bomb, time bomb will go off, description of device, why it has been	Establish Level of the Incident Level II: Threat and Suspicious Package Found  Principal must establish level of incident  Give appropriate code action and procedure to be taken	First 10 Minutes  Believe the messenger  Dial 911 and notify the Sheriff's Department immediately  Inform central office staff immediately  Activate and brief site Safe School Team and give all information received  Code red Evacuate building one room at a time starting with closest to suspicious package.	Plan of Action to  Next 50 Minutes  Activate and brief site Safe School Team.  Use all resources as needed  Brief all site personnel on initial call  Determine plan for day  Declare Code Red or appropriate code	Remainder of the Day  ◆ Declare Code White when appropriate  ◆ Principal, police and appropriate central level staffs hold joint press conference: if needed, give specific details.  ◆ Give Superintendent update  ◆ Principal meets with Safe School Team for update and evaluate  ◆ Hold staff meeting	Subsequent Days  Early morning meeting with Safe School Team to update and revise plans, if needed  Meet with parents if needed to update them on incident  Summon counselors or others, as needed  Meet with staff to update and	Policy Reference  In accordance with OPUSD policy
placed, name and location of caller, etc.  Determine the age, sex, and race of caller  Notify principal and explain  Conduct visual search of school with two persons familiar with building.	Principal should not leave the command station	suspicious package, relocating staff and students more than 300 yards (use your Emergency Preparedness Plan evacuation procedures)  • Teachers take roll books & emergency forms & emergency kits • Teachers check and report missing student(s)  • Have a staff person stand outside to direct emergency		giving details and answering questions  Summon counselors, social workers or other needed staff  Meet with parents, if needed  Send notice home  Provide update to students	to update and revise plans.	
		vehicles and control traffic  Provide emergency personnel a description and the location of the package  Secure area and prevent persons from entering the building  Allow law enforcement to take control of the site search  Students take backpacks				

NOTE: DO NOT USE TWO-WAY RADIOS OR CELLULAR PHONES. IT IS CRITICAL THAT YOU REMAIN CALM THROUGHOUT THE INCIDENT.

- Principal or his/her designee is in charge.
- Maintain control of the facility at all times, unless an actual device is located or explosion occurs. If a device is found, law enforcement will assume control of the site. If an explosior curs, the Fire Department will assume the lead role.



<u>Definition:</u> An actual bomb explosion is the explosion of a device fused to detonate or explode with sudden violence under specified conditions.

Definition: An actual						
Establish Facts of	Establish Level	First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	Policy Reference  ◆ In accordance
Situation  ◆ If a call comes in, keep person talking-follow Bomb Threat Instruction Card.	of the Incident Level III: Actual Bomb Explosion  Principal must establish level of incident  Give appropriate codes and action to be taken  Principal should not leave the command area	<ul> <li>Call 911 for Sheriff's Department and fire/emergency services</li> <li>Immediately place school on Code Red</li> <li>Activate site Safe School Team</li> <li>Notify central office staff immediately</li> <li>Evacuate building, relocating personnel and students in pre- designated area, one room at a time</li> <li>Attempt to keep students calm and in one location</li> <li>Have designated staff member to meet emergency vehicles and control traffic'</li> <li>Provide emergency personnel (police &amp; fire) with all information upon arrival</li> <li>Direct medical personnel to injured persons and provide names and ages</li> <li>Teachers take roll books with them, and emergency forms, and emergency kits</li> <li>Teachers conduct a roll call of students and report any missing students</li> <li>Beware that there might be other blasts</li> <li>Allow Fire Department/Bomb Squad to take control of the site</li> <li>Students should take backpacks</li> </ul>		<ul> <li>Declare Code Whiten when appropriate</li> <li>Principal, police and appropriate central level staffs hold joint press conference: if needed, give specific details.</li> <li>Give Superintendent update</li> <li>Principal meets with Safe School Team for update and evaluate</li> <li>Hold staff meeting giving details and answering questions</li> <li>Summon counselors, social workers or other needed staff</li> <li>Meet with parents, if needed</li> <li>Send notice home</li> <li>Provide update to students</li> </ul>	<ul> <li>Early morning meeting with Safe School Team to update and revise plans, if needed</li> <li>Meet with parents if needed to update them on incident</li> <li>Summon counselors or others, as needed</li> <li>Meet with staff to update and revise plans.</li> </ul>	In accordance with OPUSD policy make appropriate judgement after evaluating all risks and policy mannual

NOTE: DO NOT USE TWO-WAY RADIOS OR CELLULAR PHONES. IT IS CRITICAL THAT YOU REMAIN CALM THROUGHOUT THE INCIDENT.

- Principal or his/her designee is in charge.
- Maintain control of the facility at all times, unless an actual device is located or explosion occurs. If a device is found, law enforcement will assume control of the site. If an explosion occurs, the Fire Department will assume the lead role.



		Plan of Action to be Taken						
Establish Facts of Situation	Establish Level of the Incident	First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	Policy Reference		
Fire Alarm sounds automatically Fire/Explosion discovered by personnel in building Person on fire   • Person on fire	Principal must establish level of incident  Give appropriate code action and procedure to be taken  Principal should not leave the command area	<ul> <li>Evacuate building(s); follow Fire Drill Plan Code Green</li> <li>Call 911, unless immediately determined to be a false alarm</li> <li>Indicate any medical emergency</li> <li>If a fire is located, turn off power and gas to the building(s)</li> <li>Provide first aid to victim(s), assist in evacuating building(s)</li> <li>Upon arrival of Fire Department, locate fire and provide map of campus; provide master key(s) to fire crew</li> <li>If fire discovered in specific area or explosion occurs, inform occupants and evacuate area</li> <li>Attend to injured by fire/explosion; help them evacuate the building</li> <li>Employees should attempt to extinguish only small fires, using suppression equipment available</li> <li>DO NOT use water on electrical fires</li> <li>DO NOT attempt to fight fires involving explosives</li> <li>DO NOT attempt to fight fires involving toxic chemicals or strong oxidizers</li> <li>Notify the Executive Director and Maintenance department</li> <li>Inform other occupants to leave immediate area</li> <li>Perform necessary immediate first aid on victims(s)</li> <li>Smother fire by rolling victim on ground</li> <li>Deluge with water</li> <li>As a resort, spray with dry chemical fire extinguisher</li> <li>Inform appropriate administrative/supervisory personnel</li> </ul>	<ul> <li>Maintain students in designated area until "all clear" is advised or other instructions given</li> <li>Keep students away from building until it is determined safe or until other instructions are given by the Fire Department</li> </ul>	<ul> <li>Declare Code White when appropriate</li> <li>Principal, police and appropriate central level staff hold joint press conference, if needed. Give specific details</li> <li>Give Superintendent update</li> <li>Principal meet with Safe School Team for update and evaluate</li> <li>Hold Staff meeting giving details and answering questions</li> <li>Summon counselors, social workers or other needed staff</li> <li>Meet with parents, if needed</li> <li>Update students</li> <li>Send notice home</li> </ul>	<ul> <li>Early morning meeting with Safe School Team to update and revise plans, if needed</li> <li>Meet with parents if needed to update them on incident</li> <li>Continue follow up with students if needed</li> <li>Summon counselors as needed</li> <li>Meet with staff to update and revise plans.</li> </ul>	In accordance with OPUSD policy make appropriate judgements after evaluating all risks and Policy Manual		

NOTE: DO NOT USE TWO-WAY RADIOS OR CELLULAR PHONES. IT IS CRITICAL THAT YOU REMAIN CALM THROUGHOUT THE INCIDENT.

Remember:

Principal or his/her designee is in charge.

♦ Maintain control of the facility at all times, unless an actual device is located or explosion occurs. If a device is found, law enforcement will assume control of the site. If an explosion occurs, the Fire Department will assume the lead role.

# Guns & Weapons in Building or on Campus

<u>Definition:</u> Any carrying, concealing, displaying or using any object, whether used or intended to inflict bodily harm. Such objects include, but are not limited to guns, box cutters, razor blades, clubs, and/or nunchakus.

	I Diades, clobs, array or	Plan of Action to be Taken				
Establish Facts of Situation	Establish Level of the Incident	First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days  Meet with Safe	Policy Reference
◆ Obtain identification  ◆ Location in building  ◆ Number of people involved  ◆ Number of student(s) or staff injured, if any  ◆ Identify weapon(s), if any  ◆ Time of day  ◆ Name of staff reporting  ◆ Name of student reporting  ◆ Name of messenger  ◆ Name of other reporting	Principal must establish the level of incident Give appropriate code action and procedure to be taken Principal should not leave the command station	If imminent danger exists, dial 911; otherwise, notify the Sheriff's Department and give all available information  Activate Site Safe School Team, if need  Notify central level staff  Send reporting student to office with sealed message, if possible, giving name and location  Provide any information, name, location, weapon type  Have teacher secure doors or evacuate area (Code Red)  Disperse crowd of all bystanders  Isolate student(s) reporting the incident  Do not attempt to disarm person  Attempt to defuse the confrontation with the use of a verbal command	<ul> <li>◆ Wait for law enforcement personnel</li> <li>◆ Provide law enforcement with as much information as possible: name, description, action and location, etc.</li> <li>◆ Do not attempt to disarm</li> <li>◆ Once situation is under control, have witnesses and victim available for law enforcement personnel</li> <li>◆ Return to normal when appropriate</li> <li>◆ Use appropriate code(s)</li> </ul>	<ul> <li>Debrief Safe School Team and other staff</li> <li>Debrief central level staff</li> <li>Return to normal when approved (Code White)</li> <li>Summon other central level staff, as needed</li> <li>Meet with parents, if necessary</li> <li>Monitor School building continually</li> <li>Complete a written report</li> <li>Provide update to staff and debrief after school</li> <li>Provide update to students if necessary</li> <li>Send notice home if necessary</li> </ul>	School Team to update and revise plans, if needed  Meet with parents if needed to update them on incident  If media person appears, meet them in a designated area  Monitor school building continually  Debrief with staff if needed	accordance with OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual

### NOTE: IT IS CRITICAL THAT YOU REMAIN CALM THROUGHOUT THIS INCIDENT

- Principal or his/her designee is in charge.
- It is better to be safe than sorry.
- Maintain control of the facility at all times.

- Principal does not leave command post
- Do not confront the suspect.
- Wait for administrative response.

## Shooting/Stabbing at School

<u>Definition:</u> When a person attempts to commit a violent injury to another person or commits an act that places another person in reasonable apprehension of immediately receiving a violent injury.

	u violetti irijory.	Plan of Action to be Taken			D. W Deference	
Establish Facts of Situation  Obtain	Establish Level of the Incident  Principal must	First 10 Minutes  Notify central staff	Next 50 Minutes  • Wait for law enforcement personnel	Remainder of the Day  Discourage all communication until	Subsequent Days  • Early morning meeting with Safe	◆ In accordance with OPUSD policies,
identification  Location in building  Number of people involved  Identify weapon(s) if any  Time of day  Name of staff reporting  Name of student reporting  Name of messenger  Name of other reporting	establish the level of incident  Give appropriate code action and procedure to be taken  Principal should not leave the command station	<ul> <li>If imminent danger exists, call 911, otherwise, call Sheriff's Department and provide all available information.</li> <li>Call for emergency medical aid if needed</li> <li>Call or send for help by well known student</li> <li>Keep people from entering the area</li> <li>Have teachers secure doors(code red) and evacuate(code green) the area of immediate danger</li> <li>Do not attempt to disarm</li> <li>Identify name and location of aggressor if still on the scene and proving a threat</li> <li>If vehicle involved, attempt to identify license, make, and model of car</li> <li>Indicate location of incident</li> <li>Do not disturb crime scene</li> <li>Disperse crowd of all bystanders</li> <li>Wait for assistance</li> </ul>	enforcement personnel  If possible, announce appropriate code and follow procedures  Activate the Safety Team  Isolate the witnesses with an administrator and gather information Reroute traffic from affected area Attempt to calm students Identify injured student(s) or staff member(s) Seek medical attention from school nurse or person trained in first aide, if needed	clearance from law  Designate a place for parents who arrive on campus  Control Traffic  Have an administrator on hand to answer questions  Debrief central level staff  Complete a written report  Summon other central level staff, as needed  Meet with parents, if necessary  Monitor school building continually  Let Sheriff handle any question regarding crime and the investigation  Once incident is clear, return to normal operations  Send notice home  Update students with accurate information  Summon counselors, social workers or others as need	School Team to update and revise plans, if need  Meet with parents if need to update them on incident  Summon counselors or others, as needed  Meet with staff if need	make appropriate judgement after evaluating all risks Policy Manual

### NOTE: IT IS CRITICAL THAT YOU REMAIN CALM THROUGHOUT THIS INCIDENT

- Remember:
   Principal or his/her designee is in charge.
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- Principal does not leave command post
- Do not confront the suspect.
- Wait for administrative response.

# Death/Suicide of a Student/Staff Member

	Plan of Action to be Taken					
Establish Facts of Situation  Assess the situation  If incident occurred away from school Announcing the loss to the school	Establish Level of the Incident  Principal must establish the level of incident  Give appropriate code action and procedure to be taken  Principal should not leave the command station	First 10 Minutes  Call school central office Call 911 if necessary Designate on administrator/staff member to contact deceased's family and offer support Notify the Superintendent Notify counselors Notify school personnel before start of student school day	Next 50 Minutes  Gather information  Student's schedule and emergency contact card  Names of student's close friends, siblings, and schools they attend  Names of witnesses, if any  Adjust schedule if necessary  Keep school personnel updated on events and circumstances  Procure personal items of deceased from lockers, desks, etc. DO NOT IMMEDIATELY rearrange any class seating	Remainder of the Day  Discourage all communication until clearance from law  Designate a place for parents who arrive on campus  Control Traffic  Have an administrator on hand to answer questions  Debrief central level staff  Complete a written report  Summon other central level staff, as needed  Meet with parents, if necessary  Monitor school building continually  Let Sheriff handle any question regarding crime and the investigation  Once incident is clear, return to normal operations  Send notice home  Update students with accurate information  Summon counselors, social workers or others as need	Subsequent Days  • Early morning meeting with Safe School Team to update and revise plans, if need  • Meet with parents if need to update them on incident  • Summon counselors or others, as needed  • Meet with staff if need	Policy Reference   ◆ In accordance with OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual

NOTE: IT IS CRITICAL THAT YOU REMAIN CALM THROUGHOUT THIS INCIDENT

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- Principal does not leave command post
- Wait for administrative response.



		Plan of Action to be Taken				
Establish Facts of Situation  • Assess the situation	Establish Level of the Incident  Principal must determine level, of the incident  Give appropriate code action and procedure to be taken  Principal should not leave the command station	First 10 Minutes  ◆ Determine whether medical attention is necessary; if so, call 911  ◆ Do not allow the victim to wash, clean-up, or use the restroom if at all possible  ◆ Assign an administrator to protect the crime scene by not allowing others in the room or area where the alleged sexual battery occurred  ◆ Call District Office when police arrive, they take charge of the crime scene and investigation  ◆ Inform Superintendent  ◆ Notify the family of the victim  ◆ Appoint someone to stay with the victim	Next 50 Minutes  Isolate any family members who are on campus  Investigate the incident and obtain witness statements  Isolate offender if possible	Remainder of the Day  Take appropriate disciplinary action as determined by OPUSD Disciplinary Guidelines  Debrief staff, but maintain privacy of victim  Prepare statement for media Send notice home if appropriate Debrief students if appropriate Summon counselors, if necessary	Subsequent Days	Policy Reference  In accordance with OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual

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# Kidnapping/Childnapping

Note: Although generally an elementary school problem, childnapping has occurred in middle and high school. Typically, a non-custodial parent is denied access to the child by the court, or the custodial parent refuses to comply with a court order to allow access to the child. Any non-custodial adult who takes a child form the campus without the permission of the court ordered parent/guardian may be guilty of a felony.

Release of Students: Established procedures are to be followed in releasing students during the school day.

- All persons not enrolled in or employed at a school entering a school campus must sign in at the designated office
- All visitors on campus must wear visitor passes.
- The name of the parent/legal guardian must be indicated on student's Emergency Card.
- The parent/legal guardian should show legal identification.
- The parent/legal guardian must sign out the student through the designated school office. 5.
- Checking out students during the last 30 minutes of the school day should be discouraged.
- Elementary schools may consider implementing a security code system in which parents designate a secret code that identifies them as the parent/legal guardian.

guardian.			Plan of Action	to be Taken		Policy Reference
Establish Facts of Situation  If a child is kidnapped from school	Establish Level of the Incident  Principal must establish level of incident  Give appropriate code action and procedure to be taken  Principal should not leave the command station	First 10 Minutes  Call Sheriff's Department  Contact the custodial parent  Obtain witness statements  Inform District Office	Next 50 Minutes  Assist the police investigation	Remainder of the Day  Continue to assist the police investigation  Meet with staff to update and revise plans  Brief students on factual information  Send note home if appropriate	Subsequent Days  ◆ Early morning meeting with Safe School team to update and revise plans, if needed, to update and revise plans, if needed  ◆ Meet with parents, if needed, to update them on incident  ◆ Summon counselors or others, as needed	<ul> <li>♦ In accordance with OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual</li> </ul>
			UDENIT			

## NOTE: IT IS CRITICAL THAT YOU REMAIN CALM THROUGHOUT THIS INCIDENT

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- Wait for administrative response.



<u>Definition:</u> The exchange of mutual physical contact such as pushing, shoving and hitting with the intent to cause harm whether injury occurs or not.

			Plan of Action	to be Taken		
Establish Facts of Situation  Obtain dentification  Location in building  Number of people involved  Number of student(s) or staff injured, if any  Identify weapons, if any  Name of staff reporting  Name of student reporting  Name of messenger  Name of other reporting	Establish Level of the Incident  Principal must establish the level of incident Give appropriate code action and procedure to be taken Principal should not leave the command station	First 10 Minutes  Notify central level staff  If injuries occur, call 911 and provide all available information  Notify emergency medical team  Call or send for help by known student  Defer to rules, personal authority  Disperse crowd of all bystanders  Attempt to defuse the confrontation by the use of verbal command  Obtain identification  Identify the aggressor(s)  Separate student(s) and relocate in office or classroom  Wait for assistance	Next 50 Minutes  Notify central level staff  Defer to rules, not personal authority  Once help arrives, separate student and relocate in office or classroom  Obtain names of student witnesses  Attempt to calm students  Identify injured student(s) or staff member(s)  Seek medical attention from the school nurse or trained person in first aid, if needed  If serious injury, contact 911 and advise of injury  If weapon(s) are used or any other person(outsiders) are posing a threat, call law enforcement	Remainder of the Day  Debrief Safe School Team and other staff  Debrief central level staff  Complete a written report  Summon other central level staff  Meet with parents if necessary  Monitor school building continually  Meet with staff to update and answer questions  Follow up with students according to discipline plan and notify parents	Subsequent Days  • Early morning meeting with Safe School Team to update and revise plans, if needed  • Meet with parents if needed to update them on incident  • Continue follow up with students if needed  • Meet with staff to update and revise plans.	Policy Reference  ◆ In accordance with OPUSD policy make appropriate judgements after evaluating all risks and policy manual

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# **Major Student Disruption**

Note: In situations that may result in major disruption and/or demonstration, prevention is the school's goal. A video camera can be very effective in deterring disruptive acts. In disruptive situations, attempt to obtain footage of the event(s).

		Plar	of Action to be Tal	ken		
Establish Facts of Situation	Establish Level of the	First 10 Minutes	Next 50 Minutes	Remainder of the Day	Subsequent Days	Policy Reference
When a major student disruption occurs	Incident  Principal must establish level of incident  Give appropriate code action and procedure to be taken  Principal should not leave the command station	<ul> <li>Call District Office</li> <li>Alert campus supervisors and other administrators</li> <li>Attempt to diffuse tension by:</li> <li>Identifying key players/concerns</li> <li>Isolating key players in a neutral area</li> <li>Conferencing with players</li> <li>Alerting parents/legal guardians</li> <li>If situation cannot be diffused, separate and detain students and solicit support of parents</li> <li>Call school officials and/or 911, if situation calls for further action</li> <li>Clearly communicate to all students (via announcements or bullhorn), in the presence of adult witnesses, that students should ether attend classes or move to a safe, designated area; inform students that they will be subject to suspension and arrested if they do not comply</li> <li>DO NOT release students from classes</li> <li>Announce Code Red</li> <li>If a student(s) persist, after second warning and reasonable period of time (not more than two or there minutes), notify student(s) of his/her suspension and give direction for his.her leaving the campus; if student(s) do not cease and desist, direct police to arrest the students(s)</li> <li>If a disruption escalates further, announce Code Red, and follow procedures</li> <li>Announce "All Clear" Code White</li> </ul>	<ul> <li>Notify parents/legal guardians of involved students</li> <li>Secure detailed written statement(s) from students and other witness, including involved staff members</li> <li>Take appropriated disciplinary action as directed by OPUSD Discipline Guidelines</li> </ul>	<ul> <li>Discourage all communication until clearance from law enforcement in received</li> <li>Designate a place for parents who arrive on campus</li> <li>Have an administrator on hand to answer questions</li> <li>Debrief Safe School Team and other staff</li> <li>Debrief central level staff</li> <li>Complete a written report</li> <li>Summon other central level staff, as needed</li> <li>Meet with parents, if necessary</li> <li>Let police handle any questions regarding crime and the investigation</li> <li>Once incident is over, return to normal operations</li> <li>Debrief staff and revise plans</li> <li>Debrief students</li> <li>Send home notices</li> </ul>	<ul> <li>Meet with Safe School Team to update and revise plans, if needed</li> <li>Meet with parents, if needed</li> <li>If media person appears, meet them in a designated area</li> <li>Monitor school building continually</li> <li>Update school staff and revise plans as necessary</li> </ul>	In accordance with OPUSD policies, make appropriate judgement after evaluating all risk Policy Manual

## NOTE: IT IS CRITICAL THAT YOU REMAIN CALM THROUGHOUT THIS INCIDENT

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- Principal does not leave command post
- Do not confront the suspect.
- Wait for administrative response.



			Plan of Action to be	Taken		
Establish Facts of Situation  Asses situation	Establish Level of the Incident  Principal must establish level of incident  Give appropriate code action and procedure to be taken  Principal should not leave the command area	First 10 Minutes  Call District Office Supervisors and other administrators  Emergency Team Reports  Announce Code Red, and follow procedures  When police arrive, be prepared to extent possible:  The number of hostage-takers  A description of hostage-takers  The types of weapons hostage-takers possess  The number and the names of hostages  The demands and instructions hostage-takers have given  A description of area under siege  Corporate with assist Sheriff who, upon arrival, become "in charge"  Inform Superintendent	Next 50 Minutes  Wait for law enforcement personnel Provide law enforcement with as much information as possible; name, description, action and location, etc Do not attempt to disarm suspect Once situation is under control, have witnesses and victims available for law enforcement personnel Return to normal when appropriate Use appropriate code(s)	Remainder of the Day  Debrief Safe School Team and other staff  Return to normal when approved (Code White)  Summon other central level staff, as needed  Meet with parents, if necessary  Monitor school building continually  Complete a written report  Debrief school staff  Send notice home	Subsequent Days  Make arrangements for Crisis management Team Services, as needed  Summon counselors as needed	Policy Reference  In accordance with OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual

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# Chemical Spill/Airplane Crash

		Plan of Action to be Taken				
Situation  Off-Campus Evaluation Required Evacuation Cannot Be Made  to but the but decise be to inside	ision would to stay de for	First 10 Minutes  Notify all building occupants of the chemical spill over the public address system or by alternate means to initiate evacuation to specific assembly points(s) Code Green  Call 911 Notify appropriate District Office Personnel and Maintenance Department	Next 50 Minutes  Follow established procedures in Disaster Plan	Remainder of the Day  Discourage all communication until clearance from law enforcement is received Control traffic Designate a place for parents who arrive on campus	Subsequent Days  Meet with Safe School Team to update and revise plans, if needed Meet with parents, if needed If media person appears, meet them	Policy Reference  In accordance with OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual
Princestation of income of the prince of the	propriate de action d procedure pe taken acipal should I leave the ammand	<ul> <li>Establish management post at a safe location</li> <li>Identify location of classes in the holding area/assembly point, to activate orderly location other the students for parents wishing to pick up their children according to the disaster plan</li> <li>Direct parents to the management post for pickup of students</li> <li>Maintain contact with District Office, Sheriff's and Fire Department to stay informed about conditions at the school site and surrounding area</li> <li>Call 911</li> <li>Notify appropriate District Office and Maintenance Department</li> <li>Require persons in outside areas to go inside building</li> <li>Announce Code Red</li> <li>Close all doors and windows in all buildings</li> <li>Shut down all air-conditioning and ventilation units</li> <li>Use the public address systems for communicating instructions to staff and students</li> <li>Determine alternative evacuation route if possible</li> </ul>		<ul> <li>Have an administrator on hand to answer questions</li> <li>Debrief Safe School Team and other staff</li> <li>Debrief central level staff</li> <li>Complete a written report</li> <li>Summon other central level staff as need</li> <li>Meet with parents, if necessary</li> <li>Monitor school building continually</li> <li>Let police handle any question regarding crime, the investigation</li> <li>Once incident is clear, return to normal operation Code White</li> <li>Send notice home</li> <li>Update students</li> </ul>	in a designated area  Monitor school building continually  Update school staff and revise plans as necessary	d on next page)

(continued on next page)

# Chemical Spill/Airplane Crash

Pi	in of Action to be Take	en		
Establish Facts of Situation  Chemical Spill Occurs on Campus Recall/Further valuation  Give appropriate code action and procedure to be taken  Principal should not leave the command area  Establish Level of the Incident  Principal must establish level of incident  Give appropriate code action and procedure to be taken  Principal should not leave the command area  Establish Level of the Incident  First 10 Minutes   Identify the location in the school where spill has occurred, as well as the substance(s)  Assess the situation  Call 911  Determine building exits that will be used for evacuation of affected building(s), when required  Conduct an orderly evacuation of the area. Room by Room closest to spill DO NOT.  RING FIRE ALARM BELLS  Call Maintenance Department  Keep students and others out of the affected area until notified by Maintenance Department or by Fire Department Hazardous Materials Team that area is safe  Notify District Office	Next 50 Minutes  Follow established procedures in Disaster Plan  Determine from Ventura County Management officials whether evacuation is required from assembly point of when return to building is anticipated County emergency officials and School District and Maintenance personnel to meet any additional requirements	Remainder of the Day  • Follow established procedures in school/buildings Disaster plan	Subsequent Days	Policy Reference   ◆ In accordance with OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual

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- Wait for administrative response.



A destructive or potentially destructive weather condition as defined by the National Weather Service, usually announced, time permitting, by Definition: NWS in two phases – WATCH and WARNING Evaluate physical plant and develop plans for secure areas for secure areas for student/employee population

Preparation: 1. Utilize lower floors and interiors areas.

2. Do not use gyms and other areas with wide roof spans

Develop a special alarm system for tornado warnings.

4. Educate staff and students on appropriate posture to assume in shelter area in actual tornado warning

5. Keep first aid supplies current and convenient

	Plar	of Action to be	Taken		
Establish Facts of Situation Level of the Incident  Tornado Watch Principal must	First 10 Minutes  Inform student/employee population that	Next 50 Minutes  Continue	Remainder of the Day  Debrief Safe School	Subsequent Days  • Meet with Safe School Team to	Policy Reference  In accordance with
establish level of incident  Give appropriate code action and procedur to be taken  Principal shoul not leave the command area	Tornado WATCH is in effect  Move students and faculty from portable classrooms and outside to permanent facilities  Prepare for shelter areas a defined in plan  Monitor weather advisories  Make plans to evacuate large areas with wide open roof spans  Keep doors unlocked	to monitor weather advisories or until WATCH is cancelled  Continue to monitor storm  Return to normal activity once storm/threat of storm has passed  If damage or injuries, take appropriate steps to secure any needed help, and notify Executive Director  Notify Transportation Dispatch of actions taken as soon as feasible	Team and other staff  Debrief central level staff  Return to normal when approved (Code Green)  Summon other central level staff, as needed  Meet with parents, if necessary  Monitor school building continually  Complete written report	school leam to update and revise plans, if needed  Meet with parents, if needed  If media person appears, meet them in a designated area  Monitor school building continually  Update school staff and revise plans as necessary	OPUSD policies, make appropriate judgement after evaluating all risk Policy Manual

# Weather – Thunderstorms and/or Lightning

	Pla	n of Action to be	Taken		
Establish Facts of Situation Level of the Incident  School Storm	First 10 Minutes  • Get out of open areas and into an	Next 50 Minutes  Based on facts decide if	Remainder of the Day  • Declare Code Green, when appropriate	Subsequent Days  • Meet with Safe School Team to	Policy Reference  In accordance with
Grounds  School Buildings  Athletic Events In Transit Field Trips or Hiking in an Open Area  Give appropriate code action and procedure to be taken  Principal should not leave the command area	enclosed building as quickly as possible  Do not seek shelter under isolated trees or close to metal fences, playground equipment, or shelters in exposed locations  Get indoors; stay indoors  Stay away from open doors and windows, metal objects, electrical appliances  Keep telephone use to a minimum  Do not handle flammable liquids in open containers  Seek Shelter in buildings  Avoid open spaces, metal fence, sheds, or	facts, decide if school should be evacuated immediately, thus guaranteeing safety of students, staff, or kept in regular session  Activate and brief the Safe School Team; use all available resources, if needed  Brief all personnel after initial call  Determine plan for day  Declare appropriate code  Determine if incident is a Level II incident, follow Level II instructions.	Green, when appropriate  Principal, police and appropriate central level staffs hold joint press conference, if needed, giving specific details  Give Superintendent update  Principal meet with Safe School Team for update  Hold staff meeting giving details and answering questions  Summon counselors, social workers or the needed staff  Meet with parents, if necessary  Send notice home if appropriate  Debrief with students	update and revise plans, if needed  Meet with parents, if needed  If media person appears, meet them in a designated area	OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual

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  Maintain control of the facility at all times.
- Principal does not leave command post
- Wait for administrative response.



Definition:

When the generator becomes dysfunctional and all power is lost. May also include loss of phone service.

<u> </u>			Plan of Action to be	e Taken		Policy
Establish Facts of Situation  School Campus School Building	Principal must establish the level of incident on information form head custodian Teachers are to secure their doors and stay in place (Code Red) Teachers are not to release students from class	First 10 Minutes  If imminent danger exists, dial 911 or District Office  Activate and brief Safe School Team, in necessary  Safe School Team or designee will monitor building and/or campus to make sure all students and school personnel are in a safe and secure area  Make sure every classroom has light  Activate emergency classroom plans  Activate emergency runner system to support communications	Next 50 Minutes  Continue to monitor area until power is restored  If any student disruption occurs, take appropriate disciplinary action, as directed by OPUSD disciplinary guidelines  Once power and order are restored, return to normal operations	Remainder of the Day      Keep flashlights in every classroom until notified     Complete written reports, if necessary     Continue to monitor area     Meet with staff to update and revise plans     Debrief students     Send notice home if necessary	Subsequent Days  ◆ Maintain normal operations	Reference  In accordance with OPUSD policies, make appropriate judgement after evaluating all risks Policy Manual

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# When an Off-Campus Evacuation is Called

EVACUATION SITES .	School
North:	South
East	West

#### Teachers Should:

- 1. Bring class record books when evacuating their classroom/building and emergency forms & emergency kits
- 2. Ensure that all students are out of the classroom and restrooms.
- 3. Turn off lights and close door prior to following their students out of the classroom.
- 4. Instruct the first student in line to hold open exit door(s) until all persons in the class have evacuated. (Continue this procedure until building is clear.)
- 5. Proceed to the pre-designated holding area/assembly point. Once there, make note of students who are not present and maintain order
- 6. Remain with their classes until an "all clear" signal is sounded or an administrator gives
- Students should bring backpacks with them from the classroom.

#### School/Based Administrator should:

- 1. Notify the appropriate District Office Personnel
- Establish and assign a management post at the off-site evacuation point.
- Gather lists of students not accounted for from staff members.
- 4. Identify the location of classes in holding area/assembly point to facilitate the orderly location of students for parents wishing to pickup of students.
- Direct parents to the management post for pickup of students.
- 6. Maintain contact with Sheriff/Fire Departments to stay informed about conditions at the school site and nearby areas.

#### CREATING A SAFE PHYSICAL ENVIRONMENT

Inevitably, there will be special situations and special places in schools where problems are more likely to occur. To prevent such problems, changing the school environment may be necessary. These interventions alter the use of school space and supervision routines so that opportunities for violent or disruptive behavior are minimized or eliminated.

An analysis of the school environment can determine if hot spots exist in the school. For example, the back hallway leading from the locker commons to the band room may be an area where many fights or disruptions occur due to minimal supervision and poor lighting. Perhaps an analysis also will show that these problems are most likely to occur in the mornings at a time when student traffic increases through the back hallway. A thorough understanding of when and where problems occur should prove invaluable to the Schoolwide Team. Some of the environmental characteristics that a school may examine include the following:

- number and types of exits
- location and design of bathrooms
- design of the cafeteria, common areas, and playground
- patterns of supervision
- density of traffic patterns throughout parts of the school during various times of the day
- · lighting
- · isolated areas
- bell and class schedules and the mixing of students from different grades
- length of time students stand in line to wait for a bus or to wait for lunch

Equipped with the above information, the School-wide Team will be in a position to change the environment to minimize opportunities for inappropriate behavior. By continuing to monitor and supervise all areas of the school regularly, the team can maximize environmental safety.

Source: Dwyer, K. and Osher, D. (2000), "Safeguarding Our Children: An Action Guide." U.S. Departments of Education and Justice, American Institutes for Research, Washington, D.C.; Internet, http://www.ed.gov/offices/OSERS/OSEP/Action Guide/.

# America's Playgrounds Safety Report Card

# DOES YOUR PLAYGROUND MAKE THE GRADE?

Evaluate the risk factors in your playground by using the following format. A complete explanation of the criteria is on the following pages.

YES NO

	Scoring System	
SUPERVISION  Adults present when children are on equipment  Children can be easily viewed when on equipment  Children can be viewed in crawl spaces  Rules posted regarding expected behavior	For every 'Yes' your playground receives one point. Total up the number of points for each section. Supervision Age appropriate  The former of points of points for each section.	
AGE-APPROPRIATE DESIGN Playgrounds have separate areas for ages 2–5 and 5–12 Signage indicating age group for equipment provided Platforms allow change of directions to get on/off structure Platforms have appropriate guardrails Equipment design prevents climbing outside the structure Supporting structure prevents climbing on it	Fall Surfacing Equipment Main. Total 23–20 = A Congratulations on having a SAFE play- ground. Make sure you maintain this high level of excellence. 19–16 = B Your play-	
FALL SURFACING Appropriate surfacing provided Six foot use zone has appropriate surface Appropriate depth of loose fill provided Concrete footings are covered Surface free of foreign objects	ground is on its way to providing a safe environment for children. Work on the areas checked 'No.'  15–12 = C Your playground has potential for being hazardous for children. Take corrective measures.	
EQUIPMENT MAINTENANCE Equipment is free of broken parts Equipment is free of missing parts Equipment is free of protruding bolts Equipment is free of noticeable gaps Equipment is free of head entrapments Equipment is free of rust Equipment is free of splinters	11–8 = D Children are at risk on this playground. Start today to make improvements! 7 and below Do not allow children on the playground. Call 1-800-554-PLAY	
Equipment is free of cracks/holes		Ī

### Identifying Warning Signs of Potential Violence

Learn to identify characteristics of persons who exhibit warning signs of potential violence. Those who display these signs should be referred to appropriate agencies or individuals such as counselors, parents, law enforcement, and social, medical, and mental health services. When deciding whether and where to make referrals, one should consider applicable regulations concerning parental consent, confidentiality, and mandatory reporting requirements.

These signs simply mean that a child appears to be troubled, and violence might be one of the possible outcomes of this distress. Neither stigmatize children nor assume that they will be violent just because they are at risk for such behavior. Other warning signs may also exist. Consequently, this list should not be considered all-inclusive, and certain items and combinations may be far more indicative of a potential problem than others. The signs include:

- Has engaged in violent behavior in the past.
- Has tantrums and uncontrollable angry outbursts abnormal for someone that age.
- Continues exhibiting antisocial behaviors that began at an early age.
- Forms and/or maintains friendships with others who have repeatedly engaged in problem behaviors.
- Often engages in name calling, cursing, or abusive language.
- Has brought a weapon or has threatened to bring a weapon to school.
- Consistently makes violent threats when angry.
- Has a substance abuse problem.
- Is frequently truant or has been suspended from school on multiple occasions.
- Seems preoccupied with weapons or violence, especially that associated more with killing humans than with target practice or hunting.
- Has few or no close friends despite having lived in the area for some time.
- Has a sudden decrease in academic performance and/or interest in school activities.
- Is abusive to animals.
- Has too little parental supervision given the student's age and level of maturity.
- Has been a victim of abuse or been neglected by parents/guardians.
- Has repeatedly witnessed domestic abuse or other forms of violence.
- Has experienced trauma or loss in their home or community.
- Pays no attention to the feelings or rights of others.
- Intimidates others.
- Has been a victim of intimidation by others.
- Dwells on perceived slights, rejection, or mistreatment by others; blames others for his/her problems and appears vengeful.
- Seems to be preoccupied with TV shows, movies, video games, reading materials, or music that express violence.
- Reflects excessive anger in writing projects.
- Is involved in a gang or antisocial group.
- Seems depressed/withdrawn or has exhibited severe mood or behavioral swings, which appear greater in magnitude, duration, or frequency than those typically experienced by students that
- Expresses sadistic, violent, prejudicial, or intolerant attitudes.
- Has threatened or actually attempted suicide or acts of unfashionable self-mutilation.

#### Threat Incident Report

School and school district policy should require students and employees to report all threats or incidents of violent behavior they observe or are informed about to the Designated Administration Representative (DAR). The DAR should take the steps necessary to complete a threat incident report as quickly as possible, including private interviews of the victim(s) and witness(es). The report will be used by the Threat Assessment Team to assess the safety of the school and to decide upon a plan of action. It should include:

- Name of the threat-maker and his/her relationship to the school and to the recipient.
- Name(s) of the victims or potential victims.
- · When and where the incident occurred.
- · What happened immediately prior to the incident.
- The specific language of the threat.
- Physical conduct that would substantiate intent to follow through on the threat.
- How the threat-maker appeared (physically and emotionally).
- Names of others who were directly involved and any actions they took.
- · How the incident ended.
- · Names of witnesses.
- What happened to the threat-maker after the incident.
- What happened to the other students or employees directly involved after the incident.
- Names of any administrators, teachers, or staff and how they responded.
- What event(s) triggered the incident.
- Any history leading up to the incident.
- The steps that have been taken to ensure the threat will not be carried out.
- Suggestions for preventing school violence in the future.

Elements of the threat incident report and any subsequent actions relating to the incident should be recorded in a tracking system for use by the DAR and the Threat Assessment Team. Such systems range from simple card files to commercially available relational databases. The tracking system, as well as all investigative files, should be kept secure and maintained separately from other records.

# Student Threat Response Checklist

Document the student's comments; ask the witness(es), adult(s), and/or students(s) to record the
statements with signature(s) and date.
statements with signature(s) and date.  Review the student's disciplinary file to look for other incidents of threat, hostility, or aggression.  Review the student's disciplinary file to look for other incidents of threat, hostility, or aggression.
Review the student's disciplinary file to look for other includents of directly restainly.  Talk with the student's counselor or student support specialist to learn all you can about the student—  Talk with the student's counselor or student support specialist to learn all you can about the student—  Talk with the student's disciplinary file in fluoress that may be affecting the student emotionally and behav-
home situation and any outside influences that may be about
iorally.
Review all of the student's educational records and files to determine to the alleged conduct.  evaluations, educational assessments, or other information relevant to the alleged conduct.  evaluations, educational assessments, or other information relevant to the alleged conduct.
Invite the student to tell his of her side of the story. Each on the conversation. behavior affect as he or she is telling the story. Take notes on the conversation. behavior affect as he or she is telling the story. Take notes on the conversation.
behavior / affect as he or she is telling the story. Take notes of the conversations behavior / affect as he or she is telling the story. Take notes of the conversations and the student's Check the student, his or her bookbag, and locker for possible weapons. Look through the student's Check the student, his or her bookbag, and locker for possible weapons. Look through the student's Check the student, his or her bookbag, and locker for possible weapons. Look through the student's Check the student, his or her bookbag, and locker for possible weapons. Look through the student's check the student, his or her bookbag, and locker for possible weapons.
Check the student, his or her bookbag, and locker for possible weapons. Beet all of a notebooks and books for drawings and notes that might bear on the student's propensity to engage in notebooks and books for drawings and notes that might bear on the student's propensity to engage in
violent or dangerous acts.
☐ Talk to the student's friends, if they are known, and to his of her teachers.
the student make threats or talk about violent acts. The ask whether he or she has access to them.
☐ If appropriate, ask the student if there are guns at nome. It so, ask whether he of the student is there are guns ☐ Call the student's parents/guardian after the investigation has been completed. Ask if there are guns ☐ Call the student's parents/guardian after the investigation has been completed. Ask if there are guns ☐ Call the student's parents/guardian after the investigation has been completed. Ask if there are guns ☐ Call the student's parents/guardian after the investigation has been completed. Ask if there are guns ☐ Call the student's parents/guardian after the investigation has been completed. Ask if there are guns ☐ Call the student's parents/guardian after the investigation has been completed. Ask if there are guns ☐ Call the student's parents/guardian after the investigation has been completed. Ask if there are guns ☐ Call the student's parents/guardian after the investigation has been completed. Ask if there are guns ☐ Call the student's parents/guardian after the investigation has been completed.
Call the student's parents/guardian after the fit was transfer to burt or kill anyone. The reason
in the house and if their son / daughter has ever talked about waiting to that of the day of the day in the house and if their son / daughter has ever talked about waiting to that of the day of their son / daughter has ever talked about waiting to that of the day of their son / daughter has ever talked about waiting to that of the day of their son / daughter has ever talked about waiting to that of the day of their son / daughter has ever talked about waiting to that of the day of their son / daughter has ever talked about waiting to that of the day of their son / daughter has ever talked about waiting to that of the day of their son / daughter has ever talked about waiting to that of the day of their son /
this conversation with parents should take place after the investigation is compressed, with parents should take place after the investigation is compressed, and will be able to substantiate or during the process, is that the school administrator will have the facts and will be able to substantiate
what the student and others may have said.  what the student and others may have said.
what the student and others may have said.  Call the parents/guardian of the threatened student(s) and inform them of the incident and the action  Replacements that they have the right to discuss
that has been taken. If charges have been filed, explained
the charges with local law enforcement.
☐ Following due process procedures, suspend the student non-season,
shown in your investigation.
Call your police support officer, who will come to make a reposition.  and the student about what the report means, and about the student's situation.  and the student about what the report means, and about the student's situation.
and the student about what the report means, and about the student's student's student about what the parent  Depending on the nature of the threat, along with other circumstances, you may ask that the parent  Depending on the nature of the threat, along with other circumstances, you may ask that the parent  Depending on the nature of the threat, along with other circumstances, you may ask that the parent  Depending on the nature of the threat, along with other circumstances, you may ask that the parent
Depending on the nature of the threat, along with other circumstances, you may be a doctor before or guardian arrange for the student to have a psychological evaluation, or to see his or her doctor before or guardian arrange for the student to have a psychological evaluation, or to see his or her doctor before or guardian arrange for the student to have a psychological evaluation, or to see his or her doctor before or guardian arrange for the student to have a psychological evaluation, or to see his or her doctor before or guardian arrange for the student to have a psychological evaluation, or to see his or her doctor before or guardian arrange for the student to have a psychological evaluation, or to see his or her doctor before or guardian arrange for the student to have a psychological evaluation.
or guardian arrange for the student to have a psychological evaluation, or to see the samum number of returning to school. Don't forget that there may well be a legal limit to the maximum number of returning to school. Don't forget that there may be not below that the samum has been
returning to school. Don't forget that there may well be a legal little to the maximum has been suspension days, and that you will likely have to recommend expulsion after that maximum has been
reached.
reached.  If you think it necessary, require that a doctor, social worker, psychologist, or other professional.  If you think it necessary, require that a doctor, social worker, psychologist, or other professional in the student to return to school.
working with the student contacts you believe you have a see "the situation is probably quite
Remember that when a student says, "I'm going to kick your ass," the student approvide as a general different from one in which a student says, "I want to a going to hurt, kill (specific name or a general different from one in which a student usually provides some detail. Take notes.
different from one in which a student says, I want to all going a detail. Take notes.  name)." In the latter situation the student usually provides some detail. Take notes.  name) and consult
D Inform the appropriate person in the superintendent
regarding intervention / disciplinary action to be taken.

A well thought-out response to a student threat will go a long way toward ensuring that the student will not follow through on that threat, and that he or she can get the help needed to avert future threats.

## THREAT ASSESSMENT CARD

All threats are **not** created equal; most threateners are unlikely to carry out their threat.

A threat is an expression of intent to do harm or act out violently against someone or something. It can be written, spoken, or symbolic (hand motion as in shooting).

symbolic (hand motion as in shooting).
Can you tell why?  Warning signal  Taunt/intimidate/power/control  Punish  Manipulate  Coerce/frighten/terrorize  Compel someone to do something  Strike back  Disrupt  Test authority  Protect oneself
Is the threat  Direct  Indirect  Veiled  Conditional
Factors  Specific, plausible details  Identity of victims  Reason  Means  Weapon  Method  Date  Time  Place  Concrete information about plans
LOW LEVEL THREATS—min. risk to public safety
□ Vague & indirect □ Information inconsistent □ Implausible □ Lacks detail □ Lacks realism

MEDIUM LEVEL—A threat which could be carried out, although it may not appear realistic

appear realistic
<ul> <li>More direct and concrete</li> <li>Wording suggests some thought</li> <li>General indication of place and time</li> <li>No strong indication of preparatory steps</li> <li>There may be a specific statement ("I'm serious!" or "I really mean this")</li> </ul>
HIGH LEVEL—A threat that appears to pose an imminent and serious danger to the safety of others
<ul> <li>Threat is direct, specific and plausible</li> <li>Threat suggests concrete steps have been taken toward carrying out threat-practiced with weapon, surveillance</li> </ul>
FOUR PRONGED APPROACH
Personality
Leakage—recurrent themes of destruction appearing in writing or artwork, recurring preoccupation with themes of violence, hopelessness, despair.' Low tolerance for frustration Poor coping skills Lack of resiliency Signs of depression Narcissism Alienation Attitude of Superiority Exaggerated need for attention Low self-esteem Anger management problems Inappropriate humor
Family Dynamics  Access to weapons  Intimidated by child  No limits
School Dynamics  Disrespectful Behavior Detachment

Social dynamics

Media

□ · Drugs and Alcohol



## **BOMB THREAT**

<b>QUESTION</b>	IS TO	ASK:
-----------------	-------	------

- 1. When is a bomb going to explode?
- 2. Where is it right now?
- 3. What does it look like?
- 4. What kind of bomb is it?
- 5. What will cause it to explode?
- 6. Did you place the bomb?
- 7. Why?
- 8. What is your address?
- 9. What is your name?

EXACT WORDING OF THE THREAT:
Sex of caller:
Race:
Age:
Length of call:
Time:
Date:
Number at which call is received:

PLACE THIS CARD UNDER YOUR TELEPHONE

CALLER'S V	OICE:	
□ Calm	□ Nasal	
□ Angry	□ Stutter	
□ Excited	□ Lisp	
□ Slow	□ Raspy	
□ Rapid	□ Deep	
□Soft	□ Ragged	
□ Loud	☐ Clearing Throat	
☐ Laughter	☐ Deep Breathing	
☐ Crying	☐ Cracking Voice	
□ Normal	☐ Disguised	
☐ Distinct	☐ Accent	
☐ Slurred	☐ Familiar	
If voice is fan	niliar, who did it sound like?	
II voice is iam		
	TO TO TRIDE.	
	UND SOUNDS:	
☐ Street Nois		
☐ Crockery	☐ Office Machinery	
□ Voices	☐ Animal Noise	
☐ PA System		
□ Music	□ Local	
☐ Motor	☐ Long Distance	
□ Clear	☐ House Noises	
□ Booth	☐ Other	
THREAT LA		
□ Well Spok	en 🗆 Incoherent	
☐ Educated	☐ Taped	
□ Foul	☐ Irrational	
☐ Message r	ead by threat maker	
REMARKS		
TELLIA		
REPORT T	0:	
DIJONE NI	JMBER:	
PHONE NO	JMDER	
REPORT N	(ADE BY:	
Position:		
Phone Number:		
Date:		

OAK PARK UNIFIED SCHOOL DIST. Marilyn Lippiatt, Superintendent

# Section 6. After a Crisis

The actions taken after severe acts of violence can have a major effect on the well-being of students and the community at large. It is difficult to respond in a timely and appropriate manner without having a pre-established, detailed plan.

#### A. The Role of School Administrators

#### Support Systems

- a. Implement plans for providing qualified counselors, especially for providing Critical Incident Stress Debriefing (see the textbox on page 30). Students, faculty, and staff may require both short-term and long-term counseling.
- When providing information and counseling, take into account multilingual needs.
- c. Maintain both an information line and special call-in line for victims and their families whenever large groups of students are affected.
- d. Keep in close contact with injured victims and/or surviving family members.
- e. Determine the need for additional health services and resources (e.g., nursing staff) to attend to increased physical needs of students.
- f. Hold meetings to provide staff with information related to the crisis, eliminate rumors, advise them of next steps, and advise them on what to tell their students.
- g. Develop written statements for teachers to read in class. Send similar statements to parents.

- Help students, faculty, and staff deal with their own reactions. Whenever possible, help teachers
  - and staff deal with their reactions first, before they interact with their students.
- Hold a special meeting with victims and their siblings.
- j. Ensure that each school in the district supports siblings of victims by providing them with additional reassurances of safety and academic support as appropriate.
- k. Provide places and times for members of peer groups to meet and counsel each other.
- Designate space for "safe rooms"
   where at any time, students, teachers,
   and staff can receive comfort and
   counseling and talk about events
   during the crisis.
- m. Provide information to parents/ guardians who want to know how to help their children cope with feelings about the crisis.
- Hold special workshops for students who feel angry about the crisis to express their feelings.
- Keep parents/guardians informed of the support services being made available to their children.
- p. Provide a place after the crisis where parents/guardians can meet with counselors and other adults to discuss

- ways to help their children transition back into school.
- q. Provide a list of suggested readings to teachers, parents, and students.
- r. Only after persons who have been directly affected by the crisis have received needed attention, evaluate whether community forums should be initiated for people to air their concerns about the tragedy or other issues pertaining to school safety.
- s. Fund additional time for teachers to work with students needing additional academic support due to such problems as grief, stress, difficulty concentrating, and anxiety.
- t. Hire a volunteer coordinator to ensure the meaningful participation of parents/guardians and community members in a way that does not use additional administrative time.
- u. Provide for the orientation of families who enroll their children in schools where violent events have occurred. Include younger students who graduate into these schools and students who transfer from other schools.

# 2. Managing the School Environment After Violence

- a. Maintain close cooperation with investigating authorities to facilitate completing investigations and minimizing complications.
- b. Deal with problems of deceased students' desks and lockers. Have a counselor or other qualified adult provide therapy while sitting at an empty assigned desk, bus seat, or locker. In the case of an empty desk, one strategy is to move the desk, over time, to the back of the row and all other desks forward; then eventually, remove the desk.

- c. When appropriate, remove deceased students' names from forms, posters, rosters, absence reporting logs, and anywhere else they occur in reporting systems.
- d. In collaboration with families of victims and the school community, evaluate how affected areas in the school site where school violence took place should be handled when students return to school.

#### 3. Memorials, Funerals, and Incident Anniversaries

- a. Allow excused absences and time off for all students, teachers, and staff who wish to attend funerals and memorials.
- Allow for and cooperate with families who are planning memorials and activities to honor victims.
- c. Arrange to have a quiet area for staff and students who do not wish to attend memorials and activities.
- d. If possible, avoid conducting funerals at the school.
- e. Assess the appropriateness of creating memorials to victims on school premises, particularly in the case of religious memorials. If establishing memorials on site would not be appropriate, identify alternative sites, and consider living memorials such as trees as an option.
- f. Include students, families of victims, and community members in planning for memorials.
- g. Establish a policy for how school administration should handle student or community members' independently establishing memorials.
- h. Assess whether families want recognition of victims at graduation ceremonies, at assemblies, in year-books, and on anniversaries of the

- crisis. Particularly at graduations, chairs for those students could be left empty and their names read.
- Invite family members of victims to all ceremonies and memorials.
- j. Plan ahead for the attention the school will receive on the one-year anniversary of the incident.
- k. Plan ahead for the emotional needs of the school community on anniversaries.
- Consider the special needs of families of offenders.
- m. Ensure someone is at the home of the deceased victims and perpetrators during funerals and/or memorial services to prevent against theft, vandalism, etc.
- 4. Closure of Mourning Period and Moving Forward
- Consult with counselors, teachers, students, and staff on when would be

- the most appropriate time to signal closure of the mourning period.
- Conduct a public ceremony to symbolize closure of the mourning period, and control media access to it.
- c. Hold a parents' night to bring closure to the crisis.
- d. Get school in session and moving forward as soon as possible.

#### 5. Lessons Learned

- a. Conduct meetings with school site and district personnel to review lessons learned from the experience.
- Reevaluate the adequacy of crisis and safety planning based on lessons learned, and make modifications as necessary.
- c. Write thank-you notes to out-ofbuilding district and community resource people who provided (or are still providing) support during the crisis.

## B. The Role of Teachers and Staff

- Cooperate with law enforcement to maximize investigative effectiveness.
- Help victims and other students reenter the school environment. Classmates of victims may need help in knowing how to act.
- Provide accurate information to students and dispel rumors.
- Provide activities to reduce stress and trauma, such as artwork, music, and writing.
- Alter curricula and postpone testing as needed.
- Ensure librarians have books available that deal with managing grief

and other reactions to crisis situa-

- Train teachers to be aware of warning signs of grief and depression.
- Train teachers to implement techniques to deal with the range of students' emotions related to crisis situations.
- Have class discussions about the incident and how to cope with the aftermath.
- Be careful of the use of TV broadcasts in the classroom. Live newscasts can be traumatizing.

- Lower classroom and/or school flags to half-staff.
- 12. Discuss funeral procedures when appropriate.
- Volunteer to help victims and their families.
- Organize and participate in memorials and other activities.
- Seek counseling for help in dealing with personal feelings about the incident.

# C. The Role of School Counselors, Psychologists, and Social Workers

- Stay in close contact with the counseling director of the Crisis Management Team.
- Be available by canceling other activities.
- Obtain the schedule of any seriously injured or deceased students and visit their classes. Also visit classes attended by their close friends.
- Organize and provide individual and group counseling as needed to students, teachers, and staff.
- Contact parents/guardians of affected students with suggestions for counseling support and referrals.

- Locate counseling assistance throughout the community, including counselors from other nearby schools.
- Establish a self-referral procedure. Make referral forms available.
- Provide and advise counseling for the crisis team and emergency response personnel.
- Keep records of affected students and provide follow-up services.
- Accept other responsibilities as designated by the Crisis Management Team director.

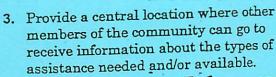
### D. The Role of Parents

- Learn to recognize and help children with their reactions. Common reactions include unrealistic fears of the future, insomnia, physical illness, and becoming easily distracted.
- Encourage children to receive counseling or to speak to a trusted adult about their feelings surrounding the incident.

# The Role of the Community

Volunteer time and resources to victims.

- Consider attending school as needed with children who are very fearful of returning to their classes.
- Obtain counseling as needed in order to be able to remain physically and emotionally healthy and be available for one's children.
- 2. Provide services to meet the needs of victims.



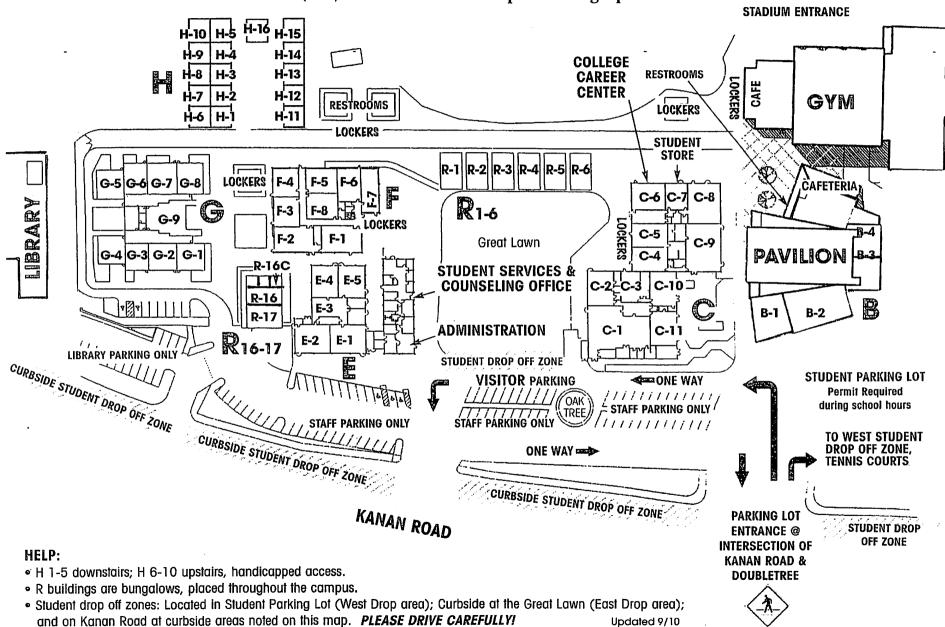
## F. The Role of Law Enforcement

- 1. After a crisis, conduct a thorough investigation including debriefing of all persons present at the time of the incident.
- Encourage the development and use of regional Critical Incident Stress Debriefing Teams for involved emergency personnel. (See the textbox on page 30 for more information).
- Coordinate with affected schools and other agencies to assist victims' families in locating survivors.
- 4. Encourage schools to support their employees and students in the prosecution of people who commit acts of violent crime.
- Encourage law enforcement and schools to coordinate their news releases.

- Provide schools with a central point of contact in the police department who will answer questions and address concerns.
- Encourage students and school employees to participate in aftermath debriefings.
- Facilitate meetings in which teachers, staff, students, and parents/ guardians can express their thoughts on how police handled the incident.
- Undertake and coordinate critique of the department's response after a serious incident of school violence. Identify areas in need of improvement.

# Oak Park High School

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Updated 9/10