# HAPPY VALLEY SCHOOL DISTRICT BOARD OF TRUSTEES

November 9, 2022 Multi-Purpose Room 3:30 pm

- A. Approval of Agenda
- B. Approval of Minutes-Regular Board Meeting, October 12, 2022

# C. Community Input

Members of the audience are welcome to address the Board of Trustees at this time during the meeting regarding items not listed on this agenda. The Trustees may ask questions for clarity but cannot take action on those matters, if desired, until such matters are appropriately placed on a future agenda, according to law. Three minutes may be allotted to each speaker and a maximum of twenty minutes to each subject matter (Board bylaws 9323).

- D. Board Report
- E. Superintendent's Report
- F. Staff Report
- G. Student Report
- H. Public Hearing
  - 1. Happy Valley Elementary School Update Safe School Plan, Emergency Procedures
    There will be a public hearing regarding Happy Valley Elementary School Safe School
    Plan, Emergency Procedures.

# 2. Public Hearing

The Happy Valley Elementary School District (HVESD) gives notice regarding the intent to begin negotiations with the Happy Valley Education Association (HVEA) for a collective bargaining agreement (2023-2024).

#### I. Information Items

# 1. Review Strategic Plan Goals

The Board will receive information regarding Strategic Plan Goals.

# 2. Community Foundation of Santa Cruz

The Board will receive an update regarding the Happy Valley School Foundation Fund through September 30, 2022.

# 3. Certification of 2021/2022 Unaudited Actuals

The Board will receive information regarding the certifying of Happy Valley's 2021/2022 unaudited actuals by the Santa Cruz County Office of Education.

#### J. Action Items

- Happy Valley Elementary School Update Safe School Plan, Emergency Procedures
   The Board will receive and consider approval of the Happy Valley Elementary School Safe School Plan, Emergency Procedures.
- 2. Accept the Initial Proposal for the Happy Valley Education Association (HVEA) Sunshine Negotiations representing Certificated Bargaining Unit Members to Happy Valley Elementary School District (HVESD) for the 2023-2024 Initial Contract.

Happy Valley Education Association (HVEA)initial contract proposal to Happy Valley Elementary School District (HVESD) for 2023-2024.

The Board will consider acceptance of the initial proposal for collective bargaining.

Article 16. Salaries

3. The Board will approve the Initial Proposal for Happy Valley Elementary School District (HVESD) Sunshine Negotiation Process with the Happy Valley Education Association (HVEA) representing Certificated Bargaining Unit Members for the 2023-2024 Initial Contract.

Happy Valley Elementary School District (HVESD) initial contract proposal to Happy Valley Education Association (HVEA) for 2023-2024.

The Board will consider approval of the initial proposal for collective bargaining.

Article 16. Salaries- Year 2: The parties agree to a re-opener on salary in year two of this Agreement. The parties further agree to a Salary Schedule Review Committee which will meet during the 2022-2023 school year to discuss possible revisions to the salary schedule.

4. Expanded Learning Opportunity Program Plan

The Board will receive and consider approval of the Expanded Learning Opportunity Program Plan.

5. Temporary Instructional Aide Position

The Board will consider approval of a .3125 FTE Temporary TK/K Instructional Aide Position.

## K. Consent Items

The Board will consider approval of vendor warrants paid since the last meeting.

#### L. Communications and Announcements

- 1. Nov. 11- No School, Veteran's Day
- 2. Nov. 14-18- Parent/Teacher Conferences, Grades K-6th released at 12:45 pm.
- 3. Nov. 16- Parent Club Meeting, 6:30 pm, MPR
- 4. Nov. 18- PeaceBuilder Assembly, 10:20 am, Stage
- 5. Nov. 18- Spirit Day, Crazy Hair Day
- 6. Nov. 21-25- No School, Thanksgiving Break
- 7. Dec. 14- Board Meeting, 3:30 pm, MPR

#### M. Closed Session

Superintendent goals and negotiations



- N. Report Out of Closed Session
- O. Adjournment





# Happy Valley School District Regular Board Meeting October 12, 2022 MINUTES

The meeting was called to order by the Board President at 3:31pm

BOARD MEMBERS PRESENT: Freeman, Willet, Hodges BOARD MEMBERS ABSENT: Frandle, Click Richardson STAFF MEMBERS PRESENT: Stewart, Lynd, Ruwe

STUDENTS PRESENT: Finn

# A. APPROVAL OF THE AGENDA

MSC HODGES/WILLET to approve the Board Meeting agenda as written. Unanimous.

# B. APPROVAL OF THE MINUTES

MSC HODGES/WILLET to approve the minutes from the Regular Board Meeting September 14, 2022. Unanimous.

# C. COMMUNITY INPUT

None.

#### D. BOARD REPORT

- 1. Katie Freeman informed the Board of an informational Branciforte Fire Department meeting that happened on October 1st. There was a presentation and Q&A.
- 2. Cliff Hodges reminded that Board the Redwood Gala is this Saturday, October 15th at Bargetto Winery and is sold out.

# E. SUPERINTENDENT'S REPORT

Michelle Stewart informed the Board of the following:

- Looking forward to the Redwood Gala this Saturday, and the parents have been working hard.
- 2. The student representatives met with the County Superintendent, Dr. Faris Sabbah last week. He had lunch with them and told them all about what it means to be an active school board member.
- 3. Michelle met with a previous superintendent who is helping her plan the writing of our strategic plan in January.
- 4. There was a COVID outbreak at OSS, fortunately only one of our 6th grade students tested positive.
- 5. November 1st will be a Professional Development Day.

#### F. STAFF REPORT

Carey Ruwe informed the Board of the following:

1. October 20th Michelle and Ket will be taking some of the 5th and 6th graders to the Santa Cruz County Office of Education to perform at the SSDA CBO Conference.

- 2. 4th graders are doing a unit on energy and will be preparing for the Science Expo.
- 3. TK/K have been doing Halloween activities.
- 4. 2nd grade has been working on their personal narratives for Writer's Workshop and waiting for their butterflies to hatch.

#### G. STUDENT REPORT

Finn informed the Board of the following:

- 1. Dr. Sabbah visited the school and told them about Ed Code and the Brown Act.
- 2. The Student Council are choosing a design for the t-shirt contest.
- 3. Room 1 will be having a publishing party this Friday.
- 4. The Running Club started.
- 5. 6th graders came back from OSS, they had a lot of fun. The whole school went out to meet them upon their return.

#### H. INFORMATION ITEMS

1. EXPLANATION OF BASIC AID

The Board received information regarding Basic Aid from the Santa Cruz County Office of Education. Discussion surrounded future enrollment and potential financial impact.

2022-2023 LCAP and Budget Approval
 The Board received information regarding the Santa Cruz County Office of Education's approval of Happy Valley's 2022-2023 LCAP and Budget.

# I. ACTION ITEMS

1. BOARD POLICY UPDATE

MSC WILLET/HODGES to approve Board policy updates. Unanimous.

- QUARTERLY STATUS REPORT OF UNIFORM COMPLAINT
   MSC HODGES/WILLET to approve the Quarterly Uniform Complaint Report under
   the Williams Legislation, First Quarterly Report 2022-2023 school year. Unanimous.
- 3. LOCAL INDICATORS FOR HAPPY VALLEY SCHOOL MSC WILLET/HODGES to approve the Local Indicators for the 2022 California Dashboard. The State Board of Education (SBE) approved standards for the Local Indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. During the LCAP approval, performance standards require an LEA to:
  - Annually measure its progress in meeting the requirements of the specific LCFF priority.
  - Report the results as part of a non-consent item at a regular scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
  - Report results to the public through the Dashboard utilizing the SBE-adopted self reflection tools for each Local Indicator.

The Local Indicators were uploaded to the Dashboard on October 1, 2022. Unanimous.

- REVISED BOARD SCHEDULE
   MSC HODGES/WILLET to approve the revised Board Schedule.
   Unanimous.
- 5. STUDENT INTERNET SAFETY AGREEMENT MSC WILLET/HODGES to approve confirmation of the CIPA (Children's Internet Protection Act) compliance: Using Lightspeed Relay Filtering through the Santa Cruz County Office of Education, Student Internet Safety Agreement, and Common Sense Media for internet usage. Unanimous.

#### J. CONSENT AGENDA

MSC HODGES/WILLET to approve the vendor warrants paid since the last meeting. Unanimous.

# K. COMMUNICATION AND ANNOUNCEMENTS

- 1. October 15, 2022 Redwoods Gala and Auction, 3:00pm, Bargetto Winery
- 2. October 19, 2022 Parent Club Meeting, 6:30pm, MPR or Via Zoom
- 3. October 25, 2022 Make-Up Picture Day
- 4. October 28, 2022 PeaceBuilders Assembly, 10:20am, Stage
- 5. October 31, 2022 Halloween
- 6. November 1, 2022 No School, Staff Development Day

#### K. CLOSED SESSION

The Board adjourned into closed session at 4:57pm to discuss Superintendent Goals.

# L. REPORT OUT OF CLOSED SESSION

The Board reported out of closed session, at 5:12pm, nothing to report.

# M. ADJOURNMENT

MSC HODGES/WILLET to adjourn the meeting, there being no further business, 5:13pm. Unanimous.

рl

Posted: October 31, 2022 District Office, Branciforte Fire Dept. And Happy Valley Conference Center

# November 9, 2022 3:30pm Public Hearing Notice of In the

Multi-Purpose Room

The Happy Valley Elementary School District

Public Hearing will be held at approximately 3:45pm, 11/09/2022. Elementary School Safe School Plan, Emergency Procedure at the November 9, 2022 Board Meeting which begins at 3:30pm. The will hold a public hearing regarding the updated Happy Valley

Posted: October 31, 2022
District Office, Branciforte Fire Dept.
And Happy Valley Conference Center

# November 9, 2022, 3:30pm In the Multi-Purpose Room Public Hearing

The Happy Valley Elementary School District

agreement at the November 9, 2022, Board Meeting which begins Association (HVEA) to begin negotiations for collective bargaining gives notice regarding the intent of Happy Valley Education

at 3:30pm.

Happy Valley Strategic Plan Goals 2022.23

Student Achievement and Engagement: Provide all students with a challenging environment that will promote the development of both cognitive and social-emotional well being of all students.

Fiscal Stewardship: Promote and maintain fiscal stewardship and stability

Facilities: Provide safe and well maintained facilities

Human Resources: Attract, retain and develop qualified employees

Public Relations: Build relationships, provide regular communications, and create opportunities

for community engagement



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Happy Valley School Foundation Fund Donor Gifts HVSDDG NO WOOKS

Fund Type: Designated Fund

Date Established: October 30, 2017

Investment Pool: Endowed - Socially Responsible Long Term Pool

Fund Report for July 01, 2022 - September 30, 2022

	Current Period 7/1/2022 - 9/30/2022	Year To Date 1/1/2022- 9/30/2022
Beginning Fund Balance Plus Additions to Fund	\$603,478.23	\$737,259.28
Contributions Earnings/(Losses)	\$ 0.00 \$(46,809.06)	\$75.00 \$(166,773.78)
Total income	\$(46,809.06)	\$(166,698.78)
Less Distributions from Fund		
Distributions for Fund Purpose Foundation Services Fee*	\$ 0.00 \$1,532.32	<b>\$</b> 10,495.00 <b>\$</b> 4,928.65
Total Expenditures	\$1,532.32	\$15,423.65
Ending Fund Balance	\$555,136.85	\$555,136.85

<sup>\*</sup>The Foundation Services Fee helps to support fund stewardship as well as Foundation programs that assist donors, educate and strengthen local nonprofits, and build regional partnerships to address critical local issues.

If you have questions regarding your fund statement, please contact Hilary Bryant at

hbryant@cfscc.org or (831) 662-2065.

total Fund 57: 4 1,477,403.17

(including county treasury amount of: #74,383.82)

Last Quarter total Fund 57: 4 1,599,484.20

(including county treasury amount of a 74,289.77)



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# Happy Valley School Legacy Flex Fund - HVSL

Fund Type: Agency Fund

Date Established: July 09, 2014

Investment Pool: Nonendowed - Socially Responsible Long Term Pool

Fund Report for July 01, 2022 - September 30, 2022

	Current Period	Year To Date
	7/1/2022 -	1/1/2022-
	9/30/2022	9/30/2022
Beginning Fund Balance	\$231,809.25	\$278,935.31
Plus Additions to Fund		
Earnings/(Losses)	\$(17,980.40)	\$(63,807.84)
Total Income	\$(17,980.40)	\$(63,807.84)
Less Distributions from Fund		
Foundation Services Fee*	\$588.61	\$1,887.23
Total Expenditures	\$588.61	\$1,887.23
Ending Fund Balance	\$213,240.24	\$213,240.24

<sup>\*</sup>The Foundation Services Fee helps to support fund stewardship as well as Foundation programs that assist donors, educate and strengthen local nonprofits, and build regional partnerships to address critical local issues.

If you have questions regarding your fund statement, please contact Hilary Bryant at <a href="https://doi.org/10.1007/nc.1007/



# Happy Valley School Foundation Fund - HVSD

Fund Type: Agency Fund

Date Established: February 26, 1998

Investment Pool: Endowed - Socially Responsible Long Term Pool

Fund Report for July 01, 2022 - September 30, 2022

	Current Period	Year To Date
	7/1/2022 -	1/1/2022-
	9/30/2022	9/30/2022
Beginning Fund Balance	\$689,907.01	\$859,181.74
Plus Additions to Fund		
Contributions	\$ 0.00	\$850.00
Earnings/(Losses)	\$(53,512.97)	\$(191,585.56)
Total Income	\$(53,512.97)	\$(190,735.56)
Less Distributions from Fund		
Distributions for Fund Purpose	\$ 0.00	\$28,148.00
Foundation Services Fee*	\$1,751.78	\$5,655.92
Total Expenditures	\$1,751.78	\$33,803.92
Ending Fund Balance	\$634,642.26	\$634,642.26

<sup>\*</sup>The Foundation Services Fee helps to support fund stewardship as well as Foundation programs that assist donors, educate and strengthen local nonprofits, and build regional partnerships to address critical local issues.

If you have questions regarding your fund statement, please contact Hilary Bryant at <a href="https://hilary.nc.gov/hilary.nc.go



**BOARD OF EDUCATION** 

Mr. Ed Acosta Ms. Alyssa Alto Ms. Rose Filicetti Ms. Sandra Nichols Ms. Sue Roth Mr. Abel Sanchez Mr. Bruce Van Allen

400 Encinal Street, Santa Cruz, CA 95060 • Tel (831) 466-5600 • Fax (831) 466-5607 • www.santacruzcoe.org

October 14, 2022

Ms. Katie Freeman President, Governing Board Happy Valley Elementary School District 930 Granite Creek Road Santa Cruz, CA 95065

Dear Ms. Freeman:

We have reviewed the Happy Valley Elementary School District's 2021-22 Unaudited Actuals and certified the report to the California Department of Education. Enclosed is a copy of the signed Certification for your records.

The district's 2021-22 Unaudited Actuals unrestricted revenues were \$1,278,982 which is a 2.34% decrease over Estimated Actuals, mostly due to a reduction in Local Revenue resulting from the Fair Market Value adjustment of \$45,674. The corresponding expenditures were \$1,230,190, which is a 1.38% decrease over Estimated Actuals. The net impact is a decrease of the Unrestricted ending fund balance of \$13,498 over Estimated Actuals, resulting in a final Unrestricted Ending Fund balance of \$1,173,903.

If you have any questions, please contact either me at 831-466-5602 or Rebecca Olker at 831-466-5630.

Sincerely,

Liann Reyes

Deputy Superintendent, Business Services Santa Cruz County Office of Education

Dr. Faris Sabbah, County Superintendent of Schools
 Michelle Stewart, Superintendent and CBO, Happy Valley Elementary School District
 Rebecca Olker, SCCOE Executive Director, Fiscal Services

# Unaudited Actuals FINANCIAL REPORTS 2021-22 Unaudited Actuals School District Certification

44 69757 0000000 Form CA

**UNAUDITED ACTUAL FINANCIAL REPORT:** 

To the County Superintendent of Schools:

2021-22 UNAUDITED ACTUAL FINANCIAL REPORT. This report was prepared in accordance with Education Code Section 41010 and is hereby approved and filed by the governing board of the school district pursyant to Education Code Section 42100.

Signed:

Clerk/Secretary of the G

(Original signature required)

Date of Meeting: Sep 14, 2022

To the Superintendent of Public Instruction:

2021-22 UNAUDITED ACTUAL FINANCIAL REPORT. This report has been verified for accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100.

Signed

Court, Supelintraden de ignee

(Original signature required)

Date: 10/11/2022

For additional information on the unaudited actual reports, please contact:

For County Office of Education:

For School District:

Rebecca Olker

Name

Executive Director, Fiscal Services

Title

(831) 466-5630

Telephone

rolker@santacruzcoe.org

E-mail Address

Michelle Stewart

Name

Superintendent/Principal

Title

(831) 429-1456

Telephone

mstewart@hvesd.com

E-mail Address

# Happy Valley Elementary School Safe School Plan Emergency Procedures

Happy Valley Elementary School District 3125 Branciforte Dr. Santa Cruz, CA 95065-9775 (831) 429-1456

Plan Date: November 2022





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• •	Francisco De consultado	
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**APPENDIX A: FORMS** 

EMERGENCY HAZARD ASSESSMENT SUMMARY (FORM A)

BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST (FORM B)

BOMB THREAT REPORT (FORM C)

INJURY AND MISSING PERSONS REPORT (FORM D)

STUDENT RELEASE LOG (FORM E)

DAMAGE ASSESSMENT REPORT (FORM F)

AUTOMATED EXTERNAL DEFIBRILLATOR (AED), CPR AND FIRST AID TRAINING RECORD FOR SCHOOLS EQUIPPED WITH AEDS

EMERGENCY MANAGEMENT ORGANIZATIONAL CHART (FORM H)

APPENDIX B: ALERT SYSTEMS

ALERT SYSTEM2: SCHOOL PERSONNEL

APPENDIX C: MAPS

SITE PLOT PLAN

VICINITY MAP

THOMAS BROS. MAP

#### 1.0 INTRODUCTION

#### 1.1 OVERVIEW

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (California Education Code § 35295 through § 35297, California Government Code § 8607, and California Code of Regulations § 2400 through § 2450). To assist schools in complying with these requirements, the Happy Valley Elementary School District has adopted the Model Safe School Plan, Emergency Procedures (02-01-05) for use as a template in the preparation of emergency procedures for each of the District schools. Per District policy, the Superintendent or designee shall use state-approved Standardized Emergency Management System (SEMS) guidelines and the National Incident Command System (NIMS) when updating district and site-level emergency and disaster preparedness plans. The emergency management teams and procedures outlined in this plan are consistent with both SEMS and NIMS, however SEMS will serve as the primary reference throughout this document. This plan presents specific procedures to be used in preparing for, and responding to, school emergencies.

#### 1.2 PLAN ORGANIZATION

The effective management of emergencies requires both adequate emergency preparedness and emergency response capabilities. This plan is organized into six sections. Section 2 deals with emergency preparedness, identifies the school's emergency response teams and defines the roles and responsibilities of team members. Sections 3.0 and 4.0 present guidance for determining the nature and extent of an emergency, and a series of initial response actions to be taken in an emergency. Section 5.0 provides detailed emergency response procedures for 18 types of emergencies that may be encountered in a school setting. Section 6.0 provides supplemental emergency information including contact information, supply lists and evacuation routes. Standard forms, site maps and other supporting information are contained in the Appendices.

The Principal will ensure that this Safe School Plan, - Emergency Procedures is consistent with District Board Policy 0450 and SEMS, and that the plan addresses the following eighteen emergencies: aircraft crash; aircraft landing, animal disturbance; armed assault on campus; biological or chemical release; bomb threat; bus disaster; disorderly conduct; earthquake; explosion/risk of explosion; fire in surrounding area; fire on school grounds; flooding; loss or failure of utilities; motor vehicle crash; psychological trauma, suspected contamination of food or water; threat of violence; and unlawful demonstration/walkout.



#### 2.0 STANDARDIZED EMERGENCY MANAGEMENT

#### 2.1 Emergency Planning with SEMS

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the multiple agencies often participating in response to an emergency. SEMS consists of the following five functions: Management; Planning/Intelligence; Operations; Logistics; and Finance/Administration.

#### 2.1.1: Management

During an emergency, the Incident Commander is responsible for directing response actions from a designated Command Post. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically directed by the Principal, as the Incident Commander. The Principal is assisted in carrying out this function by a Public Information Officer, Safety Coordinator, and Agency Liaison.

#### 2.1.2: Planning/Intelligence

During an emergency, SEMS Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under SEMS, this function is supported by two staff members, one involved with "Documentation" and the other with "Situation Analysis." In Happy Valley Elementary School District schools, "Situation Analysis" may be performed by a "Communications" position. Both of these positions, if assigned at the discretion of the Principal, will report directly to the Incident Commander (Principal) unless a Planning/Intelligence Chief is assigned.

#### 2.1.3: Operations

Under SEMS, all emergency response actions are implemented under the Operations function. This function is supported by staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Within Happy Valley Elementary School District, these activities are performed by the following teams, under the direct supervision of the Incident Commander (Principal), unless an Operations Chief is assigned: First Aid/Medical Team; Security/Utilities Team; Assembly Area Team; Psychological First Aid Team; Supply/Equipment Team; Request Gate Team; Reunion Gate Team; Fire Suppression/HazMat Team; and Search and Rescue Teams.

#### 2.1.4: Logistics

The Logistics function of SEMS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, equipment, and services; and facilitating communications among emergency responders. Within Happy Valley Elementary School District, these activities are performed by the Security/Utilities Team and the Supply/Equipment Team both of which report directly to the Incident Commander unless a Logistics Chief is assigned.

#### 2.1.5: Finance/Administration

The Finance/Administration function of SEMS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. Within Happy Valley Elementary School District, these activities may be performed by a "Documentation" position which reports directly to the Incident Commander unless a Finance/Administration Chief is assigned.

Figure 2.1 presents an Emergency Management Organization Chart modeled after SEMS and adapted for Happy Valley Elementary School District schools.

# FIGURE 2-1: EMERGENCY MANAGEMENT ORGANIZATION CHART

		Incident Com Michelle St Superintendent Backu Carey Ru	ewart Principal		
Management  Michelle Stewart	Planning/Intelligence (Optional) Michelle Stewart	Operatio (Options Paige Ly	d)	Logistics (Optional) Donna Walker	Finance/Administration (Optional)
Public Information Officer Michelle Stewart  Backup Carey Ruwe	Documentation (Optional) Backup Paige Lynd	First Aid/Medical Paige Lynd Backup Lindsey Doolan	Search and Rescue Donna Walker Backup Kate Royer	Supply / Equipment Donna Walker Backup	
Safety Coordinator Donna Walker Backup	Communications (Optional) Backup	Security / Utilities Sarah DeMeyer- Guyer/Kelly Keenan Backup Ket Conway	Assembly Area Carey Ruwe Backup Carron Prudhon		•
Agency Liaison Paige Lynd Backup		Fire Suppression/ HazMat Caroline Frier Backup Ket Conway	Psychological First Aid Tiffany Willet Melinda Vahradian Backup		Other Assignments  School Nurse  Plant Manager
		Request Gate Angie Rossi Backup	Reunion Gate Kate Royer Backup		Complex Project Manager  School Safety Planning Committee Chair

Note: This Organization Chart is based on SEMS, and adapted for Happy Valley Elementary School District use. The Principal and School Safety Planning Committee should use discretion in making further modifications to address specific needs of the school. The first name in the box represents the primary responsible person whereas the second name denotes the backup

#### 2.2 INCIDENT COMMAND TEAM

The Incident Command Team is responsible for directing school emergency response activities.

#### 2.2.1: Assignments

The Incident Command Team is led by the Principal, Michelle Stewart, Superintendent/Principal. The team is made up of the the following members:

Incident Commander:

Michelle Stewart, Superintendent/Principal

Public Information Officer:

Michelle Stewart

Safety Coordinator:

Donna Walker

Agency Liaison:

Paige Lynd

The Incident Commander also directs the activities of all other teams.

#### 2.2.2: Roles and Responsibilities

#### 2.2.2.1: Incident Commander

The Incident Commander (Principal) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. Specific duties of the Incident Commander may include:

- Periodically assessing the situation.
- Directing the Incident Command Team and all other emergency teams.
- Determining the need for, and requesting, outside assistance.
- Periodically communicating with the Local District Superintendent.

#### 2.2.2.2: Public Information Officer

The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the Public Information Officer may include:

- Periodically receiving updates and official statements from the Incident Commander.
- Maintaining a log of PIO actions and all communications.
- Periodically interacting with the media and District Communications.
- Preparing statements for dissemination to the public.
- Ensuring announcements and other public information are translated into other languages as needed.
- Monitoring news broadcasts about the incident and correcting any misinformation.

# 2.2.2.3: Safety Coordinator

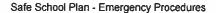
The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible under the circumstances that exist. Specific duties of the Safety Coordinator may include:

- Periodically checking with the Incident Commander for situation briefings and updates.
- Maintaining all records and documentation as assigned by the Incident Commander.
- Monitoring drills, exercises, and emergency response activities for safety.
- Identifying safety hazards.
- Ensuring that responders use appropriate safety equipment.

# 2.2.2.4: Agency Liaison

The Agency Liaison is responsible for coordinating the efforts of outside agencies such as police and fire by ensuring the proper flow of information between Incident Command and the agencies. Specific duties of the Agency Liaison may include:

- Periodically checking with the Incident Commander for situation briefings and updates.
- Maintaining all records and documentation as assigned by the Incident Commander.
- Briefing agency representatives on current situation, priorities and planned actions.
- Ensuring coordination of efforts by periodically keeping Incident Commander informed of agencies' action
  plans and providing periodic updates to agency representatives as necessary.



# 2.2.3: Team Supplies and Equipment

- Copy of the school's Emergency Procedures
- Campus map
- Master keys
- Copies of staff and students rosters
- Hand-held radios
- Bullhorn
- Battery-operated AM/FM radio.
- First Aid kit
- Clipboard, Paper, Pens
- Hard Hat
- Vest or position identifier
- Large campus map

# 2.2.4: Team Assembly Location

Inside: Kitchen Outside: Parking Lot

#### 2.3 FIRST AID/MEDICAL TEAM

The First Aid/Medical Team is responsible for ensuring that first aid supplies are available and properly administered during an emergency.

#### 2.3.1: Assignments

First Aid/Medical Team Leader:

Paige Lynd

Alternate Team Leader:

Lindsey Doolan

First Aid/Medical Team Member: First Aid/Medical Team Member: First Aid/Medical Team Member:

School Nurse:

#### 2.3.2: Roles and Responsibilities

#### First Aid/Medical Team Leader

The First Aid/Medical Team Leader is responsible for directing team activities by periodically interacting with the incident Commander to determine medical needs and planned actions. The First Aid/Medical Team Leader is also responsible for collecting the Injury and Missing Persons Report (Form D. Appendix A) from Team Members and making these reports to have them readily available to the Incident Commander. Specific duties of the First Aid/Medical Team Leader may include:

- Assigning First Aid personnel and assessing available inventory of supplies & equipment.
- Designating and setting up First Aid/Medical treatment areas, with access to emergency vehicles.
- Determining the need for skilled medical assistance, and overseeing care, treatment, and assessment of patients.
- Periodically keeping the Incident Commander informed of overall status.
- Completing the Injury and Missing Persons Report (Form D, Appendix A).

#### First Aid/Medical Team Members

The members of the First Aid/Medical Team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency. Specific duties of the members of the First Aid/Medical Team may include:

- Setting up first aid area, triage and/or temporary morgue.
- Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered.
- Reporting deaths immediately to First Aid/Medical Team Leader.

# 2.3.3: Supplies and Equipment

- Vest or position identifier
- First aid supplies
- Triage tags
- Hand-held radios
- Stretchers
- Blankets
- Wheelchairs
- · Patient record forms
- Site map
- Injury and Missing Persons Report (Form D, Appendix A)

## 2.3.4: Team Assembly Location

Inside: Kitchen Outside: Parking Lot

#### 2.4 PSYCHOLOGICAL FIRST AID TEAM

The Psychological First Aid Team is responsible for the caring and safety of all students on campus during an emergency. It also provides psychological first aid as needed during and immediately after an emergency.

#### 2.4.1: Assignments

Psychological First Aid Team Leader:

Tiffany Willet Melinda Vahradian

Alternate Team Leader:

Psychological First Aid Team Member:

Mental Health Counselor

Psychological First Aid Team Member: Psychological First Aid Team Member:

# 2.4.2: Roles and Responsibilities

#### Psychological First Aid Team Leader

The Psychological First Aid Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Psychological First Aid Team Leader is also responsible for assigning personnel as needed.

#### **Psychological First Aid Team Members**

The members of the Psychological First Aid Team are responsible for monitoring the safety and well-being of the students and staff in the Assembly Area. The Psychological First Aid Team will direct all external requests for information to the Public Information Officer. Specific duties of the members of the Psychological First Aid Team may include:

- Administering minor first aid and psychological first aid as needed
- Supporting the Release Gate Team as needed.
- Coordinating with the Incident Commander to provide water and food to student and staff when necessary.
- Providing reassurance to students.
- Updating records of the number of students and staff.

#### 2.4.3: Supplies and Equipment

- Vest or position identifier
- Hand-held radio
- Ground Cover, tarps
- First aid kit
- Paper, pens, pencils

#### 2.4.4: Team Assembly Location

Inside: Kitchen Outside: Parking Lot

#### 2.5 SEARCH AND RESCUE TEAM

The Search and Rescue Team (SAR) is responsible for preparing and performing search and rescue operations during an emergency. There may be two or more Search and Rescue teams.

#### 2.5.1: Assignments

Search and Rescue Team Leader:

Alternate Team Leader:

SAR Team 1 Members:

SAR Team 2 Members:

SAR Team 3 Members:

SAR Team 4 Members:

SAR Team 5 Members:

SAR Team 6 Members:

SAR Team 7 Members:

SAR Team 8 Members:

SAR Team 9 Members:

SAR Team 9 Members:

SAR Team 10 Members:

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#### 2.5.2: Roles and Responsibilities

#### Search and Rescue Team Leader

The Search and Rescue Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. Specific duties of the Search and Rescue Team Leader may include:

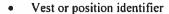
- Obtaining briefings from the Incident Commander, noting injuries and other situations requiring response.
- Assigning and recording teams based on available manpower, minimum 2 persons per team.
- Updating teams' reports on site map and recording exact location of damage and triage tally.

#### Search and Rescue Team Members

The members of the Search and Rescue Team are responsible for performing search and rescue operations during an emergency. Specific duties of the members of the Search and Rescue Team may include:

- Searching assigned area, reporting gas leaks, fires, or structural damage to Team Leader upon discovery.
- Shutting off gas or extinguishing fires as appropriate.
- Periodically reporting to the Team Leader on location, number, and condition of injured.
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium
  and other rooms.
- Sealing off and posting areas where hazardous conditions exist.
- Contacting Security/Utilities Team to secure the building from reentry after the search.

# 2.5.3: Supplies and Equipment



- Hard hat
- Work and latex gloves
- · Whistle with master keys on neck lanyard
- 2-way radio
- Clipboard with job duties
- Map indicating search plan
- CO2 fire extinguishers
- Water-type fire extinguishers
- Hoses
- Water bib keys
- Gloves
- Blankets
- Bolt cutters
- 2.5.4: Team Assembly Location

Inside: Kitchen Outside: Parking Lot

- Shovels
- Ropes
- Triage tags
- Bucket or duffel bag
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pencils
- Duct tape
- Caution tape
- Masking tape
- One member wears first aid backpack



#### 2.6 SECURITY/UTILITIES TEAM

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team will coordinate activities with the Incident Commander as required. Close coordination with the Reunion Gate Team is necessary in order to safely reunite students with their parents or lawful guardians. The Security/Utilities Team is also responsible for initiating short-term repairs and other necessary actions during an emergency. The effective response of the Security/Utilities Team in shutting down facility air handling systems, and gas, power and water supplies can be vital in minimizing damage to school facilities. This team includes participation by the custodial and cafeteria staff.

#### 2.6.1: Assignments

Security/Utilities Team Leader:

Sarah DeMeyer-Guyer Kelly Keenan

Alternate Team Leader:

Ket Conway

Security/Utilities Team Member: Security/Utilities Team Member: Security/Utilities Team Member:

## 2.6.2: Roles and Responsibilities

### Security/Utilities Team Leader

The Security/Utilities Team Leader is responsible for directing team activities and interacting with the Incident Command to identify problems and report status. The Security/Utilities Team Leader is also responsible for contacting local utilities (water, electricity, gas, and sewer) as needed.

#### Security/Utilities Team Members

The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is in "lock-down" to the Incident Commander. They are also responsible for surveying all utilities and taking appropriate actions to shut-off gas, water and electricity. The Security/Utilities Team will direct all external requests for information to the Public Information Officer. Specific duties of the members of the Security/Utilities Team may include:

- Locking all external gates and doors; unlocking gates when appropriate.
- Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents.
- Keeping students and staff out of buildings, as necessary.
- Assisting at Reunion Gate as appropriate.
- Assessing damage to school facilities.
- Checking emergency water supply and making it ready for distribution.
- Setting up temporary sanitation areas (portable toilets).
- Helping with first aid and setting up temporary morgue (if necessary).
- Preparing and distributing food as directed by the Incident Commander.
- Assisting the First Aid/Medical Team in comforting students as needed.

# 2.6.3: Supplies and Equipment

- · Vest or position identifier
- Master keys
- Hand-held radio
- Copy of the school's Emergency Procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Custodial and food supply inventories
- Notebook containing site maps

#### 2.6.4: Team Assembly Location

Inside: Kitchen Outside: Parking Lot

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location. The team will then rove the entire campus to determine areas of need.







#### 2.7 SUPPLY/EQUIPMENT TEAM

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency.

#### 2.7.1: Assignments

Supply/Equipment Team Leader:

Donna Walker

Alternate Team Leader:

Supply/Equipment Team Member: Supply/Equipment Team Member: Supply/Equipment Team Member:

#### 2.7.2: Roles and Responsibilities

# Supply/Equipment Team Leader

The Supply/Equipment Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. Specific duties of the Supply/Equipment Team Leader may include:

- Reporting equipment and supply needs.
- Estimating the number of persons requiring shelter and determining the length of time shelter will be needed.

#### Supply/Equipment Team Members

The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food and other supplies and organizing the distribution of resources for immediate use (water, food, power, radios, telephones, and sanitary supplies). Specific duties of the members of the Supply/Equipment Team may include:

- Distributing emergency water and food supplies.
- Establishing a list of all persons in shelter and determining any special needs.
- Controlling conservation of water.

# 2.7.3: Supplies and Equipment

- Hand-held radios
- Keys
- Bullhorn
- Emergency water supplies
- Emergency food supplies
- Temporary power supplies
- Portable phones
- Sanitary supplies

#### 2.7.4: Team Assembly Location

Inside: Office

Outside: Parking Lot

#### 2.8 ASSEMBLY AREA TEAM

The Assembly Area Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to the Incident Commander.

#### 2.8.1: Assignments

Assembly Area Team Leader:

Carey Ruwe

Alternate Team Leader:

Carron Prudhon

Assembly Area Team Member: Assembly Area Team Member: Assembly Area Team Member:

#### 2.8.2: Roles and Responsibilities

#### Assembly Area Team Leader

The Assembly Area Team Leader is responsible for directing team activities and periodically interacting with the Incident Command to identify problems and report status. The Assembly Area Team Leader is also responsible for collecting the Injury and Missing Persons Report (Form D, Appendix A) from the Team Members and makes them readily available to the Incident Commander.

#### **Assembly Area Team Members**

The members of the Assembly Area Team are responsible for performing the safe evacuation of student and staff during an emergency. Specific duties of the members of the Assembly Area Team may include:

- Obtaining reports of missing students from teachers or other personnel.
- Gathering Injury and Missing Persons Report (Form D, Appendix A) from each teacher and submitting them to the Assembly Area Team Leader.
- Checking student emergency card for name of person(s) authorized to pick up student.
- Assisting the Reunion Gate Team as required.

# 2.8.3: Supplies and Equipment

- Copy of Site Plot Plan and Vicinity Map showing designated on and off site Assembly Areas
- Injury and Missing Persons Report (Form D, Appendix A)

#### 2.8.4: Team Assembly Location

Inside: Office Outside: Parking Lot

# 2.9 REQUEST GATE TEAM

The Request Gate Team is responsible for processing parent requests for student release during an emergency.

# 2.9.1: Assignments

Request Gate Team Leader:

Angie Rossi

Alternate Team Leader:

Request Gate Team Member:

Administrative Assistant

Request Gate Team Member: Request Gate Team Member:

#### 2.9.2: Roles and Responsibilities

#### Request Gate Team Leader

The Request Gate Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer.

#### **Request Gate Team Members**

The members of the Request Gate Team are responsible for greeting parents, guardians, or designees and providing them with tags or other identifications authorizing the holders to reunite with their students at the Reunion Gate. Specific duties of the members of the Request Gate Team may include:

- Greeting and directing parents, guardians, or designees to the counselors as appropriate.
- Providing reassurance to parents, guardians, or designees and maintaining order.
- Issuing a tag or other identifications only to an authorized person.
- Directing parents or guardians to the Reunion Gate.

# 2.9.3: Supplies and Equipment

- Keys to Main Gate
- Bullhorn
- · Tags or other identifications

#### 2.9.4: Assembly Location

Outside: Fire Station

The Request Gate team is to assemble at the main entrance.

#### 2.10REUNION GATE TEAM

The Reunion Gate Team is responsible for reuniting parents or guardians with students. This can be a highly sensitive role due to the fact that some parents will be informed that their children may be injured, missing or dead. The team will keep accurate records of students leaving the campus.

#### 2.10.1: Assignments

Reunion Gate Team Leader:

Kate Royer

Alternate Team Leader:

Reunion Gate Team Member: Reunion Gate Team Member: Reunion Gate Team Member:

#### 2.10.2: Roles and Responsibilities

#### Reunion Gate Team Leader

The Reunion Gate Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Reunion Gate Team Leader will refer all requests for information to the Public Information Officer. The Reunion Gate Team Leader is also responsible for collecting the Student Release Log (Form E Appendix A) from the Team Members and have them readily available to Incident Commander.

#### **Reunion Gate Team Members**

The members of the Reunion Gate Team are responsible for greeting parents, guardians, and designees and reuniting them with their students at the designated Reunion Gate. Specific duties of the members of the Reunion Gate Team may include:

- Greeting parents, guardians, and designees at the Reunion Gate.
- Verifying the authenticity of the tags or other identifications.
- Dispatching Student Runners to Assembly Area to escort students whose parents have come to claim them.
- Providing reassurance to parents, guardians, and designees and directing them to the Reunion Area to wait for their children.
- Confirming students recognize the authorized adults who come to claim them and requiring adult to sign student out
  of school
- Completing Student Release Log (Form E, Appendix A) and submitting them to the Reunion Gate Team Leader.

#### 2.10.3: Supplies and Equipment

- Hand-held radios
- Tables and chairs (from nearby classrooms)
- Keys to Reunion Gate
- Materials for sign-out log
- Student Release Log (Form E, Appendix A)

#### 2.10.4: Reunion Gate (aka, Reunification Gate)

Primary: Happy Valley Conference Center

Secondary: DeLaveaga Park

The team is to assemble at the selected Reunion Area.

#### 2.11FIRE SUPPRESSION AND HAZMAT TEAM M

The Fire Suppression and HazMat Team is responsible for extinguishing fires and evaluating the potential release of chemicals during an emergency. It is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with the Incident Commander. The Fire Suppression and HazMat Leader is also responsible for gathering the Damage Assessment Report Form (Form F, Appendix A) from the Team Members and have them readily available to the Incident Commander.

#### 2.11.1: Assignments

Fire Suppression and HazMat Team Leader: Caroline Frier

Alternate Team Leader:

Ket Comvay

Fire Suppression and HazMat Team Member: Fire Suppression and HazMat Team Member: Fire Suppression and HazMat Team Member:

#### 2.11.2: Roles and Responsibilities

# Fire Suppression and HazMat Team Leader

The Fire Suppression and HazMat Team Leader is responsible for directing team activities and periodically interacting with the Incident Command to identify problems and report status. The Fire Suppression and HazMat Team Leader is also responsible for gathering the Damage Assessment Report Forms (Form F, Appendix A) from the Team Members and have them readily available to the Incident Commander.

#### Fire Suppression and HazMat Team Members

The members of the Fire Suppression and HazMat Team are responsible for extinguishing fires, evaluating the potential release of chemicals during an emergency, observing the campus, logging and reporting any damage by radio to the Command Post during an emergency. Copies of the Damage Assessment Report Form (Form F, Appendix A) will be submitted to the Team Leader. Specific duties of the members of the Fire Suppression and HazMat Team may include:

- Extinguishing fires on campus.
- Evaluating potential release of chemicals.
- Identifying damaged areas on the Damage Assessment Report Form (Form F, Appendix A). Reporting will be supplemented by pictures if appropriate.
- Locating and extinguishing small fires as appropriate.
- Checking gas meter and, if gas is leaking, shutting down gas supply.
- Shutting down electricity only if building has clear structural damage or advised to do so by Command Post.
- Posting yellow caution tape around damaged or hazardous areas.

#### 2.11.3: Supplies and Equipment

- Vest or position identifier
- Firefighting equipment
- Hand-held radio
- Master keys
- Clipboard with job duties
- Firefighting equipment
- Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, and utility shutoff tools
- Notebook containing site maps
- Damage Assessment Report Form (Form F, Appendix A)

## 2.11.4: Team Assembly Location

Inside: Kitchen Outside: Parking Lot

# 2.12 DOCUMENTATION POSITION (Optional)

The Document position is responsible for maintaining a log of all emergency developments and response actions, including financial expenditures, timekeeping, and other necessary documentation.

#### 2.12.1: Assignments

Documentation Staff Member: Caroline Frier
Alternate Documentation Staff Ket Conway

#### 2.12.2: Roles and Responsibilities

The Documentation Staff Member will maintain a log of the incident, noting all actions and reports, and filing them for reference. Specific duties may include:

- Periodically communicating with the Incident Commander for status updates.
- Documenting all communications with District Emergency Operations Center (EOC) and outside agencies.
- Recording the number of students, staff and others on campus and updating it periodically.
- Reporting missing persons and documenting site damage and first aid needs with the Incident Commander.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the Incident Commander in making any purchases and keeping track of the cost.
- Filing, maintaining and securing all emergency documentation.

# 2.12.3: Supplies and Equipment

- Hand-held radios
- File boxes
- Paper, pens

#### 2.12.4: Assembly Location

The Documentation Staff Member will report to the Command Post.

# 2.13COMMUNICATIONS POSITION (Optional)

The Communications position is responsible for the analysis of emergency information, identifying potential changes in emergency conditions, and maintaining the "status board."

# 2.13.1: Assignments

Communications Staff Member:

Alternate Communications Staff Member:

# 2.13.2: Roles and Responsibilities

The Communications Staff Member will collect, organize and analyze situation information and provide periodic updates. Specific duties may include:

- · Updating site maps as reports and other information are received.
- Preserving maps as legal document.
- Using area-wide map to record information on major incidents such as road closures, utility outages, etc.
- Developing situation reports for the Incident Command Team.

# 2.13.3: Supplies and Equipment

- Hand-held radios
- Paper, pens, dry-erase pens
- File box(es)
- Large site map of campus, laminated or covered with Plexiglas,
- · Map of county or local area

# 2.13.4: Assembly Location

The Communications Staff Member will report to the Command Post.

#### 2.14SCHOOL STAFF

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

School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a position in the following list, the teacher will first accompany the students to the Assembly Area, where they will be reassigned to another teacher. The teacher will then carry out assigned responsibilities.





2.15Happy Valley Elementary School District
The Happy Valley Elementary School District is responsible for providing guidance to school administrators in the areas of emergency preparedness and response.



# 2.16PREPAREDNESS PROCEDURES

#### 2.16.1: Management

- 1. The Principal will annually conduct an Emergency Hazard Assessment to evaluate unique site characteristics and conditions in the adjoining community that could cause an emergency incident. The Emergency Hazard Assessment Summary (Form A, Appendix A) should be used for this purpose.
- 2. The Principal will designate primary and secondary Command Post locations and ensure that these locations are identified in Section 2.0.
- 3. The Principal will ensure effective communication between the Command Post and Team Section Chiefs during an emergency. These procedures will be included in the Section 2.0.
- 4. The Principal will ensure that members of the Incident Command Team (Public Information Officer, Safety Coordinator, and Agency Liaison), and all other team leaders and members are aware of their responsibilities and assignments as defined in this section.
- 5. The Principal will ensure that emergency response actions are properly documented as they occur, and that appropriate procedures are included in this plan.

### 2.16.2: Planning/Intelligence

- 1. The Principal will ensure that all team members receive proper training in the use of communication equipment.
- 2. The Principal will ensure all teams are provided with instructions for the use and maintenance of maps and "status boards" at the Command Post.

#### 2.16.3: Operations

- 1. The Principal will ensure that this plan includes procedures for the following:
  - Administering first aid;
  - · Activating and performing search and rescue operations;
  - Ensuring site security;
  - · Conducting damage assessments;
  - · Evacuation; and
  - Student release operations.
- 2. The Principal will ensure appropriate training is provided for the following teams:
  - First Aid/Medical Team;
  - Psychological First Aid Team;
  - Fire Suppression and HazMat Team
  - · Search and Rescue Teams; and
  - Assembly Area Team.
- The Principal will ensure that routine drills referenced in Section 6.7 are conducted at the school to rehearse emergency response operations.
  - Drills will be conducted at elementary schools at least once per month.
  - Drills will be conducted at secondary schools at least twice per year.

#### 2.16.4: Logistics

- 1. The Principal will ensure this plan includes appropriate procedures for coordinating and assembling personnel and volunteers in the event of an emergency.
- The Principal will ensure that adequate emergency supplies are maintained and readily available for emergency use.
   Please refer to Section 2.0 for a list of supplies for each emergency team and Section 6.6 for the schools' emergency supplies.

# 2.16.5: Finance/Administration

The Principal will assure the following:

- 1. Purchase of all required emergency preparedness and response equipment and supplies;
- 2. Tracking of emergency expenditures and recovery of records damaged or lost in an emergency.

# 3.0 INITIAL RESPONSE TO EMERGENCIES

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections. Procedures for specific response actions are provided in Sections 4.0 and 5.0.

#### 3.1 IDENTIFY TYPE OF EMERGENCY

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for the 18 different types of emergencies listed below are provided in Section 5.0.

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion/Risk of Explosion
- · Fire in Surrounding Area
- Fire on School Grounds
- Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food or Water
- Threat of Violence
- Unlawful Demonstration/Walkout

# 3.2 IDENTIFY LEVEL OF EMERGENCY

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.

# Level 1 Emergency:

A minor emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

#### Level 2 Emergency:

A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., "unknown white powder".

#### Level 3 Emergency:

A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

#### 3.3 DETERMINE IMMEDIATE RESPONSE ACTIONS

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are:

- Duck and Cover
- Shelter-In-Place
- Lock Down
- Evacuate Building
- Off-Site Evacuation
- All Clear

Procedures for each of these are included in Section 4.0.

#### 4.0 IMMEDIATE RESPONSE ACTIONS

#### 4.1 DUCK AND COVER

This action is taken to protect students and staff from flying or falling debris.

#### **Description of Action**

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE'S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES, WHICH MEAN YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS."

- 2. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
- If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
- Teachers and students should move away from windows.

#### 4.2 SHELTER IN-PLACE

This action is taken in order to keep students and staff members indoors to provide a greater level of protection from any outside threats to the campus (which includes off campus police activity, a suspicious person or parent on campus, airborne contaminants in outside air and threatening animals or insects on school grounds). Shelter-in-Place is used during critical situations in which students/staff are asked to immediately enter a classroom, close locked classroom doors, turn off lights and wait for further instructions. Shelter-in-Place may be used as a tool in a law enforcement emergency situation that hasn't elevated itself to a Lockdown scenario.

- An administrator will make an announcement on the PA system when an incident on or near the campus has occurred that requires students/staff to secure themselves in a classroom. If the PA system is not available, they will use other means of communication to deliver instructions. The administrator should be calm, convey reassuring comments that the situation is under control and give clear directions. (Note: Staff members also have the ability to initiate Shelter-in-Place procedures when observing an incident that requires students/staff to secure themselves in a classroom, but has not elevated to a LOCKDOWN as described in section 4.3. The following is an example of a PA announcement staff members may make to alert others; "SHELTER-IN-PLACE, SHELTER-IN-PLACE, THIS IS (YOUR NAME) IN (YOUR LOCATION)." At that time, site administration will follow up with that staff member to obtain more information about the issue that prompted the initiation of the Shelter-in-Place call.) In an incident that allows teachers to continue instruction but requires students/staff to remain secure in a classroom, administrators may use the following PA announcement; "YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING, WINDOWS AND DOORS SECURELY CLOSED AND LOCKED. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU." Additional information that may be provided in an announcement similar to this includes; teachers can continue instruction, turn off air conditioner units, or remain in secured in classroom until further information.
- 2. After the Shelter-in -Place announcement is made, teachers will immediately discontinue instruction, keep students in the classroom, close locked classroom doors, turn off lights and cover windows.
- 3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, and gymnasium). Teachers should consider the location and proximity of the identified hazard and if necessary, proceed to an alternative indoor location.
- 4. When reasonable and if the situation permits it, direction will be given to staff to either allow for classroom instruction to resume, or that a Lockdown must be implemented due to the increased magnitude of the threat.
- 5. Staff and students will remain in the classroom or secured area until further instructions are given by an administrator or law enforcement
- During an airborne contamination incident, teachers are responsible to secure individual classrooms. The Security/Utilities
  Team will assist in completing additional shut down procedures as needed in other areas: securing building-wide HVAC

systems and fans in the area, closing and locking doors and windows, sealing gaps under doors and windows with wet towels or duct tape, sealing vents with aluminum foil or plastic wrap and turning off sources of ignition, such as pilot lights.

#### 4.3 LOCKDOWN

This action is taken when the threat of violence is identified, or when directed by law enforcement. Students are to remain in the classrooms or designated locations at all times until directed otherwise by school administrators, staff or law enforcement.

#### **Description of Action**

- An administrator or staff member will make the announcement of a LOCKDOWN." If the PA system is not available, they
  will use other means of communication to deliver instructions. Once the directive is initiated staff members are to
  implement the "RUN, HIDE, ACT" protocol. When the "LOCKDOWN" is implemented it is important for staff members to
  assess their surroundings and if practical to check for children or staff in the hall in the immediate area and provide shelter.
  Staff members should immediately discontinue classroom instruction, close locked classroom doors, turn off lights and cover
  windows.
- At a reasonable time, information about the activity that prompted the "LOCKDOWN" should be disseminated to assist staff
  members in implementing appropriate counter measures.
- 3. Staff and students should remain barricaded in their classroom or secured area until further instructions are given by an administrator or law enforcement. If the situation becomes life-threatening, and/or staff individually feels that it is unsafe to remain in the classroom or building, staff is to follow the Description of Action in section 4.7 item 1 for "RUN", and report their status to site administration as soon as it is safe to do so.

#### 4.4 EVACUATE BUILDING

This action is taken after the decision is made, and/or staff individually feels that it is unsafe to remain in the building. If the latter is true and staff evacuates on their own, staff are to follow the Description of Action in section 4.7 item 1 for "RUN", and report their status to site administration as soon as it is safe to do so.

- 1. An administrator may wish to use the following announcement on the PA system. If the PA system is not available, they will use other means of communication to deliver instructions. The administrator should be calm, convey reassuring comments that the situation is under control and give clear directions.

  "YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS
  - ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."
- Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
- Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
- 4. Once assembled, teachers and students will stay in place until further instructions are given.



#### 4.5 OFF-SITE EVACUATION

This action is taken after a decision is made, and/or staff individually feels that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required. If the latter is true and staff evacuates on their own, staff are to follow the Description of Action in section 4.7 item 1 for "RUN", and report their status to site administration as soon as it is safe to do so.

# **Description of Action**

- 1. An administrator may wish to use the following announcement on the PA system. If the PA system is not available, they will use other means of communication to deliver instructions. The administrator should be calm, convey reassuring comments that the situation is under control and give clear directions.
  - "YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."
- The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in Appendix C.
- Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a predesignated safe location.
- 4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
- 5. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.

#### 4.6 ALL CLEAR

This action is taken to notify teachers that normal school operations can resume.

- 1. An administrator may wish to use the following announcement on the PA system. If the PA system is not available, they will use other means of communication to deliver instructions.
  - "YOUR ATTENTION PLEASE. IT IS NOW OK TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION."
- 2. This action signifies the emergency is over.
- If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.
- 4. Staff and students affected by the incident will participate in Critical Incident Stress Management (CISM) debriefing as coordinated by the assigned Crisis Response Team.

# 4.7 RUN, HIDE, ACT

This action is taken when any staff member identifies the threat of violence or gunfire. The perpetrator(s) and/or active shooter(s) in this case may have entered the campus unnoticed and has already begun to harm staff and students. Staff is therefore encouraged to independently utilize the Run, Hide, Act information below in their response to the active shooter(s).

- 1. Run, and/or evacuate from the area, if an escape route is accessible, and encourage students and other staff to do the same. Evacuate regardless of others decisions to stay. Leave belongings behind and assist others in escaping if possible. Avoid being under a desk, in a closet and/or in the corner of a room. Other items to consider:
  - a. Escape in a safe direction and away from sounds of gunshots or explosions.
  - b. Stay low while peeking around corners before running down a hall.
  - c. When encountering law enforcement, keep hands visible, raise hands and say "Friendly" follow their instructions and point direction only if asked.
  - d. Prevent individuals from entering the area where the active shooter might be located.
  - e. Do not attempt to move wounded individuals.
  - f. Proceed to a safe area and call 911 to notify law enforcement of your location.
- 2. Hide in a safe place and barricade all doors, if evacuation/escape is not possible. Other items to consider:
  - a. Close your locked door.
  - b. Block and secure the door by moving heavy objects/furniture against it and holding it with the occupant's feet while prone. Maintain low body profile to minimize exposure to gunfire.
  - c. Silence cell phones and other devices and remain quiet.
  - d. Turn off lights, close blinds and be out of the shooter's view.
  - e. Once your classroom/office is safe, staff may wish to use the following PA announcement to alert others: "LOCKDOWN, LOCKDOWN, THIS IS (YOUR NAME) IN (YOUR LOCATION)."
  - f. Any staff member can call 911 to advise law enforcement of the general area of the perpetrator(s).
- 3. Act to incapacitate and/or overwhelm the active shooter when facing imminent injury or death. Other items to consider:
  - a. Teacher/staff should commit to stopping the threat.
  - b. Yell, throw items to distract and/or charge the shooter to overtake and/or delay while time is provided for students or staff to run.

# 5.0 EMERGENCY PROCEDURES

This section describes the specific procedures school staff will follow during the eighteen emergencies listed below:

- · Aircraft Crash
- · Animal Disturbance
- Armed Assault on Campus
- · Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion/Risk of Explosion
- Fire in Surrounding Area
- Fire on School Grounds
- Flooding
- · Loss or Failure of Utilities
- · Motor Vehicle Crash
- Psychological Trauma
- · Suspected Contamination of Food or Water
- Threat of Violence
- · Unlawful Demonstration/Walkout

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

In the following procedures, the Principal or designee will be referred to as "School Administrator".



#### 5.1 AIRCRAFT CRASH

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 5.13, Loss or Failure of Utilities.

- 1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
- 2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
- 3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
- 4. The School Administrator will call "911" and Local Police [ph # 831-471-1121] and will provide the exact location (e.g., building or area) and nature of emergency.
- 5. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Section 5.4. If the crash results in a utility interruption, refer to Section 5.13.
- 6. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
- 7. The First Aid/Medical Team will check injuries to provide appropriate first aid.
- 8. The School Administrator will call the office of the Local District Superintendent. A member of this group will call the Office of Communications with information on this situation as appropriate.
- Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
- 10. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.
- 11. If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.



# 5.2 ANIMAL DISTURBANCE

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

- 1. The School Administrator will initiate appropriate Immediate Response Actions, which may include LOCK DOWN or EVACUATE BUILDING as described in Section 4.0.
- 2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
- 3. If additional outside assistance is needed, the School Administrator will call "911", Local Police [ph # 831-471-1121], Animal Control [ph # 831-454-7200] and provide the location of the animal and nature of emergency.
- 4. If a staff member or student is injured, the School Nurse, the parent, and Student Medical Services will be notified.
- The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0, if warranted by changes in conditions at the school.



# 5.3 ARMED ASSAULT ON CAMPUS

An Armed Assault on Campus involves one or more individuals who attempt to cause physical harm to students and staff and/or takes hostages. Such an incident may involve individuals who possess a firearm, an edged weapon or other dangerous weapons and/or device.

- Upon first indication of an armed assault, personnel should immediately initiate the RUN, HIDE, ACT policy described in section 4.7.
  - If and when law enforcement notifies the school of an armed assailant or dangerous police activity in the area, school personnel will initiate the appropriate responses, which may include SHELTER-IN-PLACE, LOCKDOWN and/or EVACUATIONS (as described in section 4.2, 4.3, 4.4, 4.5).
- 2. A school administrator and/or staff member, when safe to do so, will call 911 and provide police with the following information, when feasible; number of assailants and locations of assailant(s). They shall remain in contact with law enforcement in order to provide updates.
- 3. Staff should implement appropriate classroom management steps to calm and control students, and if safe to do so, implement the RUN, HIDE, ACT policy described in section 4.7.
- 4. In a critical incident, law enforcement response will be immediate and focused at the campus. An Incident Command System will be implemented and school administration and staff should follow the directions of the law enforcement Incident Commander.
- 5. At the directions of the Incident Commander, the following steps may be taken;
  - a) Conduct a survey to account for all students and staff.
  - b) Provide or render First Aid.
  - c) School Administrators, in conjunction with the Incident Commander, may assist in verifying the numbers of injured and potential casualties.
  - d) District staff will work in accordance with ICS protocol and arrive on scene as soon as possible to assist with administrative and media details.
- Staff and students affected by the incident will participate in Critical Incident Stress Management (CISM) debriefing as coordinated by the assigned Crisis Response Team.



# 5.4 BIOLOGICAL OR CHEMICAL RELEASE

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

#### **Procedure**

#### Scenario 1: Substance Released Inside a Room or Building

- The School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff will use
  designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or
  building.
- 2. The School Administrator will call "911", Local Police [ph # 831-471-1121] and the Local Fire Department [ph # 831-423-8856] and will provide the exact location (e.g., building, room, and area) and nature of emergency.
- 3. The School Administrator will notify the District Superintendent of the situation.
- 4. The School Administrator will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
- 5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
- 6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
- 7. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
- 8. The School Administrator will complete the Biological and Chemical Release Response Checklist (Form B, Appendix A).
- 9. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
- Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

#### Scenario 2: Substance Released Outdoors and Localized

- The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING action as described in Section 4.0.
- The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
- 3. The School Administrator will call "911", Local Police [ph # 831-471-1121] and the Local Fire Department [ph # 831-423-8856] and will provide the exact location and nature of emergency.
- 4. The School Administrator will notify the Local District Superintendent of the situation.
- 5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
- 6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
- 7. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
- 8. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
- Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

# Scenario 3: Substance Released in Surrounding Community

- If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE as described in Section 4.0.
- 2. Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
- 3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.
- 4. The School Administrator will call "911", Local Police [ph # 831-471-1121] and the Local Fire Department [ph # 831-423-8856] and will provide the exact location and nature of emergency.
- 5. The School Administrator will notify the Local District Superintendent of the situation.
- 6. The School Administrator will turn on a radio or television station to monitor information concerning the incident.
- 7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

## 5.5 BOMB THREAT

Response to a Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

- 1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" telling the operator, "This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number]."
- 2. The person answering the threat call should ask the following questions, record the answers and then immediately notify the School Administrator:
  - When is the bomb going to explode?
  - · Where is it?
  - What will cause it to explode?
  - · What kind of bomb is it?
  - Who are you?
  - Why are you doing this?
  - What can we do for you to avoid the bomb from exploding?
  - How can you be contacted?
- 3. The School Administrator will direct the Search and Rescue Team(s) to search for suspicious packages, boxes or foreign objects. While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.
- 4. If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area.
- 5. No attempt should be made to investigate or examine the object.
- After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which
  may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in
  Section 4.0.
- 7. When a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
- 8. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
- 9. The School Administrator will notify "911", if not previously notified, and Local Police [ph # 831-471-1121] and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.
- 10. The School Administrator will notify the Local District Superintendent of the situation.
- 11. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
- 12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The School Administrator will give the ALL CLEAR signal as described in Section 4.0 when appropriate.
- The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.
- 14. After the incident is over, the School Administrator will complete the Bomb Threat Report (Form C, Appendix A).

#### 5.6 BUS DISASTER

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

This section addresses three possible scenarios involving a bus disaster: Scenario 1 - Earthquake; Scenario 2 - Flood; and Scenario 3 - Serious Accident or Bus Fire. Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances

#### Procedure

#### Scenario 1: Earthquake

At the first indication of an earthquake, the driver is to take the following steps:

- Pull to a safe point on the side of road, away from buildings, poles, wires, and bridges.
- Set brakes and turn off the ignition.
- Direct students and teachers to drop to the floor of the bus. Instruct passengers to face away from windows and assume
  the "crash" position on their knees with their heads down and hands clasped on the back of their heads making
  themselves as compact as possible.
- Teachers and the driver should remain calm and reassure the passengers.
- Remain in the duck and cover position until the shaking has stopped.
- Using the 2-way radio or cell phone.
- Using route manifests account for all students and staf

#### Scenario 2: Flood

At the first indication of a flood or flash flood, the driver is to take the following steps:

- Be alert for washed-out roadways and bridges. Roads that parallel streams or other drainage channels may be swept away or covered by water and debris.
- Go to high ground if waters or flood is imminent.
- Do not drive through flooded streets or roads.
- Do not attempt to cross damaged bridges or overpasses.
- Contact dispatch if:
- Directed by public safety personnel or
- It is necessary to deviate from the assigned route or
- The bus becomes inoperable.
- Follow the direction of public safety personnel.
- Teachers and the driver should attempt to calm students.
- Using route manifests account for all students and staff.

#### Scenario 3: Serious Accident or Bus Fire

After an accident, where the bus makes contact with another vehicle, inanimate object, person, or animal, the driver is to take the following steps:

- Secure the bus by setting the parking brake and turning off the ignition. Do not move the bus unless directed by law enforcement or dispatch to do so.
- Evacuate the bus per evacuation procedures if there is smoke or fire.
- Assess injuries to passengers /self. Provide first aid as appropriate.
- If applicable, activate emergency hazard flashers and place reflectors in the designated locations.
- Teachers and the driver should remain calm and reassure the passengers.
- Fill out the 2-part accident form. (Gather license # of other vehicle first.)
- Using route manifests account for all students and staff throughout the emergency.



# Scenario 4: Fire or Smoke on the Bus

At the first indication of fire or smoke, the driver is to take the following steps:

- Secure the bus by setting the parking brake and turning off the ignition. Do not move the bus unless directed by law
  enforcement or dispatch to do so.
- Evacuate the bus per evacuation procedures and training.
- Assess injuries to passengers /self. Provide first aid as appropriate.
- Contact dispatch with pertinent information as soon as it is safe to do so.
- If applicable, activate emergency hazard flashers and place reflectors in the designated locations.
- Teachers and the driver should remain calm and reassure the passengers.
- Using route manifests account for the safety and control of all students and staff throughout the emergency.
- Extinguish the fire if it is small in nature.



# 5.7 DISORDERLY CONDCUT

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Section 5.3, Armed Assault on Campus.

- 1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
- 2. Staff will immediately notify the School Administrator.
- 3. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
- 4. The School Administrator will call Local Police [ph # 831-471-1121], and provide the exact location and nature of the incident. If determined to be appropriate, the School Administrator will call "911".
- If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation.
   Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
- 6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
- 7. The School Administrator will notify the Local District Superintendent of the situation.



#### 5.8 EARTHQUAKE

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

#### **Procedure**

Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.

- Upon the first indication of an earthquake, teachers should direct students to DUCK AND COVER as described in Section 4.0.
- 2. Move away from windows and overhead hazards to avoid glass and falling objects.
- 3. When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
- 4. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
- 5. The School Administrator will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
- The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
- 7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
- 8. The School Administrator will direct the Security/Utilities Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
- 9. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
- 10. The School Administrator will contact the Local District Superintendent to determine additional actions that may be necessary. In turn, the actions will be communicated to the District's Office of Communications.
- 11. The School Administrator will contact the Local District Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
- 12. Any affected areas will not be reopened until the Local District Facilities provides clearance and the School Administrator gives authorization to do so.
- 13. The School Administrator will initiate an OFF-SITE EVACUATION, as described n Section 4.0, if warranted by changes in conditions at the school.

# In the event an earthquake occurs during non-school hours:

- 1. The School Administrator and the Plant Manager will assess damages to determine any necessary corrective actions. The School Administrator may direct the Fire Suppression and HazMat Team to participate in the assessment.
- 2. The School Administrator should confer with the Local District Superintendent on identified damages to determine if the school should be closed.
- If the school must be closed, the School Administrator will activate Parent Alert System and School Personnel Alert System
  as referenced in Section 5.0.

#### 5.9 EXPLOSION/RISK OF EXPLOSION

This section addresses four possible scenarios involving an Explosion/Risk of Explosion: Scenario 1 - Explosion on school property; Scenario 2 - Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 - Nuclear blast or explosion involving radioactive materials. [A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]. It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For "Bomb Threats", refer to Section 5.5.

#### **Procedure**

#### Scenario 1: Explosion on School Property

- 1. In the event of an explosion, all persons should initiate DUCK AND COVER as described in Section 4.0.
- 2. The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
- 3. After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
- In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
- 5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
- 6. The School Administrator will call "911" and Local Police [ph # 831-471-1121] and will provide the exact location (e.g., building, room, area) and nature of emergency.
- 7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
- 8. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
- The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
- 10. The School Administrator will notify the Local District Superintendent of the situation. A member of this group will call the Office of Communications with information on the situation.
- 11. The Security/Utilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
- 12. When it is determined safe to enter affected areas, the School Administrator will advise the Search and Rescue Team to initiate search and rescue activities.
- 13. The School Administrator will contact the Local District Facilities Director to ensure buildings are safe for reoccupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
- 14. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.
- 15. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions

# Scenario 2: Risk of Explosion on School Property

- The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
- If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
- 3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
- The School Administrator will call "911" and Local Police [ph # 831-471-1121] and will provide the exact location (e.g., building, room, area) and nature of emergency.
- 5. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
- 6. The School Administrator will advise the Search and Rescue Team to initiate rescue operations.
- 7. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
- 8. The School Administrator will notify the Local District Superintendent of the situation.
- All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
- 10. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
- The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

# Scenario 3: Explosion or Risk of Explosion in Surrounding Area

- The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.
- 2. The School Administrator will notify "911" and Local Police [ph # 831-471-1121] and will provide the exact location (e.g., building, area) and nature of emergency.
- The School Administrator will take further actions as needed.
- The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

# Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

- The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.
- 2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
- 3. The School Administrator will notify "911" and Local Police [ph # 831-471-1121] and provide details on the area and personnel affected at the school.
- 4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
- 5. The Security/Utilities team will turn off the school's main gas supply (refer to the Site Plot Plan in Appendix C for gas supply shut off valve), local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
- 6. The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.
- 7. At the School Administrator's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
- 8. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

#### 5.10FIRE IN SURROUNDING AREA

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

- 1. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
- 2. The School Administrator will notify "911" and Local Police [ph # 831-471-1121] and Local Fire Department [ph # 831-423-8856 and will provide the location and nature of emergency.
- The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
- 4. The Agency Liaison will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
- 5. If the School Administrator issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
- 6. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
- 7. The School Administrator will keep a battery-powered radio tuned to a local radio station for emergency information.
- 8. As appropriate, the School Administrator will activate Parent Alert System.
- The School Administrator will notify the Local District Superintendent of the emergency situation. A member of this group will call the Office of Communications with information of this situation.
- 10. If needed, the School Administrator will notify Bus Dispatch to request busses for staff and student evacuation.
- 11. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.



#### 5.11 FIRE ON SCHOOL GROUNDS

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

- 1. Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator.
- 2. The School Administrator will immediately initiate the EVACUATE BUILDING action as described in Section 4.0. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
- 3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
- 4. The School Administrator will call "911" and Local Police [ph # 831-471-1121] and Local Fire Department [ph # 831-423-8856 and will provide the exact location (e.g., building, room, area) of the fire.
- The Fire Suppression and HazMat Team will suppress fires and initiate rescue procedures until the local fire department arrives.
- The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- 7. The Agency Liaison will direct the fire department to the fire and brief fire department official on the situation.
- 8. The Security/Utilities Team will notify the appropriate utility company of damages.
- 9. The School Administrator will notify the Local District Superintendent of the fire. A member of this group will call the Office of Communications with information on this situation.
- 10. If needed, the School Administrator will notify Bus Dispatch to request busses for staff and student evacuation.
- 11. Any affected areas will not be reopened until the Local Fire Department or appropriate agency provides clearance and the School Administrator issues authorization to do so.
- 12. For fires during non-school hours, the School Administrator and the Local District Superintendent will determine if the school will open the following day.
- 13. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."



#### 5.12FLOODING

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam.

- 1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION, as described in Section 4.0.
- 2. The School Administrator will notify "911" and Local Police [ph # 831-471-1121] if needed and will describe the nature and extent of the flooding.
- 3. The School Administrator will keep a battery-powered radio tuned to a local radio station for information.
- 4. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
- 5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
- 6. The School Administrator will notify the Local District Superintendent of the emergency situation. A member of this group will call the Office of Communications with information on this situation.
- 7. As appropriate, the School Administrator will activate Parent Alert System as referenced in Section 6.0.
- 8. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions

# **5.13LOSS OR FAILURE OF UTILITIES**

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

- 1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
- Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING, as described in Section 4.0.
- 3. The School Administrator will notify the Local Maintenance Area (Monday Friday between the hours of 7:00 a.m. 4:30 p.m.) or Local Police (at all other days/hours) and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
- 4. Local Maintenance Area personnel, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.
- 5. The School Administrator will notify the Local District Superintendent of the loss of utility service.
- 6. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
- 7. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section 5.9 Explosion/Risk of Explosion.
- In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities
  are disrupted.

A.	Plan	for a	Loce	of	Water:
<i>7</i> 1.	run	IOF U	LUSS	UI.	w aier:

[Summarize a specific plan to provide for the following services in the event of a loss of water]

# Toilets:

(Specify a procedure by which a temporary toilet is provided in each classroom by using a trash receptacle, plastic bags, and where privacy is afforded).

Emergency temporary toilets in the form of emergency buckets are provided in each classroom. When possible, portable toilets will be brought on campus.

# Drinking Water:

(Specify how emergency water supply will be accessed and distributed to students and staff).

Emergency drinking water is stored in the kitchen. Cups are provided. Administrator and staff will disperse.

# Food Service:

Emergency non-perishable food is stored on site.

Fire Suppression System (if applicable):

Fire Extinquishers in each room of the school

	B. Plan for a Loss of Electricity: [Summarize a specific plan to provide for the following services in the event of a loss of electricity]				
Vent	ilation:				
Wind	lows open. If the weather allows classes can be outside.				
Eme	rgency Light:				
Lante	erns and batteries are kept in all classrooms				
Othe	r:				

# 6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

HVESD ELO-P will create an environment where students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. The program will create plans that outreach to all students and create a welcoming environment representing the diversity of participants. Program staff will participate in ongoing diversity an sensitivity training and adapt activities to accommodate the physical and developmental abilities of all participants. The District encourages all students to participate in its after-school program especially students with disabilities, English learners, Foster and Homeless Youth.

In order to best support the needs of diverse program participants, a survey will be periodically sent to expanded learning students, participants' families, as well as teachers who work with the program. The survey will gather feedback on ELO-P areas of strength and growth, in addition to recommendations for future program design and continuous improvement. The survey will also provide a platform for students to share their experiences, and provide valuable input to drive program practices, activities, and goals. Embedded social-emotional learning lessons will reinforce the development of healthy relationships, effective peer communication, and appreciation of the unique strengths and differences of others.

# 7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

Job openings are posted Online using Edjoin and through the newsletter. The ELO-P program will also solicit qualified outside agency personnel to engage with the ELO-Program which our students will benefit from their expertise and experience. All Staff will demonstrate professionalism, integrity, and competency as a positive role model. All Program contractors will be required to maintain ongoing assurance of compliance with CUSD's requirements for instructional aides as well as criminal background checks required by the Department of Justice and Federal Bureau of Investigation. HVESD will recruit and retain high-quality staff for the District expanded learning program. Staff will be focused on creating a positive learning environment for students and will embrace lifelong learning, attending ongoing professional development opportunities to hone professional skills. When assigning HVESD staff to work with the ELO-P, experience, knowledge, interest, diversity, and capacity for engaging children in age-appropriate and meaningful learning will be taken into careful consideration. Staff working with students will undergo rigorous federal background checks and will receive, as part of the onboarding process, robust safety training. Staff will be selected to work with ELO-P based on their ability to facilitate and integrate program curricula, evidence-based youth development principles, and best practices in designing and implementing program activities. Staff will be expected to facilitate learning opportunities that engage students in active and meaningful experiences to build skill development. As described in the previous plan section, an annual stakeholder survey will provide parents, participants, and school staff the opportunity to evaluate the expanded learning program, and to provide input with regard to areas of strength and growth. This information will identify areas of focus, goals, and specific actions to achieve identified goals, based upon the principles described within California Quality Standards for Expanded Learning.

# 8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

The purpose of the ELO program is to provide students with a safe environment to learn and grow outside of the traditional school day and year, enable students to form meaningful connections with peers and caring adult

Expanded Learning Opportunities Program Plan Guide for Happy Valley Elementary School District

professionals, ensure access to life-enhancing programs and character development opportunities, and instill self-confidence and growth mindsets in youth.

# )—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

# 10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Student progress will be measured by progress reports completed by ELO-P personnel regarding students' performance. Input will also be sought from the regular classroom teachers regarding areas of need and areas of improvement.

The District will continue to provide a rigorous, standards-aligned curriculum that meets the needs of our population. We will continue to obtain information on students' classroom performance, attendance, and participation to align our program to the needs of our students, parents, and community. Data will be collected in a variety of ways which will include; surveys, interviews, observations and self-assessments. The information will be collected from all stakeholders, which will include, students, parents, community members and staff. The results will be used to drive improvement of the program.

# 11—Program Management

Describe the plan for program management.

The district director will collaborate with the site administrators to ensure that a comprehensive expanded learning site plan that is aligned to the programs vision, mission, and focused on the needs of the school. O

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

# EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

- (2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:
- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

# EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

# EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

# EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

# EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

# EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

# **EC Section 46120(c):**

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

# EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

# **EC Section 8482.6:**

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

# EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

# EC Section 8482.3(c)(1)(A-B):

Each component of a program established pursuant to this article shall consist of the following two elements:

- (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

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			01-3213-0-1110-1000-5800-200-0000 GARDEN COORDINATOR		1,470.00
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# **Board Report**

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CKFLOW  14,640.00 2,901.00 2,901.00 2,901.00 45.75 81.34 18.89 844.31 112.09	1011616	10/10/2022	OHLSEN FOODS	01-6500-0-5770-3140-5800-200-1304 SPED OT		425.00
CKFLOW  14,640.00 2,901.00 2,901.00 843.34 112.09 6	1011617	10/10/2022	ROBERTSON & ASSOC CPAS	01-0000-0-0000-3700-5800-200-3007 LUNCH SERVICE		2,617.00
CKFLOW  14,640.00 2,901.00 2,901.00 2,901.00 81.34 18.89 844.31 112.09	1011618	10/10/2022	SANTA CRUZ PIPEFITTERS	01-0000-0-0000-7191-5809-200-2801 AUDIT		787.50
14,640.00 2,901.00 2,901.00 203.88 355.85 45.75 81.34 18.89 844.31 112.09	011619	10/10/2022	SANTA CRUZ SENTINEL	01-0000-0-0000-8100-5600-200-2801 PLUMBING SERVICE CALL - BACKFLOW LEAK		180.00
14,640.00 2,901.00 2,901.00 ND 203.88 355.85 45.75 81.34 18.89 844.31 112.09	1011620		SISC 3	01-0000-0-0000-7100-5900-200-2801 LEGAL NOTICE BID FOR ERATE		217.60
203.88 355.85 45.75 81.34 18.89 844.31 112.09	1011621	10/10/2022		9514-	14,640.00 2,901.00	17,541,00
203.88 355.85 45.75 81.34 18.89 844.31 112.09	011622	10/10/2022	Stewart Michelle A	01-0855-0-0000-2700-5200-200-0000 CBO FISCAL CONF		99.00
203.88 355.85 45.75 81.34 18.89 844.31 112.09				01-1100-0-0000-2700-4350-200-3000 MATERIALS AND SUPPLIES		75.56
203.88 355.85 45.75 81.34 18.89 844.31 112.09	011623	2202/01/01	I om-Conway, Katherine E	01-9009-0-1110-1000-1200-200-MM IDT ATA TON		
203.88 355.85 45.75 81.34 18.89 844.31 112.09	011624		US BANK	SUPPLIES		46.47
81.34 18.89 844.31 112.09				01-0000-0-0000-2700-5900-200-2801 MISC 01-0000-0-0000-3700-4300-200-3007 MISC 01-0700-0-1110-1000-4300-200-2801 MISC	203.88 355.85 45.75	1 1 24 8
G ESCAPE				01-1100-0-0000-2700-4350-200-3000 MISC 01-6500-0-5770-1120-4300-200-1304 MISC 01-9009-0-1110-1000-4300-200-LIBR MISC	81.34 18.89 844.31	
ESCAPE	012318			01-0000-0-1110-1000-4300-200-OPIL MISC 01-0000-0-0000-8100-5524-200-2801 IANITORIAI SCHOOL CLEANING	112.09	1,662.11
ESCAPE	pripopora	Check execution				2,100,001
	eding Che	checks have been calculated by the control of the c	in issued in accordance with the District's P	Policy and authorization of the Board of Trustees. It is recommended that the	ESCAPE	200

002 - Happy Valley Elementary School District

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# **Board Report**

Check Number	Check Date	Pay to the Order of F	FF-RRRR-Y-GGGG-FFFF-0000-SSS-MMM Comment	di Silan	Check
1012319	10/17/2022	B&H FOTO & ELECTRONICS CORP			
1012320	10/17/2022	COLOMA OUTDOOR DISCOVERY SCHOOL	01-9009-0-1110-1000-4300-200-RM05 ROOM 5 PRINTER		395,65
1012321	10/17/2022	DeMeyer-Guyer, Sarah E	01-9009-0-1110-1000-5808-200-RM02 DEPOSIT COLOMA FIELD TRIP	0,	952,00
1012322	10/17/2022	10/17/2022 Doolan, Lindsey A	01-9009-0-1110-1000-4300-200-RM06 ROOM 6 MATERIALS AND SUPPLIES		24.53
1012323	10/17/2022	GREENWASTE RECOVERY INC	01-9009-0-1110-1000-4300-200-RM03 ROOM 3 MATERIALS AND SUPPLIES		43.21
1012324	10/17/2022	KNOTTY AND GRAIN LLC	01-0000-0-0000-8100-5523-200-2801 GARBAGE	47	588.01
1012325	10/17/2022	LEARNING WITHOUT TEARS	01-0000-0-0000-7200-5200-200-2801 PROF DEVELOPMENT	v	654.00
1012326	10/17/2022	NASCO	01-6300-0-1110-1000-4100-200-3000 TEXT BOOKS ROOM 4 AND 6		61,57
1012327	10/17/2022	SCHOLASTIC, INC	01-9009-0-1110-1000-4300-200-MURT ART MATERIALS AND SUPPLIES		55.27
1012328	10/17/2022	Stewart, Michelle A	01-6300-0-1110-1000-4100-200-3000 ROOM 2 TEXT BOOKS	8	201.65
1012329	10/17/2022	US BANK EQUIPMENT FINANCE	01-1100-0-0000-2700-4350-200-3000 REIMBURSE SCHOOL-STUDENT SUPPLIES FOR PROJECT	-	164.46
				13	
1012887	10/24/2022	GOPHER	U1-1100-0-1110-1000-5600-200-3000 COPIER LEASE		662.70
1012888	10/24/2022	JOHNSON CONTROLS SECURITY	01-9009-0-1110-1000-4300-200-RM03 ROOM 3 BALLS	-	196.38
1012889	10/24/2022	LIBRARYTHING	01-0000-0-0000-8100-5800-200-2801 COMPUTER LAB ALARM	-	135.44
1012890	10/24/2022	MRC SMART TECHNOLOGY SOLUTIONS	01-9009-0-1110-1000-5800-200-LIBR TINY CAT FOR LIBRARY IS	2	240.00
			01-1100-0-0000-7100-5600-200-3000 COPIER USAGE 01-1100-0-0000-7200-5600-200-3000 COPIER USAGE 01-1100-0-1110-1000-5600-200-3000 COPIER USAGE		104 06

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees, It is recommended that the preceding Checks be approved.

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ESCAPE ONLINE Page 3 of 4

002 - Happy Valley Elementary School District

Checks D	ated 10/01/202	Checks Dated 10/01/2022 through 10/31/2022				
Check Number	Check Date	Pay to the Order of	FF-RRRR-Y-GGGG-FFFF-0000-SSS-MMM	Comment	Expensed	Check
1012891	10/24/2022	10/24/2022 PACIFIC GAS & ELECTRIC			Amount	Amount
1012892	10/24/2022	10/24/2022 Royer, Kate	01-0000-0-0000-8100-5511-200-2801 STREET LIGHT	IT LIGHT		8.93
1012893	10/24/2022	10/24/2022 Tom-Conway, Katherine E	01-9009-0-1110-1000-4300-200-RM01 ROOM 1 MATERIALS AND SUPPLIES	1 MATERIALS AND SUPPLIES		10.59
			01-0700-0-1110-1000-4300-200-2801 ALL SCHOOL ART	HOOL ART		23.16
				Total Number of Checks	46	44,314.75
			Fund Recap			

Expensed Amount	44,314.75	44,314.75	00.	44,314.75
Check Count	46	46		
Description	GENERAL FUND	Total Number of Checks	Less Unpaid Tax Liability	Net (Check Amount)

Fund 01

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