Mountain View
Whisman
School District

Mountain View Whisman School District Comprehensive School Safety Plan

Adopted by the Board of Trustees: December 7, 2023

This Comprehensive School Safety Plan is designed to be utilized as a resource for prevention, preparedness, mitigation, response and recovery planning and training, as well as meet the requirements of California Code, Education Code §32282.

The Comprehensive School Safety Plan is NOT intended to be a "grab and go" guide in an actual emergency. MVWSD has provided the "Staff Emergency Response Quick Guide" for this purpose.

General Emergency Response Procedures (evacuation, campus movement restrictions, etc.) (CSSP-1) and Incident-Specific Response Protocols (CSSP-2) are also available as the first components of this plan's Appendix.

Prepared By:

EMERGENCY SERVICES

For school use only. This is the cover page for the

Comprehensive School Safety Plan
For <mark>Insert School Name</mark>
<mark>School Year</mark>

<mark>School Name</mark> Comprehensive School Safety Plan Signature Page

The undersigned members of the <mark>Site Name</mark> Safety Planning Committee certify that the requirements for the SB 187 Safety Plan have been met.

_____

Principal

_____

President, School Site Council

_____

Teachers Association Representative

_____

Classified Association Representative

_____

Parent Representative

_____

Law Enforcement Representative

_____

_____

Table of Contents

Emergency Contact Numbers

Emergency Numbers	
Emergency	**Call 9-1-1**
Principal/Director/Supervisor Emergency Cell Phone	xxx-xxx-xxxx
Local Agencies: Non-Emergency Numbers	
Police Department: Non-Emergency	650-903-6344
Fire Department : Non- Emergency	650-903-6365
Federal Emergency Management Agency	Region 9, 510-627-7100
County Dept. of Social Services	(833) SCC-KIDS (722-5437)
Santa Clara Behavioral Health Services	1 (800) 704-0900 (mental health crisis)
Santa Clara County Department of Health	(408) 792-5050
Santa Clara County Animal Welfare	(408) 686-3900
Poison Control Center	800-222-1222
Electric (PG&E) (Non-emergency, call MVWSD MOT (650) 526-3248 x1004	1-800-743-5000
Gas (PG&E) (Non-emergency, call MVWSD MOT (650) 526-3248 x1004	1-800-743-5000
Water (Non-emergency, call MVWSD MOT (650) 526-3248 x1004	(650) 903-6329
Hospital (El Camino)	(650) 940-7000
Police Department: Non-Emergency	650-903-6344
Key Contacts:	
District Emergency Contact:	Nancy (Office of the Supt) at ext. 1023
(Add Additional if Needed):	Name, xxx-xxx-xxxx

Emergency Procedures At-A-Glance

(Use: for display in classrooms and offices)

Calling 9-1-1	**Emergency Numbers**

Address: <mark>Street, City, State, Zip Code</mark>
Cross Street: <mark>Street or street</mark>
      Notify Main Office: <mark>xxx-xxx-xxxx</mark>
      Main Office to Notify Principal and District Office (Office of the Supt at ext. 1023 or 408-480-0976)
	Non-Emergency Police: MVPD 650-903-6344
	Child Abuse Hotline: **800-522-3511**
	Poison Control: **800-222-1222**

Fire	**Earthquake**
1. Line up students 2. Grab emergency bags 3. Turn off lights 4. Close doors (unlocked) 5. Evacuate to assembly area 6. (Office: Turn radio to assigned channel)	1. DUCK, COVER, & HOLD 2. Turn away from glass 3. Stay covered until shaking stops 4. Grab emergency bags 5. Turn off lights 6. Close doors (unlocked) 7. Evacuate to assembly area 8. (Office: Turn radio to assigned channel)

Allergic Reactions (Severe)	**Shelter-In-Place**
1. Notify Principal/Office 2. **Call 911** 3. Administer medication (EpiPen, antihistamine) 4. Office: Call Parents 5. Office: Call School Nurse 6. Stay with them, keep them calm, monitor 7. Have them lay down and elevate legs	1. Gather everyone in a room 2. Close and lock doors and windows 3. No outdoor activities 4. (Office: Turn radio to assigned channel) 5. Restrict movement between rooms & buildings 6. Listen for instructions

Lockdown
1. Gather everyone in a room
2. (Office: Turn radio to assigned channel, turn off volume)
3. Lock doors, turn off lights, cover windows (if possible).
4. Get low to the floor, stay silent, & remain out of sight
5. Turn cell phones off or on silent - not vibrate
6. Remain in Lockdown until cleared by law enforcement (or 3 different messages)

Introduction and Overview

Purpose

This Comprehensive School Safety Plan (CSSP) outlines the Mountain View Whisman School District's (MVWSD) policies and expectations regarding the practices of each school in maintaining a safe and secure campus for all students and staff. It has been created specifically for use in California public schools, in accordance with applicable laws, guidelines, and regulations. Applicable components of this plan have been individualized to reflect the most current information.

Plan Highlights

- Preparedness activities, including the roles of the School Site Council and Public Safety Agencies
- Overview policies, strategies, and approaches designed to maintain a safe and secure campus
- Outline for the process of review and implementation of the CSSP
- Assessment of current status of crime on campus
- Overview of regulations, policies, and procedures that preserve a safe and conducive learning environment in accordance with existing law
- General and incident-specific emergency response protocols

The School Site Council and Safety Planning Committee

The School Site Council (SSC) is responsible for the development and maintenance of the CSSP implemented at each site. SSCs may delegate this responsibility to a School Safety Planning Committee. Additional information, including membership requirements, suggested actions, and annual calendars are included in "The Safety Planning Committee" (CSSP-3) and "Sample Safety Planning Committee Agenda" (CSSP-4).

Plan Development and Maintenance

Development

Each site-specific CSSP will be written, developed, and maintained by the SSC (or the safety planning committee, if active) utilizing the templates, guidance, and resources provided by the MVWSD District Office. Whenever practical, Safety Planning Committees are encouraged to collaborate and coordinate with those of other SSCs. Additionally, SSCs and associated Safety Planning Committees are required to consult with a representative from a law enforcement agency, fire department, and/or other applicable public safety agencies when drafting the initial plan.

Amendments

Amendments are changes to the CSSP that significantly impact or alter components, procedures, or content. The CSSP will be reviewed annually by the **School Site Council (SSC) or designated Safety Planning Committee by March 1st** of each year, to determine if amendments are needed. Proposed amendments must be submitted by the SSC and approved by appointed MVWSD personnel prior to incorporation in the distributed version of the CSSP. Once finalized, amendments will be recorded in the CSSP Record of Change (CSSP-5) and the amended CSSP will be provided to the appropriate public safety organizations. The amended CSSP will then be redistributed to staff and all prior versions of the CSSP will be replaced.

Updates

Updates include changes that do not significantly change the content or procedures contained within the plan. These updates should be made as often as is necessary throughout the school year. If updates are made in critical areas such as key personnel (administrators, etc.) or contact information (utility company, public safety agencies, etc.), staff will be advised of the changes. All updates will be recorded in the CSSP Record of Change (CSSP-5). Updates to the CSSP will be shared with the SSC by the Safety Planning Committee at the next scheduled meeting.

Opportunities for Public Comment

Prior to the adoption of the schools' CSSPs each year, a public meeting - in the form of a School Site Council meeting- will be held to allow for concerned individuals to comment on aspects of the CSSP. Public comment will be encouraged, preferably through the incorporation of the CSSP adoption as a board meeting agenda item. Notice of the opportunity for public comment will be sent out to each school community by newsletters and agenda will be posted on the school website as is typical for each School Site Council meeting.

Distribution and Review of the CSSP

By Public Safety Agencies (PSAs)
Each school will submit a copy of the completed CSSP to relevant public safety agencies in the spring when the plan is approved (but no later than October 15th of the applicable school year). A list of fire and police department contact information is included in the Appendix (CSSP-6). If changes or amendments are requested by the agency representative, the requests should be documented using the Public Safety Agencies CSSP Change Request Form (CSSP-7) and presented to the SSC at the next meeting for review.

By Staff
All staff will be made aware of the policies, procedures, and expectations contained within the CSSP. Instruction in, and/or review of, the CSSP will occur during the following times:
- During annual training (Staff Development)
- Following amendments

By Parents and Guardians
Parents and guardians will receive information that outlines the role of parents and guardians during an emergency, summarizes critical components of the CSSP, and explains how to access public segments of the CSSP. This information will be disseminated during the following times:
- Annually at the start of the school year
- Following amendments that require a correction in previously provided information

Storage, Availability, and Accessibility

Staff
A copy of this plan is available for review by staff at any time. Electronic copies are available via the employee intranet, and printed copies of the "Staff Emergency Response Quick Guide" are available in the classroom emergency kits.

Parents, Guardians, and Members of the Public
Sensitive information that may compromise safety and security initiatives, also known as "tactical procedures", are not considered approved segments for public release. However, these sections are few in number and their status as "tactical procedures" is indicated below the heading. Public facing electronic copies of approved segments and related materials are available on mvwsd.org. Parents and guardians may request printed and/or translated copies of approved segments of the CSSP.

Current School Safety Status Assessment
This assessment provides an overview of the current status of safety on campus or during school-related functions. This information is designed to inform safety planning and preparedness activities, as well as guide amendments to existing procedures and development of new response strategies. This fulfills the requirements of state law for information about "Current School Crime Status Assessment."

Identified Goals
In response to the data identified during the Current School Safety Status Assessment, the SSC and Safety Planning Committee have identified the following goals:
- Goal 1: Describe goal, connection to data, strategies/programs used to achieve goal, and desired outcome(s).
- Goal 2: Describe goal, connection to data, strategies/programs used to achieve goal, and desired outcome(s).
- Goal 3: Describe goal, connection to data, strategies/programs used to achieve goal, and desired outcome(s).

This information, as well as any recommended responses and procedural updates, will be considered via the processes for SSC (and Safety Planning Committee, if applicable).

Routine Safety and Security Policies and Procedures

Each school and its staff members will maintain policies, practices, and procedures to promote and increase the safety and security of campus. The policies and procedures outlined in this section play a key role in the maintenance of a safe and orderly environment that is conducive to learning.

Arrival and Departure

Management of Entry Points

A single-point-of-entry strategy is used as frequently as possible, with all other exits designated as emergency exits only. This does not include entrances and exits that open into a fully enclosed area, such as a playground or field. Doors are not to be propped open without active monitoring by staff at any time. Staff will also lock interior doors that are not in use whenever possible, including during school hours.

Safe Ingress and Egress

Ingress and egress traffic patterns and pedestrian walkways are established to ensure a safe and orderly arrival and departure. Traffic plans are designed to avoid congestion of the parking lot and local streets, as well as prevent students from crossing traffic unnecessarily. A detailed description of site-specific arrival and departure procedures, as well as safety programs including crossing guards, safe routes, etc. is provided in the "Ingress and Egress Safety Plan" (CSSP-9). These procedures are reviewed each year and changes are considered an amendment to the CSSP.

Additionally, ingress and egress plans are developed in compliance with the Americans with Disabilities Act of 1900, which requires the provision of assistance for individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired. Undertaken planning activities to ensure adequate assistance include:
- Identification of the population of people with disabilities
- Determination of proper signage and equipment
- Training for staff in the assistance of individuals with disabilities
- Coordination with emergency response personnel

Information and planning regarding the assistance of individuals with disabilities is available in "Individualized Emergency Response Plans."

Public Access to Campus During Non-School Hours

Certain areas of the school campus are accessible to the public during non-school hours. This policy of shared access is intended to allow field and playground areas to be used by community residents for recreation while school and related programs are not in session. As such, members of the public are subject to posted rules and regulations during use of shared spaces, including the posted public usage hours.

Classrooms, hallways, multipurpose rooms, administrative offices, and other enclosed or non-recreational spaces are not considered "open to the public" at any time unless expressly permitted by the appropriate school or district personnel.

Prohibition of Public Access to Campus During School Hours

Campus is closed to the public during school hours and hours of afterschool programs and access is limited. Visitors desiring access to campus must register at the front office immediately upon arrival in compliance with the school's visitor policy.

Unauthorized individuals who are on campus for any reason during school hours are subject to removal in accordance with Penal Code 627.4. If necessary, the Principal or designee may call the local police to enforce the departure of the unauthorized individual.

When an unauthorized individual is directed to leave, the Principal or designee shall endeavor to inform the unauthorized individual, if safe to do so, that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

Policy for Release of Students

Closed Campus

MVWSD schools are considered a "closed campus" for all students throughout the school day, including during meal and break times. Students who must leave campus during the school day are to be signed out by an authorized adult in accordance with the early release policy.

Early Release Verification and Authorization

If students must leave school prior to the scheduled end of the school day, they are to be signed out at the main office by an authorized adult. Authorized adults are those individuals who are listed in school records as parents, guardians, emergency contacts, or other individuals on an "authorized pick-up" list. In order to enhance the security and safety of students, parents and guardians are strongly encouraged to add individuals to the official "authorized pick-up list" in advance. Parents and guardians may authorize individuals for pick-up on the day of with permission from an administrator or designee on a limited, case-by-case basis. Following verification of identification and authorization, adults will wait in the designated location and meet their student in the front office. Adults will not be permitted to meet students at other locations on campus for early release unless accompanied by an administrator or other designated personnel.

Visitor Policy

Please see Mountain View School District Board Policy 1250 at https://www.mvwsd.org/district_business/board_policies.

To ensure the safety of students and staff and minimize interruption of the instructional program, MVWSD has procedures that outline visits during regular school days.

Visits during school hours should be first arranged with the teacher and principal or designee. When the visit involves a conference with a teacher or principal, an appointment should be scheduled during non instructional time.

Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session. (Penal Code 627.2)

The Board encourages all individuals to behave in an orderly manner while on school grounds and by utilizing the district's complaint processes if they have concerns with any district program or employee. In accordance with Penal Code 626.7, the principal or designees may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave the school grounds.

Presence of Sex Offender on Campus

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity. The principal also shall report to the Superintendent or designee anytime he/she gives such written permission.

De-Escalation

De-escalation includes a series of actions and approaches that can be used to reduce the likelihood that a conflict or behavior incident will become an emergency. Not all situations are appropriate for de-escalation. The basic principles of de-escalation include practicing effective awareness and applying intentional actions and communication techniques in order to lower the threat level. Not all situations are appropriate for de-escalation. **If an individual is severely agitated or enraged, or the behavior poses an imminent threat, call 9-1-1.** More information regarding de-escalation strategies is provided in CSSP-10 ("De-escalation Philosophy and Strategy").

Threat and Crisis Assessments

Threat and crisis assessments are crucial in the mitigation efforts of schools as they provide valuable information that helps prevent, prepare for, and respond to potential emergencies. When used effectively, these assessments may also help to identify risks or support needs before a situation becomes an emergency. However, there are instances where immediate emergency response is necessary. If there is an imminent threat to the safety of an individual, a group of individuals, or the

larger school community, immediate emergency response protocols should be initiated and the appropriate public safety agencies should be notified (law enforcement, emergency medical, fire department, etc.). **Assessments cannot and should not replace immediate emergency actions in high-risk situations.**

In order to be completed correctly and implemented effectively, these assessments must be completed by professionals with the appropriate training. Common members of each assessment team are included in the segments describing each assessment type. Additional resource suggestions to guide the work of trained professionals during the assessment processes are listed in CSSP-11 ("Threat and Crisis Assessment Resources"). If these professionals are not available, school staff should take immediate actions to protect the safety of the student and school community until such time when an assessment can be completed appropriately. **School leaders are instrumental in the development of individualized, immediate response strategies until the assessment is complete.**

Threat Assessments

A threat assessment is used to identify students who may pose a threat to the safety of the school community or other individuals within the school. It involves determining the credibility and seriousness of a threat made against others, and the likelihood that it will be carried out. The data obtained during a threat assessment is used to create a specialized safety plan which may include school-wide or limited safety measures, individual interventions, and follow-up monitoring.

A threat assessment team often includes school resource officers/security and safety personnel, school counselors and/or psychologists, and school administrators. In some instances, local law enforcement or mental health professionals might also be involved, particularly if the threat is severe.

Crisis Assessments

A crisis assessment is utilized when a student is in a state of severe distress or presents an immediate threat to the safety of themselves or others. Crisis assessments are most often conducted in schools when a risk of suicide is presented or suspected. A crisis assessment helps staff and other caregivers to make informed decisions about immediate interventions and long-term plans to mitigate such crises in the future.

Crisis assessments should be performed by individuals with specialized knowledge or training in how to complete the assessment correctly. Some School Leaders may fit this description, but crisis assessments are most often completed by school counselors or psychologists, as well as external mental health professionals. If school counselors or psychologists are not available to a school within a short timeframe, schools should have relationships with external mental health professionals or facilities in order to make a timely referral for a crisis assessment. Taking appropriate action quickly is essential for schools in fulfilling their duty to protect the safety of students and staff. More information on caring for a student who is at risk of suicide is outlined in CSSP-2 "Incident-Specific Response Protocols"

Behavior Management and Discipline

Site-Level Rules

Please see Mountain View School District Administatove Regulation 5144 at https://www.mvwsd.org/district_business/board_policies*. The rules and procedures on school discipline are pursuant to Ed Code Sections 35291, 35291.5, 47605, and 47605.6.*

Site-level rules shall be consistent with district policies and administrative regulations. In developing site level disciplinary rules, the principal or designee shall solicit the participation, views and advice of a stakeholder: (Education Code 35291.5)

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in district discipline policies or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.
School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291)

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to himself/herself or he/she commits a single act of grave nature

or an offense for which expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the records.

Dressing and Grooming

Please see Mountain View School District Board Policy 5132 at https://www.mvwsd.org/district_business/board_policies*. Further rules and procedures related to dress are pursuant to Education Code 32282, 35183*

Student Dress Code

The Governing Board believes that the responsibility for a student's attire primarily rests with the student and the student's parents/guardians. The school district and individual schools are responsible for ensuring that student attire does not interfere with the health or safety of any student, and that student attire does not contribute to a hostile or intimidating atmosphere for any student.

Attire depicting or advocating violence, criminal activity, gang-related activity (including professional sports wear and/or colors identified by the Santa Clara County Sheriff or the Mountain View Police Department as gang-affiliated), use of alcohol or drugs, pornography and hate speech are prohibited.

Bullying

Please see Mountain View School District Board Policy 5131.2, 5145.3 and Adminstrative Regulation 1312.3, 5145.3 at https://www.mvwsd.org/district_business/board_policies*. Further rules and procedures are pursuant to Education Code 234.1 and 48900.9.*

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student through means that include physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence. The school district encourages intervention through reporting and investigation; and prevention through education and information.

Discrimination and Harassment

Please see Mountain View School District Board Policy 5131.2 at https://www.mvwsd.org/district_business/board_policies *. Further rules and procedures are pursuant to Education Code 234.1 and 48900.4*

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Sexual Harassment

Please see Mountain View School District Board Policy 5145.7 and Administrative Egulation 1312.3 at https://www.mvwsd.org/district_business/board_policies *.*

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment of any student by other anyone. The Board also prohibits retaliatory behavior or action against any person that complains, reports, files a complaint or testifies about, or otherwise supports a complainant alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps necessary to investigate and address the allegation, as specified in the accompanying administrative regulation.

Weapons and Dangerous Instruments

Please see Mountain View School District Board Policy 5131.7 at https://www.mvwsd.org/district_business/board_policies. Further rules and procedures are pursuant to 20 USC 7151; Education Code 48902; Penal Code 245, 626.9, 626.10

The Governing Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons. The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments as defined in law and administrative regulation in school buildings, on school grounds or buses, or at a school-related or school-sponsored activities away from school, or while going to or coming from school. The Board encourages students to promptly report the presence of weapons, injurious objects or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

Alcohol and Other Drugs

Please see Mountain View School District Administrative Regulation 5131.6 at https://www.mvwsd.org/district_business/board_policies. Further rules and procedures are pursuant to Education Code 44049, 49602.

The staff shall intervene whenever students use alcohol or other illegal drugs while on school property or under school jurisdiction. Staff members who believe that a student may be under the influence of alcohol or drugs shall immediately notify the principal or designee.

Investigative Procedures

Questioning and Apprehension by Law Enforcement

Please see Mountain View School District Board Policy 5145.11 at https://www.mvwsd.org/district_business/board_policies. Further rules and procedures are pursuant to Education Code 48906.

The Governing Board believes that the safety of district students and staff is essential to achieving the goal of student learning. In accordance with standards specified in law, law enforcement officers may interview and question students on school premises and may remove them when appropriate. If a minor student is removed from school into the custody of law enforcement, the principal or designee shall immediately notify the parent/guardian or responsible relative regarding the student's release and the place to which he/she is reportedly being taken, except when the minor has been taken into custody as a victim of suspected child abuse.

Search and Seizure

Please see Mountain View School District Board Policy 5145.12 at https://www.mvwsd.org/district_business/board_policies. Further rules and procedures are pursuant to Education Code 49050.

As necessary to protect the health and welfare of students and staff, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items. School officials may

search any individual student, his/her property, or district property under his/her control when there is a reasonable suspicion that the search will uncover evidence that he/she is violating the law, Board policy, administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation.

Suspension and Expulsion Policies and Procedures

Please see these Mountain View School District Board Policies and Administrative Regulations: 5144.1 AR - Suspension and Expulsion/Due Process; 5144.1 BP - Suspension and Expulsion/Due Process; 5145.11 BP - Questioning and Apprehension by Law Enforcement; 5144.2 AR - Suspension and Expulsion/Due Process (Students with Disabilities) at https://www.mvwsd.org/district_business/board_policies. - Further rules and procedures are pursuant to Education Code 48900, 48910, 48903, 48911, 48912, 48915, 48853.5, 48918.1.

There are specific acts for which a student, including a student with disabilities, may be suspended or expelled from class or school. Board Policy and Ed Code also dictates who makes the determination, the length and aspects of the suspension/expulsion. There are specific processes for parent notification, timing, hearings, due process, alternatives and readmission.

Procedures for Notifying Teachers of Dangerous Pupils

California Education Code 49709

A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts outlined in California Education Code 49709. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

Mandated Reporting of Child Abuse

Santa Clara County Office of Education Administrative Regulation 4141.4 - As Revised July 26, 2022

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)
- A physical injury or death inflicted by other than accidental means on a child by another person (Penal Code 11165.6)
- Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
- Neglect, defined as the negligent treatment or the maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare. (Penal Code 11165.2)
- Willful harming or injuring of a child or the endangerment of the person or health of a child, defined as a situation in which any person willfully causes or permits any child to suffer, or inflicts thereon, unjustifiable physical pain or mental suffering, or having the care or custody of any child, willfully causes or permits the person or health of the child to be placed in a situation in which his or her person or health is endangered. (Penal Code 11165.3)
- Unlawful corporal punishment or injury, defined as a situation where any person willfully inflicts upon any child any cruel or inhumane corporal punishment or injury resulting in a traumatic condition. (Penal Code 11165.4)
  (cf. 4119.21/4219.21/4319.21 - Professional Standards)
  (cf. 5145.7 - Sexual Harassment)

Child abuse or neglect does not include:
- A mutual affray between minors (Penal Code 11165.6)
- An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.6)

- An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
- An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)
  (cf. 5131.7 - Weapons and Dangerous Instruments)
  (cf. 5144 - Discipline)
  (cf. 6159.4 - Behavioral Interventions for Special Education Students)
- Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)
  (cf. 6142.7 - Physical Education and Activity)
- Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)
- Consensual sexual contact among youth who are each between 16 and 21 years old, if there are no indicators of abuse. (Penal Code 11165.1(a).)
- Consensual sexual contact between youth under the age of 14, where the youth are of similar chronological and maturational age, and there is no indication of exploitation or coercion. (Planned Parenthood Affiliates v. Van de Kamp (1986) 181 Cal.App.3d 245)
- Habitual truancy, absent other indications of abuse or neglect. (Welfare and Institutions Code § 601(b))
- Appropriate physical discipline with a valid disciplinary motive. (Gonzalez v. Santa Clara County Dept. of Social Services (2014) 223 Cal.App.4th 72)
- Parental alcohol or substance use without indication of a negative impact on the child. (In re Drake M. (2012) 211 Cal.App.4th 754)
- Chronic dirtiness or messiness is unlikely to cause illness or accident. (In re Paul E. (1995) 39 Cal.App.4th 996)
- Pregnancy of a minor, without other indications of abuse or neglect. (Penal Code 11166(a))

A dependent adult means any person between the ages of 18 and 64 years who resides in this state and who has physical or mental limitations that restrict his or her ability to carry out normal activities or to protect his or her rights, including, but not limited to, persons who have physical or developmental disabilities, or whose physical or mental abilities have diminished because of age. (Welfare and Institutions Code 15610.23.)

Dependent adult abuse or neglect is defined as follows: (Welfare and Institutions Code 15610.05-15610.07)
- Physical abuse, neglect, financial abuse, abandonment, isolation, abduction, or other treatment with resulting physical harm or pain or mental suffering.

Mandated reporters for child abuse and neglect include individuals required to report observed or suspected child abuse or neglect to designated law enforcement or social services agencies. (A child is defined as anyone under the age of 18 years.) Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start teachers; district police or security officers, licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Mandated reporters for dependent adults include employees who have assumed full or intermittent responsibility for the care or custody of an elder or dependent adult, whether or not they receive compensation, including administrators, supervisors, and any licensed staff of a public or private facility that provides care or services for elder or dependent adults, or any elder or dependent adult care custodian, health practitioner, clergy member, or employee of a county adult protective services agency or a local law enforcement agency. (Welfare and Institutions Code 15630).

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child or dependent adult whom the mandated reporter knows or reasonably suspects has been the victim of abuse or neglect. (Penal Code 11166 and Welfare and Institutions Code 15630)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any employee who reasonably believes they have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

Before beginning employment, all employees who are mandated reporters as defined by the law shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166, Welfare and Institutions Code 15630, and the SCCOE's procedures and will comply with those provisions. The signed statement shall be retained in the employee's personnel file. (Penal Code 11166.5)

The SCCOE will defend employees who file suspected child abuse or dependent adult abuse reports in the course and scope of their employment consistent with Board policy, administrative regulations, and the law against any actions or claims that may be a result of such report.

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166) When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect or abuse or neglect of a dependent adult, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166 and Welfare and Institutions Code 15630)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166 and Welfare and Institutions Code 15630)

Any person not identified as a mandated reporter by law who has knowledge of or observes a child or dependent adult whom the person knows or reasonably suspects has been a victim of abuse or neglect may report the known or suspected instance of abuse or neglect to the appropriate agency. (Penal Code 11166 and Welfare and Institutions Code 15631) (cf. 1240 - Volunteer Assistance)

Reporting Procedures for Incidents Involving Students Under the Age of 18

1. Initial Telephone Report
   - CALL 9-1-1 if you believe a child is in imminent danger, needs medical attention, or it would not be safe for them to return or remain at home.
   - For non-emergencies, call the Department of Family and Children's Services (DFCS):
     - Santa Clara County Child Abuse / Neglect Hotline (408) 299-2071 or (833) SCC-KIDS (722-5437)
   - Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter as defined by law shall make an initial report by telephone. When the initial telephone report is made, the mandated reporter shall note the name, address, and age of child involved, provide a clear description of suspected child abuse or neglect, and note the name of the screening social worker who took the call and any instructions given. (Penal Code 11165.9, 11166)

2. Written Report
   - After making the initial phone call and within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and submit a Suspected Child Abuse Report (SCAR Form SS 8572) by mail or electronic fax to the Department of Family & Children's Services,
     - 373 West Julian 2nd Floor
     - San Jose, CA 95110

16

Fax: (408) 975-5851
Email: SSA_CANC_eFAX@ssa.sccgov.org
- Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)
    a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
    b. The child's name and address, present location and, where applicable, school, grade, and class
    c. The names, addresses, and telephone numbers of the child's parents/guardians
    d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
    e. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)
- Information relevant to the incident of child abuse or neglect also may be given to an investigator from an agency that is investigating the case. (Penal Code 11167)
- The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)
- Employees shall keep a copy of the complete written report that is filed.

Reporting Procedures for Incidents Involving Dependent Adults 18-22 Years of Age
1. Initial Telephone Report
- Mandated reporters shall call 9-1-1 for immediate emergencies.
- Immediately or as soon as practicably possible after the known or suspected abuse, a mandated reporter as defined by administrative regulations shall make an initial report by telephone to the Santa Clara County Adult Protective Services (APS). (Welfare and Institutions Code 15630)
    Adult Protective Services:
    (408) 975-4900 or 1-800-414-2002
- If the suspected abuse results in serious bodily injury, a telephone report shall be made to the local law enforcement agency immediately, but also no later than within two hours of the mandated reporter observing, obtaining knowledge of, or suspecting physical abuse.
- If the suspected abuse does not result in serious bodily injury, a telephone report shall be made to the local law enforcement agency within 24 hours of the mandated reporter observing, obtaining knowledge of, or suspecting physical abuse. (Welfare and Institutions Code 15630)

2. Written Report
- If the suspected abuse does not result in serious bodily injury, within two working days of the mandated reporter observing, obtaining knowledge of, or suspecting physical abuse, a written report shall be made to County of Santa Clara Adult Protective Services.
- Mandated Reporters and all other reporters use this form:
    Report of Suspected Dependent Adult/Elder Abuse: SOC 341 (also available in Human Resources)
- Mail the written report to:
    Santa Clara County Adult Protective Services
    353 West Julian Street – Fourth Floor
    San Jose, CA 95110
    Fax: (408) 975-4910
- Reports of suspected abuse or neglect shall include, if known: (Welfare and Institutions Code 15630)
    a. The name of the person making the report and the capacity that makes the person a mandated reporter
    b. The name and age of the dependent adult
    c. The present location of the dependent adult
    d. The names and addresses of family members or any other adult responsible for the dependent adult's care
    e. The nature and extent of the dependent adult's condition
    f. The date of the incident, and any other information, including information that led that person to suspect dependent adult abuse, as requested by the agency receiving the report.
- Employees shall keep a copy of the complete written report that is filed.

Internal Reporting for Incidents Involving Students 0-17 and Dependent Adults 18-22

Mandated reporters shall not be required to disclose to SCCOE that they were the person who made a particular report. (Penal Code 11166(i))

However, employees reporting abuse or neglect to an appropriate agency are encouraged, but not required, to notify their employer, supervisor, school principal, school counselor, co-worker, or other person as soon as possible after the initial telephone report to the appropriate agency. When so notified, the employer, supervisor, school principal, school counselor, co-worker, or other person shall inform the County Superintendent or designee and shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the employer, supervisor, principal, school counselor, co-worker, or other person may assist in completing and filing the necessary forms. Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Internal Action for Incidents Involving SCCOE Employees and Those with Contact of SCCOE Students

If an employee has knowledge of or reasonably suspects that another SCCOE employee, volunteer, or contractor and other campus visitors who work with or has contact with students on campus has or is engaged in conduct of suspected abuse or neglect, they must take the following actions:

Call 9-1-1- for immediate emergencies
1. File a Suspected Child Abuse Report by telephone to the police or Adult Protective Services depending on the age of the student (see above reporting procedures)
2. Depending on the age of the student, submit a Suspected Child Abuse Report form (SCARSS 8572) within 36 hours or Report of Suspected Dependent Adult/Elder Abuse: SOC 341 within 2 hours or two working days (see above reporting procedures)
3. Immediately notify their supervisor of the alleged inappropriate conduct and complete an SCCOE confidential student/staff incident report (for incidents involving SCCOE employee, volunteer, or contractor and other campus visitors who work with or has contact with students on campus)
4. If the allegation involves the site administrator, the employee shall contact the program director

The County Superintendent or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation.

After completion of the appropriate written follow-up report, and after providing that form to the appropriate agency, the mandated reporter shall provide that form to the principal, site administrator, or designee. The mandated reporter shall not be required to disclose their identity to the principal, site administrator, or designee and may remove their name from the form. (Penal Code 11166)

The County Superintendent or designee shall maintain a record of all reported cases of suspected student abuse regarding employees or others. All complaints and allegations of student abuse shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

No student shall be required or asked to meet with the employee, volunteer, or contractor who has allegedly abused that student. If the employee, volunteer, or contractor suspected of abuse is a SCCOE employee, volunteer, or contractor, then during the course of the investigation, they shall discontinue contact with students.

Cautionary Note:
　　1. The reporting responsibility has not been discharged until both the telephone call and written reports are complete.
　　2. School personnel are not to engage in any investigation of suspected cases. The investigation will be done by the child protective services office or Adult Protective Services.
　　3. The reporting responsibility is an individual one which is not discharged by report to supervisors or administrators.

Employees shall keep a copy of the complete written report that is filed.

Discipline

Any SCCOE employee, volunteer, or contractor who is determined, after an investigation, to have engaged in any activity in violation of this policy/administrative regulation, including, but not limited to failure to report known or reasonably suspected child abuse and neglect, will be subject to disciplinary action up to and including discharge.

The SCCOE will discipline any individual who retaliates against any person who reports suspected child abuse and/or neglect or who retaliates against any person who testifies, assists, or participates in an investigation, a proceeding, or a hearing relating to a child abuse and/or neglect complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Reporting to a Licensing Agency

When the SCCOE receives a report that contains either of the following, it shall, within 24 hours, notify the licensing office with jurisdiction over the facility:

> 1. A report of abuse alleged to have occurred in facilities licensed to care for children by the State Department of Social Services.
> 2. A report of the death of a child who was, at the time of death, living at, enrolled in, or regularly attending a facility licensed to care for children by the State Department of Social Services, unless the circumstances of the child's death are clearly unrelated to the child's care at the facility.
> In addition, a written report containing the following information shall be submitted to DSS within seven (7) days following the occurrence of such event:
>> 1.Child's name, age, sex, and date of admission
>> 2. Date and nature of event
>> 3. Attending physician's name, findings, and treatment, if any
>> 4. Disposition of the case

Employees shall keep a copy of the complete written report that is filed.

Failure to Report

Any person mandated by Penal Code who fails to report any instance of child abuse or neglect that they know or reasonably suspect to exist may incur criminal, civil, and/or professional liability. Failure to report is a misdemeanor and punishable by confinement in county jail for a term not to exceed six months or by a fine of not more than one thousand dollars ($1,000) or by both. If "death or great bodily injury" happens to the child as a result of the abuse, the punishment for the failure to report is more severe: the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine of not to exceed five thousand dollars ($5,000), or by both. (Penal Code 11166)

Training

Within the first six weeks of each school year, MVWSD provides training on mandated reporting requirements to persons who are mandated reporters as defined by law. Any school personnel hired during the school year shall receive training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7).

Training of mandated reporters shall include, but not necessarily be limited to, training in identification and mandated reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

MVWSD shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Unless otherwise specifically provided, the absence of training shall not excuse a mandated reporter from the duties imposed under the Penal Code.

Victim Interviews by Social Services

Whenever the California Department of Social Services (CDSS), the County Department of Family and Children's Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The County Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the individual of the following requirements: (Penal Code 11174.3)

> 1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.
> 2. The selected person shall not participate in the interview.
> 3. The selected person shall not discuss the facts or circumstances of the case with the child.
> 4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the County Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the MVWSD shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is a language other than English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against an employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

MVWSD shall provide to all new employees who are mandated reporters as defined by Penal Code, Welfare and Institutions Code, and this administrative regulation a statement that informs them of their status as mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167. MVWSD also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the County Superintendent or designee. The identity of the reporting individual is considered confidential and is only disclosed to the agencies and individuals identified in Penal Code 11167. (Penal Code 11166.5, 11167)

The County Superintendent or designee also shall notify all employees that:

> 1. A mandated reporter as defined by the Penal Code who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the

mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of their professional capacity or outside the scope of their employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that they knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172).

2. If a mandated reporter as defined by the Penal Code fails to report an incident of known or reasonably suspected child abuse or neglect, they may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

3. No employee shall be subject to any sanction by the MVWSD for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Confidentiality

Reports of suspected child abuse or neglect and information contained therein are confidential and may be disclosed only as follows:

a. The identity of the reporting person(s) shall be disclosed only between child protective agencies; to counsel representing a child protective agency; to the district attorney in a criminal prosecution or in an action initiated under Welfare and Institutions Code section 602 arising from alleged child abuse to counsel appointed pursuant to subdivision (c) of the Welfare and Institutions Code section 317;; to law enforcement; to a licensing agency when abuse or neglect in out-of-home care is suspected; by court order; or when the person who reports waives confidentiality.

DoJ/FBI Background Check and Fingerprinting Policy

California Education Code 49024 and MVWSD "Fingerprinting FAQs"

MVWSD requires the following individuals to clear a Department of Justice and Federal Bureau of Investigation criminal background check prior to assuming their duties:
- Paid MVWSD staff members
- Long-term volunteers in certain district programs
- Regular volunteers who will be on campus more than 3 times a year for more than 10 minutes each visit
- Anyone who will be alone with a student in an official capacity during a District-sponsored activity
- Chaperones for overnight field trips

More information regarding the fingerprinting and background check of volunteers, etc. is available in CSSP-12 ("MVWSD Fingerprinting FAQs") and on https://www.mvwsd.org/volunteers.

Registered Sex Offender Policy

Presence of Sex Offender on Campus

Please see Mountain View School District Board Policy 1250 at https://www.mvwsd.org/district_business/board_policies.

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity. The principal also shall report to the Superintendent or designee anytime he/she gives such written permission.

Safety Awareness and Emergency Preparedness

Annual Safety and Security Evaluations

As part of a comprehensive safety and security program, school sites are required to undertake site evaluations in order to identify and reduce hazards. Site Safety Councils (SSCs) and Safety Planning Committees (SPCs) play a vital role in the coordination, completion, and response to site evaluations. Principals or designees will work with the SSCs and SPCs to establish evaluation formats and materials, timelines, and review processes. Materials are provided in the Appendix of this CSSP to guide evaluations including:

- Annual Site Awareness Checklist (CSSP-13)
- Annual Safety and Emergency Plan Checklist (CSSP-14)
- Annual Site Hazard Survey (CSSP-15)
- Annual Disaster Worker Survey (CSSP-16)
- Additional resources related to safety and emergency planning and preparedness are available in CSSP-17 of the Appendix.

Emergency Drills

In order to improve emergency preparedness, staff and students will participate in drills to practice and review the procedures outlined in the CSSP. Drill types and frequency include, but are not limited to:

- Fire and evacuation drill - (Required) Once per month (elementary and middle schools)
- Earthquake drill - (Required) Once per semester for middle schools (ie. 2 times a year)
- Earthquake drill - (Required) Once per quarter for elementary schools (ie. minimum of 3 times per year)
- Campus Movement Restriction drills - (Recommended) Once per quarter with drills rotating (ie. minimum of 3 times per year)

Detailed procedures for each drill type are outlined in "Emergency Drill Procedures and Instructions" (CSSP-18) as included in the Appendix. Appropriate classroom instruction will aid students in the successful completion of emergency procedures and drills. Additionally, drills will be conducted with a variety of staff and at different times of the day. A calendar of scheduled and completed drills will be maintained by the school administrator or designated appointee using the Annual Schedule of Emergency Drills (CSSP-19).

Emergency Equipment and Supplies

Classroom Emergency Kits

Classroom Emergency Kits (CEKs), also referred to as "emergency backpacks," provide staff members with the supplies needed for effective short-term emergency response, as well as the student information needed for all response types. The contents of CEKs will be stored in backpacks or other bags that are durable, water-resistant, and easily portable. All CEK supplies will be inventoried at least annually, with replacement materials made readily available. Additionally, CEK informational and student-specific materials (rosters, medications, etc.) will be updated whenever changes occur, such as new enrollments. The full "Checklist List of CEK Contents" (CSSP-20) can be found in the Appendix, but critical components:

- First aid supplies
- Copies of emergency contact information
- "Confidential" medical information folder
- Emergency medication supplies and information
- Copies of Individual Emergency Response Plans (IERPs)
- Additional Emergency Response Supplies

Additional Emergency Response Supplies

Additional emergency response supplies include those supplies needed to provide food, water, shelter, and comfort to students during short- and long-term emergency responses. This also includes the specialized supplies needed for members of the Incident Command System (ICS) teams. Some of these materials may be stored in classrooms, but most will be located in designated supply areas due to their size, volume, and shared usage. Supplies will be accessible to designated staff, stored in cool, dry areas, and kept in crush-resistant containers. The "Checklist of Additional Emergency Response Supplies" (CSSP-21), including their storage locations, is available in the Appendix, but critical components include:

- Communication equipment and batteries
- Shelter materials and sanitation equipment
- Emergency food and water

- Signage for reunification
- Safety equipment for responders

Principles of Emergency Management

Overview

This portion of the CSSP addresses MVWSD's responsibilities in emergencies associated with natural disasters, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. Additionally, this portion of the CSSP establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. In conjunction with the Appendix sections "General Emergency Response Procedures" (CSSP-1) and "Incident-Specific Response Protocols" (CSSP-2), the Routine and Emergency Disaster Procedures section:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing MVWSD personnel clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

This section meets the requirements of Santa Clara County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Objectives

- Provide for interface and coordination between sites and the District Incident Command Post.
- Provide for interface and coordination between sites and the County or City EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Authorities and References

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).
The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.
States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed. The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.

When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of the state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

California Civil Code, Chapter 9, Section 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042.

Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site's emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Definitions: Incidents, Emergencies, Disasters

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources. Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency."

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional Emergency Operations Center (EOC) is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it. Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:
- State of War Emergency
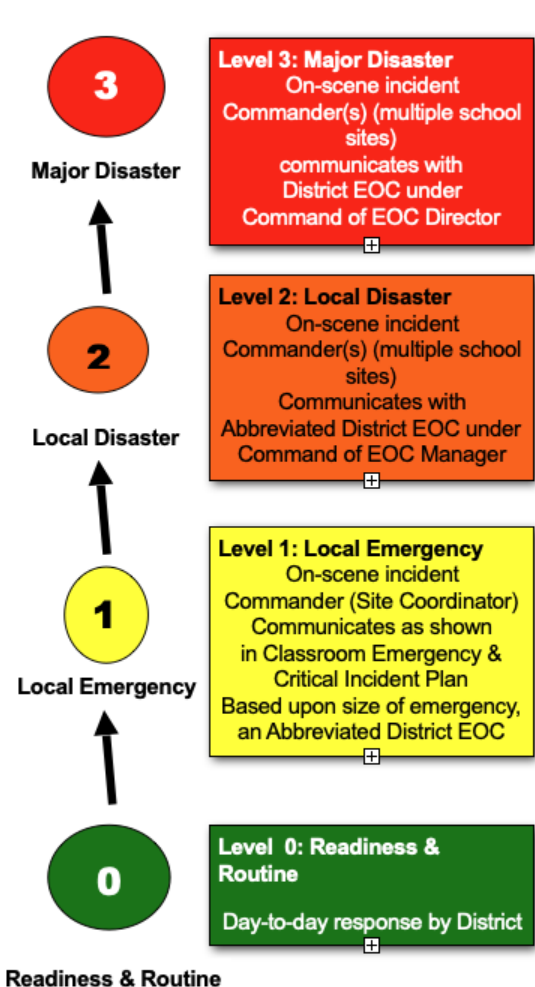- State of Emergency
- State of Local Emergency

Disaster

A disaster is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and the local government will proclaim a Local Emergency. Jurisdictional EOCs are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Levels of Response

Response Levels are used to describe the type of event:
The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

3 Major Disaster

Level 3: Major Disaster
On-scene incident Commander(s) (multiple school sites) communicates with District EOC under Command of EOC Director

2 Local Disaster

Level 2: Local Disaster
On-scene incident Commander(s) (multiple school sites) Communicates with Abbreviated District EOC under Command of EOC Manager

1 Local Emergency

Level 1: Local Emergency
On-scene incident Commander (Site Coordinator) Communicates as shown in Classroom Emergency & Critical Incident Plan Based upon size of emergency, an Abbreviated District EOC

0 Readiness & Routine

Level 0: Readiness & Routine
Day-to-day response by District

Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of Santa Clara will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with MVWSD to respond. The affected Cities and the County of Santa Clara will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources.

25

All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase
Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase
The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase
Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, ICS may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase
Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

Natural Disaster Threat Assessment

Major Earthquake Threat Summary
Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in Santa Clara County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted the San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have a high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Descriptive Title	Richter Magnitude	Intensity Effects
Minor Earthquake	1 to 3.9	Only observed instrumentally or felt only near the epicenter.
Small Earthquake	4 to 5.9	Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage.
Moderate Earthquake	6 to 6.9	Moderate to severe earthquake range; fault rupture probable.
Major Earthquake	7 to 7.9	Landslides, liquefaction and ground failure triggered by shock waves.
Great Earthquake	8 to 8+	Damage extends over a broad area, depending on magnitude and other factors.
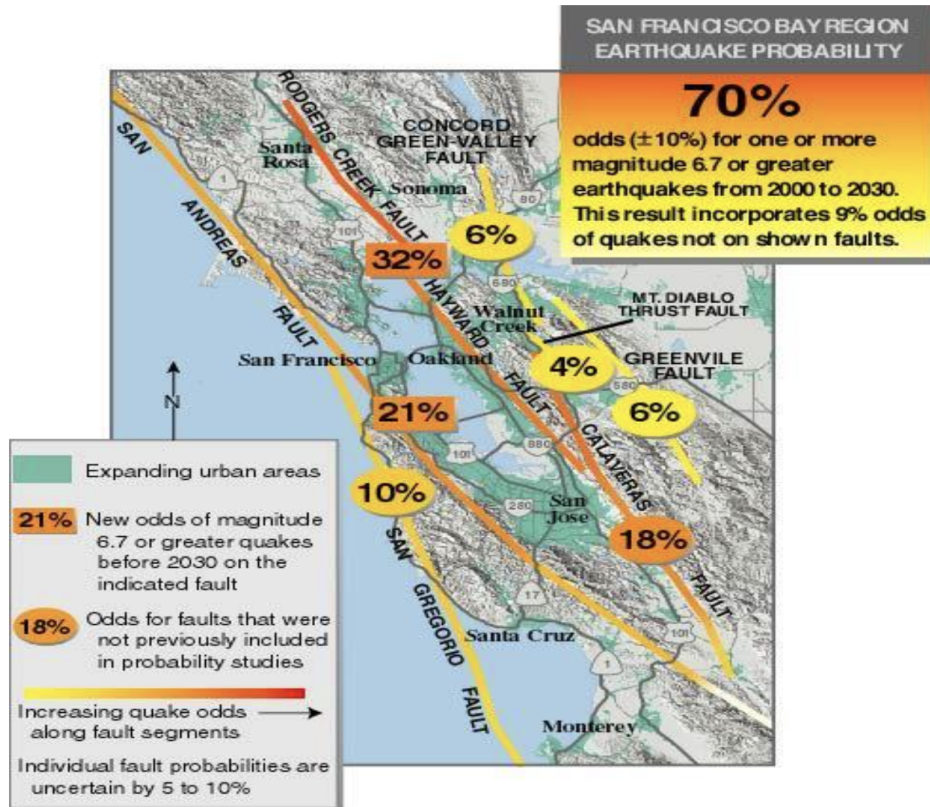
Staff Responsibilities and Preparedness

Preparing MVWSD for emergencies starts with staff preparedness. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

Staff Preparedness

In order to prepare their family and home for earthquakes and other emergencies, each staff member should acquire or develop:

- A 72-hour supply kit for the home
- A Car Kit, including comfortable clothes/shoes and medications
- A plan to reunite with their family
- A neighborhood preparedness program

If the disaster occurs during school time, reunification procedures require students to remain at school until the parent or emergency contact completes the check-out process. In order to remain during emergency response, staff need to undertake preparedness activities within their own families.

Disaster Service Worker Status

California Government Code Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by the superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, state agency or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

- When a local emergency has been proclaimed,
- When a state of emergency has been proclaimed, or
- When a federal disaster declaration has been made.

District and Parent Responsibilities for Students

District Responsibility

If the superintendent declares a district emergency during the school day, students will remain on campus until:

1. Regular dismissal time and released only then if it is considered safe, OR
2. Released to an adult authorized by the parent or legal guardian whose name appears on district records.
   a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
   b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

Parent Responsibility

Parents and legal guardians of students have the opportunity at enrollment/reenrollment annually to provide emergency contact information. In case of a Declared Emergency, students will be released ONLY to persons designated as authorized pick up adults. Parents are responsible for ensuring that authorized pick up information for students is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

Incident Command System (ICS)

Responsibilities for a School Disaster

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Incident Command System (ICS) will be adapted for use at MVWSD sites during emergency response.

Major Concepts and Components

The ICS is a leadership and management system that is used during emergency response to provide overall direction and coordination. ICS can also improve how schools work together with public agencies during emergencies. The goal of incident command structure within schools is to respond and manage an emergency situation until professional emergency responders arrive to assist. Additional information outlining roles, responsibilities, supplies and so on, is located in Appendix D. Important features of ICS approach include:

- Establishment and use of common terminology across school sites, district offices, and local, state, and federal emergency response entities.

- Flexibility to expand or reduce activated components of the ICS structure.
- Optimization of personnel management into teams with a maximum of seven people.
- Clear response leader known as the Incident Commander
- Facilitation of information flow within and between all levels of the system.
- Improved interaction and coordination among all responding agencies.
- Increased efficiency of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- Reduced incidences of ineffective coordination and communications and duplicated resource requests.
- Utilization of the Unified Command Structure to manage incident objectives and response.

Activating ICS

ICS is activated whenever the Incident Commander (school leadership) deems an emergency response is needed. This can be something like an earthquake or fire. Not all incidents require activating the Incident Command System. Additionally, the ICS members and teams that are mobilized may change depending on the situation. For small-scale incidents, only the Incident Commander may be assigned, whereas larger incidents such as a reunification scenario may activate all sections. Command of an incident would likely transfer to the senior on-scene officer of the responding public agency when emergency services arrive on the scene. Command transfers back to the school when the public agency departs.

ICS Roles

All school staff members are part of ICS. Many times, a staff member's role within ICS is based on their routine responsibilities and the skills they use in normal operations. For example, a teacher may be part of the Community Care Team, whose role is to ensure that students are safe and comfortable after an emergency. Schools operate a modified version of the ICS structure implemented by larger emergency management organizations such as police and fire departments and government offices.

A school's modified ICS structure is divided into overlapping groups known as Teams and Sections. Teams organize personnel according to the ICS management strategy and include the Command Team and Strike Teams. The Command Team is responsible for the coordination and oversight of the response and the Strike Teams carry out specialized functions designed to meet the response objectives set by the Command Team. Key Teams and positions include:
- Command Team
  - Incident Commander
  - Public Information Officer
  - Liaison Officer
  - Safety Officer
- Section Chiefs
  - Operations Chief
  - Planning Chief
  - Logistics Chief
  - Finance Chief
- Strike Teams
  - Team Leads
  - Team Members

While Teams organize personnel according to management function, Sections are divided according to the types of responsibilities and actions delegated to each member. Sections are comprised of staff from each of the Teams. Key Sections include:
- Command Section
  - Incident Commander
  - Public Information Officer
  - Liaison Officer
  - Safety Officer
- Operations Section
  - Operations Chief
  - Site Check/ Security Strike Team
  - Search and Rescue Strike Team
  - Medical Strike Team
  - Student Supervision Strike Team
  - Student Transport / Release Strike Team

- Planning/Intelligence Section
  - Planning Chief
  - Documentation Strike Team
  - Situation Analysis Strike Team
- Logistics Section
  - Logistics Chief
  - Supplies/Facilities Strike Team
  - Staffing Strike Team
  - Communications Strike Team
- Finance Section
  - Finance Chief
  - Timekeeping Strike Team
  - Purchasing Office Strike Team

Additional information for each role, including responsibilities and checklists is provided in CSSP-22 ("Incident Command System Roles and Responsibilities"). The Incident Command Chart with role assignments is provided in CSSP-23 ("ICS Chart").

ICS Across MVWSD Organizations

The goal of ICS is to provide a standardized management structure for emergency response. By nature, ICS facilitates the effective collaboration of different levels within an organization. The following guidelines provide information on how the ICS of each organizational level might interact during an emergency. ICS may be activated at any time based on the nature of the emergency or situation, which may not meet any or all of the criteria outlined below.

District Office
The District Office has the overall responsibility for management of emergency response across the organization, including the creation of objectives and approval of all incident action plans. Examples of responsibilities carried out by the District Office during an emergency include:
- Generate organization-wide, or approve site action plans as needed.
- Communicate with the ICS of external agencies and school sites.
- Ensure ICS alignment with organization-wide plan.
- Assist with troubleshooting of major issues
- Liaise with external stakeholders as needed
- Ensure responses at all school sites are coordinated
- Coordinate resources distribution to school sites and reallocation of resources between sites
- Generate reports and updates as requested

The ICS of the District Office may be activated when:
- Emergencies are impacting multiple school sites
- Substantial resources are need or must be reallocated across sites
- Situation is likely to attract significant media attention
- Situation requires coordination with external stakeholders, including state-wide or national emergency management organizations or government agencies
- Emergency may disrupt operations of the organization as a whole
- Extensive guidance is needed for school site ICS
- Response requirements exceed the capacity of the school site(s)

School Sites
School sites are responsible for the management of the immediate response to the emergency. School sites are usually the first to respond and have the most familiarity with the specific circumstances of their site. Examples of responsibilities carried out by schools during an emergency include:
- Ensure the safety of all individuals on site
- Generate site action plans as needed
- Communicate primarily with the ICS of the District Office when needed
- Provide updates and reports to the District Office

The ICS of the School Site may be activated when:
- There is an immediate threat to the safety of students, staff, or visitors

- The emergency disrupts normal school operations
- Resources are needed beyond those available at the school site
- Coordination is required with local first responders or emergency services
- Response or emergency is likely to last for an extended period

Unified Command Structure

When multiple ICS teams work together, they become part of a Unified Command Structure. Within a Unified Command, Incident Commanders from all organizations with geographical, legal or functional responsibility collaborate to establish a common set of objectives and strategies within a single Incident Action Plan. Unified Command is designed to allow all agencies to work together, making it a valuable tool to help ensure a coordinated multi-agency response. Additionally, Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability. Advantages of using Unified Command include:

- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Utility Shut-Offs

Knowing when and how to deactivate critical utilities is an important part of any school mitigation strategy. While utilities such as power, water, and gas allow support normal operations, they pose serious risks to health and safety following emergencies such as natural disasters. For example, natural gas is a common cause of fires following a disaster, and piped-in water can become contaminated as well as cause property damage if a structure is impacted. Although it is safest to call the service providers directly when utilities need to be shut-off, service providers can be inundated with requests following an emergency and responses may be delayed. Thus, it is critical for designated staff to understand when to deactivate utilities and how to do so. Detailed instructions, as well as maps and photographs of utility shut-offs, are available in CSSP-24 ("Utility Shut-Off Maps").

Public Agency Use of Facilities and Equipment During an Emergency

During certain declared emergencies, public agencies, including the American Red Cross, may use school facilities and equipment for the purpose of emergency response. Such activities may include, but are not limited to:

- Mass care of members of the general public and the school community
- Establishment of welfare shelters
- Designation as a staging area for off-campus or extended response activities.

Under such circumstances, MVWSD will work with the relevant agencies to coordinate any services deemed necessary to protect community health and welfare. Although it may be difficult to anticipate when access to facilities and equipment may be necessary, individual sites are encouraged to work with local public safety agencies for the purposes of advanced planning and cooperation.

Emergency Communications

Public Notification Systems

The Department of Homeland Security and the California Office of Emergency Services collaborate to provide information and warning notifications during an emergency. These messages are sent via the Emergency Alert System (EAS), a national public warning system that allows for immediate nationwide broadcasting across most communication devices. The system also may be used by state and local authorities to deliver important emergency information such as AMBER (missing children) alerts and emergency weather information targeted to a specific area. Announcements made via the EAS include:

- This is a Test
- Severe Thunderstorm Warning
- Tsunami Warning
- Hurricane Preparations Ordered
- Evacuation Ordered
- Shelter-in-Place for a Security Incident
- Shelter-in-Place for a Hazardous Material Incident
- All Clear

Terminology utilized by EAS operators may not always align with the terminology utilized by MVWSD during emergency response. It is the responsibility of the appropriate personnel, such as Principal or Incident Commander, to determine which responses should be activated within the school site.

Reverse 9-1-1 is a relatively new method of public emergency communication, in which local authorities can send out emergency messages that target specific geographic areas via phone. Messages received via Reverse 9-1-1 should be responded to based on the message instructions and MVWSD procedures.

Contacting 9-1-1

All MVWSD staff should contact 9-1-1 immediately when they feel the need to do so, without having to wait for prior approval from a supervisor or other staff. 9-1-1 should be contacted when:
- There is a threat to life
- Staff members witness a crime in progress
- When there is an immediate threat of property damage

If in doubt as to whether or not emergency assistance is needed, staff should contact 9-1-1. Dispatchers will notify the staff member if emergency assistance is required. The best way to contact 9-1-1 is via office or classroom telephones, but cell phones may also be used. Staff should be prepared to share the following information with dispatchers:
- Address (can be found on the At-A-Glance Procedures posted in each classroom and work space)
- Your Name
- Type of emergency
- Call back number
- Additional details relevant to the emergency

If it is not safe for staff to call 9-1-1, text messaging can be used with certain limitations. Text messages to 9-1-1 do not have network priority over other types of messages, so it may be slower than calling directly. Additionally, 9-1-1 can only respond to texts in English. To send a text message to 9-1-1, follow these steps:
1. Open the messaging app and type 9-1-1 in the "To" field
2. In the message, send the location of emergency (including city) and type of help needed (fire, police, medical)
3. Keep messages short and do not use abbreviations
4. Stay with the phone
5. Answer any additional questions sent by the dispatcher

If possible, staff should assign a colleague to notify their supervisor (Principal/Director/Supervisor) while they contact 9-1-1. After contacting 9-1-1, staff should immediately notify their supervisor Principal/Director/Supervisor) and the Principal/Director/Supervisor must notify the Office of the Superintendent. Numbers can be located in the Emergency Contact segment of this CSSP or on the At-A-Glance procedures posted in each classroom and work space.

Activating the Fire Alarm

MVWSD facilities are equipped with automated fire alarm systems, smoke detectors, and carbon monoxide detectors. To sound the fire alarm in the event that the system fails to activate automatically, pull the nearest fire alarm lever and follow evacuation protocols. After evacuating the building, contact 9-1-1 to report the fire and notify the Principal/Director/Supervisor.

Initiating School-Wide Emergency Announcements

Emergency announcements, including the activation of Shelter-In-Place, Lockdown, or evacuation, should be made when a responding staff member observes a threat or hazard warranting the response, or when notified to do so by city, county, or state public safety personnel. All emergency announcements should follow the standard format outlined in CSSP-25 ("Emergency Announcements Script").

Staff members initiating an emergency announcement should utilize a four-step process:
1. Make the announcement via the PA or All Call feature of classroom telephones
2. Make the announcement via radio
3. Make the announcement via text message or email
4. Notify Principal/Director/Supervisor who then notifies the Office of the Superintendent to report emergency

Internal Communications

Effective communication is a critical component of successful emergency response. In all scenarios but a Lockdown, staff should prepare to receive additional information via telephone, radio, and email. After an emergency announcement, staff should turn their radios to their assigned school channel .

Radio Channel 1	Radio Channel 2
Bubb, Castro, Crittenden, Landels, Mistral and Vargas	Graham, Imai, Monta Loma, Stevenson, Theuerkauf

If the announcement was a Lockdown, radio volume should be turned off to maintain silence. Additional details as to when to communicate during a Lockdown are included in the Lockdown procedures outlined in CSSP-1.

Emergency communications are brief, clear, and based on fact or reasonable deductions. As such, communication traffic should be limited to immediately useful information in order to minimize cross-talk, and should not include speculative information or rumors. Additionally, unless urgent or critical, sensitive and distressing information should be relayed via non-verbal methods of communication when possible.

External Communications

Parents and guardians will be notified of emergencies via MVWSD's mass notification system. During most responses, the school office or leadership team will be responsible for sending timely, accurate, and useful information to parents and guardians. However, circumstances may arise in which other staff members may need to send emergency notifications. All staff should use the Emergency Communications Templates (CSSP-26) when sending notifications to parents and guardians.

Responding to Parent / Guardian and Media Inquiries

Parents and guardians will be reminded not to contact the school following an emergency and asked to await further updates and instructions via the mass notification system. Nevertheless, an increase in the volume of incoming calls is normal following an emergency. Staff are not required to answer phone calls during an emergency response if doing so would hinder the following of response procedures. Individuals responsible for handling inbound phone calls and messages will be designated by the school leadership team or the activation of the Incident Command System's Communication team.

If non-designated staff do answer phone calls following an emergency, all sensitive communications, such as relaying student injuries or response details, should be referred to a member of the leadership team or the Communications Officer. Likewise, staff will not respond to media inquiries, but will instead direct all requests to the leadership team or the Communications Officer.

Recovery

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources. Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal. When the needs of the victims exceed the

immediate resources available to the school, its mental health providers and clinics, and Santa Clara County Mental Health and the agencies working under its umbrella are available to support schools.

Numerous agencies, including the mental health providers and clinics that MVWSD contracts with, provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services may include one-on-one, group, or family-oriented approaches ,which require a different skill set than an emergency mental health response to a community or school crisis.

Protocols for Mental Health Support During Recovery

Multi-Agency Supports
To best prepare for and manage the mental health recovery phase, faith-based, private and public school districts within San Jose, Santa Clara, Sunnyvale, Mountain View, Los Altos and Los Altos Hills and the Santa Clara County Department of Behavioral Health Services have agreed that:
1. Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the Santa Clara County Behavioral Health Services Department before reporting to their assigned campuses.
2. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The Superintendent, Director of Student Support Services and Special Education and or designee may contact the Santa Clara County Behavioral Health Services Department to mobilize a community response team that includes mental health professionals with training and expertise in crisis response.
3. The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.
4. In police, fire or district debriefings with school staff, parents and impacted students, a representative from the District, Santa Clara County Behavioral Health Services Department, or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.
5. In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

District-Led Supports
School leaders should contact the District Office Health and Wellness Coordinator for support with on-campus counseling services. Parents may contact the principal or middle school counselor for assistance with any school-based counseling needs. A list of community mental health resources may be found on the District's website at https://www.mvwsd.org/parents/virtual_wellness_center/mental_health.

Overview of Disaster and Emergency Response

Response plans in this section provide a description of each response, when it might be utilized, and the response objectives. Actions that should be taken by all staff members are also included. Specific actions for teachers, students, administrators, and Incident Command Team members are included in Appendix (CSSP-1).

Requirements
Response plans in this section, and the associated Appendix sections CSSP-1 and CSSP-2, provide a description of each response, when it might be utilized, and the response objectives. Actions that should be taken by all staff members are also included. Specific actions for teachers, students, administrators, and Incident Command Team members are included in the Appendix for each procedure or incident type.

Objectives
- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.

Evacuation

Evacuation may not be necessary for every emergency situation. In some cases, an administrator may decide to call for an evacuation, and in other cases, the decision whether or not to evacuate may fall to the classroom teachers. If given no directives in a situation, assess if it would be safer for everyone to remain in the current location or to move to another area. If the environment seems precarious, the fire alarm sounds, or if so directed, proceed with the evacuation. Evacuation maps for on-site (includes routes) and off-site locations are provided in CSSP-1 ("General Emergency Response Procedures").

General Evacuation

A general evacuation is executed upon hearing the fire alarm or with a verbal command. Standardized evacuation practices are as follows:
- Fire: Evacuate at least 50 feet from the building.
- Bomb Threat: Evacuate at least 300 feet from the building.
- Multi-hazardous: Evacuate at least 300 feet from the building. (Earthquake could fall into this category depending on the hazard it presents)

Controlled Evacuation

A controlled evacuation will be executed by the IC or police/fire authorities. A controlled evacuation is typically conducted classroom by classroom. Areas or classrooms closest to the threat are evacuated first. Staff and students are directed to evacuate away from the threat.

Evacuation of Individuals Requiring Additional Support

An Individual Emergency Response plan should be formulated for each student or staff member on campus who may require assistance during an evacuation due to physical, cognitive, or emotional/behavioral needs, be they temporary or permanent. In the event that the need for assistance results from the emergency or the IERP is not available, the following options can be utilized:
- Carrying student
- Adult and student waiting for the fire department in the prearranged area
- Staff person assigned to a specific student(s) to assist students during an evacuation

Off-site evacuation

In certain situations, it may be unsafe to remain on the school grounds and Incident Command will inform faculty and staff members that the entire school community will be moving to an off-site location. If the school site needs to be evacuated, all students and adults will walk to the designated off-site location. Maps and walking directions to the off-site evacuation location are included in CSSP-1 ("General Emergency Response Procedures").

Reverse Evacuation

Though highly unlikely to occur, a reverse evacuation is called after an evacuation when it is decided that seeking shelter is the safer course of action than moving away from buildings or campus. It should be assumed that the reason for the reverse evacuation is a dangerous threat on campus (not between students and school shelter) and should be followed by Lockdown procedures unless noted otherwise.

Campus Movement Restrictions

Campus Movement Restrictions are a series of procedures that are designed to limit movement to and from campus. The types of Campus Movement Restrictions include Lockdown and Shelter-in-Place. A Lockdown is called when an imminent security threat is present in or on campus. Shelter-in-Place is utilized when the security threat is near campus but not on it or when a hazard exists that is not a security threat but makes it dangerous for individuals to be outside. More details for each of these procedures, including announcements, is available in the appendix.

Lockdown - Tactical Response

The purpose of a Lockdown is to provide a means for alerting staff and students to an emergency situation in the school that requires all movement on school grounds to be eliminated for a period of time. Lockdown is used when there is a direct threat on campus including:
1. There is a threat/hazard within the building
2. There is an active assailant
3. A weapon has been reported and/or found in the building

These three situations pose the greatest threat to students and staff and require the highest level of movement restriction.

Shelter-In-Place

The goal of Shelter-In-Place is to move all individuals from outside into an inside area and keep them there. Additional precautions may be needed to respond to the hazard, such as closing ventilation or wearing masks. Shelter-in-Place is used when there is a non-human threat, or environmental hazard, that could cause harm or is used when a threat or hazard has been identified or occurred outside of the building. In general, no adults or children will be permitted to leave or come onto campus. Some exceptions may apply with approval from the administrator. Some examples include:

- Unhealthy air quality
- Chemical Spill
- Wild animal within building/campus
- Severe weather
- Police activity in the surrounding neighborhood that could move onto campus
- Unknown individual loitering near campus or trying to gain access to campus
- Lockdown in place at a neighboring school
- Civil disturbances, riots, or public demonstrations
- Missing student
- Dangerous wildlife identified in the area

Reunification

Reunification is an orderly and efficient process of reuniting children with their parents or guardians when an emergency disrupts or prevents the normal dismissal process. Reunification may take place either on or off campus depending on the emergency. Families will receive information about the reunification process annually. The off-site reunification location(s) will also be communicated to families in advance. A diagram to guide the set-up of reunification stations, including maps, is provided in CSSP-1 ("General Emergency Response Procedures").

Individual Emergency Response Plans (IERPs)

An Individual Emergency Response Plan (IERP) is a valuable tool that is meant to ensure the safety and well-being of students with disabilities or special needs during an emergency situation. IERPs are an important part of a site's mitigation strategies as they can reduce the impact of emergencies on individuals with disabilities or special needs who may otherwise be disproportionately affected.

IERPs should be developed collaboratively, involving input from the student (if appropriate), their parents or caregivers, relevant healthcare professionals, and school staff. All individuals involved in implementing the IERP, including teachers, school leaders, and other staff members, should be familiar with its contents and trained in any specific procedures it includes. A template and instructions for completing an IERP is provided in CSSP-29 ("Individual Emergency Response Plan").

Crisis Communication Plan

Overview

Generally the Superintendent will be the spokesperson for the District in the event of an emergency. However, there may be circumstances when the Superintendent is not available. This section of the CSSP should be used as a guide for communication in the event that the Superintendent is not available to provide communications to parents or the media.

This Crisis Communication Plan provides information and procedures for the coordination of communications within the District, between the District and its stakeholders, and between the District and the media.

Our guiding principle is to communicate facts as quickly as possible, updating information regularly as circumstances change, to ensure the safety of our students and staff and the continued operation of essential services.

We will use multiple mediums to reach as many people as possible with accurate, timely information. This is especially important in the first hours and days of an emergency or crisis. Our goal is to be open, accountable and accessible to our audiences, while also being mindful of legal and privacy concerns.

Whenever possible, the first groups that should be informed about a crisis are internal audiences who are directly affected, such as staff and Board members. The next groups should include students and parents. The final groups are community leaders, and other audiences as well as the media. The communication channel for each audience may differ and the use of multiple channels is encouraged.

In a crisis, people make decisions differently. They simplify, and cling to current beliefs. They remember what they see or have previously experienced, which means that first messages carry more weight. So in a crisis, we initially communicate:
- Simply
- Timely
- Accurately
- Repeatedly
- Credibly
- Consistently

We can build trust and credibility by expressing:
- Empathy and caring
- Competence and expertise
- Honesty and openness
- Commitment and dedication

Steps to Take for Communications in a Crisis

1. Members of Cabinet should meet immediately upon notification of a crisis. School principals should be included if a school site is involved.
2. Assess the magnitude of the situation and formulate a communications strategy to fit the situation. It's critical to do a quick assessment to help predict the level of public information and media response that will be required.
3. Identify audiences that need information:
   a. Those that are most affected by the event (most likely students and staff)
   b. Those that are not immediately affected but need information about safety and facts of the event (e.g., parents, Board members)
   c. Those that are not affected by the event but still need information (e.g., community leaders and media)
4. Develop messages to be communicated to each audience and determine who is responsible for delivering those messages. See Message Planning Worksheet (pg. 5) and Template for Initial Media Release (pg. 10) for assistance.
5. Deliver the initial messages as quickly as possible. See Crisis Communication Life Cycle on the next page for information that should be included in messages.
6. Be first. Be right. Be credible.
7. Say and do things that show everyone that the District is seriously concerned about what has happened and is taking action.

Each phase of a crisis has its own unique informational requirement. The following chart outlines the Crisis Communication Life Cycle and identifies typical information needs of each phase.

Crisis Communication Life Cycle

	Pre-Crisis	Initial	Maintenance	Resolution	Evaluation
Typical Questions		• What happened? • Where and when? • Who's responsible • Who's to blame? • Are we safe? • What's the danger to my children? • What's being done to protect or help people? • Is anyone hurt? Sick? Dead? • Who are they? • What are you going to do about it? • Who's in charge? • What's going to happen next? • Confirm the information from reliable sources	• What's the risk to my child and me? • What can I do to minimize the risks? • What should/can I do to help? • Why are you doing what you are doing? • What aren't you doing more/differently? • Who should I listen to? • Who's right?	• Why didn't the response go better/differently? • Who's responsible for getting us back to normal? • Why is it taking so long to _____? • I'm not seeing this on the news anymore. Should I still care?	
Information Goals	• Identify audiences • Develop generic messages and materials • Identify channels of communication • Exercise the plan to be sure it works • Build relationships with audiences and media now • Make sure employees know what to do if they are approached by the media	• Acknowledge the event with empathy • Explain and inform in simple terms about the risk • Establish your credibility • Provide appropriate courses of action (including where and how to get more information) • Commit to stakeholders to continued communication	• Help people understand the impact of the situation and their risk • Provide background information to those who need to know • Gain understanding of and support for response • Monitor what is being said by whom and correct any misinformation	• Improve future response by providing education about this response • Honestly examine problems and mishaps • Reinforce what worked	• Debrief and evaluate how the plan worked • Document the response • Revise the plan to incorporate changes based on lessons learned

The worksheet below is useful in helping to identify audiences, key messages, and appropriate communication channels.

Message Planning Worksheet

Event: _____

Audience	Key Message	Supporting Facts	Communication Channel

Message Development
Messages should be clear, direct and simple:
- No more than 3 key points
- Use clear, direct language

- Avoid jargon
- Do refute negative allegations without repeating them
- Use positive or neutral terms, when possible
- Discuss what you know, not what you think
- Don't express personal opinions

Communication experts recommend the 27/9/3 principle: 27 words, nine seconds, three messages. If you don't keep it short and simple, someone else will make it short and simple for you and you may lose your key message.

Important points to be made are: student safety is top priority, preparedness of the school, access to information for parents, responsible immediate action taken by school representatives, support provided for students at the school, and coordination of efforts with community agencies.

Useful phrases:
- We are still gathering information.
- All of our students and staff are accounted for and safe.
- Our emergency procedures worked exactly as we intended and practiced.
- Student safety is our top priority. We will continue to update our safety plans and security measures to protect our students and staff.
- Here are some steps we are taking immediately: LIST SAFETY STEPS
- We are very proud of our students and staff at our schools, who with the able assistance of the Mountain View Police Department, helped save lives.
- We know this is a difficult time for your family, and we encourage you to take advantage of the professional mental health service being offered by CHAC (650)965-2020.
- We will provide regular updates on the district website: www.mvwsd.org
- Thank you again for your involvement and commitment to our schools.

You may be able to use the same message for multiple audiences.

As messages are developed, have the messages reviewed (ideally by a member of the audience the message is intended for) to make sure they are clear and direct. It's important to remember that during a crisis, people take in information differently. Communication takes place in the mind of the receiver.

In addition to the primary messages developed, other information such as school and district FAQs should be ready.

Be sure to develop a script for those answering phone calls.

Sample Frequently Asked Questions:

What happened? Stick to the facts you have verified: who, what, when, where. Coordinate information release with law enforcement.

How much damage? Never speculate on the dollar amount of damage. Give factual, clear information as it becomes available, e.g., two classrooms have been damaged in the fire.

How many people were killed/injured/missing? ONLY RELEASE CONFIRMED NUMBERS. Coordinate with law enforcement.

How can I locate a family member, colleague, or student? Provide evacuee information numbers and locations.

How can I get updated information? Give time and location of next briefing as well as hotline number.

How can parents and teachers receive information about how to help children deal with trauma? Provide phone number to CHAC and/or County Mental Health Department.

How can I volunteer to help or provide donations? Provide information number. Items needed now include: LIST

Why did this happen? NEVER SPECULATE

What are you doing next? We are assessing the situation and will determine next steps in cooperation with the Mountain View Police Department. Provide information on how families are being reunited, when classes will resume, etc.

Were any policies or laws violated? We are conducting a thorough investigation into what occurred and how it can be prevented in the future.

Working with the Media

The media can be strong allies in getting your messages out quickly and accurately. Media has the legal right to have access to whatever the general public has access to.

Let the media know when new information can be provided. Establish a schedule for information releases. Provide all media with the same access at the same time.

The spokesperson brings the organization to life. He or she literally embodies the organization and gives it its human identity. The spokesperson should remain calm, attentive, and polite with a relaxed and neutral physical stance. Make eye contact. Keep hands near the waist, but still visible and minimize the movement of hands. People judge the messenger before the message.

Tips for Working with the Media
- Tell the truth.
- Say it first.
- Use everyday language, not jargon.
- Be sure to listen to the whole question before answering.
- Don't restate any question you are asked (especially negatively phrased questions) because, through editing and selective quoting, it can be made to appear part of your statement.
- Don't interpret events or motives or predict what will happen.
- Don't speculate, ad lib, blame anyone, or try to be deceptive.
- Don't let anyone bait you into an argument because you are almost certain to look defensive.
- Don't downplay the seriousness of the situation or withhold information.
- Buy time by asking a reporter to restate a question. This will give you time to think before answering.
- Don't assume information the reporter has is correct until you have confirmed it.
- Never say "no comment."
- There is no such thing as "off the record."
- Don't make promises related to media deadlines. Indicate that you will do your best to respond in a timely manner.
- Reporters might leave a "blank space" hoping that you will fill the time with unintended comments. After you have made your three key points, stop talking.

Useful Phrases When Working with the Media
- I believe I have already answered that question. What you really need to know is...
- That's a great question. May I get back to you?
- Yes, that's been said, but let's not forget that...
- I agree with you about X and I think it illustrates a great point...
- What we do know is...
- The real question here is ...
- As I said before...
- The key thing is...
- There are three points we need to remember...

Students, Staff and Parent Rights with the Media
- You have the right to:
- Say no to an interview.
- Be treated with respect
- Select the time and location of the interview
- Have someone with your during the interview
- Know the purpose of the story
- Ask about questions in advance
- Speak to one reporter at a time
- Release a written statement instead of having an interview
- Refrain from answering uncomfortable questions.
- Say when the interview is over.

- Ask for a correction if the information is wrong.

Template for Initial Media Review

<div align="center">FOR IMMEDIATE RELEASE</div>

    Contact: NAME
    Phone:

    Headline: NAME OF SCHOOL, INCIDENT

    Describe Situation: At approximately TIME, DATE, TYPE OF INCIDENT occurred at SCHOOL NAME, LOCATION

    Describe Action Being Taken:

    Our school and district crisis response teams as well as emergency responders (LIST AGENCY NAMES) are on scene.

    Our major concern is for the safety of our students and staff.

    Parents can meet their students at LOCATION ADDRESS.

    Insert quote from principal/district office administrator.

    For more information:
    Hotline number
    District website address

Sample School Fact Sheet

<u>About the school district</u>
- Name
- Location
- Number of schools
- Number of pupils
- District mission
- School calendar
- Board of Education members
- Superintendent

<u>About the school</u>
- Name
- Location
- Grades
- Number of pupils
- Motto/mission
- Principal
- Number of teachers
- Facility: when built, when remodeled
- History

Sample Daily Fact Sheet

Date:

School District:

School Name:

Contact:

Contact Phone:

Latest Information:

Press briefing schedule:

Donations:

Condolences:

Funeral arrangements:

Mental health support:

Parent Information line:

Website:

Sample Media Request for Information

Reporter: _____

Media outlet: _____

Phone: _____

Deadline: _____

Specific question: _____

_____

_____

_____

Message taken by: _____

Date and time of request: _____

Sample Media Request for Interview

Request interview with: _____

Media outlet and reporter name:_____

_____ TV

_____ Radio

_____ Newspaper

_____ Magazine

_____ Other

Phone: _____

Date interview to be held: _____

Topic: _____

Anticipated length of interview: _____

Other interviewees: _____

Message taken by: _____

Date and time of request: _____

Monitoring
During an event, it's not enough to disseminate messages. You also need to monitor what is being reported and what is being said or asked for by target audiences. This gives the opportunity to correct misinformation or to clarify and expand messages.

Post Event Evaluation
When the event is over, evaluate:
- Did all audiences receive the message in a timely manner?
- Were the messages received and interpreted in the way we intended?
- Did the channels of communication work as we expected?
- Did we effectively monitor the situation and were we able to adopt our response as needed?

Sample Letters and Notification Statements

Date

Dear Parent/Guardian:

Shortly before *(time)* today, an anonymous caller indicated that a bomb was set to explode in our school. While the threat was suspected to be a prank, school officials quickly proceeded to take appropriate action to insure the safety of students. The building was completely evacuated within *(number)* minutes. Officials from the police department arrived on campus immediately to conduct a thorough inspection. No explosive devices were found and portions of the building were reoccupied as officials determined the areas to be safe. All students resumed their regular schedules by *(time)*.

These practical jokes are no laughing matter to those of us concerned with the safety of our students and the importance of an uninterrupted school day. False bomb threats are a crime under California law, and charges will be filed if the individual responsible for this incident is caught.

I would like to compliment the students, staff and authorities for the way they handled this situation.

Sincerely,

Dear Parents:

It is always a scary situation when you hear there has been a bus accident. It is always a great relief when you know no one was hurt and that it was not serious. Such was the case in the incident on *(day), (date)*.

There was a substitute bus driver driving the morning kindergarten route home. She was following the prescribed route home and entered the parking lot where students are regularly dropped off for afternoon day care. The driver was unaware of the holiday and the early closure of that day. While in the parking lot, the driver made a sharp cutting turn and hit the light pole in the lot.

Fortunately no student was injured. There was minor damage to the bus and the light pole was knocked down. Another bus and driver safely transported all students home, and the school office contacted all parents.

If you have any other questions regarding this incident, please call the office at *(number)*.

Sincerely,

Dear Parents:

Understandably, with the recent tragedies that have occurred elsewhere in the nation, we feel a greater obligation to take every precaution in protecting your child at school. As a result, I would like to make you aware of a situation that took place earlier today at *(school).*

About mid-morning, we learned that local law enforcement officials were searching for an unarmed individual in the vicinity of our school. As a precaution, the decision was made to ensure the safety of all students by locking down our classrooms until the search concluded.

During this 45-minute period, students were safely secured behind locked doors and teachers calmly met with their children in out-of-view areas within the classroom. After an indication from authorities that the situation was under control, classes resumed their normal routines with no further disruption.

I would like to commend our students and staff for how quickly and quietly they responded to this situation. I also would like to thank local law enforcement officials for their assistance during this episode. Fortunately, no immediate danger resulted from the search for this individual. However, I share this to assure you that our staff has proactively prepared for such an incident. The precision and cooperation with which it was handled is evidence of the steps that have been taken to protect the well-being of your child. Absolutely nothing is more important to those of us at *(school).*

Sincerely,

Comprehensive School Safety Plan :
Appendix

Prepared By:

CSSP 1 - General Emergency Response Procedures: Alphabetical Order

Redacted for security purposes

CSSP 2 - Incident-Specific Response Protocols: Alphabetical Order

Redacted for security purposes

65

Redacted for security purposes

Redacted for Security Reasons

STAFF ACTIONS if package is leaking:

CSSP 3 - Safety Planning Committee

Determining Membership

Regular Members
Safety Planning Committee members should represent the different groups within the school community:
- Administrators or designees
- Classified employees
- Teachers
- Parents of children enrolled at the school
- Other certificated staff such as school counselors and nurses

Special Guests
When appropriate, students and external agencies (non-profits, public safety agencies, etc.) should also be invited to participate during selected Safety Planning Committee meetings. Students can serve as representatives, assist in safety inspections, and lead student-facing safety education activities. Their unique perspective can add a level of relevancy to committee activities and strengthen buy-in among their peers. External agencies can lend their expertise during planning activities and contribute resources to committee initiatives.

Dedicating Time
Time should be set aside for regular meetings, preparation of materials, program development, and activities. Time is a limited resource for all schools, so providing sufficient time for engagement indicates value to the community while increasing the overall impact.

Time Commitment
Safety Planning Committee members should plan to spend 3 hours per month on related activities, although more time may be needed during certain phases such as CSSP review and training events. The typical Safety Planning Committee annual cycle includes a review of emergency plans and training calendar in February, updates and finalizations to plans in March, and leading faculty professional development in August and January. The Safety Planning Committee calendar also includes regular meetings during the school year, periodic drills, training with dedicated safety or ICS teams, and at least an annual safety audit or walk-through.

Annual Calendar

Date	Time	Description of Meeting
August		Check emergency supplies Safety objectives and planning Review CSSP and annual survey of school safety (see CSSP-8)
December		Mid-year review objectives/plan Suggested amendments/updates CSSP Review PSA change requests to CSSP
February		Finalize amendments/updates to CSSP Complete annual survey of school safety (see CSSP-8)
April		End-of-Year review objectives/plan Set objectives/plans for upcoming year

Meeting Planning
Meetings should be arranged with sufficient notice for committee members to attend, with particular attention paid to teachers who may need to secure class coverage. Additionally, the meeting venue and method (in-person vs. online) should be accessible and convenient to support attendance. If the meetings are to be recorded, participants should receive advance notice and a protocol should be developed for maintaining and using the meeting footage.

Recordkeeping
Prior to the meeting, agendas should be provided, with time allotted for the committee to raise new issues and engage in discussion. It is best if detailed notes are taken during the meeting, and even better if notes are taken by a designated individual who is not a committee member. The notes should be made available with the meeting agenda to the committee in advance to be reviewed and ratified during the next meeting.

Empowering the Safety Planning Committee

Scope of Work
In order to be effective, the Safety Planning Committee needs a defined scope of work. The basic scope of work includes:
- Conducting safety assessments: a walk-through or inspection of school facilities, equipment, and grounds to identify potential safety hazards or concerns.
- Creating the annual assessment of school crime: a review of annual data related to crimes committed at the school or at school-related activities.
- Developing safety plans and policies: proposing mitigation strategies for safety concerns identified during assessments or raised during committee meetings.
- Updating emergency plans: engaging in annual or semi-annual review of safety plans and suggesting updates based on staffing changes, lessons learned, new safety research, or expert recommendations.
- Leading safety training and education: organizing and developing training for various audiences on a wide variety of safety-related topics.
- Sponsoring safety awareness activities: planning and promoting activities and campaigns that increase understanding and adoption of safety principles.

Methods of Action
The actions available to the Safety Planning Committee will depend on a number of factors, including available resources, school organization structure, existing policies and procedures, and severity of the safety risk. In general, here are possible ways that Safety Planning Committee can work in conjunction with School Site Councils to address concerns:
- Investigations: members of the committee can be assigned by the SSC to conduct investigations into the circumstances and prevalence of an identified hazard.
- Mitigations: create and oversee the placement of equipment or procedural changes designed to reduce the safety risk.
- Surveys and focus groups: create, process, and present the results of surveys and focus groups evaluating the school safety climate, culture, and efficacy of programs.
- Presentations: data, proposals, and status reports can be shared with school leadership, governing boards, and stakeholder groups.
- Escalation: when safety risks are identified that require immediate action, members of the Safety Planning Committee can be provided a pathway of access to decision-makers within school or organizational leadership.
- Provision of resources: School Site Councils can also be allocated a portion of the budget to be used by the Safety Planning Committee for the purpose of funding improvements and education initiatives.
- Engagement with external agencies: drafting Memorandum of Understanding with public safety agencies, seeking consulting partnerships, and participating in the vendor bidding process are important means of action for Safety Planning Committees.
- Education: programs and initiatives can be developed for a wide-range of audiences to build safety awareness and compliance.

CSSP 4 - Sample Safety Planning Committee Agenda

Meeting Details
Meeting Date and Time:
Meeting Format and Venue:
Meeting Recorded? Yes / No
Note-Taker:
Attendees:

Introductory Items
1. Introduction of committee members and/or Icebreaker
2. Review of scope of work and general goals
3. Review of available mitigation strategies and action options

Action Items
1. Review of critical documents: EOPs, SOPs, Assessments, Safety Surveys
   a. Review objectives
   b. Document list
   c. Document location and access methods
2. Creation of annual calendar
   a. Meeting dates
   b. Training types and dates
   c. Drill types and dates
   d. Ongoing or continuing initiatives
   e. Upcoming events

Open Discussion
1. Discussion of new or existing safety concerns

Look-Ahead
1. Election of Officers
2. Review of critical documents
3. Ratification and adoption of calendar
4. Adoption of agenda and meeting notes

CSSP 5 - CSSP Record of Change

Use this form to record all changes and updates to the Comprehensive School Safety Plan (CSSP).

Change No.	Page(s)	Description of Change	Date Entered

CSSP 6 - Public Safety Agencies

Police Department

Mountain View Police Department

650-903-6344

1000 Villa Street, Mountain View, CA 94041

Chief Mike Canfield, michael.canfield@mountainview.gov

Fire Department

Mountain View Fire Department

1000 Villa St.

Mountain View, California 94041

650-903-6365

Chief Juan Diaz, juan.diaz@mountainview.gov

CSSP 7 - Public Safety Agencies CSSP Change Request Form

Use this form to record all changes and updates to the Comprehensive School Safety Plan (CSSP) that are requested by public safety agencies or their representatives.

Section Name and Page	Description of Change	Explanation/Reasoning	Requestor and Agency

CSSP 8 - Current School Safety Data Tables

Below is information shared with the School Site Council as part of plan development. These data points fulfill the requirement for "Current School Crime Status Data Tables."

Suspension and Expulsion Rates by Student Groups		
Year	Suspensions	Expulsions
All students	?	?
Female	?	?
Male	?	?
Non-binary	?	?
American Indian or Alaska Native	?	?
Asian	?	?
Black/African American	?	?
Filipino	?	?
Hispanic	?	?
Native Hawaiian/Pacific Islander	?	?
White	?	?
Two or more races	?	?
EL students	?	?
Foster Youth	?	?
Homeless	?	?
Military	?	?
Socioeconomically Disadvantaged	?	?
Migrant Education	?	?
Students with Disabilities	?	?

SOURCE: SARCs (School Accountability Report Cards) found here for middle schools and here for elementary schools.

CSSP 8 - Current School Safety Data Tables, Continued

	Suspension rates for Last YEAR	Expulsion rates for This YEAR	Suspension rates for Last YEAR	Expulsion rates for This YEAR
School	?	?	?	?
District	?	?	?	?
State	?	?	?	?

SOURCE: SARCs (School Accountability Report Cards) found [here for middle schools](#) and [here for elementary schools](#).

		Last YEAR	This YEAR		Last YEAR	This YEAR
Parents	My child is safe at school	SA/A%	SA/A%	Teachers and administrators enforce school rules fairly and consistently	SA/A%	SA/A%
Students	I feel safe at school	SA/A%	SA/A%	There are clear and fair consequences for breaking rules at my school.	SA/A%	SA/A%
Staff	I feel safe at school	SA/A%	SA/A%	Teachers, administrators, and other staff enforce school rules fairly and consistently.	SA/A%	SA/A%

SOURCE: LCAP survey results

CSSP 9 - Ingress and Egress Safety Plan

Traffic Safety

Directional and Safety Signage
The school has the following directional signs to ensure that vehicle traffic follows the appropriate patterns:
- Painted arrows
- Posted signs
- Sandwich boards or other temporary signs

Physical Barriers
The school has the following physical barriers to ensure that vehicle traffic follows the appropriate patterns:
- Permanent cones
- Temporary cones
- Curbs, medians, or planters
- Gates or Fences

Personnel
The school has the following trained, equipped personnel tasked with directing vehicle traffic:
- Campus security / safety personnel
- Yard supervisors
- Other classified staff - specify
- Certificated staff - specify
- Law enforcement personnel
- Municipal workers

Pedestrian Safety

Directional and Safety Signage
The school has the following directional signs to ensure that pedestrian traffic follows the appropriate patterns:
- Crosswalks
- Painted arrows
- Posted signs
- Sandwich boards or other temporary signs

Physical Barriers
The school has the following physical barriers to ensure that pedestrian traffic follows the appropriate patterns:
- Sidewalks
- Permanent cones
- Temporary cones
- Curbs, medians, or planters
- Gates or Fences

Personnel
The school has the following trained, equipped personnel tasked with directing pedestrian traffic:
- Campus security / safety personnel
- Yard supervisors
- Other classified staff - specify
- Certificated staff - specify
- Law enforcement personnel
- Municipal workers
- Parents or volunteers

Vehicles and Bicycles

Staff Vehicle Policy
The following policy governs staff operation and parking of vehicles on campus: <u>3540 BP - Transportation</u>
Student Bicycle Policy
The following policy governs student operation and parking of bicycles on campus: <u>5142.3 BP - Bicycle Safety Policy</u>

CSSP 10 - De-escalation Philosophy and Strategy

Overview
De-escalation includes a series of actions and approaches that can be used to reduce the likelihood that a conflict or behavior incident will become an emergency. Not all situations are appropriate for de-escalation. The basic principles of de-escalation include practicing effective awareness and applying intentional actions and communication techniques in order to lower the threat level. Not all situations are appropriate for de-escalation. **If an individual is severely agitated or enraged, or the behavior poses an imminent threat, call 9-1-1.**

Awareness
Practicing effective awareness is an important component of de-escalation. A high-level of awareness allows staff to recognize the signs that de-escalation is needed and reduce the influence of their own emotions and perspectives. Additionally, awareness can help manage the feelings of "fight or flight" that can naturally arise when faced with a conflict. The following list provides an overview of the types of awareness and their value within de-escalation.
1. Self-awareness: allows an individual to think, reason, choose, exercise free will, evaluate options, and make decisions. These capabilities are critical when assessing a conflict, as well as choosing and applying de-escalation strategies.
2. Emotional awareness: increases the ability to recognize and feel personal emotions and the emotions of others. Emotional awareness enhances de-escalation strategies that are designed to build a rapport and communicate empathy.
3. Situational awareness: builds control of the conflict and general situation and provides relevant background information. Includes what is happening in the general area, as well as how information, incidents, and actions impact the goals and objectives of those involved in the conflict.

Recognizing Escalation
It is important to note that not all conflict will escalate into a dangerous or threatening situation. Nevertheless, recognizing the signs of escalation early in the interaction can increase the likelihood that de-escalation strategies will be effective. Staff are encouraged to use their situational awareness skills and pre-existing relationships to evaluate when de-escalation is necessary. The following list highlights common signs of escalation, although it is not exhaustive.
- Clenching of fists or tightening and untightening the jaw
- Sudden change in body language or tone during a conversation
- Pacing or fidgeting
- Change in the type of eye-contact
- Protruding of the chest and arms further away from the body
- Disruptive behaviors: yelling, bullying, etc.
- Active non-compliance: intentional refusal to comply with rules, commands, or instructions

De-escalation Actions and Strategies
De-escalation actions assist individuals in carrying out de-escalation strategies while maintaining personal and situational safety. Actions are unique from strategies in that they can be universally applied during all de-escalation attempts, while strategies will vary depending on each situation.
1. Maintain situational awareness
   a. Who is in the room or area?
   b. What objects are nearby, such as chairs, tables, etc.?
   c. Are you blocking exists causing the individual to feel trapped?
   d. What are your physical options to escape?
2. Maintain your own calm
   a. Are you becoming upset and escalating the situation?
   b. Would the situation look different if you were calmer?
   c. Take a deep breath
   d. Use a low, dull tone of voice
   e. Resist becoming defensive even if insults are directed at you
   f. Walk away if you need to

3. Appear less threatening
    a. Appear calm and self-assured even if you aren't
    b. Maintain limited eye contact and try to be at the same level. Encourage the individual to remain seated but stand if they stand.
    c. Maintain a neutral facial expression
    d. Place hands in front of body in open and relaxed position
    e. Do not shrug your shoulders
    f. Do not point fingers
    g. Avoid excessive gesturing, pacing, fidgeting, or weight shifting
    h. Maintain a public distance (12 feet or more)
4. Practice effective listening and communication
    a. Acknowledge their feelings without passing judgment, whether you agree or disagree
    b. Use clarifying or open-ended questions to signal a full understanding of their concerns
    c. Ask to take notes
    d. Ask for the individual's ideas or solutions
    e. Do not make promises or argue
    f. Express intention to help
    g. Ask questions and give options rather than giving orders
5. Demonstrate empathy and compassion
    a. Make a personal connection. Ask simple questions about the individual, "What's your name?," "What's your son/daughter's name?"
    b. Use the individual's name in a sincere and neutral manner
    c. Use collaborative language, "we" or "us"
6. Know your role and responsibilities
    a. Have a good idea of what you can and can't do
    b. Uphold rules consistently
    c. Focus on compliance as the goal of the interaction
    d. Be the expert. If you don't know the answer to something, you do know where to find it. Say "I'm not sure" rather than "I don't know."
    e. Recognize if you are the best person to handle the situation

CSSP 11 - Threat and Crisis Assessment Resources

Threat Assessment Resources:

National Association of School Psychologists:
https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/systems-level-prevention/threat-assessment-at-school
- Brief Facts and Tips
- Best Practice Guidelines for K-12 Schools
- Critical Information for School Safety Teams

School Safety.gov: https://www.schoolsafety.gov/threat-assessment-and-reporting
- Threat Assessment Model
- BTA Team Training
- Video: Averting Targeted School Violence

Crisis Assessment Resources:

California Dept. of Education: https://www.cde.ca.gov/ls/ss/cp/crisisresp.asp
- Best Practices in School Crisis Prevention and Intervention
- Responding to Crisis at a School
- School Emergency Planning & Safety including Resources for Administrators & Classrooms

American School Counselor Association:
https://www.schoolcounselor.org/Publications-Research/Publications/Free-ASCA-Resources/Crisis-Trauma-Resources
- Webinar: Effective Crisis/Trauma Response
- The School Counselor and Safe Schools and Crisis Response

Maryville University: https://online.maryville.edu/blog/mental-health-crisis-toolkit-for-schools/
- Mental Health Crisis Guide for Schools

CSSP 12 - MVWSD Fingerprinting FAQs

Who gets fingerprinted/background-checked?
- Paid MVWSD staff members
- Long-term volunteers in certain District programs
- Regular volunteers who will be on campus more than 3 times a year for more than 10 min each visit
- Anyone who will be alone with a student in an official capacity during a District-sponsored activity
- Chaperones for overnight field trips

Who can volunteer without being fingerprinted/background-checked?
- Occasional adult volunteers and non-teaching volunteer aides who are under the direct supervision and within eyesight of a MVWSD certificated staff member.
- Volunteer supervisors for breakfast, lunch, or other specified nutritional periods
- Infrequent parent volunteers in classrooms or on daily field trips
- Members of the community providing non-instructional service (fundraising activities such as car washes or bake sales)

How is it that not all volunteers are fingerprinted/background-checked?
MVWSD follows Education Code 49024 that outlines who should be cleared before volunteering. Background checks mean time and expense for the District, as well as for the volunteer. While keeping student safety in the forefront, the law attempts to balance time and expense with the benefit, while not creating a barrier to parents who want to volunteer occasionally and to schools that need the help.

Who sees the results of the background check?
MVWSD's HR technicians are the only District personnel who see the results of the report. They would communicate to the school sites whether someone has a clear background check, or does not. No details of the report are shared.

There's a charge for fingerprinting/background-checks. Who pays?
Fingerprinting/background-checks cost typically between $62 and $75. Sometimes the school pays and sometimes the volunteer pays. How the background check will be paid for is indicated by the principal or administrator on the "fingerprint request form." If you are a parent and have concerns about the cost, please talk with your principal.

CSSP 13 - Annual Site Awareness Checklist

Recommendation	Steps	Participants	Completed
Review employment screening policy & procedure	◇ Does your screening process include volunteers, cafeteria workers, mechanics, bus drivers, and security, in addition to educational staff? ◇ Does your procedure allow for actual searches of courthouse records, rather than database searches, which are typically not accurate? ◇ Do you searchers do Social Security Number traces to identify any out-of-state venues that should be checked? ◇ Do your outside contracts use due-diligence screening procedures to check the backgrounds of their workers who regularly visit your school?	Human Resources	
Review the adequacy of physical security in and around campus buildings	◇ Are alarm systems working and have they been tested? This should include main campus buildings as well as maintenance and storage facilities. ◇ Are keys to campus and administration buildings adequately controlled? ◇ Are alarm pass codes changed when an employee leaves the school district? Make sure codes are not shared. ◇ Is exterior lighting working and is illumination adequate? ◇ Is interior lighting (night lighting) working and is illumination adequate?	Maintenance Operations	
Review access control procedures and heighten employee awareness	◇ Are doors that should remain locked from the outside during the day kept locked, and are these doors checked periodically to make sure they are secure? Train all employees to check these doors but consider assigning someone to check them as well. ◇ Are staff members trained to approach and to "assist" strangers of any age who are observed in and on school property? Report those who have difficulty explaining their presence. ◇ Has a visitor log and ID badge system been implemented?	Everyone	
Train everyone to recognize and report suspicious activities on campuses.	◇ Are persons taking pictures or filming campus activities questioned about their authorization to do so? ◇ Be alert for suspicious vehicles that seem to have no apparent purpose for being on campus, or, that come, go, and then reappear again. ◇ Are specific individuals assigned to inspect the outside of campus buildings throughout the day, and to report unattended packages or vehicles near building perimeters? ◇ Have you developed a plan to handle reports of suspicious activity? ◇ Is everyone trained to report unattended or otherwise suspicious packages found inside campus buildings? Is this specific issue placed on routine checklists for maintenance and custodial personnel? ◇ Do personnel know what to do if a suspicious package is found? ◇ Have you considered a policy that requires staff and students to visibly identify backpacks, book bags, briefcases and gym bags with luggage style ID tabs? ◇ Are food services personnel trained to be aware of suspicious people in their food preparation area? ◇ When large attendance events occur on campus, are security measures in place and awareness levels heightened to assist in detecting suspicious acts?	Everyone	
Implement a "tip-line" program that allows students, teachers, parents, staff, and other members of the school community to report issues anonymously, if they choose.	◇ Do you have a zero tolerance for verbal threats of any kind? ◇ Do all members of the school community know that any threat, or information about a potential threat, must be reported? And, do they understand that there is no such thing as a threat intended as a joke? ◇ Do students and staff know that they are responsible for informing the principal/site administrator about any information or knowledge of a possible or actual terrorist threat or act? ◇ Have you communicated a hard stand on hoaxes intended to mimic terrorist acts? Do students know that these hoaxes are crimes in themselves?	Student Services Security Human Resources	
Work closely with local law	◇ Have you made local law enforcement a partner in your district plans? ◇ Are parking regulations, particularly fire zone regulations, strictly enforced?	Clinical Staff	

Recommendation	Steps	Participants	Completed
enforcement and health officials.	◊ Does local law enforcement have copies of building blueprints, to include ventilation system, and electrical plans? ◊ Has local law enforcement been given the opportunity to conduct exercises on school property and on busses? ◊ Have you determined contact protocol with local health officials if bio-terrorism is suspected?	Crisis Management Team	
Train staff on identifying and handling suspicious packages and letters.	◊ Have you downloaded and posted the FBI advisory (poster) regarding suspicious packages from www.fbi.gov? ◊ Or, the US Postal Inspection Service poster on identifying suspicious packages from www.usps.gov? ◊ Have you considered publicizing the availability of this information to others in the school community for personal use?	Mail room Secretarial Parents Students	

CSSP 14 - Annual Safety and Emergency Plan Checklist

Site: <mark>Add Site Name</mark>
Due By: <mark>October 30</mark> Each Year
Submit To: <mark>Principal</mark>

This is a checklist to help Principals organize and meet the site requirements mandated by the Emergency Preparedness Plan. It is recommended that each Principal appoint a Site Disaster Committee composed of staff, Site Safety Council, Safety Planning Committee, PTA and students (optional), to help carry out the tasks of this checklist.

Check		**Requirement**
_____	1.	Read the District Disaster Plan, and know the responsibilities of the site manager
_____	2.	Designate a second-in-command and a backup
_____	3.	Orient staff to District Disaster Plan, review site procedures (staff meeting)
_____	4.	Update site plan, assign staff responsibilities (complete staff roster sheet)
_____	5.	Schedule necessary training (First Aid, CPR, Search & Rescue)
_____	6.	Schedule drills: Fire, Earthquake, Active Shooter/Campus movement restriction drills
_____	7.	Complete site map, post as required, and forward a copy to <mark>Principal</mark>
_____	8.	Complete Site Hazard Survey
_____	9.	Complete Classroom Hazard Survey Summary
_____	10	Submit Classroom Hazard Survey Summary to <mark>Principal</mark>
_____	11	Participate in test of District Radios
_____	12	Check battery-operated radios
_____	14	Complete supplies and equipment inventory to include classroom emergency kits
_____	15	Order supplies and equipment as necessary
_____	16	Evacuation areas/alternative identified for all classes
_____	17	Communications to parents and students about disaster procedures
		_____ District Student Release Policy _____ Emergency Information Cards
_____	18	Complete Emergency I.D. Tags collected and put into Classroom Emergency Kits if appropriate.
_____	19	Assess food supplies as applicable.
_____	20	Meet with child care provider and coordinate disaster preparedness plans
_____	21	Identify hospitals and clinics in school's area that have back-up emergency power that would be able to handle casualties in an emergency.

_____

Principal's Signature Date

CSSP 15 - Annual Site Hazard Survey

Principals are required to conduct an annual Site Hazard Survey. The survey should be completed early each fall, signed, and submitted to the Superintendent's Office by October 30. (Please put N/A by any items that are not applicable.) The purpose of the Site Hazard Survey is to check for safety hazards outside of the classroom. The survey shall include evaluation of interior and exterior portions of buildings as well as school grounds.

Site Hazard Survey I

☐ 1. Proximity of toxic, flammable, corrosive, chemically, or reactive materials
☐ 2. Proximity of high voltage power lines has been considered in establishing the site evacuation plan
☐ 3. Likelihood and possible effects of flooding or landslides
☐ 4. Probably safety of evacuation areas after an earthquake; proximity of gas, water, and sewer lines, or sprinklers
☐ 5. Water heaters are strapped
☐ 6. Objects that restrict people from moving to a safe place (tables and desks in hallways) etc.
☐ 7. Janitorial areas: storage of tools and cleaning chemicals (keep a 3 foot clearance in front of all electrical panels)
☐ 8. Storerooms: heavy items stored on high shelves, shelving secured (keep 3 foot clearance in front of all electrical panels)
☐ 9. All computers and peripherals should be situated so as not to create a tipping hazard
☐ 10. Machine shop and woodshop: equipment should be bolted down
☐ 11. Large and heavy office machines: restrained and located where they will not slide, fall off computers, or block exits
☐ 12. Sound system speakers and spotlights: secure
☐ 13. Compressed gas cylinders: secured top and bottom with a safety chain
☐ 14. Weight room/motor development room equipment: racks anchored and weights properly stored
☐ 15. Laboratory chemicals on shelves: restrained

Site Hazard Survey II

GENERAL GUIDELINES	O	Needs Attention	Comments
CAMPUS			
Signs Posted, Controlled Access			
Traffic review, parking, fire lanes			
Adequate surfacing, lighting			
Safety Plan			
Required Postings			
ASSEMBLY ROOMS			
Exits clear, exit & emergency lights			
Floors, seating maintained			
Stage: clean, clear exits, wiring			
Kitchen: clean, safe food storage			
ATHLETIC FACILITIES			
Bleachers, fences, backstops			
Stairs, ramps, walkways, gates			
Surfacing in common areas			
Equipment			

INDUSTRIAL ARTS			
All guards, shields, covers in place			
Aisles clear, material storage			
First aid kits; eye wash operable			
Dust collection/housekeeping			
Compressed gas cylinders secure			
Protective equipment, safety training			
Safety signs posted, enforced			
SCIENCE ROOMS			
Hazardous material storage			
Adequate ventilation, fume hoods			
Eyewash, gas shut-off			
Safety training			
Safety signs posted, enforced			
EMERGENCY PREPAREDNESS			
Fire extinguishers checked monthly			
Fire and Earthquake drills conducted			
First Aid Equipment in place			
Evacuation routes posted			
Staff Training on Emergency Procedures			

Classroom Hazard Survey

Nonstructural hazards are caused by the furnishings and nonstructural elements of a building. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly.

In September, each teacher shall assess his/her for hazards and correct any he/she can; items he/she cannot correct will be submitted to the principal on this form by September 30. The principal shall submit a completed copy of the school needs with the principal's checklist by October 30 to the Superintendent's Office.

ROOM NUMBER	
Deficiencies to be corrected by maintenance staff:	
Free standing shelves over 4 feet tall secured to floor or wall	
File cabinets bolted to wall	
File cabinet drawers have latches	
Paints and chemicals restrained on shelves	
Wall-mounted objects are secured	
Sound system speakers are secured to building	
TV securely fastened to platform or cart	
Deficiencies to be corrected by school personnel:	
Heavy objects removed from high shelves	
Aquariums located on low counter or restrained	
Computers fastened to work station	
Desks and tables cannot block exits	
Cabinets or equipment on wheels cannot block doorway	

CSSP 16 - Annual Disaster Worker's Survey

General Information		
1. Name		
2. Position		
3. Location		
4. Work Phone/Ext.		
5. Home Phone		
Specialized Skills		
1. Bilingual?		If yes, Language(s):
2. CPR Certified?		If yes, Expiration Date:
		If no, are you willing to be trained?
3. First Aid Certified?		If yes, Expiration Date:
		If no, are you willing to be trained?
4. CERT (Trained?		If yes, Expiration Date:
		If no, are you willing to be trained?
5. Simple Triage/Rapid Assessment Trained?		If yes, Expiration Date:
		If no, are you willing to be trained?
Personal Responsibilities		
1. Children?		If yes, ages:
2. Special needs?		If yes, please describe:
2. Elderly parents?		Comments:
3. Pets?		Comments:
4. Other caregivers available?		Comments:
5. Other		
In an Emergency -- Confidential		
1. Anything you want us to know? Special Needs? Medications?		
2. Other:		

CSSP 17 - Additional Resources: Safety and Emergency Planning and Preparedness

http://www.ready.gov   Disaster Preparedness Information

http://:www.whitehouse.gov   White House

http://:www.dhs.gov   Federal Department of Homeland Security

http://:www.nasponline.org   National Association of School Psychologists

http://www.fema.gov/   Federal Emergency Management Agency

http://www.oes.ca.gov/   California Office of Emergency Services

http://www.bt.cdc.gov/   Centers for Disease Control and Prevention

http://www.fbi.gov/   Federal Bureau of Investigation

http://www.sccoe.org/   Santa Clara County Office of Education

CSSP 18 - Emergency Drill Procedures and Instructions

(Tactical Response)

Redacted for security purposes

CSSP 19 - Annual Schedule of Emergency Drills

Fillable Drill Schedule: MVWSD Emergency Drill Schedule SY23-24.xlsx
The schedule below is formatted to meet requirements for elementary schools. Middle schools should delete drills as necessary unless additional drills are desired. Remember to make a copy of the fillable schedule template prior to adding site-specific information.

Month	Drill Type
August	Fire Drill
September	Fire Drill
October	Fire Drill
October	Earthquake Drill
November	Fire Drill
November	Lockdown drill
December	Fire Drill
January	Fire Drill
January	Earthquake Drill
February	Fire Drill
March	Fire Drill
April	Fire Drill
April	Earthquake Drill
May	Fire Drill
June	Fire Drill
July (If Summer School / ELP)	Fire Drill

Emergency Drills Record Form: Fire_Drill log.doc

Fire Watch Information and Form: Fire Watch Form

CSSP 20 - Checklist of Classroom Emergency Kit Contents

Classroom Evacuation Bag:
- Class Rosters for Current School Year
- Printed Emergency Contact Information or Reunification Information for Current School Year
- Emergency Preparedness Instructions (Quick Guide or Relevant Sections of CSSP)
- Clipboard with Pens / Markers
- Name Tag with Location of Pack
- Comfort items; such as playing cards, books, games, etc.
- Green/Red/Yellow Status Cards (Laminated)
- First Aid Kit
- Flashlight and Batteries
- 12 Hr. Light Stick
- 5 N 1 Whistle
- Leather Palm Gloves (1 Pair)
- Two-Way Radio (Walkie-Talkie)
- AM/FM Radio with Batteries
- Safety Vest
- Classroom Number/Name Card (Laminated)

Additional Recommended Supplies for Evacuation Bag:
- Pouches of Water
- Emergency Food Bars
- Ponchos
- Solar Blankets
- Dust Masks
- 50' Nylon Cord
- 2 Person Tent
- Water Purification Tablets
- Waterproof Matches
- Utility Knife
- Hardhat

Classroom Lockdown Kit:
- Emergency Food - 1 Day per Person (2400-3600 kCal)
- Drinking Water - 1 Gallon per Day per Person
- Portable Toilet
- Standard Rolls of Toilet Paper
- Toilet Disinfectant
- Moist Towelettes
- Hand Sanitizer
- Toilet Liners
- Roll of Duct Tape
- Large Mylar Blanket

Note: Supplies that would be duplicated by the evacuation/classroom emergency bag are not included. Both items should be stored in the same location.

CSSP 21 - Checklist of Additional Emergency Response Supplies

Command Team
Incident Commander Role
❑ ID vest
❑ Campus two-way radio
❑ Comprehensive School Safety Plan (CSSP)
❑ Tables and chairs (if CP is outdoors)
❑ Laptop or tablet
❑ Cell phone with charger
❑ School floor plans and maps
❑ Clipboard, notepad, pens, and pencils
❑ Portable whiteboard or flipchart with markers

Liaison
❑ ID vest
❑ Campus two-way radio
❑ Comprehensive School Safety Plan (CSSP)
❑ Cell phone with charger
❑ Emergency contact numbers for Public Safety Agencies (in CSSP)
❑ Clipboard, paper, pencils, and pens
❑ Hard hat, if available

Public Information Officer
❑ ID vest
❑ Campus two-way radio
❑ Cell phone with charger
❑ Laptop or tablet
❑ Clipboard, paper, pencils, pens, tape, and scissors
❑ School site maps and area maps
❑ Laminated poster board for display
❑ Hard hat, if available

Safety Director
❑ Campus two-way radio
❑ Cell phone with charger
❑ Comprehensive School Safety Plan (CSSP)
❑ Vest or position identifier
❑ First Aid Kit
❑ Paper, pencils, and pens
❑ Flashlight with extra batteries
❑ Caution or barrier tape
❑ Hard hat
❑ Safety gloves
❑ Safety glasses

Section Chiefs
Operations
❑ Contact list of team leaders
❑ Campus two-way radio
❑ Vest or position identifier
❑ ICS role descriptions
❑ Clipboard, notepad or paper, pencils, and pens
❑ Cell phone with charger
❑ Laptop or tablet
❑ Hard hat, if available
❑ School floor plans and site maps
❑ Portable whiteboard or flipchart with markers

Planning
❑ Cell phone with charger
❑ Campus two-way radio
❑ Vest or position identifier

- ❏ Clipboard, notepad or paper, pencils, and pens
- ❏ ICS role descriptions
- ❏ Laptop or tablet
- ❏ Large-scale site map
- ❏ Clock or stopwatch

Logistics
- ❏ Cell phone with charger
- ❏ Campus two-way radio
- ❏ Vest or position identifier
- ❏ Clipboard, notepad or paper, pencils, and pens
- ❏ ICS role descriptions
- ❏ Laptop or tablet
- ❏ Contact list of suppliers or resource providers
- ❏ Storage bins or materials to designate areas for incoming/outgoing supplies

Finance
- ❏ Cell phone with charger
- ❏ Campus two-way radio
- ❏ Vest or position identifier
- ❏ Clipboard, notepad or paper, pencils, and pens
- ❏ ICS role descriptions
- ❏ Laptop or tablet
- ❏ Paper timecards or other timekeeping form
- ❏ Purchase orders, contracts, and agreements relevant to incident
- ❏ Receipt book or tracking system for expenditures
- ❏ Calculator
- ❏ Locked cash box, if petty cash required

Strike Teams

Site Check/Security
- ❏ Megaphone
- ❏ Campus two-way radio
- ❏ Vest or position identifiers
- ❏ Clipboard, notepad or paper, pencils, and pens
- ❏ ICS role descriptions
- ❏ Flashlights with extra batteries
- ❏ Portable barriers or cones
- ❏ Caution or barrier tape
- ❏ Duct tape, paper, and markers for signs or pre-printed "No-Entry" signs

Search & Rescue Team
- ❏ ID Vest
- ❏ Campus two-way radio
- ❏ Hard hat
- ❏ Master keys on lanyard *(obtain from Command team)*
- ❏ Rope
- ❏ Zip ties
- ❏ Garbage bags
- ❏ Pry bar
- ❏ Large hammer
- ❏ Bolt cutter
- ❏ Hacksaw
- ❏ Portable transport units
- ❏ Caution tape
- ❏ "No entry" signs
- ❏ Duct tape and masking tape
- ❏ Paper towels
- ❏ Pencils, pens, sharpies, wet erase markers
- ❏ Backpack with:
  - ❏ clipboard with job descriptions and map indicating search plan
  - ❏ whistle
  - ❏ goggles

- ❏ work gloves and latex gloves
- ❏ headlamp and spare batteries
- ❏ flashlight
- ❏ dust masks
- ❏ knee pads
- ❏ grease pencil or chalk
- ❏ duct tape
- ❏ masking tape
- ❏ 3 backpacks contain first aid kits

Medical
- ❏ ID vests
- ❏ Campus two-way radio
- ❏ Binder with job descriptions and emergency operations plan
- ❏ Pens, pencils, wet erase markers, sharpies
- ❏ Paper
- ❏ Paper clips
- ❏ Scissors
- ❏ Stapler
- ❏ Flashlight
- ❏ Headlamp
- ❏ Batteries
- ❏ Whistles
- ❏ Zip ties
- ❏ Tables and chairs
- ❏ Ground cover/tarps
- ❏ Triage tags
- ❏ First aid supplies with quick reference medical guides
- ❏ Stretchers and blankets
- ❏ Student and staff medications

Student Supervision
- ❏ Megaphone
- ❏ Campus two-way radio
- ❏ Class rosters or student lists
- ❏ Vest or position identifiers
- ❏ Clipboard, notepad or paper, pencils, and pens
- ❏ ICS role descriptions
- ❏ First aid kit
- ❏ Flashlights with extra batteries
- ❏ Portable seating mats
- ❏ Portable barriers or cones
- ❏ Activities

Student Transport/Release
- ❏ Megaphone
- ❏ Campus two-way radio
- ❏ Cell phone with charger
- ❏ Student emergency contact information
- ❏ Sign-out logs and/or student release forms
- ❏ Vest or position identifiers
- ❏ Clipboard, notepad or paper, pencils, and pens
- ❏ ICS role descriptions
- ❏ Tents or canopies if waiting areas require shelter
- ❏ Tables and chairs
- ❏ Flashlights or lanterns
- ❏ Portable barriers or cones

Documentation
- ❏ Cell phone with charger
- ❏ Campus two-way radio
- ❏ Vest or position identifier
- ❏ Clipboard, notepad or paper, pencils, and pens
- ❏ ICS role descriptions

- ❏ Laptop or tablet
- ❏ Incident logs
- ❏ Camera
- ❏ Storage or file boxes for record storage

Situation Analysis
- ❏ Cell phone with charger
- ❏ Campus two-way radio
- ❏ Vest or position identifier
- ❏ Clipboard, notepad or paper, pencils, and pens
- ❏ ICS role descriptions
- ❏ Map of school and surrounding area
- ❏ Laptop or tablet
- ❏ Camera
- ❏ Storage or file boxes for record storage

Supplies & Facilities Team
- ❏ Cell phone with charger
- ❏ Campus two-way radio
- ❏ Vest or position identifier
- ❏ Clipboard, notepad or paper, pencils, and pens
- ❏ ICS role descriptions
- ❏ Facility layout and maps including utility shut-off locations
- ❏ Laptop or tablet
- ❏ Shelving or storage containers to organize supplies
- ❏ Keys for storage sheds or closets
- ❏ Master keys
- ❏ Tools for utility shut-off, minor repairs, and facility maintenance
- ❏ Personal protective equipment: hardhat, gloves, safety glasses
- ❏ Entry tools: crow bar, bolt cutters

Staffing
- ❏ Cell phone with charger
- ❏ Campus two-way radio
- ❏ Vest or position identifier
- ❏ Clipboard, notepad or paper, pencils, and pens
- ❏ ICS role descriptions
- ❏ Staff rosters and contact details
- ❏ Shift schedules and assignments
- ❏ Volunteer or back-up staff list
- ❏ Laptop or tablet

Communication
- ❏ Cell phone with charger
- ❏ Campus two-way radio
- ❏ District two-way radio
- ❏ AM/FM radio
- ❏ Vest or position identifier
- ❏ Clipboard, notepad or paper, pencils, and pens
- ❏ Comprehensive School Safety Plan
- ❏ Log-in and operation instructions for emergency notification system (ENS)
- ❏ Signal boosters or repeaters for radios
- ❏ Laptop or tablet

Timekeeping
- ❏ Cell phone with charger
- ❏ Campus two-way radio
- ❏ District two-way radio
- ❏ Time logs or sheets for tracking hours worked by staff
- ❏ Clocks or timekeeping software
- ❏ Clipboard, notepad or paper, pencils, and pens
- ❏ ICS role descriptions
- ❏ Laptop or tablet

Purchasing
- ❏ Cell phone with charger

- ❏ Campus two-way radio
- ❏ District two-way radio
- ❏ Purchase orders and receipt logs
- ❏ Contract or agreement forms
- ❏ Clipboard, notepad or paper, pencils, and pens
- ❏ ICS role descriptions
- ❏ Laptop or tablet
- ❏ Locked cash box or petty cash storage

First Aid & Triage Field Kit Supplies

First Aid Book and Triage Book with Triage forms
1 – Set of Four Triage Tarps
1 – Command Post – Barricade Tape
1 – Public Information Area – Barricade Tape
1 – Staging Area – Barricade Tape
1 – 50 pack Triage Tags
4 – Brass Whistle w/ Lanyard
4 – Legend Safety Vest
4 – Clipboards
4 – Golf Pencils
1 – Mighty Mega Mite Bull Horn
2 – Commander Walkie Talkies
1 – FM / Weather / Shortwave Radio w/Light
4 – Green 12 hour Light Sticks
4 – Adult Ponchos
1 – NIMS Guide
18 – 1 x 3 Band-Aids
12 – 3 x 1½ Knuckle Bandages
6 – Fingertip Bandages

6 – 2 x 3 Patch Bandages
4 – 3 x 4 Non-Adhesive Bandages
6 – Large Butterfly Bandages
3 – 4 x 7 Combines
2 – 2 Ace bandages
6 – 2 x 2 Gauze Pads
8 – 3 x 3 Gauze Pads
8 – 4 x 4 Gauze Pads
6 – Sterile Gauze Rolls
3 – Adhesive Tape
4 – Triangular Bandages
12 – Antimicrobial Wipes
12 – Alcohol Preps
12 – Antiseptic Towelettes
2 – Splints
9 – Antibiotic Ointment
6 – Iodine Prep Pads
6 – Towelettes
4 – Bloodstoppers
1 – Sting Relief
1 – CPR Mouthpiece
6 – Tongue Depressors
1 – Tweezers

1 – Whistle
1 – Stethoscope
1 – Thermometer
6 – Pain Stoppers
6 – Non-Aspirin
6 – Buffered Aspirin
4 – Ice Packs
6 – Pair Nitrile Gloves
2 – Solar Blankets
6 – Sterile Eye Pads
3 – Sun Block
1 – Ammonia Inhalant (10 Pack)
1 – Paramedic Scissors
6 – 4 x 4 Burn Gel
8 – 1/8 oz. Burn Gel
1 – Life Savers
2 – Chapstick

Expanded List of Search & Rescue Team Supplies

4 – High-Intensity Lightsticks
2 – Lumber Crayons
4 – Grease Markers
4 – Whistles
6 – 12 Hour Light Sticks
1 – AM/FM Solar Radio
1 – Nylon Tool Bag
5 – Solar Blankets
1 – 16' x 24' Tarp
2 – Boxes Waterproof Matches
5 – Slow Burning Candles

5 – Paramedic Blankets
2 – Rolls "Caution" Tape
2 – 3-Way Can Openers
50 – Water Purification Tablets
1 – GI Pick
2 – 50' Nylon Ropes
1 – Folding Shovel
1 – Wood Axe
1 – 8-Ton Hydraulic Jack
2 – Wrecking Bars (24" & 30")
1 – 2000 lb. Test Steel Pulley
1 – 27" Flathead Shovel

1 – Pipe Wrench
1 – Claw Hammer
1 – Short Handle Axe
1 – Survival Knife Kit
1 – Jab Saw
1 – 10 " Adjustable Wrench
1 – 5 Piece Plier Set
1 – 6 Piece Screwdriver Set
1 – Short Sledge Hammer
1 – Gas & Water Shut Off Tool

CSSP 22 - Incident Command System Roles and Responsibilities

Command Team Roles

Incident Commander
- Activate ICS
- Assess scene and ensure safety of students, staff, and others on campus
- Lead by example
- Coordinate response efforts in affected areas
- Determine need for and facilitate inter-agency coordination
- Remain at or near Command Post to observe and direct operations
- Delegates tasks as appropriate to Command Team roles and rely on strengths of the team
- Work as part of a Unified Command with First Responders

Public Information Officer
- Reports to Incident Commander.
- Communicates information to the press and/or news agencies as the voice of the school in the event of an emergency.
- Fulfills the public's right to know for important information related to emergencies at the school site.
- Coordinates information for police or fire department personnel that are on-site.
- Releases information to the general public, media, and emergency response / public safety organizations that is consistent, accurate, and timely.

Liaison
- Reports to Incident Commander.
- Contact person for outside agencies, including (but not limited to) police, fire, and ambulance services.
- Assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.
- May represent the school at city emergency operation centers and/or on-scene Incident Command.

Safety Officer
- Reports to Incident Commander.
- Responsible for monitoring and ensuring the health and safety of all students, staff, responders and members of the community throughout the incident response.
- Act as the "eyes in the sky" to ensure the actions being taken throughout the response are inline with proper health and safety practices.

Section Chief Roles

Operations
- Reports to Incident Commander.
- Primary point of contact between the Incident Commander, Liaison, and the Operations Sections.
- Assists in carrying out objectives set by the Incident Commander.
- Depending on the size and scope of the incident, may be tasked with carrying out some or all of the operational duties.
- Once the Incident Commander activates a section, the Operations Chief will monitor operations and manage staff of that section.

Planning
- Reports to Incident Commander.
- Responsible for ensuring all assigned planning-related duties are being carried out and
- Communicates all related information to the Incident Commander.
- Depending on the size and scope of the incident, the planning officer may be tasked with carrying out some or all of the planning duties.
- Once the Incident Commander activates a section, the Planning Chief will monitor operations and manage staff of that section.

Logistics
- Reports to Incident Commander.
- Responsible for ensuring all assigned logistics-related duties are being carried out.
- Communicates all related information to the Incident Commander.
- Depending on the size and scope of the incident, the logistics officer may be tasked with carrying out some or all of the logistics duties.

- Once the Incident Commander activates a section, the Logistics Chief will monitor operations and manage staff of that section.

Finance
- Reports to Incident Commander.
- Typically filled by an individual within the District Office.
- Responsible for ensuring all assigned administration- and finance-related duties are being carried out
- Communicates all related information with the Incident Commander.
- Depending on the size and scope of the incident, the Finance Chief may be tasked with carrying out some or all of the administration duties.
- Once the Incident Commander activates a section, the Finance Chief will monitor operations and manage staff of that section.

Strike Team Roles

Site Check / Security Team
- Report to Operations Chief.
- Assists in traffic flow and securing the site.
- Coordinate with Liaison and Operations Chief to ensure emergency responders are staged and secured.
- Establishes and maintains traffic flow management and crowd control.

Search & Rescue Team
- Report to Operations Chief.
- Locates and evacuates to safety any trapped, missing, or injured persons.

Medical Team
- Reports to Operations Chief.
- Assesses injured victims as they enter the Medical Treatment Area.
- Triages victims and provides appropriate first aid treatment.
- Documents treatment and preps for transport as needed & when available.
- Uses approved safety equipment and techniques.

Student Supervision Team
- Reports to Operations Chief.
- Ensures the care and safety of all students on campus except those who are in the medical treatment or crisis counseling areas.
- Completes initial attendance and reports to Operations Chief.
- Keeps updated attendance/location records of all individuals on campus as the emergency response progresses.

Student Transport / Release Team
- Reports to Operations Chief.
- Ensures the reunification of students with their parents or authorized adults at the reunification area.
- Ensures students are properly signed out before leaving campus.
- Follows the procedures as outlined regarding reunification of students with their parents or guardians.

Documentation Team
- Reports to Planning Chief.
- Responsible for ensuring that all the logs, reports, and other written information is collected, copied, and properly filed during and after the incident.
- Established during an emergency to allow for responding personnel to know where they can submit documentation throughout and after the incident.
- Collects all documents and data before staff depart.

Situation Analysis Team
- Reports to Planning Chief.
- Monitors the external situation and provides information to the Liaison and Incident Commander.
- Monitors the external environment such as weather, traffic, and any other relevant information and provides important information regarding the situation.

Supplies / Facilities Team
- Reports to Logistics Chief.
- Shuts off gas, power, and water if needed.
- Assesses the stability and viability of buildings on campus to the best of their ability.
- Assists with the distribution and transportation of Strike Team supplies and personnel.
- Distributes and tracks supplies, mainly food and water, to students, faculty, and staff after an emergency.

- Assists with setting up shelter and toilet facilities if needed.

Staffing Team
- Reports to Logistics Chief.
- Oversees assigned staff to determine which staff could be re-assigned if necessary.

Communications Team
- Reports to Logistics Chief
- Responsible for providing communication services throughout an incident.
- Establish, coordinate, and direct verbal and written communications within the incident site and with surrounding campus partners, neighborhood hubs, and outside agencies when necessary.

Timekeeping Team
- Reports to Finance Chief
- Typically filled by individuals within the District Office.
- Logs time-related aspects of the incident and response.
- Communicates with Liaison and Incident Commander to gather needed information for recordkeeping.

Purchasing Team
- Reports to Finance Chief
- Typically filled by individuals within the District Office.
- Ensure all staff have appropriate supplies needed prior to an emergency.
- During incident response, inventory supplies and acquire replacements or additional supplies as needed.

Incident Command System Responsibilities - Command Team

Incident Commander
Start-up Actions:
- Retrieve supplies & meet at the designated assembly area
- Set-up the command post in predetermined location
- Assess situation, activate strike-teams, & issue initial directives
- Open and ensure active communications with any activated teams

Operational Duties:
- Maintain command of scene until emergency responders are on-scene and officially transfer command
- Review information from Command Staff and Section Chiefs to make decisions
- Communicate decisions and information to Command Staff and Section Chiefs
- Review Requests for additional resources
- Review & approve all messaging through the PIO

Closing Down:
- Debrief with emergency officials for recommended next-step actions after stabilization
- Notify Command Team and Section Chiefs of demobilization
- Set-up after-action meetings and debriefs with all appropriate parties
- Return all equipment and unused supplies to Logistics

Public Information Officer
Start-up Actions:
- Gather supplies & meet at command post for direction
- Set up the Media Staging Area in the predetermined location
- Open a direct line of communication with the Incident Commander

Operational Duties:
- Communicate with Incident Commander to determine the content & frequency of messages to the community and media
- Document all on-site media personnel (Affiliation, Name, & Contact Info)
- Utilize the school externally facing Emergency Notification System to provide information and directives to all members of the school community
- Create and distribute official messages to the media on behalf of the Incident Commander
- Monitor media and information sharing
- Immediately correct any misinformation that is identified

Closing Down:
- Provide final message on incident status and when/where more information will be released

- Close out all record logs & give them documentation team
- Return all equipment and unused supplies to Logistics
- Wait for further instruction from Incident Commander regarding after-action responsibilities

Liaison Officer
Start-up Actions:
- Retrieve supplies & report to Command Post
- Receive situational briefing and directives from the Incident Commander

Operational Duties:
- Act as point of contact for operations-related information for all outside agencies including first-responders
- Direct, answer questions, and provide continued guidance/support to outside agencies once they arrive on scene
- Monitor internal flow of operations by interacting with responding school personnel
- Report any identified internal problems/concerns to incident commander for directive
- Maintain frequent communications with Incident Commander

Closing Down:
- Close out all record logs & give them to documentation team
- Provide contact information to all outside agencies for records
- Return all equipment and unused supplies to Logistics
- Wait for further information from Incident Commander regarding after-action responsibilities

Safety Officer
Start-up Actions:
- Retrieve supplies & report to command post
- Receive situation briefing and directives from Incident Commander

Operational Duties:
- Monitor activities and actions of all individuals on and around the incident site
- Identify and immediately correct all unsafe actions and activities
- Respond to inquiries and provide recommendations for safely carrying out duties
- Communicate and coordinate with emergency personnel on-site
- Post necessary health and safety signage
- Frequently communicate information to Incident Commander and Liaison
- Log all activities

Closing Down:
- Remove any posted signage (If directed to)
- Close out all logs & give them to the documentation team
- Debrief with Incident Commander & await further information regarding after-action plans
- Return all equipment and unused supplies to Logistics

Incident Command System Responsibilities - Section Chiefs

Operations Chief
Start-up Actions:
- Gather supplies and report to command post
- Receive situational briefing and directives from Incident Commander

Operational Duties:
- Monitor situation and report operational-related information to Incident Commander
- Receive IC directives on when/if an operations section is activated
- IF ACTIVATED - assist in assembly of section staff and give directives
  - Receive updates and information from sections
  - Communicate changing situation and information to Liaison and Incident Commander

Closing Down:
- Debrief with any activated sections
- Close out all record logs & give them to documentation team
- Return all equipment and unused supplies to Logistics
- Debrief and wait for further instructions from IC regarding the after-action plan

Planning Chief

Start-up Actions:
- Gather supplies and report to command post
- Receive situational briefing and directives from Incident Commander

Operational Duties:
- Monitor situation and report planning-related information to Incident Commander
- Receive IC directives on when/if a planning section is activated
- IF ACTIVATED - assist in assembly of section staff and give directives
  - Receive updates and information from sections
  - Communicate changing situation and information to Liaison and Incident Commander

Closing Down:
- Debrief with any activated sections
- Close out all record logs & give them to documentation team
- Return all equipment and unused supplies to Logistics
- Debrief and wait for further instructions from IC regarding the after-action plan

Logistics Chief
Start-up Actions:
- Gather supplies and report to command post
- Receive situational briefing and directives from Incident Commander

Operational Duties:
- Monitor situation and report logistics-related information to Incident Commander
- Receive IC directives on when/if a planning section is activated
- IF ACTIVATED - assist in assembly of section staff and give directives
  - Receive updates and information from sections
  - Communicate changing situation and information to Liaison and Incident Commander

Closing Down:
- Debrief with any activated sections
- Close out all record logs & give them to documentation team
- Return all equipment and unused supplies to Logistics
- Debrief and wait for further instructions from IC regarding the after-action plan

Finance Chief
Start-up Actions:
- Gather supplies and report to District Office or site command post
- Receive situational briefing and directives from Incident Commander

Operational Duties:
- Monitor situation and report finance-related information to Incident Commander
- Receive IC directives on when/if a planning section is activated
- IF ACTIVATED - assist in assembly of section staff and give directives
  - Receive updates and information from sections
  - Communicate changing situation and information to Liaison and Incident Commander

Closing Down:
- Debrief with any activated sections
- Close out all record logs & give them to documentation team
- Return all equipment and unused supplies to Logistics or District Office equivalent
- Debrief and wait for further instructions from IC regarding the after-action plan

Incident Command System Responsibilities - Strike Teams

Site Check / Security
Start-up Actions:
- Retrieve supplies and report to staging location
- Receive situation briefing and directives from Operations Chief

Operational Duties:

- Place signage and physical barriers as needed
- Direct flow of traffic
- Ensure emergency service staging area perimeter is secure
- Assist in giving directions to proper staging areas for media, student guardians, and members of the public
- Report concerns and issues to Operations Chief

Closing Down:
- Take down signage and remove physical barriers
- Close out all logs, message forms, etc. and turn them over to the documentation team
- Return all equipment and unused supplies to Logistics

Search & Rescue
Safety:
- Buddy system: minimum of two people per team
- Take no action that might endanger you. Do not work beyond your expertise
- Use appropriate safety gear. Size up the situation first
- Follow all operational and safety procedures

Start-up Actions:
- Obtain all necessary equipment
- Obtain briefing from Operations Chief, noting known fires, injuries, or other situations requiring immediate response
- Assign teams based on available manpower with a minimum of two persons per team

Operational Duties:
- Perform visual check of outfitted team leaving Command Post (CP); include radio check
    - Teams must wear sturdy shoes and safety equipment
- Record names and assignments before deploying teams
- Dispatch teams to known hazards or situations first. Then search the campus using planned routes. Send a specific map assignment with each team
- Remain at CP and maintain radio contact with Search and Rescue teams
- Record all teams' progress and reports on site map, keeping others at CP informed of problems
    - When a room is reported clear, mark a "C" on the map
- If injured students are located, consult Operations & Logistics for response. Deploy First Aid team (ad hoc team of First Aid & Triage staff)
- Record exact location on map of property damage and those requiring rescue and first aid.
    - Use triage indicators: I = immediate, D = delayed, Ø = dead
- Keep radio communications brief and simple

Closing Down:
- Record the return of each Search and Rescue team.
- Direct team members to return equipment and report for additional assignments to Operations Chief
- Close out all logs. Provide maps, logs, and other relevant documents documentation team

Medical
Start-up Actions:
- Obtain and wear personal safety equipment including latex gloves

Operational Duties:
- Administer appropriate first aid
- Keep accurate records of care given
- Assess victims at regular intervals
- Report deaths immediately to Operations Chief
- If and when transport is available, do final assessment and document on triage tag. Keep and file records for reference. DO NOT SEND WITH VICTIM
- Student's emergency information sheet must accompany a student who is removed from campus to receive advanced medical attention

Triage Entry Area:
- Minimum of two trained team members, if possible
- One member confirms triage tag category and directs to proper treatment area
- No treatment takes place here. Assess if not tagged
- Second team member logs victims' names, entry time, triage category, and condition, and sends information to CP
- Treatment Areas (immediate and delayed):
    - Minimum of two team members per area, if possible.

117

- One member completes secondary head-to-toe assessment.
- 2nd member records information on triage tag & Patient Treatment Form.
- Categorize as "immediate," "delayed," or "dead."

Closing Down:
- Return equipment and unused supplies to Logistics
- Clean up first aid area. Dispose of hazardous waste safely
- Complete all forms. Provide forms, logs, and other relevant documents to documentation team

Student Supervision
Start-up Actions:
- Obtain necessary supplies and report to staging area
- Check in with the Operations Chief for a situation briefing
- Make personnel assignments as needed
- If evacuating:
  - Verify that the assembly area and routes to it are safe
  - Count or observe the classrooms as they exit, to make sure that all students evacuate

Operational Duties:
- Monitor the safety and well-being of the students and staff in the assembly area
- Administer minor first aid as needed
- Support the reunification process by releasing students only upon request from the Student Transport / Release team
- When necessary, provide water and food to students and staff
- Direct to portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent spread of disease
- Arrange activities and keep students reassured
- Update records of the number of students and staff in the assembly area (or in the buildings)
- Direct all requests for information to the Operations Chief

Closing Down:
- Return equipment and reusable supplies to Logistics
- Close out all logs. Provide logs and other relevant documents to the documentation team

Student Transport / Release
Start-up Actions:
- Obtain necessary supplies and report to staging area
- Check in with the Operations Chief for a situation briefing
- Make personnel assignments as needed

Operational Duties:
- Setup Reunification Stations in the designated area outlined on the map
- Provide Operations Chief with frequent updates (approx. every 15 minutes)

Greeters:
- Greet parents or guardians and check Photo ID.
- Compare ID with reunification / emergency contact information
- Radio Assembly Area, ask for students who are being picked up

Runners:
- Escort these students from Assembly Area to Reunification Area

Dismissers:
- Sign out the student
- Document the intended destination of student/family, if possible

Student Supervision Team:
- Listen to the radio to be advised of which students are being called
- Prepare those students for dismissal as quickly as possible

Closing Down:
- Return equipment and unused supplies to Logistics.
- Complete all paperwork and turn in to documentation team

Documentation
Start-up Actions:

- Retrieve supplies and report to staging area
- Receive situation briefing and directives from Planning Chief

Operational Duties:
- Log and file all documents that are provided by personnel
- Review logs to ensure completion of all required information
- Communicate with Planning Officer all concerns and activity updates

Closing Down:
- Close out filing log
- Move all documents to pre-designated storage area
- Debrief with Planning Chief and await further information regarding after-action plans

Situational Analysis
Start-up Actions:
- Retrieve supplies and report to staging area
- Receive situation briefing and directives from Planning Chief

Operational Duties:
- Monitor current and predicted weather conditions & communicate any anticipated changes with Planning Officer
- Monitor media for changes in traffic conditions and communicate with planning officer
- Monitor situation and identify any potential conditions that could impact incident management and response
- Log all activities and reports

Closing Down:
- Close out all logs & provide them to the documentation team
- Debrief with Planning Officer & await further instructions regarding after-action plans

Supplies / Facilities
Start-up Actions:
- Retrieve supplies and report to staging area
- Receive situation briefing and directives from Logistics Chief
- Open storage if necessary
- Begin distribution of supplies and equipment as needed
- Set up the Command Post

Operational Duties:
- Maintain security of supplies and equipment
- Distribute supplies and equipment as needed
- Deploy personnel as requested by the IC
- Assist team members in locating appropriate supplies and equipment
- Set up Staging Area, Sanitation Area, and other facilities as needed

Closing Down:
- Receive all equipment & unused supplies as they are returned
- Close out all logs and turn in to documentation team
- Secure & return all team equipment and supplies

Staffing
Start-up Actions:
- Retrieve supplies and report to staging area
- Receive situation briefing and directives from Logistics Chief

Operational Duties:
-

Closing Down:
- Close out all logs, message forms, etc. and turn them over to the documentation team
- Return all equipment and unused supplies to Logistics

Communications
Start-up Actions:
- Set up Communications Station in a quiet location with access to the Command Post (CP)
- Turn on radios
  - District Radio
  - AM/FM Radio

Operational Duties:
- Communicate District Office per district procedure
  - At direction of IC, report status of students, staff, and campus
- Receive and record all communications from District Office
- Use runners to deliver messages to the Incident Commander
- Maintain Communications Log: date/time/originator/recipient
- Follow communications protocol. Do not contact the city directly if the District Office is available
- Direct the media or the public to the Public Information Officer
- Monitor AM/FM radio for local emergency news

Closing Down:
- Close out all logs, message forms, etc. and turn them over to the documentation team
- Return all equipment and unused supplies to Logistics

Time Keeping
Start-up Actions:
- Gather supplies and report to District Office or site staging area
- Receive situational briefing and directives from Finance Chief

Operational Duties:
- Record all the time of activities as best as possible on paper during the incident
- Prepare logs for digitization for easy reference and access during after-action review
- Work closely with the documentation team to review all logs and reports after the incident

Closing Down:
- Close out all record logs & give them to documentation team
- Return all equipment and unused supplies to Logistics or District Office equivalent

Purchasing
- Gather supplies and report to District Office or site staging area
- Receive situational briefing and directives from Finance Chief

Operational Duties:
- Anticipate additional supply requirements
- Follow procedures to requisition additional or replacement supplies
- Work with Logistics Chief to arrange delivery of supplies

Closing Down:
- Close out all record logs & give them to documentation team
- Return all equipment and unused supplies to Logistics or District Office equivalent

CSSP 23 - ICS Chart

Fillable ICS Chart: [ICS Flowchart Blank](#)

Remember to make a copy of the fillable schedule template prior to adding site-specific information.

Insert Site ICS Chart

CSSP 24 - Utility Shut-Off Maps

Staff: For supporting documents, [please see this folder](#)

Insert maps and photos for utility shut-off locations

CSSP 25 - Emergency Announcements Script

These scripts should be passed using the PA / ALL CALL / Radios, etc. These scripts correspond to the items on the "Comms Flow Chart."

Evacuation
"Evacuate the building." Repeat 3 times.

Shelter-In-Place
"We are now in shelter-in-place." Repeat 3 times.

Lockdown
"We are now in Lockdown." Repeat 3 times.

Return to Normal
"The [Insert emergency response] has been lifted." Repeat 3 times. Please proceed to [Insert Schedule Resume Point].

To Lift a Lockdown: Remember to send two messages by alternate means (email/text/chat) in addition to PA/ALL CALL Announcement.

Special Advisory (Water contamination, bomb threat, etc.)
"This is a safety advisory: All staff and students are to follow these instructions. [INSERT ADDITIONAL INSTRUCTIONS]." Repeat 3 times.

CSSP 26 - Emergency Communications Templates

These templates are basic messages that, depending on the situation, may need to be modified.

Activating Emergency Leadership Using Conference Line Or Similar

Telephone Conference Line:
[INSERT SITE] is currently experiencing an emergency, please contact the emergency decision-making team at [INSERT PHONE NUMBER] and enter code [INSERT CONFERENCE CODE] immediately.

NOTE: Test conference line prior to sending this message. If the initial conference line does not work, choose an alternate method such as video conferencing or chat.

Video Call:
[INSERT SITE] is currently experiencing an emergency, please contact the emergency decision-making team via [INSERT WEB LINK (Zoom)].

Chat:
[INSERT SITE] is currently experiencing an emergency, please contact the emergency decision-making team via [INSERT CHAT SERVICE (Hangout, Slack, Teams)], using channel [INSERT EMERGENCY CHANNEL NAME OR CHAT NAME].

Staff/Parent/Student General Messages - Alphabetical Order

Evacuate

[INSERT SITE] experienced a [INSERT EMERGENCY TYPE] and has evacuated to [INSERT EVAC LOCATION]. If you are not at work/school, please do not contact or come to work/school. We will update you in [INSERT ESTIMATED TIME UNTIL UPDATE] with further information. Your family's safety is our top priority.

Notification of Emergency to District Office

[INSERT SITE] experienced a [INSERT EMERGENCY TYPE] and additional support [IS/IS NOT] needed. The Incident Commander is [INSERT IC NAME]. Contact is [INSERT PHONE NUMBER].

Prolonged Emergency Response Update

[INSERT SITE] is still responding to [INSERT EMERGENCY TYPE]. *Mention if emergency responders are on-site and if all are accounted for/unharmed. If this is not true, do not mention.* Do not contact or come to campus. We will update you in [INSERT ESTIMATED TIME UNTIL UPDATE] with further information. Your family's safety is our top priority.

Reunification Notice

[INSERT SITE] will be closing due to [INSERT EMERGENCY TYPE]. Reunification will begin at [INSERT TIME] at [INSERT LOCATION]. Bring photo ID and report to the check-in area. All students must be picked-up by [INSERT PICK-UP DEADLINE]. If you are unable to arrive by the deadline, contact [INSERT PHONE NUMBER].

Business Continuity Notice

Due to {INSERT EMERGENCY TYPE], school will be closed until [INSERT DATE OR "FURTHER NOTICE"]. Instruction [WILL/WILL NOT] continue. Materials can be found at [INSERT LINK TO BC FOR PARENTS].

ICS Activation - Staff Only

The Incident Command Team has been activated. Assigned staff report to [COMMAND POST LOCATION].

Lockdown

[INSERT SITE] is currently in Lockdown. If you are on campus, please Lockdown immediately. Take cover in a locked office, closet, storage area or other safe location and turn off lights, silence your cell phone and ensure that your door is locked. If you are away from campus, stay away until further notice.

Shelter-In-Place

[INSERT SITE] is currently Sheltering in Place. If you are on campus, please move indoors immediately, close windows, and listen for further instructions. If you are away from campus, stay away until further notice.

Public Health Notice

[INSERT SITE] has received an important Public Health Advisory. Use this link to learn more: [INSERT LINK/LETTER/NOTICE].

School Closure - Advanced Notice

Due to [INSERT EMERGENCY}, [INSERT SITE] will be closed on [INSERT DATE]. Instruction [WILL/WILL NOT] continue. Materials can be found at [INSERT LINK TO BC FOR PARENTS].

Power/Network/Utility Outage

{INSERT SITE] is currently experiencing a [INSERT OUTAGE TYPE (Power, network, water, etc.)]. Some services/communications may be disrupted. We will update you within [INSERT ESTIMATED TIME UNTIL UPDATE].

Back To Normal Operations - No School Closure

{INSERT SITE] is no longer responding to [INSERT EMERGENCY TYPE (Fire, severe weather, etc.)]. School will continue as normal and release will be at the usual time.

CSSP 27 - Situational Communication Plans

When to Notify District Office in Addition to 9-1-1/Fire Dept/Utilities, etc.

1. Immediate threat to student or staff safety
   a. Natural disaster
   b. Fire
   c. Violent incident
   d. Health-related emergency
   e. Missing student
2. Incidents Involving Death or Serious Injury
   a. Includes when a staff member or student is taken to the hospital
3. Significant Damage to School Property
   a. Fire
   b. Flood
   c. Natural Disaster
4. Criminal Activity
   a. Burglary or theft
   b. Significant vandalism
5. Health Emergencies or Outbreaks
   a. Contagious disease with potential to impact broader community
   b. When school closes due to a health risk
   c. When significant measures are taken due to a health risk
6. Legal Implications
   a. Accusations of misconduct
   b. Accusations of discrimination
   c. Other potential legal issues
7. Media Involvement
   a. Also includes incidents likely to attract media attention
   b. Situations requiring complex public relations support
8. Incidents Impact Other Schools
   a. Security threats
   b. Health emergencies
9. Involvement of External Parties
   a. Child protective services
   b. Police
   c. Immigration
   d. Dept. of Homeland Security
   e. Other government agencies

Comms Notification Process

Fire
1. Notify Fire Department
2. Notify Principal
3. Notify District Office
4. If false alarm, resume normal operations
5. If confirmed fire, give further directions via PA if needed
6. Send emergency mass notification system Message and/or Text Updates to parents and guardians

Severe Weather - Severe Impact
1. Alert staff and students
2. Notify Principal
3. Alert emergency responders (9-1-1, FD, etc.)
4. Notify District Office
5. Give emergency notification via PA
6. Notify ICS members of activation and assembly details
7. Send emergency mass notification system Message and/or Text Updates to parents and guardians

Severe Weather - Minimal Impact (No injuries/fire)

1. Alert staff and students
2. Notify Principal
3. Give emergency notification via PA
4. Notify District Office
5. Noticy ICS members of activation and assembly details
6. Send emergency mass notification system Message and/or Text Updates to parents and guardians

Power/Network/Utility Outage - School Closure
1. Provide instructions to staff and students
2. Notify Principal
3. Notify District Office/Maintenance Dept
4. Report outage/service interruption
5. Make emergency notification via PA
6. Notify ICS members of activation and assembly details
7. Send emergency mass notification system Message and/or Text Updates to parents and guardians

Reunification
1. Notify Principal
2. Notify staff
3. Notify District Office
4. Notify ICS members of activation and assembly details
5. Send emergency mass notification system Message and/or Text Updates to parents and guardians
6. Notify students

Lockdown
1. Provide instructions to staff and students
2. Call 9-1-1
3. Notify Principal
4. Notify District Office
5. Make emergency notification via PA
6. If threat does not impact school operations, return to normal operations
   a. Send "All Clear" messages to staff and students
   b. Send emergency mass notification system Message and/or Text Updates to parents and guardians
7. If threat impacts school operations:
   a. Activate ICS and notify ICS team members
   b. Provide updates/instructions to staff
   c. Send emergency mass notification system Message and/or Text Updates to parents and guardians

Shelter-In-Place
1. Provide instructions to staff and students
2. Make emergency notification via PA
2. If school is first to notice hazard and hazard poses immediate threat to health/safety:
   a. Call 9-1-1
   b. Notify Principal
   c. Notify District Office
   d. Send emergency mass notification system Message and/or Text to parents and guardians
   e. Activate ICS and notify ICS team members
3. If school is first to notice hazard and hazard DOES NOT pose immediate threat to health/safety:
   a. Notify Principal
   b. Contact non-emergency PD line or other agencies (fire department, County EM, etc.)
   c. Notify District Office
   d. Send emergency mass notification system Message and/or Text to parents and guardians
   e. Provide updates/instructions to staff
   f. If reunification or extended operations are required, activate ICS and notify ICS team members
4. If external agency notifies of hazard:
   a. Notify Principal
   b. Contact non-emergency PD line or other agencies (fire department, County EM, etc.) if more information is required
   c. Notify District Office
   d. Send emergency mass notification system Message and/or Text Updates to parents and guardians
   e. Provide updates/instructions to staff

f.   If reunification or extended operations are required, activate ICS and notify ICS team members

CSSP 28 - Faculty/Staff Directory

Last Name	First Name	Position	Cell Phone Number

CSSP 29 - Individual Emergency Response Plan Template

-CONFIDENTIAL-

Student Information

Name: _____ Grade: _____

Primary/Adivsory Teacher:_____ Primary/Advisory Room Number: _____

Overview of Disability, Special Needs Condition (include specific accommodations needed):

_____

_____

_____

_____

Parent / Guardian Information

Parent / Guardian 1

Name: _____ Relationship: _____

Phone 1: _____ Phone 2: _____

Parent / Guardian 2

Name: _____ Relationship: _____

Phone 1: _____ Phone 2: _____

Emergency Contact Information

Emergency Contact 1

Name: _____ Relationship: _____

Phone 1: _____ Phone 2: _____

Emergency Contact 2

Name: _____ Relationship: _____

Phone 1: _____ Phone 2: _____

Healthcare Professional 1

Name: _____ Phone: _____

Hospital/Practice Name: _____

Healthcare Professional 2

Name: _____ Phone: _____

Hospital/Practice Name: _____

Medical Information:

Medical Condition and/or Needs:

_____

_____

_____

Current Medications and Dosage Information:

_____

_____

_____

Allergies and Reaction Type:

_____

_____

_____

Association Health Risks:

_____

_____

_____

Special Instructions for Care During Emergency:

_____

_____

_____

Specific Instructions By Emergency Type

Evacuation:

_____

_____

_____

Lockdown:

_____

_____

_____

Shelter-In-Place:

_____

_____

_____

Off-Site Evacuation:

_____

_____

_____

School Closure/Reunification:

_____

_____

_____

Evacuation Procedures

Describe Methods of Assistance:

_____

_____

_____

Location of Accessible Evacuation Routes:

_____

_____

_____

Necessary Equipment and Location of Equipment:

_____

_____

_____

Names of Individuals Assisting Student, including work space and contact information:

_____

_____

_____

Communication Strategies

What is the most effective way to communication with student during an emergency?

_____

_____

_____

Any potential challenges during emergency communications?

_____

_____

_____

Assistive communication devices or aids necessary:

_____

Post-Emergency Care

Post-Emergency Care Instructions (administration of medication, contacting healthcare professionals, additional psychological support):

_____

_____

_____

Review and Updates

Review Date: _____

Name: _____ Role: _____ Signature: _____

Name: _____ Role: _____ Signature: _____

Name: _____ Role: _____ Signature: _____

Name: _____ Role: _____ Signature: _____

Name: _____ Role: _____ Signature: _____

Name: _____ Role: _____ Signature: _____

Individual Emergency Response Plan Instructions

The IERP should be completed in collaboration with parents/guardians, healthcare professionals, and school staff. All individuals involved in carrying out the IERP should be familiar with its contents and any special provisions/instructions, as well as the assistance required. Additionally, staff assigned response and/or support roles should receive training on the location and operation of any equipment required for response and mentioned in the IERP.

1. Fill in the student's information: name, grade level, primary classroom/advisory teacher
2. Add information describing the student's condition and any accommodations needed. If necessary, consult with a school nurse or other healthcare professional
3. Include details that may be helpful during an emergency, such as behavioral concerns or language abilities.
4. Record emergency contact information, including contact details for healthcare providers
5. Provide detailed instructions tailored to the student's needs during different types of emergencies. Input from various parties, including Principal's, parents, school counselors, etc. may be helpful.
6. Specify any evacuation equipment needed, as well as accessible routes. Additionally, identify individuals assigned to provide assistance during an emergency response.
7. Discuss with parents, student (if possible), and relevant school staff the student's preferred method of communication and note in the appropriate segment. Include any communication devices and aids, as well as where they are located.
8. Record any special care the student may need after an emergency, including specific soothing techniques or post-trauma care. Provide contacts for additional support services, such as counselors or therapists, if needed.
9. Record the dates forms are reviewed and/or updated, as well as individuals present during the review/update.
10. Review plans at least once a year, but also if significant changes occur to a student's health or needs.

CSSP 30 - MVWSD Air Quality Monitoring and Response

Overview
MVWSD recognizes that poor air quality due to wildfire smoke and extreme heat are conditions that are happening with more regularity.

Monitoring
The District has developed guidelines based on stakeholder input. On bad air days, decisions about actions, activities cancellations or school closure will be made based on EPA's AQI monitoring tools at AirNow.gov and the MVWSD Air Quality Index Chart. While there are other air quality monitoring systems, we'll use AirNow.gov. AirNow.gov is the monitoring and data source recommended by the Santa Clara County Office of Education, the California School Board Association, and the California Department of Education. MVWSD will use the Bay Area Air Quality Management District as a secondary source for air data.

Response

The MVWSD Air Quality Index Chart below will be used to guide the District's response to air quality concerns. It is important to note that modifications to school activities would not come into effect until Level Orange (101-150: "unhealthy for sensitive groups") as reported by AirNow.gov.

AQI Value (Air Quality Index)	Level 1: 0-50 Good	Level 2: 51-100 Moderate	Level 3: 101-150 Unhealthy for Sensitive Individuals	Level 4: 151-200 Unhealthy	Level 5: 201-300 Very Unhealthy	Level 6: 301-500 Hazardous
Windows/Doors	OK to Open	OK to Open	Keep Closed	Keep Closed	Keep Closed	Keep Closed
Lunch/Snack	No Restrictions	No Restrictions	No Restrictions Ensure sensitive individuals are medically managing their condition.*	At Principals' discretion: Either indoors or 30 minutes max outside with no physical activity	No Outdoor Activity/ Indoors Only	No Outdoor Activity/ Indoors Only
Recess/Play (15 Minutes)	No Restrictions	Ensure sensitive individuals are medically managing their condition. *	Sensitive individuals should exercise or play indoors. Encouraged to move indoors if AQI exceeds 100, if possible.	No Outdoor Activity/ Indoors Only	No Outdoor Activity/ Indoors Only	No Outdoor Activity/ Indoors Only
P.E. (1 hour)	No Restrictions	Ensure sensitive individuals are medically managing their condition. *	Sensitive individuals should exercise or play indoors. Encouraged to move indoors if AQI exceeds 100, if possible.	No Outdoor Activity/ Indoors Only	No Outdoor Activity/ Indoors Only	No Outdoor Activity/ Indoors Only
Athletic Practices & Training and Athletic Competitions (2-4 Hours)	No Restrictions	Ensure sensitive individuals are medically managing their condition. *	Athletic Practice Limit to 30 minutes per hour of practice time with increased rest breaks and substitutions Encouraged to move indoors if AQI exceeds 100, if possible. Athletic Competitions Increase rest breaks and substitutions per CIF guidelines for extreme heat.** Ensure sensitive individuals are medically managing their condition.*	Athletic Practice Indoors Outdoor Athletic Competitions Cancelled or relocated	Athletic Practice Indoors (monitor indoor air quality to ensure it does not exceed 150) Outdoor Athletic Competitions Cancelled or relocated	Athletic Practice Cancelled All Athletic Competitions Cancelled
School Status	Open	Open	Open	Open	Open	Possible school closure in consultation with SCC Superintendent and MVWSD Board of Trustees

*Sensitive individuals include all those with asthma, respiratory or other heart/lung conditions

** California Interscholastic Federation

MVWSD Indoor Ventilation

HVAC equipment was replaced and improved this summer in mechanical closets and in classrooms, offices, MUR across the campuses. Our schools' HVAC systems have been updated to include MERV-13 filters, which is the highest-grade filter available for our units, or air purifiers with filtration ratings at least as high as the MERV-13. Additionally, each classroom is equipped with a HEPA filter. We continue to consult with HVAC engineers to maximize the quality of indoor air as much as possible.

CSSP 31 - Evacuation Radius Maps

Overview
The following maps can be used to establish evacuation locations that are the appropriate distance away from the school site as dictated by the emergency.

Staff: For supporting documents, [please check this folder](#).

<mark>INSERT SITE RADIUS MAP</mark>

CSSP 32 - Emergency Status Report (ESR) Form

Emergency Status Report

PRESS HARD

Room	Teacher	Date	Time	Period	All Clear

PRESS HARD Deliver all copies to the Command Post Immediately

Damage Assessment

Put a "1" in any column that applies then add "Comments."

FIRE		HAZARD					BUILDING Damage			COMMENTS
BURNING	OUT	GAS LEAK	H2O LEAK	ELECTRIC	CHEMICAL	LIGHT	MODERATE	HEAVY		

Light Damage
- Cracked windows
- Small cracks in plaster
- Minor Damage to contents
- Cabinets spilled

Moderate Damage
- Broken windows
- Many visible cracks in plaster
- Major damage to contents
- Cabinets overturned

Heavy Damage
- Tilting / Obvious instability
- Heavy smoke or fire
- Gas or Water leaks
- Fallen walls

Students Needing Assistance

Put a "1" in columns that apply.

Student Name	LOCATION				PEOPLE				Comments / Details: e.g. bathroom; First Aid: arm, leg, head, cut, broken, etc.
	ROOM	FIELD	OTHER		IMMEDIATE **	DELAYED*	TRAPPED	DEAD	

**Immediate = unconscious, life threatening (need medical attention for survival.)

*Delayed = Not immediately life threatening (sprained ankle, broken arm, modest cut)
Do not report "Minor" injury treated by teacher where assistance is not needed.