

# Comprehensive School Safety Plan SB 187 Compliance Document

**2022-2023  
School Year**

**School:** Calistoga Elementary School  
**CDS Code:** 28662416026744  
**District:** Calistoga Joint Unified School District  
**Address:** 1327 Berry Street  
Calistoga, CA 94515  
**Date of Adoption:** December 8, 2022

**Approved by:**

Name	Title	Signature	Date
Nicole Lamare	Principal		
Diana Toji	School Site Council Chair		

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## **Senate Bill 187: Comprehensive School Safety Plan Purpose**

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Calistoga Elementary School..

### **Safety Plan Vision**

#### **DISASTER PROCEDURES**

Through Board Policy (BP) 3516, the Calistoga Joint Unified School District (CJUSD) Board of Trustees recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

In accordance to Administrative Regulation (AR) 3516, the Superintendent or designee shall ensure that district and school site plans address, at a minimum, the following types of emergencies and disasters: fire, earthquake or other natural disaster, bomb threats, and campus intruder. Calistoga Elementary School (CES) engages in all of these drills at least once a year.

A protocol for dealing with suicide or other loss of life has been developed by the school, with assistance from the district. A district system for providing counseling services following a tragedy is in place.

#### **OBJECTIVES**

To provide for effective action to minimize injuries and the loss of life among students and school personnel in case of disaster during school hours; to provide for the maximum utilization of school personnel and facilities to care for disaster victims; to protect school property.

#### PUPIL PROTECTION POLICY

The safety of the students and school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and district employees. Under no circumstances shall any child be released from the custody of school personnel unless and until such may be done with safety. Any adult calling for a pupil at a school site will be required to identify himself to an assigned staff member before being permitted to take a pupil out of school.

## **Components of the Comprehensive School Safety Plan (EC 32280–32289)**

### **Calistoga Elementary School Safety Committee**

#### **Assessment of School Safety**

##### **DISASTER PROCEDURES**

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#### **Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)**

##### **OBJECTIVES**

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##### **PUPIL PROTECTION POLICY**

The safety of the students and school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and district employees. Under no circumstances shall any child be released from the custody of school personnel unless and until such may be done with safety. Any adult calling for a pupil at a school site will be required to identify himself to an assigned staff member before being permitted to take a pupil out of school.

#### **(A) Child Abuse Reporting Procedures**

All school personnel must attend annual training on Child Abuse Reporting Procedures. BP/AR 5141.4 states that the Board of Trustees recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly. The Board of Trustees recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

Staff members are required to report all suspected child abuse situations. Consultation with the principal is helpful, but not mandated. CES staff, upon making the report, does not investigate the concern; this is the function of Child Welfare Services or law enforcement. The law is designed to provide confidentiality to the reporter.

The CJUSD instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

#### **(B) Disaster Procedures**

## **Disaster Plan (See Appendix C-F)**

Through BP 3516, the CJUSD Board of Trustees recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

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The safety of the students and school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and district employees. Under no circumstances shall any child be released from the custody of school personnel unless and until such may be done with safety. Any adult calling for a pupil at a school site will be required to identify himself to an assigned staff member before being permitted to take a pupil out of school.

### **Public Agency Use of School Buildings for Emergency Shelters**

Command Post: CES Staff Room/CJUSD Conference Room  
Media Center: CJUSD District Office  
Security Team: CES Staff Room/Quad behind multi if unavailable  
Base Search and Rescue: CES Library/CJUSD Maintenance Yard  
Medical Center: CES Library/CES Conference Room  
Food Distribution: Multipurpose Room  
Public Care Facility: Multipurpose Room  
Student Release Area: In front of gate next to multipurpose room  
Waiting Area for Ambulance: Front of Multipurpose Room  
Student Care: Room 1-6  
Morgue: Behind Rooms 1-6  
Shelter Areas: Located on back field, classes organized by color.  
Parent/Community Liaison: Principal/Vice Principal, Parent Liaison

\*In the event of an earthquake, activities will be staged outside of these areas.

Utility Shut Off: Location (see maps)

Water: Main Valve – Front parking lot, close to fence

Natural Gas: Main Valve – Fenced area behind the art storage room, across from kitchen

Electricity: Basement, under the art storage building

### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

A. Students who violate a section of the California Education Code are subject to suspension. Guidelines for infractions of CES rules are delineated in an outlined in each student's handbook so that discipline has consistency district-wide and suspensions/expulsions are administered equitably.

B. Students who are expelled are enrolled in alternative education settings operated by the Napa County Office of Education (NCOE). Community Schools provide a different kind of learning environment for students who are experiencing difficulties in a traditional school setting or who are exhibiting negative behavior patterns in school or the community. Students may range in age from 12 to 18 years old and a multiple-grade, multiple-subject curriculum is taught. Many of the students enrolled in these schools have been expelled from their district school, identified as habitually truant, or placed on probation by the juvenile court. The emphasis of the program is to re-establish the educational direction of students by providing a learning environment that meets their needs. Counseling and other support services are provided by public and community agencies.

C. Students who are expelled but have the expulsion suspended are enrolled in a regular or alternative program in the CJUSD.

D. All teachers can access suspension information by checking with the site administrator or site secretary. Teachers are notified of students who have been convicted of violent crimes directed toward CES personnel.

#### **(D) Procedures to Notify Teachers of Dangerous Pupils**

Teachers have access to student files through the student information system Aeries.net.

Information regarding a dangerous student in violation of Penal Code Section 243 shall be relayed to school staff in a manner ensuring maximum confidentiality. This shall be communicated individually or at a staff meeting.

#### **(E) Sexual Harassment Policies**

##### **A. BULLYING**

1. CES is committed to protecting its students and employees from bullying, harassment or discrimination for any reason and of any type. All students and employees are entitled to a safe equitable and harassment-free school experience. Bullying, harassment, or discrimination will not be tolerated and shall be a cause for disciplinary action.

Our philosophy is one of a culture of health, wellness, safety, respect and excellence. We strive to train staff and students on intervention and instructional strategies on prevention, including violence prevention. We follow up when incidents are reported or occur.

“Bullying” is described as unwanted purposeful written, verbal, non-verbal, or physical behavior, including but not limited to any threatening, insulting or dehumanizing gesture, by an adult, student, or environment that causes long term damage, causes discomfort or humiliation, or unreasonably interferes with the individual’s CES performance or participation.

2. Bullying may involve, but is not limited to:

Unwanted teasing

Threatening

Intimidating

Stalking

Cyber stalking

Cyber bullying

Physical Violence

Theft

Sexual, religious, nor racial harassment

Public humiliation

Education Code § 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)

##### **B. SEXUAL HARASSMENT**

1. Definition: Sexual harassment occurs when unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature has the purpose or effect of unreasonably interfering with an individual’s education or creating an intimidating, hostile, or offensive educational environment.

2. Examples:

Making unsolicited written, verbal, physical and/or visual contact with sexual overtones such as:

Suggestive or obscene letters, notes, invitations, pictures, or objects.  
Leering and other suggestive or lewd looks, expressions, or gestures.  
Derogatory comments, slurs, jokes, or epithets.  
Assault, touching, impeding or blocking movement.  
Continuing to express sexual interest after being informed that the interest is unwelcome.  
Making, threatening or implying reprisals following a negative response.  
Education Code §§ 48900.2, 48900.4

3. Confidentiality: Reasonable efforts will be made to keep a complaint and the results of the investigation confidential. Witnesses shall be informed that it is a violation of the district policy to disclose the complaint, the nature and outcome of the investigation or the parties involved.

4. Disciplinary action: Students in grades 4 - 12 are subject to disciplinary action. Interventions may include conferencing, warning, counseling, detention, or school service. More serious infractions or chronic violations of the district's sexual harassment policy may result in suspension or expulsion.

5. Retaliation prohibited: A student shall not be subject to retaliation or reprisal for filing a complaint. Every effort will be made by school personnel to ensure non-retaliation and, if this policy is violated, appropriate disciplinary action will be taken.

6. The CJUSD Title IX Officer is the Director of Educational Services and Human Resources, located at the District Office.

#### **(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

AR 5132 specifically addresses "gang-related" apparel and behavior. The Board of Trustees believes that appropriate student dress contributes to a productive learning environment, and it expects students to give proper attention to personal cleanliness, and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction, which would interfere with the educational process. Student attire is the responsibility of the parents/guardian.

#### Prohibited Clothing and Specific Clothing Guidelines:

1. Pupil attire is the responsibility of the parents. Clothing must be clean, safe and not distracting.
2. Shoes must protect the feet, no thongs, flip-flops or other backless shoes. High heels are not permitted.
3. Clothing should fit and be worn appropriately.
4. Pants must fit so that undergarments are not visible and they must remain around the waist area without requiring the use of hands, pins or other accessories to hold them up.
5. Clothing which materially and substantially interferes with the educational process is prohibited, including the use or display on clothing, buttons, ribbons or badges of obscene, vulgar, or profane language or gestures, display of alcoholic beverages or controlled substances in such a way as may tend to promote their use by students
6. Pajama tops, bottoms or slippers are not allowed (unless it is a pre-planned Spirit Day).
7. Nothing may hang from pants. Examples include long belts, key chains, chains, bandanas, etc.
8. Gang related clothing is not allowed. Signs and symbols determined to be affiliated with gangs, or are degrading to an ethnic/religious group, or that causes a disruption of school activities, are not allowed.
9. Hats may not be worn in buildings.
10. Students may not wear makeup (including body glitter and colored lip gloss), perfume, artificial nails, or tattoos at school.
11. Students who demonstrate inappropriate dress, may be referred to administration for follow up.

Teachers, classified staff, students and parents/guardians shall be informed about the school dress code at the beginning of the year and when revised. Teachers and other staff members are responsible for reporting students that are inappropriately dressed to the school administration. A student that violates the dress code shall be subject to appropriate disciplinary action as established by school site discipline policies. Habitual violation of the dress code will be treated as defiance of authority and will result in possible suspension from CES.

Each student receives a "student handbook" which includes a section on school dress. This handbook is reviewed with students annually in all classes. CES does not permit: attire which is unsafe, unhealthy, disrespects others, causes a classroom distraction, is gang related, or promotes sex, drugs, alcohol, tobacco, violence, profanity or discriminates against any person or groups.

**(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School**

CES is a closed campus. Students are not permitted to leave without parent permission and checking out through the main office.

Neighbors are encouraged to report any activity around the perimeter of the campus which appears suspicious.

Visitors to the campus are required to sign in at the main office and receive a name tag prior to proceeding to buildings other than the main office.

Students are informed that they may be suspended for illegal activity, which occurs on the way to/home from CES and at CES-sponsored activities as well as on campus.

**(H) A Safe and Orderly School Environment Conducive to Learning**

**Component:**

Discipline

**Element:**

Student suspension

**Opportunity for Improvement:**

Reduce suspensions

Objectives	Action Steps	Resources	Lead Person	Evaluation
Reduce school suspensions by 1% per School Plan for Student Achievement	Conduct restorative dialogues with students who are sent to the office for serious offenses (level 3-5)	Continued Restorative Practices training.	Principal/Vice-Principal	Review Dashboard data.
Institute Restorative Circles in the classroom	Teachers will conduct weekly class meetings.	Continued Restorative Practices training	Vice Principal	Aeries Discipline Report
Conduct Restorative Circles 2.0 for students who continue to have peer difficulty	Selected students will participate in 8 week sessions	Continued Restorative Practices training	Diversion Officer - UVFC	Reflection and feedback
To pre-teach expectations of safe, respectful and responsible behavior	Rules Rodeo	BEST Handbook	Vice-Principal	Follow up with staff and students

**Component:**

Social Emotional Learning

**Element:**

Connectedness to school, emotional health

**Opportunity for Improvement:**

Students need tools to have agency at school, specifically conflict resolution, growth mindset, and coping strategies.

Objectives	Action Steps	Resources	Lead Person	Evaluation
All students will receive instruction in Second Step	Weekly lessons	Second Step Curriculum	Vice Principal	SEL Survey
Students will participate in Restorative Dialogues	Restorative Practice interviews	Restorative Circles	Principal/Vice Principal	SEL Survey

**Component:**

Emergency Drills

**Element:**

Staff Participation

**Opportunity for Improvement:**

100% of CES staff will respond appropriately to emergencies, including those related to fire, earthquakes, lockdowns, secure campus, and shelter in place.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Monthly drills	Staff Training Staff emergency bags Development and implementation of Emergency Operations Plan	Big 5 Staff Packet	Principal	Reflection and input.

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

**Calistoga Elementary School Student Conduct Code**

**Conduct Code Procedures**

A. CES students will show respect for one another, allow teachers to teach and students to learn, and conduct themselves so that everyone can come to CES each day feeling safe and ready to learn.

Students at CES should conduct themselves in such a way as to not hurt others on the “outside” with muscles or the “inside” with words. Children are expected to conduct themselves in transition or play in such a way that they are not hurt or that they don’t hurt anyone else. Behavior which threatens the emotional or physical well-being of other students, staff, and volunteers cannot be tolerated.

Finally, CES staff has received Building Effective Schools Together (BEST) training. As a result, a BEST/Leadership committee meets monthly to review student discipline data and determine next steps in addressing behavior trends both in the classroom and during recess time. School wide activities include BEST training days and student rewards for being safe, respectful and responsible.

The following guidelines and rules are meant to insure a safe learning environment for everyone at school:

- Respect other people’s property, bodies, and feelings.
- Follow directions and cooperate with others.
- Use language which is respectful and courteous.
- Play safely and only in areas with adult supervision.
- Honestly accept responsibility for one’s actions.

Note: Consequences may vary depending on circumstances and age/grade of student

Classroom: Teachers should immediately establish guidelines and rules for appropriate student conduct. These should be communicated verbally, posted in writing, and shared with parents. They are most effective when they are few in number, regularly reinforced, and are part of a positive classroom environment. In most cases, consequences in the class and parent contacts work best. Referral to the office should be for offenses, which are serious or chronic in nature. Teachers may also use recess or lunch for a time out.

Assemblies: Students are expected to sit with their classes in assigned areas, to conduct themselves properly and not get up and move around. Talking during performances, yelling, and whistling are not acceptable. Students should be warned and/or directed to the office if behavior is disruptive. Review conduct prior to events.

#### B. Procedures: Search and Seizure

CJUSD is making every effort to keep students safe on campus, as well as maintaining a drug free zone within CJUSD.

Individual Searches: CES officials may search individual students, their property and district property under their control, when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, BP, AR, or other rules of CJUSD or CES.

\*Employees shall not conduct strip searches or body cavity searches of any student. (Education Code §49050)

\*Searches of individual students shall be conducted in the presence of at least two district employees.

\*The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

\*Student Desks: The principal or designee may conduct a general inspection of CES properties that are within the control of students, such as lockers and desks, on a regular, announced basis. Any items contained in a locker or desk shall be presumed to be the property of the student to whom the locker or desk was assigned.

\*From time to time, CES officials may open and inspect student lockers or desks for general health and safety inspections, or for purposes of disposing abandoned property. Since lockers and desks are under the joint control of the student and CJUSD, CES officials shall have the right and ability to open and inspect any school locker or desk without student permission or prior notice when they have reasonable suspicion that the search will uncover evidence of illegal possessions or activities or when odors, smoke, fire and/or other threats to health, welfare or safety emanate from the locker or desk.

#### C. Bicycle Safety

Children in grades 3 through 6 may ride their bicycles to school. Bike helmets are required of all students using bicycles. Anyone using their bicycle in an unsafe manner will not be allowed to bring their bicycle to school. Bicycles are to be walked on school sidewalks and on the campus at all times. Bicyclists must walk their bicycles at crosswalks near the school and must wait for the directions of the crossing guard. They should be left alone in the bicycle rack area once the bicycle is parked. Students are not allowed in the bicycle area during the school day. Bicycle locks are required and licenses are recommended. The following bicycle safety rules should be understood by the students:

\*Be careful and alert at all times.

\*Obey all traffic rules and signs.

\*Ride in a single file.

\*Never weave in and out of traffic.

\*Never cut corners on left turns.

\*Always use arm signals when turning.

\*Always keep to the right side of the road or in bicycle lanes.

\*Never hang on to moving vehicles.

\*Be careful where you park your bike.

\*Always ride one on a bike.

\*Always walk your bicycle on the sidewalk when crowded or on the school grounds.

\*Always wear a helmet - it is the law.

#### **(J) Hate Crime Reporting Procedures and Policies**

5 CCR § 701

School Crime and Incident Reporting Procedures.

A. All school district superintendents and county office of education superintendents who operate educational programs are required to submit to the California Department of Education safe school assessment reports that contain specific numerical data on the incidents of crime, including hate crimes or hate motivated incidents, occurring on their respective school campuses. Each school district or county office of education shall utilize the following procedure to report crime and hate motivated incident data from school or program sites to the respective school district or county office of education superintendent, and to the California Department of Education:

(1) Each administrator of a school site or county office of education program, or designee, shall complete a California Safe Schools Assessment School Crime and Incident Reporting Form (July 1, 2001) for each incident of crime, including hate crime or hate motivated incidents. The information on the form includes, but is not limited to, identification of the crime or hate motivated incident, victim characteristics, suspect characteristics, if known at the time of the incident, and the actual or estimated dollar loss to the school district or county office of education resulting from a criminal act directed against property of the school district or county office of education. The site or program administrator shall use the crime and hate motivated incident classification definitions as specified above in Section 700(b) and (d) and the reporting guidelines as specified below in Section 702(a) to determine if a crime or an incident is reportable for the purposes of the Safe Schools Assessment Program.

(2) The site or program administrator, or designee, shall retain on file for not less than three years the individual reports of crimes and hate motivated incidents on which the aggregate data is based, and any other required documentation, as specified below in Section 702(b).

(3) Each month the data regarding reportable school crimes and hate motivated incidents shall be reported to the designated person at the respective school district or county office of education.

(4) Any school district that has its own police department may have the chief of its police force or other administrator of the police department prepare the California Safe Schools Assessment School Crime and Incident Reporting Form (July 1, 2001) for its schools and submit the aggregated data to the California Department of Education.

(5) On or before February 1 and August 1 of each year, the respective school district or county office of education superintendent, or designee, shall aggregate the school crime and hate motivated incident data reported by schools or programs within their jurisdiction and report the aggregated data to the California Department of Education.

(6) Beginning February 1, 1997 and thereafter, if a school district or county office of education chooses to submit its data to the California Department of Education in an electronic format, it must do so in a format designated by the California Department of Education. For the purposes of this section, an electronic format includes, computer disk, modem transfer, or other electronic means.

B. Reportable crimes and hate motivated incidents occurring at a school in the jurisdiction of another school district or county office of education shall be reported by the education agency in which the crime or hate motivated incident occurred.

Note: Authority cited: Section 33031, Education Code; and Section 628.1, Penal Code. Reference: Section 48902, Education Code; and Sections 628-628.6, Penal Code.

## **Safety Plan Review, Evaluation and Amendment Procedures**

1. The School Safety Plan shall be reviewed and updated by Calistoga Elementary School (CES) administrators on an annual basis.
2. The School Safety Plan is reviewed in its entirety every calendar year for staffing and policy changes.
3. The School Safety Plan is reviewed by the CES School Site Council.

**Safety Plan Appendices**

**Emergency Contact Numbers**

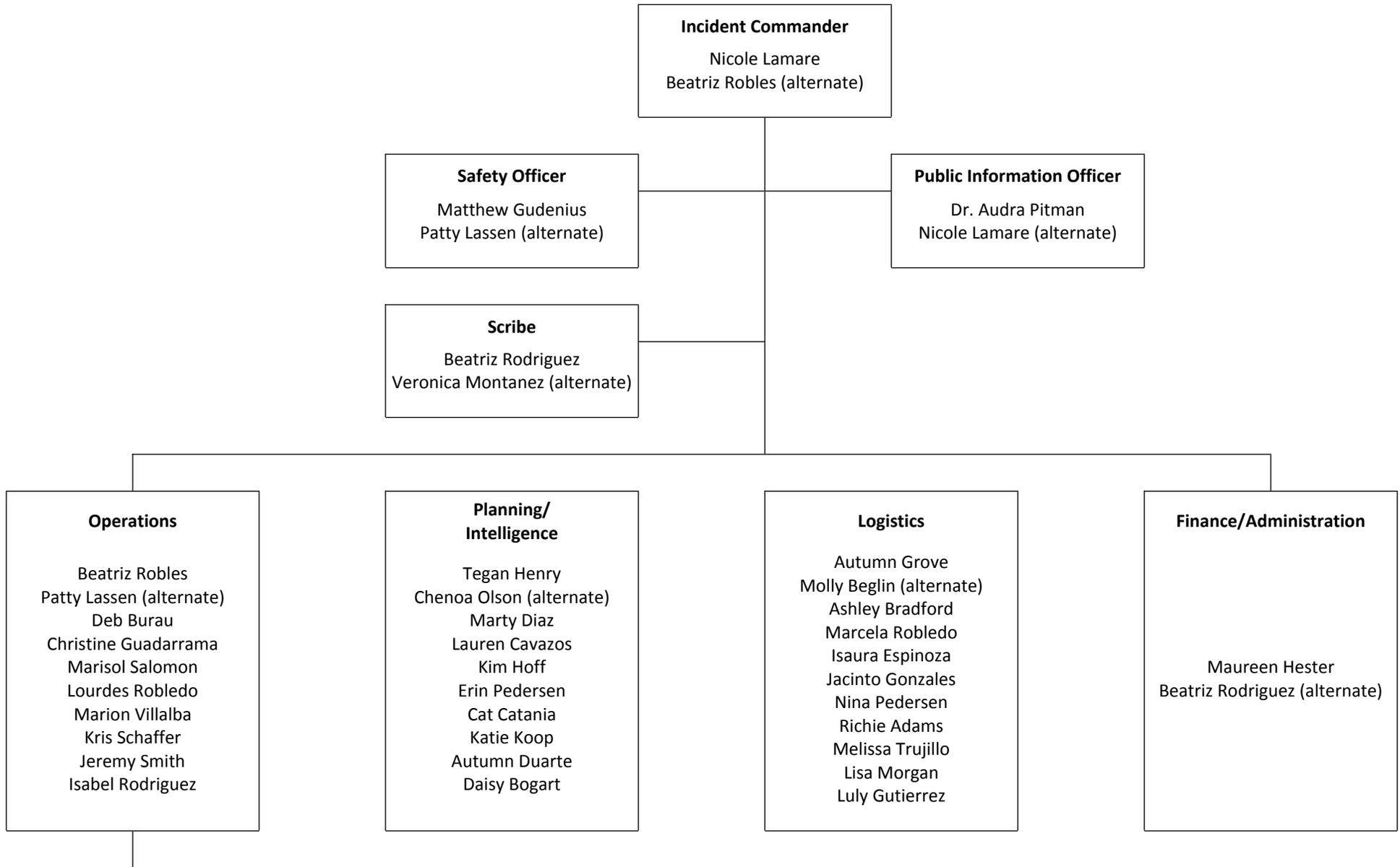
**Utilities, Responders and Communication Resources**

Type	Vendor	Number	Comments
School District	Nicole Lamare, CES Principal	707-942-4398 (work)	707-843-0545 (cell)
School District	Beatriz Robles, CES Vice Principal	707-942-4398 (work)	707-228-3171 (cell)
School District	Dr. Audra Pitman, CJUSD Superintendent	707-942-4703 (work)	707-245-6043 (cell)
School District	Chris Ochs, CJUSD Director of Facilities	707-942-4564 (work)	707-291-7205 (cell)
City Services	Calistoga Sewer and Water Authority	707-942-2828	
Emergency Services	AMR-American Medical Response (Ambulance)	855-267-5299	707-501-5280
Public Utilities	PG&E	1-800-468-4743	1-800-743-5002
Local Hospitals	St. Helena Hospital	707-963-3611	
Law Enforcement/Fire/Paramedic	Calistoga Fire Department	707-942-2840	
Law Enforcement/Fire/Paramedic	Calistoga Police Department	707-942-2810	

**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Reviewed with CES School Site Council	December 8, 2022	
Signed by CES Principal	December 8, 2022	

**Calistoga Elementary School Incident Command System**



**First Aid & Search  
Teacher A**

William Bailey Tucker  
Jennifer Castle (alternate)  
Tegan Henry  
Tami Berryhill  
Melanie Parola  
Joey May  
Lourdes Gonzalez  
Jon Green  
Rosa Lopez  
Melody Rivas  
Gabby Ochoa  
Kristy Strakbein  
Susy Avina  
Elizabeth Graziani

**Student Release &  
Accountability  
TeacherB**

Amy Palma  
Patty Lassen (alternate)  
Joel Kriner  
David Leonard  
Marc Morita  
Brooke Alvarez  
Armando Salomon  
Jose Sevilla  
Veronica Montanez  
Marcie Solomon  
Xitlali Vazquez  
Paulina Knowlton  
Debra Carrasco  
Vilma Dodds  
Gabriela Garibay  
Lupita Reyes



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

#### **Emergency Plan Prep**

This plan is designed to provide a framework for protecting students, staff, volunteers and school facilities, as well as to describe the responsibilities of staff members, for a wide range of emergency and disaster situations that may occur. It has been prepared in compliance with legal requirements and in cooperation with the Napa County Office of Emergency Preparedness and the Napa County Office of Education (NCOE). In the event of a widespread emergency, such as an earthquake, it is recognized that available government resources will be overtaxed and may be unable to respond to all requests for assistance. This plan assumes that the school must be self-sufficient for a time and may be required to provide shelter to the immediate community.

#### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

#### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

#### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

#### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

#### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## Emergency Response Guidelines

### Step One: Identify the Type of Emergency

#### DISASTER PROCEDURES

##### Purpose

This plan is designed to provide a framework for protecting students, staff, volunteers and school facilities, as well as to describe the responsibilities of staff members, for a wide range of emergency and disaster situations that may occur. It has been prepared in compliance with legal requirements and in cooperation with the Napa County Office of Emergency Preparedness and the Napa County Office of Education (NCOE). In the event of a widespread emergency, such as an earthquake, it is recognized that available government resources will be overtaxed and may be unable to respond to all requests for assistance. This plan assumes that the school must be self-sufficient for a time and may be required to provide shelter to the immediate community.

### Step Two: Identify the Level of Emergency

THREE LEVELS OF EMERGENCIES: Emergencies are described by one of the following three levels:

Level One Emergency: A localized emergency which CJUSD personnel can handle by following the procedures in their own emergency plan. Examples: power outage, minor earthquake, etc.

Level Two Emergency: A moderate to severe emergency, somewhat beyond the CJUSD response capability, which may require mutual aid assistance from the fire department, Sheriff's Department, etc. Examples: fire, severe earthquake with injuries and/or structural damage.

Level Three Emergency: A major disaster, clearly beyond the response capability of CJUSD personnel, where large amounts of mutual aid assistance will be required, recovery time will be extensive, and the response time from major supportive agencies may be seriously delayed and/or impaired.

#### Authorities and References

The plan is based on federal, state law and district policy.

### Step Three: Determine the Immediate Response Action

THREE LEVELS OF EMERGENCIES: Emergencies are described by one of the following three levels:

Level One Emergency: A localized emergency which CJUSD personnel can handle by following the procedures in their own emergency plan. Examples: power outage, minor earthquake, etc.

Level Two Emergency: A moderate to severe emergency, somewhat beyond the CJUSD response capability, which may require mutual aid assistance from the fire department, Sheriff's Department, etc. Examples: fire, severe earthquake with injuries and/or structural damage.

Level Three Emergency: A major disaster, clearly beyond the response capability of CJUSD personnel, where large amounts of mutual aid assistance will be required, recovery time will be extensive, and the response time from major supportive agencies may be seriously delayed and/or impaired.

#### Authorities and References

The plan is based on federal, state law and district policy.

### Step Four: Communicate the Appropriate Response Action

#### Plan Implementation

The plan will be:

Initiated by the Principal or designee when conditions exist which warrant its execution.

Implemented by all staff that will remain at CES and perform those duties as assigned until released by the principal.

Reviewed annually by Site Safety Committee (SSC).  
Emergency and disaster functions have been identified and pre-assigned.  
The Emergency Teams will be updated annually.

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

#### DISASTER PROCEDURES

##### Purpose

This plan is designed to provide a framework for protecting students, staff, volunteers and school facilities, as well as to describe the responsibilities of staff members, for a wide range of emergency and disaster situations that may occur. It has been prepared in compliance with legal requirements and in cooperation with the Napa County Office of Emergency Preparedness and the Napa County Office of Education (NCOE).

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##### Authorities and References

The plan is based on federal, state law and district policy.

##### Plan Implementation

The plan will be:

Initiated by the principal or designee when conditions exist which warrant its execution.

Implemented by all staff that will remain at CES and perform those duties as assigned until released by the principal.

Reviewed annually by Site Safety Committee (SSC).

Emergency and disaster functions have been identified and pre-assigned.

The Emergency Teams will be updated annually.

Contact Calistoga Fire Department: 707-942-2840

Contact Calistoga Police Department: 707-942-2810

### **Animal Disturbance**

CES staff shall contact site administrators and alert them of the animal disturbance.

Site Administration shall contact the district office facilities department, local law enforcement or the fire department if necessary.

Site Administration may also contact:

1-Napa County Animal Shelter and Adoption Center, Napa, CA  
707-253-4382

2-Napa Trapping, Napa, CA  
707-387-6989

##### Plan Implementation

The plan will be:

Initiated by the principal or designee when conditions exist which warrant its execution.

Implemented by all staff that will remain at CES and perform those duties as assigned until released by the principal.

Reviewed annually by Site Safety Committee (SSC).  
Emergency and disaster functions have been identified and pre-assigned.  
The Emergency Teams will be updated annually.

Contact Calistoga Fire Department: 707-942-2840  
Contact Calistoga Police Department: 707-942-2810

### **Armed Assault on Campus**

#### **LOCKDOWN DRILL**

Principal will use intercom system to call a lock down.

Students will be directed by teacher to drop and cover away from all windows.

Teachers will visually sweep the area outside their room and pull in any unaccompanied students.

After sweeping the area and/or pulling in any unaccompanied students, teacher will proceed to immediately lock their classroom doors from the inside (one full turn with classroom key to the left will secure the lock so it cannot be opened from the outside).

Window coverings will be immediately drawn to obscure vision into classrooms.

All classrooms will remain in "lock down" mode until the "all clear" direction is given over the intercom.

Each classroom reports to their color-coded Team and "Family" if instructed by administration.

#### **LOCKDOWN ACTIVE SHOOTER**

School staff should move students into classrooms/buildings and call 9-1-1.

Begin lockdown procedures including covering windows, turning off lights, and seeking cover under or near furniture and away from windows.

Use appropriate communications methods (i.e. phones, radios, etc.) to contact the School Administrators.

Take roll and identify all students and staff in the classroom.

Be prepared for an evacuation at any time.

Follow the direction of Calistoga Police Department (707-942-2822).

### **Biological or Chemical Release**

#### **GAS LEAK**

The person detecting the odor of natural gas will:

Notify the School Administrator(s)

Determine where the odor of gas is emanating from (a particular room or area, inside or outside the building).

The School Administrator(s) will:

Immediately call 9-1-1 and notify the Calistoga Fire Department (CFD) (707-942-2822) and provide:

building address,

site name,

description of the odor, and

location of the odor

If ordered to do so, evacuate the building.

If the gas odor emanates from outside the building, close all windows and doors and remain inside. Follow the instructions of the CFD.

Notify Pacific Gas and Electric (PG&E) at 1-800-468-4743 or

If necessary, the Superintendent may order the school closed due to the gas leak.

Contact Calistoga Police Department: 707-942-2810

### **Bomb Threat/ Threat Of violence**

CES Staff shall follow the following protocols:

1-Stay Calm

2-Record the information about the threat on the Bomb Threat Report (or on a piece of paper)

3-Immediately and confidentially report the threat to the CES administration.

4-CES administration will contact the Superintendent and law enforcement.

- 5-CES administrators, Superintendent and law enforcement will make a threat assessment and develop a response to the threat; this may include evacuation, lockdown, or remain in the buildings.
- 6-Superintendent will make the appropriate notifications to staff and/or others.
- 7-Survey the immediate area for unfamiliar objects or packages.
- 8-Do not use cell phones and /or two way radios as they can trigger an explosion if the device is present.
- 9-If you find a suspicious or unfamiliar object or packages, do not touch it; evacuate the area immediately and wait for instructions.

#### Plan Implementation

The plan will be:

Initiated by the Principal or designee when conditions exist which warrant its execution.

Implemented by all staff that will remain at CES and perform those duties as assigned until released by the principal.

Reviewed annually by Site Safety Committee (SSC).

Emergency and disaster functions have been identified and pre-assigned.

The Emergency Teams will be updated annually.

Contact Calistoga Fire Department: 707-942-2840

Contact Calistoga Police Department: 707-942-2810

### **Bus Disaster**

#### DISASTER PROCEDURES

##### Purpose

This plan is designed to provide a framework for protecting students, staff, volunteers and school facilities, as well as to describe the responsibilities of staff members, for a wide range of emergency and disaster situations that may occur. It has been prepared in compliance with legal requirements and in cooperation with the Napa County Office of Emergency Preparedness and the Napa County Office of Education (NCOE).

In the event of a widespread emergency, such as an earthquake, it is recognized that available government resources will be overtaxed and may be unable to respond to all requests for assistance.

This plan assumes that the school must be self-sufficient for a time and may be required to provide shelter to the immediate community.

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**Level Three Emergency:** A major disaster, clearly beyond the response capability of CJUSD personnel, where large amounts of mutual aid assistance will be required, recovery time will be extensive, and the response time from major supportive agencies may be seriously delayed and/or impaired.

#### Authorities and References

The plan is based on federal and state law and district policy.

#### Plan Implementation

The plan will be:

Initiated by the Principal or designee when conditions exist which warrant its execution.

Implemented by all staff that will remain at CES and perform those duties as assigned until released by the principal.

Reviewed annually by Site Safety Committee (SSC).

Emergency and disaster functions have been identified and pre-assigned.

The Emergency Teams will be updated annually.

Contact Calistoga Fire Department: 707-942-2840

Contact Calistoga Police Department: 707-942-2810

## **Disorderly Conduct**

### DISASTER PROCEDURES

#### Purpose

This plan is designed to provide a framework for protecting students, staff, volunteers and school facilities, as well as to describe the responsibilities of staff members, for a wide range of emergency and disaster situations that may occur. It has been prepared in compliance with legal requirements and in cooperation with the Napa County Office of Emergency Preparedness and the Napa County Office of Education (NCOE).

In the event of a widespread emergency, such as an earthquake, it is recognized that available government resources will be overtaxed and may be unable to respond to all requests for assistance.

This plan assumes that the school must be self-sufficient for a time and may be required to provide shelter to the immediate community.

**THREE LEVELS OF EMERGENCIES:** Emergencies are described by one of the following three levels:

**Level One Emergency:** A localized emergency which CJUSD personnel can handle by following the procedures in their own emergency plan. Examples: power outage, minor earthquake, etc.

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**Level Three Emergency:** A major disaster, clearly beyond the response capability of CJUSD personnel, where large amounts of mutual aid assistance will be required, recovery time will be extensive, and the response time from major supportive agencies may be seriously delayed and/or impaired.

#### Authorities and References

The plan is based on federal, state law and district policy.

#### Plan Implementation

The plan will be:

Initiated by the Principal or designee when conditions exist which warrant its execution.

Implemented by all staff that will remain at CES and perform those duties as assigned until released by the principal.

Reviewed at least annually by Site Safety Committee (SSC).

Emergency and disaster functions have been identified and pre-assigned.

The Emergency Teams will be updated annually.

Contact Calistoga Fire Department: 707-942-2840

Contact Calistoga Police Department: 707-942-2810

## **Earthquake**

Inside the classroom students will:

Get under desks/tables

Drop to knees with back to windows

Clasp both hands firmly behind head, covering neck

Bury face in arms, protecting head

When all students are in a protected position, teacher drops and covers under the nearest desk/table until the "all clear" bell rings or announcement.

In the event of a real earthquake:

Teacher directs class to duck/cover until earthquake is over

When shaking stops, teacher directs students to evacuate building and report to the evacuation area and color coded Team and Family (per fire drill)

If necessary, the Superintendent may close the school due to structural damage and/or the need to keep students and staff safe due to the resulting damage from the earthquake.

Contact Calistoga Fire Department: 707-942-2840

Contact Calistoga Police Department: 707-942-2810

### **Explosion or Risk Of Explosion**

The person detecting the odor of natural gas and/or explosion will:

Notify the school administrator(s)

Determine where the odor of gas is emanating from or determine where the explosion took place (a particular room or area, inside or outside the building).

The school administrator(s) will:

Immediately call 9-1-1 and notify the Calistoga Fire Department (CFD) (707-942-2822) and provide:

building address, site name description of the odor/explosion, and location of the odor/explosion

If ordered to do so, evacuate the building.

If the gas odor emanates from outside the building, close all windows and doors and remain inside. Follow the instructions of the CFD.

Notify Pacific Gas and Electric (PG&E) at 1-800-468-4743

Follow directions of CES Principal to evacuate the school and walk to the Calistoga Boys/Girls Club (if appropriate)

If necessary, the Superintendent may order the school closed due to the gas leak/explosion.

Contact Calistoga Police Department: 707-942-2810

### **Fire in Surrounding Area**

#### **POWER OUTAGE/ROLLING BLACKOUTS**

Due to the Tubbs Fires during October of 2017, PG&E may conduct intentional power outages or rolling blackouts due to the need to prevent future fires in Napa County. Additionally PG&E may conduct the same drills due to the need to conserve energy and/or power during times when the outdoor temperatures are in the triple digits.

It is the District's intent that school will remain open during a power outage. However, if necessary, the Superintendent may order the school closed.

#### **How to Prepare for an Outage:**

Ensure portable lighting (i.e. flashlights and batteries) are available at CES.

Keep hallways and pathways clear at all times.

Ensure school staff has established alternative teaching methods and plans to be used during power outages.

Conduct a survey of your school site for the classrooms and offices with no windows and identify relocation options.

#### **During an Outage:**

Contact school administrator(s) if CES is experiencing a blackout.

After 30 minutes, have school administrators walk through campus and check on the status of individuals in each building.

Ensure students use a buddy system when going to the restroom.

Do NOT use candles or gas lanterns.

Turn off computers, monitors, printers, copiers, major appliances, and lights when not in use or needed.

#### **EMERGENCY EVACUATION PROCEDURES**

CES is responsible for identifying and planning safe ingress and egress routes on their school property as well as appropriate evacuation routes. In addition, CES must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act (ADA) of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and or cognitively/emotionally impaired, must be assisted.

CES must develop plans that identify the location of potential evacuation sites. Evacuation plans must also address the following:

The population of people with disabilities/special needs

Appropriate signage and equipment (e.g. wheelchairs/stretchers) needed for individuals with disabilities/special needs.

Training for school staff to assist individuals with disabilities/special needs.

Coordination with first responders

#### **Evacuation Locations:**

In the event of an emergency, either an on-campus or off-campus evacuation may be necessary. In order to be prepared, CES must identify safe evacuation locations to relocate the school population.

#### On Campus Evacuation Location

See appendix for on campus evacuation map "Evacuation Drill Procedures"

#### Off Campus Evacuation Location

CES students are to evacuate the school site, when directed to do so by District Officials, to the following locations:

#### Primary Off Site Location/Organization

Calistoga Boys/Girls Club

#### Address

1401 North Oak Street, Calistoga, CA 94515

#### Point of Contact

Mariana Martinez

#### Phone Number

707-815-9651

#### Hazard Assessment

Each school year, prior to the arrival of the teaching staff, the principal and/or designee, will undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas. During the first month of the school year each teacher will conduct a classroom hazard checklist to be submitted to the principal.

#### Staff Orientation/Training

All CES staff will be oriented to this plan by the principal and/or designee at the beginning of each school year. Staff members designated for medical responsibilities shall have first aid and CPR certification and training in triage.

#### Evacuation Routes

The principal is responsible for establishing safe evacuation routes from all school facilities. Evacuation routes must be posted in all classrooms, multi-purpose rooms, and the school office.

#### Parent Communication/Responsibility

Pertinent components of this plan will be included in the beginning-of-school parent packet and other means of regularly communicating with parents. All parents will complete a Student Release form for their child and designate other persons who are authorized to pick-up their child in the event of an emergency.

#### Supplies and Equipment

Disaster supplies and equipment are maintained as follows:

Emergency kits in each classroom, to include student contact information, flashlight, batteries, and basic first aid supplies.

First aid and other search and rescue supplies which may be needed during the first few hours following an emergency are located in the shed near Room 9.

Tools for shutting off the utilities at each shut-off location are available at the custodial office.

#### Emergency File

An Emergency File containing Student Release-Permission Slip information for all students will be maintained in the school office

CES staff will be EMERGENCY-First Aid Kit taken by the Custodial Office 329-589-8926 or (707) 257-2821 (if available) 9359/4000-1 (on site) 403 (t

Contact Calistoga Police Department: 707-942-2810

## **Fire on School Grounds**

### **FIRE DRILL**

Await further instruction from principal via PA System.

Teacher will take the emergency folder and the roll sheet to the evacuation area (the grassy field beyond the picnic tables in back of the school).

All classes are to silently walk to the evacuation area.

Each classroom reports to their color coded Team and "Family" (see Evacuation Drill Procedures).

Students who are with a prep teacher during the drill will be led by that teacher to the assigned class location on the field.

Roll will be taken. If all children are present, display a "GREEN CARD" from the emergency folder at the front of your line. If a child is at school but missing from the field, display a "RED CARD" & child's name to administration.

Wait for the "all clear" announcement to return quietly to class.

### **POWER OUTAGE/ROLLING BLACKOUTS**

Due to the Tubbs Fires during October of 2017, PG&E may conduct intentional power outages or rolling blackouts due to the need to prevent future fires in Napa County. Additionally PG&E may conduct the same drills due to the need to conserve energy and/or power during times when the outdoor temperatures are in the triple digits.

It is the District's intent that school will remain open during a power outage. However, if necessary, the Superintendent may order the school closed.

How to Prepare for an Outage:

Ensure portable lighting (i.e. flashlights and batteries) are available at CES.

Keep hallways and pathways clear at all times.

Ensure school staff has established alternative teaching methods and plans to be used during power outages.

Conduct a survey of your school site for the classrooms and offices with no windows and identify relocation options.

During an Outage:

Contact School Administrator(s) if CES is experiencing a blackout.

After 30 minutes, have School Administrators walk through campus and check on the status of individuals in each building.

Ensure students use a buddy system when going to the restroom.

Do NOT use candles or gas lanterns.

Turn off computers, monitors, printers, copiers, major appliances, and lights when not in use or needed.

### **EMERGENCY EVACUATION PROCEDURES**

CES is responsible for identifying and planning safe ingress and egress routes on their school property as well as appropriate evacuation routes. In addition, CES must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act (ADA) of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and or cognitively/emotionally impaired, must be assisted.

CES must develop plans that identify the location of potential evacuation sites. Evacuation plans must also address the following:

The population of people with disabilities/special needs

Appropriate signage and equipment (e.g. wheelchairs/stretchers) needed for individuals with disabilities/special needs.

Training for school staff to assist individuals with disabilities/special needs.

Coordination with first responders

Evacuation Locations:

In the event of an emergency, either an on-campus or off-campus evacuation may be necessary. In order to be prepared, CES must identify safe evacuation locations to relocate the school population.

On Campus Evacuation Location

See appendix for on campus evacuation map "Evacuation Drill Procedures"

Off Campus Evacuation Location

CES students are to evacuate the school site, when directed to do so by District Officials, to the following locations:

Primary Off Site Location/Organization

Calistoga Boys/Girls Club

#### Address

1401 North Oak Street, Calistoga, CA 94515

#### Point of Contact

Mariana Martinez

#### Phone Number

707-815-9651

#### Hazard Assessment

Each school year, prior to the arrival of the teaching staff, the principal and/or designee, will undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas.

During the first month of the school year each teacher will conduct a classroom hazard checklist to be submitted to the principal.

#### Staff Orientation/Training

All CES staff will be oriented to this plan by the principal and/or designee at the beginning of each school year.

Staff members designated for medical responsibilities shall have first aid and CPR certification and training in triage.

#### Evacuation Routes

The Principal is responsible for establishing safe evacuation routes from all school facilities.

Evacuation routes must be posted in all classrooms, multi-purpose rooms, and the school office.

#### Parent Communication/Responsibility

Pertinent components of this plan will be included in the beginning-of-school parent packet and other means of regularly communicating with parents.

All parents will complete a Student Release form for their child and designate other persons who are authorized to pick-up their child in the event of an emergency.

#### Supplies and Equipment

Disaster supplies and equipment are maintained as follows:

Emergency kits in each classroom, to include student contact information, flashlight, batteries, and basic first aid supplies.

First aid and other search and rescue supplies which may be needed during the first few hours following an emergency are located in the shed near Room 9.

Tools for shutting off the utilities at each shut-off location are available at the custodial office.

#### Emergency File

An Emergency File containing Student Release-Permission Slip information for all students will be maintained in the school office marked EMERGENCY FILE and will be taken by the school office manager whenever the school building is evacuated.

#### Communications

During an emergency, telephones and cell phones will only be used to report emergency conditions or to request emergency assistance. Internal telephones will only be used to report in by specific request of the emergency management team. The all call system may be used by the emergency management team.

In the event that telephone and/or electrical service are interrupted, other means must be relied upon to relay information. A bullhorn and/or runners will be utilized within the school building and on school grounds.

It is the responsibility of the superintendent/principal to disseminate information to the public.

Contact Calistoga Fire Department: 707-942-2840

Contact Calistoga Police Department: 707-942-2810

#### **Flooding**

Await further instruction from principal via PA System.

Teacher will take the emergency folder and the roll sheet to the evacuation area (the grassy field beyond the picnic tables in back of the school).

All classes are to silently walk to the evacuation area.

Each classroom reports to their color coded Team and "Family" (see Evacuation Drill Procedures).

Students who are with a prep teacher during the drill will be led by that teacher to the assigned class location on the field.

Roll will be taken. If all children are present, display a "GREEN CARD" from the emergency folder at the front of your line. If a child is at school but missing from the field, display a "RED CARD" & child's name to administration. Wait for the "all clear" announcement to return quietly to class.

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It is the District's intent that school will remain open during a power outage. However, if necessary, the Superintendent may order the school closed.

##### How to Prepare for an Outage:

Ensure portable lighting (i.e. flashlights and batteries) are available at CES.

Keep hallways and pathways clear at all times.

Ensure school staff has established alternative teaching methods and plans to be used during power outages.

Conduct a survey of your school site for the classrooms and offices with no windows and identify relocation options.

##### During an Outage:

Contact School Administrator(s) if CES is experiencing a blackout.

After 30 minutes, have School Administrators walk through campus and check on the status of individuals in each building.

Ensure students use a buddy system when going to the restroom.

Do NOT use candles or gas lanterns.

Turn off computers, monitors, printers, copiers, major appliances, and lights when not in use or needed.

#### EMERGENCY EVACUATION PROCEDURES

CES is responsible for identifying and planning safe ingress and egress routes on their school property as well as appropriate evacuation routes. In addition, CES must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act (ADA) of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and or cognitively/emotionally impaired, must be assisted.

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Appropriate signage and equipment (e.g. wheelchairs/stretchers) needed for individuals with disabilities/special needs.

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Coordination with first responders

##### Evacuation Locations:

In the event of an emergency, either an on-campus or off-campus evacuation may be necessary. In order to be prepared, CES must identify safe evacuation locations to relocate the school population.

##### On Campus Evacuation Location

See appendix for on campus evacuation map "Evacuation Drill Procedures"

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##### Address

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##### Point of Contact

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##### Hazard Assessment

Each school year, prior to the arrival of the teaching staff, the principal and/or designee, will undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas.

During the first month of the school year each teacher will conduct a classroom hazard checklist to be submitted to the principal.

#### Staff Orientation/Training

All CES staff will be oriented to this plan by the principal and/or designee at the beginning of each school year. Staff members designated for medical responsibilities shall have first aid and CPR certification and training in triage.

#### Evacuation Routes

The Principal is responsible for establishing safe evacuation routes from all school facilities. Evacuation routes must be posted in all classrooms, multi-purpose rooms, and the school office.

#### Parent Communication/Responsibility

Pertinent components of this plan will be included in the beginning-of-school parent packet and other means of regularly communicating with parents. All parents will complete a Student Release form for their child and designate other persons who are authorized to pick-up their child in the event of an emergency.

#### Supplies and Equipment

Disaster supplies and equipment are maintained as follows:  
Emergency kits in each classroom, to include student contact information, flashlight, batteries, and basic first aid supplies. First aid and other search and rescue supplies which may be needed during the first few hours following an emergency are located in the shed near Room 9. Tools for shutting off the utilities at each shut-off location are available at the custodial office.

#### Emergency File

An Emergency File containing Student Release-Permission Slip information for all students will be maintained in the school office marked EMERGENCY FILE and will be taken by the school office manager whenever the school building is evacuated.

#### Communications

During an emergency, telephones and cell phones will only be used to report emergency conditions or to request emergency assistance. Internal telephones will only be used to report in by specific request of the emergency management team. The all call system may be used by the emergency management team. In the event that telephone and/or electrical service are interrupted, other means must be relied upon to relay information. A bullhorn and/or runners will be utilized within the school building and on school grounds. It is the responsibility of the superintendent/principal to disseminate information to the public.

Contact Calistoga Fire Department: 707-942-2840  
Contact Calistoga Police Department: 707-942-2810

#### **Loss or Failure Of Utilities**

Await further instruction from Principal via PA System.  
Teacher will take the emergency folder and the roll sheet to the evacuation area (the grassy field beyond the picnic tables in back of the school).  
All classes are to silently walk to the evacuation area.  
Each classroom reports to their color coded Team and "Family" (see Evacuation Drill Procedures).  
Students who are with a prep teacher during the drill will be led by that teacher to the assigned class location on the field.  
Roll will be taken. If all children are present, display a "GREEN CARD" from the emergency folder at the front of your line. If a child is at school but missing from the field, display a "RED CARD" & child's name to administration.  
Wait for the "all clear" announcement to return quietly to class.

#### **POWER OUTAGE/ROLLING BLACKOUTS**

Due to the Tubbs Fires during October of 2017, PG&E may conduct intentional power outages or rolling blackouts due to the need to prevent future fires in Napa County. Additionally PG&E may conduct the same drills due to the need to conserve energy and/or power during times when the outdoor temperatures are in the triple digits. It is the District's intent that school will remain open during a power outage. However, if necessary, the Superintendent may order the school closed.

How to Prepare for an Outage:

Ensure portable lighting (i.e. flashlights and batteries) are available at CES.  
Keep hallways and pathways clear at all times.  
Ensure school staff has established alternative teaching methods and plans to be used during power outages.  
Conduct a survey of your school site for the classrooms and offices with no windows and identify relocation options.  
During an Outage:  
Contact School Administrator(s) if CES is experiencing a blackout.  
After 30 minutes, have School Administrators walk through campus and check on the status of individuals in each building.  
Ensure students use a buddy system when going to the restroom.  
Do NOT use candles or gas lanterns.  
Turn off computers, monitors, printers, copiers, major appliances, and lights when not in use or needed.

#### EMERGENCY EVACUATION PROCEDURES

CES is responsible for identifying and planning safe ingress and egress routes on their school property as well as appropriate evacuation routes. In addition, CES must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act (ADA) of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and or cognitively/emotionally impaired, must be assisted.

CES must develop plans that identify the location of potential evacuation sites. Evacuation plans must also address the following:  
The population of people with disabilities/special needs  
Appropriate signage and equipment (e.g. wheelchairs/stretchers) needed for individuals with disabilities/special needs.  
Training for school staff to assist individuals with disabilities/special needs.  
Coordination with first responders

#### Evacuation Locations:

In the event of an emergency, either an on-campus or off-campus evacuation may be necessary. In order to be prepared, CES must identify safe evacuation locations to relocate the school population.

#### On Campus Evacuation Location

See appendix for on campus evacuation map "Evacuation Drill Procedures"

#### Off Campus Evacuation Location

CES students are to evacuate the school site, when directed to do so by District Officials, to the following locations:

#### Primary Off Site Location/Organization

Calistoga Boys/Girls Club

#### Address

1401 North Oak Street, Calistoga, CA 94515

#### Point of Contact

Mariana Martinez

#### Phone Number

707-815-9651

#### Hazard Assessment

Each school year, prior to the arrival of the teaching staff, the principal and/or designee, will undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas. During the first month of the school year each teacher will conduct a classroom hazard checklist to be submitted to the principal.

#### Staff Orientation/Training

All CES staff will be oriented to this plan by the principal and/or designee at the beginning of each school year. Staff members designated for medical responsibilities shall have first aid and CPR certification and training in triage.

#### Evacuation Routes

The Principal is responsible for establishing safe evacuation routes from all school facilities. Evacuation routes must be posted in all classrooms, multi-purpose rooms, and the school office.

#### Parent Communication/Responsibility

Pertinent components of this plan will be included in the beginning-of-school parent packet and other means of regularly communicating with parents.

All parents will complete a Student Release form for their child and designate other persons who are authorized to pick-up their child in the event of an emergency.

#### Supplies and Equipment

Disaster supplies and equipment are maintained as follows:

Emergency kits in each classroom, to include student contact information, flashlight, batteries, and basic first aid supplies.

First aid and other search and rescue supplies which may be needed during the first few hours following an emergency are located in the shed near Room 9.

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#### Emergency File

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In the event that telephone and/or electrical service are interrupted, other means must be relied upon to relay information. A bullhorn and/or runners will be utilized within the school building and on school grounds.

It is the responsibility of the superintendent/principal to disseminate information to the public.

Contact Calistoga Fire Department: 707-942-2840

Contact Calistoga Police Department: 707-942-2810

#### Motor Vehicle Crash

Await further instruction from CES Principal via PA System.

Teacher will take the emergency folder and the roll sheet to the evacuation area (the grassy field beyond the picnic tables in back of the school).

All classes are to silently walk to the evacuation area.

Each classroom reports to their color coded Team and "Family" (see Evacuation Drill Procedures).

Students who are with a prep teacher during the drill will be led by that teacher to the assigned class location on the field.

Roll will be taken. If all children are present, display a "GREEN CARD" from the emergency folder at the front of your line. If a child is at school but missing from the field, display a "RED CARD" & child's name to administration.

Wait for the "all clear" announcement to return quietly to class.

#### EMERGENCY EVACUATION PROCEDURES

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The population of people with disabilities/special needs

Appropriate signage and equipment (e.g. wheelchairs/stretchers) needed for individuals with disabilities/special needs.

Training for school staff to assist individuals with disabilities/special needs.

Coordination with first responders

#### Evacuation Locations:

In the event of an emergency, either an on-campus or off-campus evacuation may be necessary. In order to be prepared, CES must identify safe evacuation locations to relocate the school population.

#### On Campus Evacuation Location

See appendix for on campus evacuation map "Evacuation Drill Procedures"

#### Off Campus Evacuation Location

CES students are to evacuate the school site, when directed to do so by District Officials, to the following locations:

#### Primary Off Site Location/Organization

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#### Point of Contact

Mariana Martinez

#### Phone Number

707-815-9651

#### Hazard Assessment

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#### Staff Orientation/Training

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#### Evacuation Routes

The Principal is responsible for establishing safe evacuation routes from all school facilities. Evacuation routes must be posted in all classrooms, multi-purpose rooms, and the school office.

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#### Supplies and Equipment

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In the event that telephone and/or electrical service are interrupted, other means must be relied upon to relay information. A bullhorn and/or runners will be utilized within the school building and on school grounds.

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Contact Calistoga Police Department: 707-942-2810

## **Psychological Trauma**

Await further instruction from CES Principal via PA System.

Teacher will take the emergency folder and the roll sheet to the evacuation area (the grassy field beyond the picnic tables in back of the school).

All classes are to silently walk to the evacuation area.

Each classroom reports to their color coded Team and "Family" (see Evacuation Drill Procedures).

Students who are with a prep teacher during the drill will be led by that teacher to the assigned class location on the field.

Roll will be taken. If all children are present, display a "GREEN CARD" from the emergency folder at the front of your line. If a child is at school but missing from the field, display a "RED CARD" & child's name to administration.

Wait for the "all clear" announcement to return quietly to class.

## **EMERGENCY EVACUATION PROCEDURES**

CES is responsible for identifying and planning safe ingress and egress routes on their school property as well as appropriate evacuation routes. In addition, CES must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act (ADA) of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and or cognitively/emotionally impaired, must be assisted.

CES must develop plans that identify the location of potential evacuation sites. Evacuation plans must also address the following:

The population of people with disabilities/special needs

Appropriate signage and equipment (e.g. wheelchairs/stretchers) needed for individuals with disabilities/special needs.

Training for school staff to assist individuals with disabilities/special needs.

Coordination with first responders.

### **Evacuation Locations:**

In the event of an emergency, either an on-campus or off-campus evacuation may be necessary. In order to be prepared, CES must identify safe evacuation locations to relocate the school population.

### **On Campus Evacuation Location**

See appendix for on campus evacuation map "Evacuation Drill Procedures"

### **Off Campus Evacuation Location**

CES students are to evacuate the school site, when directed to do so by District Officials, to the following locations:

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Calistoga Boys/Girls Club

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1401 North Oak Street, Calistoga, CA 94515

Point of Contact

Mariana Martinez

Phone Number

707-815-9651

### **Hazard Assessment**

Each school year, prior to the arrival of the teaching staff, the Principal and/or designee, will undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas.

During the first month of the school year each teacher will conduct a classroom hazard checklist to be submitted to the principal.

### **Staff Orientation/Training**

All CES staff will be oriented to this plan by the principal and/or designee at the beginning of each school year.

Staff members designated for medical responsibilities shall have first aid and CPR certification and training in triage.

### **Evacuation Routes**

The Principal is responsible for establishing safe evacuation routes from all school facilities.

Evacuation routes must be posted in all classrooms, multi-purpose rooms, and the school office.

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Pertinent components of this plan will be included in the beginning-of-school parent packet and other means of regularly communicating with parents.

All parents will complete a Student Release form for their child and designate other persons who are authorized to pick-up their child in the event of an emergency.

#### Supplies and Equipment

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Contact Calistoga Fire Department: 707-942-2840

Contact Calistoga Police Department: 707-942-2810

#### **Suspected Contamination of Food or Water**

Await further instruction from CES Principal via PA System.

Teacher will take the emergency folder and the roll sheet to the evacuation area (the grassy field beyond the picnic tables in back of the school).

All classes are to silently walk to the evacuation area.

Each classroom reports to their color coded Team and "Family" (see Evacuation Drill Procedures).

Students who are with a prep teacher during the drill will be led by that teacher to the assigned class location on the field.

Roll will be taken. If all children are present, display a "GREEN CARD" from the emergency folder at the front of your line. If a child is at school but missing from the field, display a "RED CARD" & child's name to administration.

Wait for the "all clear" announcement to return quietly to class.

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The population of people with disabilities/special needs

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Training for school staff to assist individuals with disabilities/special needs.

Coordination with first responders

#### Evacuation Locations:

In the event of an emergency, either an on-campus or off-campus evacuation may be necessary. In order to be prepared, CES must identify safe evacuation locations to relocate the school population.

#### On Campus Evacuation Location

See appendix for on campus evacuation map "Evacuation Drill Procedures"

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Evacuation routes must be posted in all classrooms, multi-purpose rooms, and the school office.

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Contact Calistoga Police Department: 707-942-2810

## **Unlawful Demonstration or Walkout**

Await further instruction from CES Principal via PA System.

Teacher will take the emergency folder and the roll sheet to the evacuation area (the grassy field beyond the picnic tables in back of the school).

All classes are to silently walk to the evacuation area.

Each classroom reports to their color coded Team and "Family" (see Evacuation Drill Procedures).

Students who are with a prep teacher during the drill will be led by that teacher to the assigned class location on the field.

Roll will be taken. If all children are present, display a "GREEN CARD" from the emergency folder at the front of your line. If a child is at school but missing from the field, display a "RED CARD" & child's name to administration.

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Training for school staff to assist individuals with disabilities/special needs.

Coordination with first responders.

### **Evacuation Locations:**

In the event of an emergency, either an on-campus or off-campus evacuation may be necessary. In order to be prepared, CES must identify safe evacuation locations to relocate the school population.

### **On Campus Evacuation Location**

See appendix for on campus evacuation map "Evacuation Drill Procedures"

### **Off Campus Evacuation Location**

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Contact Calistoga Fire Department: 707-942-2840

Contact Calistoga Police Department: 707-942-2810

## Emergency Evacuation Map

**Calistoga Elementary School  
(changed 8.1.2022)**

**Evacuation Drill Procedures (2022-2023)**

**Reminder:**

1. Please have students line up with their homeroom class. If students are in PE or Spanish, please report to the homeroom placement
2. Students are grouped according to “families.” Each family has a color assigned to them.
3. All Paraprofessionals will join the teacher’s class with whom they are working, at the time of the evacuation, and will become members of the care team.
4. All other school staff remains on basketball courts (blacktop closest to Rooms 27 & 28)
5. Please bring emergency backpack with you.

RIVER

SOLAR PANELS/LUNCH TABLES

Tucker  
Rivas  
Ochoa  
Beglin

Leonard  
Kriner  
Palma  
Sevilla

Henry  
Grove  
Solomon  
Morita

Alvarez  
Bogart  
Castle  
Graziani

Grass Area

L. Gutierrez  
L. Gonzalez  
K. Strakbein  
R. Adams  
C. Catania  
G. Garibay  
S. Avina  
M. Trujillo  
R. Lopez  
C. Guadarrama  
P. Knowlton  
M. Reyes  
L. Morgan  
M. Salomon  
I. Rodriguez  
X. Vazquez  
D. Carrasco  
M. Villaba  
V. Dodds

Blacktop Area

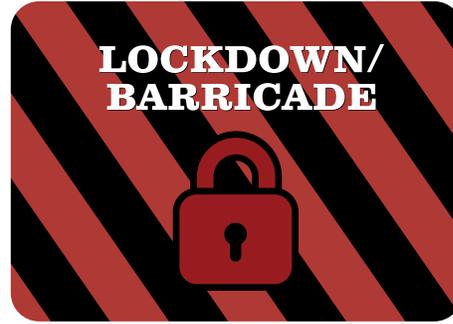
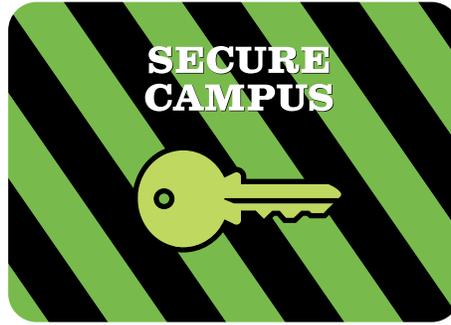
CEDAR STREET

Burau  
Lassen  
Schaffer  
Smith

Duarte  
Koop  
Gudenus  
Parola

Cavazos  
Olson  
Hoff

Pedersen  
May  
Berryhill  
J. Green  
N. Pedersen



# THE Big Five

Staff Packet • 2022-23

Immediate Action Emergency  
Response for Schools



## FOREWORD

Calistoga Joint Unified School District's Big Five protocols provide a shared understanding of emergency response using common language across the district and emergency response agencies. It is a partnership between CJUSD, Calistoga PD, and Calistoga Fire.

These protocols are modified from the work done by the San Mateo County Office of Education and Coalition for Safe Schools and Communities. The Big Five provides five immediate actions for school leaders to implement in any emergency. The Big Five action responses are Shelter in Place; Drop, Cover, and Hold On; Secure Campus; Lockdown/Barricade; and Evacuation.

The Big Five is under constant review by the multi-disciplinary Steering Committee of the San Mateo County Coalition for Safe Schools and Communities. The Steering Committee meets regularly to review activities, analyze emerging challenges, and make recommendations.



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# TRAUMA-INFORMED APPROACHES

To minimize detrimental mental health impacts on students and staff, school leaders are asked to use trauma-informed approaches when practicing and implementing the Big Five protocols. The following table provides grade-appropriate guidance for supporting students during the preparation, response, and recovery phases of an emergency. Specific recommendations for planning and implementing trauma-informed drills can be found on page 6.

	Preparedness	Response	Recovery
<b>All Grades</b>	<p><b>Staff:</b> Train all staff on procedures Use the word “safety” when conducting drills</p> <p><b>Students:</b> Practice grounding and calming skills with students</p> <p><b>Parents/Guardians:</b> Educate parents on protocols Inform parents of safety drills well in advance</p>	<p><b>Staff:</b> Remain calm Students take their cues from adults. Model calm confidence.</p> <p><b>Students:</b> Have students learn and practice calming skills and exercises</p> <p><b>Parents/Guardians:</b> Notify parents in home language as soon as it is safe regarding the situation or once the drill has concluded</p>	<p>Engage students in a movement activity</p> <p>Notice students who may be experiencing anxiety/fear. Check in personally with any students of concern and inform counselors or parents as needed.</p>
<p><b>Pre-K to Kinder</b></p> <p><i>Developmental Considerations:</i> Students require adult guidance to determine what action to take Engage in social stories with students instead of simulated drills No prior knowledge of the Big Five or emergency response actions</p>	<p><b>Students:</b> Use Big Five posters as a visual tool Use <i>Think-on-your-Feet Peet</i> books to help students learn and prepare for emergency drills and responses</p>	<p><b>Staff:</b> Act with confidence Use age-appropriate language</p> <p><b>Students:</b> Allow/encourage students to hold a calming item (stuffed animal, book, small toy)</p>	<p>Praise students for what they did well during the drill</p> <p>Reinforce the concept that preparedness is key to overall school safety</p>



# TRAUMA-INFORMED APPROACHES

	Preparedness	Response	Recovery
<p><b>1st Grade to 4th Grade</b></p> <p><i>Developmental Considerations:</i>            Students can understand safety directions and instructions            Students are capable of understanding purpose of safety drills            Teachers/leaders engage in social stories with students instead of simulated drills</p>	<p><b>Students:</b>            Use Big Five posters as a visual tool            Use Big Five story books and related curriculum to help students prepare and learn</p> <p><b>Parents/Guardians:</b>            Encourage families to discuss the Big Five Protocols and emergency preparedness at home using the Big Five Books</p>	<p><b>Staff:</b>            Give clear instructions and follow protocol</p> <p><b>Students:</b>            If needed, allow students to hold a calming item (stuffed animal, book, small toy)</p>	<p>Identify how the class worked well together            Give students time to ask questions            Reiterate that drills help us stay safe            Move back into learning when class is ready</p>
<p><b>5th Grade to 8th Grade</b></p> <p><i>Developmental Considerations:</i>            Students are capable of understanding purpose of safety drills            Students benefit from adult direction but are able to perform Big Five actions independently            Review prior knowledge of the Big Five protocols</p>	<p><b>Staff:</b>            Clearly post the Big Five Protocols in each classroom</p> <p><b>Parents/Guardians:</b>            Encourage families to discuss the Big Five Protocols and Emergency Preparedness at home</p>	<p><b>Staff:</b>            Give clear instructions and follow protocol            Emphasize cooperation as a class</p> <p><b>Students:</b>            Assign students to perform action steps during the incident</p>	<p>Acknowledge students who performed specific tasks and identify how the class worked well together            Give students time to ask questions            Reiterate that drills help us stay safe            Move back into learning when class is ready</p>
<p><b>9th Grade to 12th Grade</b></p> <p><i>Developmental Considerations:</i>            Students are able to identify probable dangers confronting a school            Students benefit from adult direction, but are able to perform Big Five actions independently in an emergency</p>	<p><b>Staff:</b>            Clearly post the Big Five Protocol in classroom</p> <p><b>Students:</b>            Have students discuss what to expect during a drill or incident            Assign students specific roles and have them walk through those actions</p>	<p><b>Staff:</b>            Give clear instructions and follow protocol</p> <p><b>Students:</b>            Assign students to perform specific action steps during the drill or incident</p>	<p>Spend time debriefing the drill or incident with the class            Allow students to ask questions            Identify how the class worked well together            Move back into learning when class is ready</p>





# CALLING 911

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize the necessary resources to address the emergency at hand. This may include calling or texting 911.

When calling 911, be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

## WHEN REPORTING AN EMERGENCY:

- Remain calm and speak slowly and clearly
- Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency
- Although caller ID information may transfer immediately to the 911 Dispatcher, it is not available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for every call received.
- Answer all questions asked by the 911 Dispatcher, even those that seem repetitious
- Do not hang up until the Dispatcher says to do so

## CALLING 911 FROM A CELL PHONE:

- Cell phone calls to 911 are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match city boundaries.
- Know your cell phone number and be prepared to give the dispatcher an exact address

## TEXT TO 911:

Text to 911 is the ability to send a text message to reach 911 emergency call takers from your mobile phone or device. However, because text to 911 is currently only available in certain locations, always make a voice call to contact 911 during an emergency whenever possible. Call if you can. Text if you can't.

**When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time they ask for it.**



# DRILLS AND EXERCISES

It is essential for school and district staff to conduct drills and engage in various preparedness exercises. Exercises should occur on a regular basis and include key school staff and local partners. A standardized and compliant emergency management plan utilizes a graduated approach to drills. Begin simply with orientation activities before advancing to more complex and sophisticated drills and exercises. Use drills and exercises to:

- Reveal gaps in preparedness
- Identify resource and supply needs
- Improve coordination between the school and community
- Clarify roles and responsibilities
- Increase overall level of emergency readiness, including response capacity of all staff and students

## TYPES OF DRILLS AND EXERCISES:

- **Orientation Seminar:** Introduces emergency policies and procedures to new staff and students, allows for discussion and clarifying questions
- **Tabletop Exercises:** Simulates an emergency situation in an informal, stress-free environment, elicits discussion and questions
- **Drill:** Simulates an incident in a limited scope, tests function of emergency plan, initiates informal discussion of simulated emergencies
- **Functional Exercise:** Simulates a real emergency under time-sensitive conditions, tests and measures seldom-used resources
- **Full-Scale Exercise:** Tests an entire community's response capability, uses real equipment, takes place in "real time"

## STRATEGIES FOR TRAUMA-INFORMED DRILLS:

Students and staff may experience anxiety when anticipating and participating in drills. School leaders should take explicit steps to minimize the impact of drills on students and staff. Use a **TRAUMA-INFORMED** and developmentally appropriate approach to drills.

- Consider using social stories (short stories that depict the emergency response situation) or leading the class in tabletop exercises to practice Drop, Cover and Hold On, Evacuation, Shelter-in-Place, and Secure Campus Drills
- Conduct Lockdown / Barricade drills only with adult staff when students are not present



# DRILLS AND EXERCISES

- Consider conducting a tabletop exercise with adult staff
- Use *Think-on-your-Feet Peet* storybook for PreK-5 students to engage in classroom activities and discussions about Lockdown/Barricade and other Big Five actions
- Conduct tabletop activities with students in 6th-12th grade, go over the procedures specifically for each Big Five Action
- Identify objects for students to hold for comfort
- Always announce drills in advance and prepare all participants as “surprise” drills can cause unnecessary panic
- Prioritize the most serious gaps and focus on the specific objectives
- Because children are sensitive to adult behavior, staff should be trained to exhibit confidence and remain calm during drills
- Make sure your school is ready for the type of drill planned
- Allow enough time for the exercise
- Gradually increase sophistication of exercises over time, but do not add unnecessary complications
- Adults should monitor students during the drill for signs of emotional distress and provide support accordingly
- Evaluate every exercise and conduct a debrief with staff and students



# INCLUSIVE PRACTICES

This section lists inclusive practices that can be employed to assist students with non-ambulatory needs, cognitive and developmental needs, sensory needs and mental health needs.

- The needs of students will vary depending on the student
- It is important to model confidence and competence during a drill or emergency incident
- All students need to know that it is okay to feel afraid, sad, angry, or worried during an emergency incident and encouraged to talk about what they are feeling or experiencing
- Consider creating an Individual Emergency Plan for each student

For students with unique needs, consider creating an Individual Emergency Plan for each student.

Student Group	Actions
<p><b>All Students</b></p>	<p>Work with students prior to the emergency incident occurring to prepare them. State expectations and outcomes in a developmentally appropriate way (using story boards, social narratives, the Big Five Books or Picture Exchange Systems, etc.)</p> <p>Identify the stressors/triggers for particular students (e.g. noise, chaotic environment, change in schedule, items out of place, hiding in particular locations, etc.)</p> <p>With students who have difficulty with transitions, use a transition marker or surprise card (keep in the Teacher's Go Bag) during an emergency incident</p> <p>Use calming activities and soothing objects for students to hold (stuffed animal, stress ball, fidget spinner, etc.)</p> <p>If students use ASL, PECS, tablets or GoTalk for communication, use these for instructional commands during the incident</p>
<p><b>Visual/Auditory Needs</b></p>	<p>Use visual signals in conjunction with verbal commands (classroom signage, the Big Five Posters, desk sized visual aids related to the Big Five or even American Sign Language)</p> <p>Flash lights on and off to secure the student's attention after an announcement or when fire alarm is activated</p>
<p><b>Non-Ambulatory Needs</b></p>	<p>Students on crutches, canes or walkers should be evacuated as injured persons. Use a sturdy chair or one with wheels to move the student or help carry the person to the evacuation location</p> <p>Give priority assistance to wheelchair users with electrical</p> <p>Accompany students to the evacuation site and reunite student with their ambulatory equipment as soon as safe to do so</p>



# INCLUSIVE PRACTICES

Student Group	Actions
<p><b>Cognitive/Developmental Needs</b>  <b>Sensory/Autism Needs</b>  <b>Mental Health Needs</b></p>	<p>Use the student’s reward/reinforcement systems to promote participation and following of directions</p> <p>Allow use of self-soothing behaviors, such as fidgeting, placing hands in pockets or hands in hair</p> <p>Speak slowly, whisper commands and avoid physical contact between others during drills and incidents if able to do so</p> <p>Provide earplugs/noise canceling headphones to decrease sensory input</p> <p>Allow students to color in the Big Five Activity Books, their own coloring pages or calming strategies during the emergency incident</p> <p>Be aware of students who may be vulnerable to stress or trauma, re-experiencing personal experiences or life circumstances or emotional vulnerability. Provide appropriate and timely services or referrals after the emergency incident</p>



# THINK ON YOUR FEET

In the event of an emergency, quick thinking is imperative for survival. During a crisis, an individual must think on their feet to determine the best course of action. These choices may include:

- Get off campus
- Hide
- Go into Lockdown/Barricade
- Fight against an assailant in the most extreme circumstances

Understanding and practicing these options can help an individual respond decisively and in so doing, best ensure the safety and survival of self and others.

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions, and shouting. It is not uncommon for people experiencing a dangerous situation to first deny or rationalize the possible danger rather than respond. Quality training can help individuals think clearly and quickly during a chaotic scene. Proper training should include helping staff recognize the sounds of danger. Train staff and students to act decisively and remain flexible with a "think on your feet" approach.

## LOOK, LISTEN AND LEAVE: FIRE ALARM

The **LOOK, LISTEN, AND LEAVE** protocol is an important action to practice when training the "think on your feet" mindset. At the sound of a fire alarm, staff and other leaders should take a moment to assess the scene before evacuating. The three steps of **LOOK, LISTEN, AND LEAVE** are:

- **LOOK** - open the classroom door and look out. Do you see smoke or fire? Is the path to your pre-planned evacuation spot clear of obstacles? Do you notice anything out of the ordinary?
- **LISTEN** - in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?
- **LEAVE** - having determined it is safe to do so, direct students to leave the room toward the pre-determined evacuation spot.



# IMMEDIATE ACTION RESPONSE: THE BIG FIVE

The Big Five is a set of **IMMEDIATE ACTION RESPONSES** intended to be implemented quickly in any variety of emergency situations. When an emergency occurs, it is critical that staff members take *immediate* steps to protect *themselves*, their *students*, and *other people* on campus. Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must also be taught how to implement each of The Big Five protocols.

## IMMEDIATE ACTION RESPONSE: THE BIG FIVE

BIG FIVE ACTION	WHEN	RESPONSE
<b>SHELTER IN PLACE</b>	Environmental hazards, dangerous air quality due to smoke or other contaminants, fire off-site, dangerous wildlife in the area, or severe weather	Isolate students and staff from the outdoor environment. Go inside. If hazard is airborne, close doors, windows, and air vents. Shut down air conditioning/heating units. Continue instruction as planned
<b>DROP, COVER AND HOLD ON</b>	Earthquake, explosion, or falling debris	Protect students and staff from falling debris, drop to the floor, take cover under heavy furniture and hold on.
<b>SECURE CAMPUS</b>	Potential threat of violence in the surrounding community and/ or police activity off-campus and nearby	Calmly direct all staff/students indoors. Close and lock all classrooms/office doors. Continue instruction as planned. Remain indoors until otherwise directed.
<b>LOCKDOWN/ BARRICADE</b>	Violent intruder on campus	Immediately seek safety indoors. Once inside, lock and barricade all doors. Cover windows and turn off lights. Remain quiet and alert. No one is allowed to enter or exit for any reason unless directed by law enforcement.
<b>EVACUATION</b>	Bomb threat, chemical/gas leak, fire inside the building or nearby premises, severe weather alert, after an earthquake or explosion, or when implementing Student Release/Reunification	Use the “Look, Listen, and Leave” protocol. Once it is deemed safe to exit buildings, lead students and school staff from school buildings to a predetermined location.





# SHELTER IN PLACE

**SHELTER IN PLACE** is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other environmental hazards. The procedures may necessitate closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation, and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

**SHELTER IN PLACE** is considered appropriate for, but is not limited to, the following types of emergencies:

- External chemical release
- Fire in the community
- Hazardous material spills
- Unhealthy air quality outside
- Dangerous wildlife on or near campus

A Shelter-in-Place response may require that HVAC systems be shut down to provide protection from contaminated outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.

Allows for instruction to continue.

## SHELTER IN PLACE:

- All heating, air conditioning, and ventilation systems may need to be shut down immediately depending on the hazard
- All pilot lights and sources of flame may need to be extinguished
- Any gaps around doors and windows may need to be sealed
- Allows for free movement within classrooms or offices



# SHELTER IN PLACE



## STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Support those needing special assistance.
- If directed by Incident Command, secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system to; c) turn off fans
- Take attendance and call or email attendance report to school secretary or according to site protocol
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine





# DROP, COVER, AND HOLD ON

**DROP, COVER AND HOLD ON** is the immediate action taken in the event of an earthquake or explosion and protects students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies:

- Earthquake
- Explosion

In the event of an explosion, earthquake, or other event causing falling debris, immediately “DROP, COVER, and HOLD ON.” Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can secure against an interior wall and lock the wheels. Protect head by covering with arms if possible.

## **DROP, COVER, AND HOLD ON:**

- Must be practiced for immediate and automatic response
- Is the single most useful action to protect from injury in an earthquake
- In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- Most injuries in earthquakes are caused by breaking glass or falling objects
- Fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Stay alert to aftershocks
- Assist those with special needs to ensure safe cover for all
- Evacuate students to predetermined Evacuation Assembly Area and wait for further instructions.



# DROP, COVER, AND HOLD ON



## STAFF ACTIONS - INSIDE:

- At first recognition of an earthquake, instruct students to move away from windows
- Initiate **DROP, COVER, AND HOLD ON** procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand, and cover the back of the neck with the other arm.
- Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them to shelter against an interior wall and turn away from windows and other glass.
- Each time an aftershock is felt, **DROP, COVER, AND HOLD ON**. Aftershocks frequently occur minutes, days, even weeks following an earthquake.
- When it appears safe to release from **COVER**, assess any injuries and/or damage and report status to Incident Commander according to site communications protocol. Be prepared to call 911 directly if necessary.
- Wait for further instructions from School Incident Commander or First Responders or if that seems unlikely and building is compromised, evacuate students to predetermined Evacuation Assembly Area





# DROP, COVER, AND HOLD ON

## STAFF ACTIONS - OUTSIDE:

- Find a clear spot and drop to the ground. (Stay away from buildings, power lines, trees, and streetlights, etc.)
- Commence **DROP AND COVER** in the **DROP, COVER, AND HOLD ON** procedures
- Place head between the knees; cover back of neck with arms and hands
- Remain in place until shaking stops or for at least 20 seconds
- Each time an aftershock is felt, **DROP AND COVER**. Aftershocks frequently occur minutes, days, even weeks following an earthquake.
- When it appears safe to move, report location, injuries and/or any damage to School Incident Commander according to site communications protocol
- Wait for further instructions from School Incident Commander or First Responders, or if that seems unlikely, evacuate students to predetermined Evacuation Assembly Area



# SECURE CAMPUS



**SECURE CAMPUS** is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue if all classroom and office doors are locked and all students and staff remain inside *through the duration of the event*, except for essential needs. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

During a Secure Campus, the Incident Command Team or staff assigned by the Incident Command Team shall assist in escorting students and staff who may need to leave the classroom for Essential Needs. Essential Needs can include but are not limited to the following:

- Bathrooming/Toileting
- Medical Needs/Response
- Mental Health/Wellness Needs/Response

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN / BARRICADE** as circumstances demand in which case instruction immediately ceases and students and staff follow **LOCKDOWN / BARRICADE** procedures.

Secure Campus allows for instruction to continue while the school takes preventative action in the event of a threat in the neighborhood surrounding a school. Lock all classroom/office doors, close entrance and exit points on the school's perimeter, and continue classroom instruction.





## SECURE CAMPUS

### SECURE CAMPUS:

- Is intended to prevent a potential threat present in the community from entering campus
- Heightens school safety while honoring instructional time
- Requires that all exterior classroom/office doors are locked and remain locked
- Is intended to prevent intruders from entering occupied areas of the building
- Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander



# SECURE CAMPUS



## STAFF ACTIONS:

- Move to the door and instruct any passing students to return to assigned classroom immediately
- Close and lock the door
- Continue the class instruction or activity as normal
- Enforce the “no entrance” and “no exit” protocol. Remain in the classroom or secured area and wait for further instructions.
- Be alert to the possibility that the response may elevate to **LOCKDOWN / BARRICADE**
- Do not call the office to ask questions; School Incident Commander will send out periodic updates
- Be prepared to escort students to locations on campus for essential need breaks
- Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

## STAFF ACTIONS - IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):

- Gather students together and organize into an orderly formation
- Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a pre-determined classroom location
- Proceed to pre-determined classroom location as quickly as possible
- Once inside, take attendance to ensure all students are accounted for
- By classroom phone, cell phone, walkie-talkie, or other means, contact School Incident Commander to report class location and any absent or missing students
- Implement all classroom policies and procedures for **SECURE CAMPUS** status
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine





# LOCKDOWN / BARRICADE

**LOCKDOWN / BARRICADE** is implemented when the imminent threat of violence or gunfire is identified on the campus, or the school is directed to do so by law enforcement. During **LOCKDOWN / BARRICADE**, students are to always remain in designated classrooms or lockdown locations. Do not evacuate until room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

- Gunfire
- Threat of extreme violence outside the classroom

During a **LOCKDOWN / BARRICADE**, remember that immediate safety from the violent intruder is the priority and guides all actions, above all other concerns, including COVID-19 safety procedures.

**Lockdown/Barricade requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by law enforcement or School Incident Commander who will unlock door from the outside with keys.**

## **LOCKDOWN / BARRICADE:**

- Is a response to an immediate danger; it is not preceded by any warning
- Demands quick action; an active shooter, for example, can fire one round per second
- Requires common sense thinking under duress; do what must be done to best ensure survival of students and staff
- If it is possible to safely get off campus with students, take that action immediately (Run)
- If it is not possible to get off campus, quickly lockdown inside a safe room and barricade the entrance (Hide)
- Once a room is secured, no one is allowed to enter or exit under any circumstances
- Prioritize clear communication. Remove face covering if necessary.
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)







## LOCKDOWN / BARRICADE

### FIGHT:

- If confronted by an assailant, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs
- There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker
- Fighting back is NOT an expectation, merely one option for a last resort response

### LOOK, LISTEN, AND LEAVE: FIRE ALARM

If site alarm is triggered during Lockdown/Barricade, always respond with caution and **LOOK** and **LISTEN** for unusual or violent activity before initiating an evacuation **LEAVE**.

- **LOOK** - open the classroom door and look out. Do you see smoke or fire? Is the path to your pre-planned evacuation spot clear of obstacles? Do you notice anything out of the ordinary?
- **LISTEN** - in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?
- **LEAVE** - only after determining it is safe to do so, direct students to leave the room toward the pre-determined evacuation spot



# LOCKDOWN / BARRICADE



## STAFF ACTIONS - IF STUDENTS ARE IN CLASS AT TIME OF LOCKDOWN / BARRICADE:

- *Immediately* move to the door and check for passing students. Divert as many students as possible into the classroom.
- Close and Lock the door and barricade with heavy objects
- Close blinds and turn off lights. If the door has a window, cover with a pre-cut piece of dark paper or cardboard.
- Instruct students to stay quiet and out of sight. Relocate against the wall least visible to the outside and out of sight of intruder.
- Turn off television, LCD projector, document camera, etc. The room should be dark and quiet.
- Silence all cell phones
- **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or School Incident Commander will use keys to unlock door and clear the room.
- *Only if* there is a life-threatening emergency inside the room and there is no other way to request medical assistance. Place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door.
- If an active threat is still present at the time law enforcement comes on scene, law enforcement will ignore the red signal until the active threat has been neutralized
- If safe to do so, locate emergency packet and attendance roster, remove staff ID placard and put it on
- If safe to do so, take attendance and document students who are present in the room
- Remain in the classroom or secured area until further instructions are provided by School Incident Commander or law enforcement
- Do NOT call office to ask questions; School Incident Command will send out periodic updates
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)
- Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours





# LOCKDOWN / BARRICADE

## STAFF ACTIONS - IF STUDENTS ARE OUT OF CLASS AT TIME OF LOCKDOWN / BARRICADE:

- Move students to nearest available safe building or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option.
- Do not chase students who run. Let them go.
- Do not go into rooms that cannot be secured and offer no way out
- If secure inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to relocate against the wall least visible to the outside and out of harm's way
- Instruct students to stay quiet and out of sight
- Silence all cell phones
- Turn off television, LCD projector, document camera, etc. The room should be dark and quiet.
- Remain calm. If safe to do so, attempt to maintain separation between students and the perpetrator.
- If an active threat is still present at the time law enforcement comes on scene, law enforcement will bypass injured victims in order to neutralize the threat
- If safe to do so, locate emergency packet and remove staff ID placard and put it on
- If safe to do so, take attendance and document individuals who are present in the room
- If safe to do so and according to site communications protocol, contact School Incident Commander or designee to document your whereabouts as well as any students/staff under your supervision
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)
- Maintain order in all areas of shelter or assembly and await the arrival of Law enforcement. Be ready for lengthy stay of 2-4 hours



# LOCKDOWN / BARRICADE



## STAFF ACTIONS - IF STUDENTS ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR ACTIVITY CLASSES):

- Gather students together
- Inform students that as part of **LOCKDOWN / BARRICADE** procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location
- Follow pre-arranged evacuation route to evacuation location
- Should the group be confronted by the intruder who is intent on doing harm, consider taking defensive measures to run, hide, or fight the assailant
- Upon arrival at the pre-arranged location, take attendance
- By radio communication or cell phone, contact School Incident Commander or designee or 911 Dispatcher to report class location and any absent or missing students
- Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian until instructed by School Incident Commander or law enforcement





# EVACUATION

**EVACUATION** is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

**EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Fire
- Earthquake

In the event of an explosion, earthquake, or other event causing falling debris, **EVACUATION** will be preceded by a “**DROP, COVER, and HOLD ON**” protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

## THINK ON YOUR FEET: LOOK, LISTEN, AND LEAVE - FIRE ALARM

Before evacuation, take a moment to look outside the door for any potential dangers. Listen for anything unusual that might pose a safety risk. Once it's determined the path is safe, evacuate the office or classroom to a designated safe area.

## EVACUATION:

- Requires exit from the building to a designated safe site, on-campus or off-site
- May require that students and staff rely on district bus transportation
- May require staff to exit via alternate routes based on circumstances
- Requires that students remain with assigned teachers unless circumstances prohibit it
- Requires that staff and students assist those with special needs to ensure for safe egress of all



# EVACUATION



## EVACUATION ROUTES:

Take care in choosing a designated evacuation area. Consider whether there is a clear route to the area from all parts of the campus, and whether it is far enough away in the case of a fire or gas leak, but close enough to be reached on foot. Consider also having multiple designated evacuation areas in the event one is obstructed or otherwise becomes unsafe during an emergency. Make sure there is a clear, unblocked path onto campus for emergency vehicles. Be sure to include evacuation to designated area(s) as part of drills and training.

## STAFF ACTIONS:

- Prepare students to leave all belongings and calmly exit the building
- Gather emergency supplies/materials (Go Bag, p. 30) including the student roster for current class and that of “Buddy Teacher” (p. 31)
- Remove staff ID placard from emergency materials and put it on
- Ensure that the door is closed, but unlocked
- Check with “Buddy Teacher(s)” to determine each other’s health status, need to assist with injuries, need to stay with injured students, responsibility to ICS duty, etc.
- If necessary, one “Buddy Teacher” will evacuate both classrooms
- Take care to ensure the safety and address the unique needs of students or staff with disabilities according to site protocol
- Emphasize that the class stay together en route to the Evacuation Assembly Area
- According to site protocol, take attendance once class is safely in assembly location
- According to site protocol, report missing students
- Remain in the Evacuation Assembly Area until further instruction
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine



# FIRST AID: TRIAGE

First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.

## THE BASICS OF FIRST AID RESPONSE:

- Remain calm and assess the situation
- Be sure the situation is safe for the responder
- In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call **911** immediately
- Do NOT move a severely injured or ill person unless necessary for immediate safety
- If moving is necessary, protect the neck by keeping it straight to prevent further injury

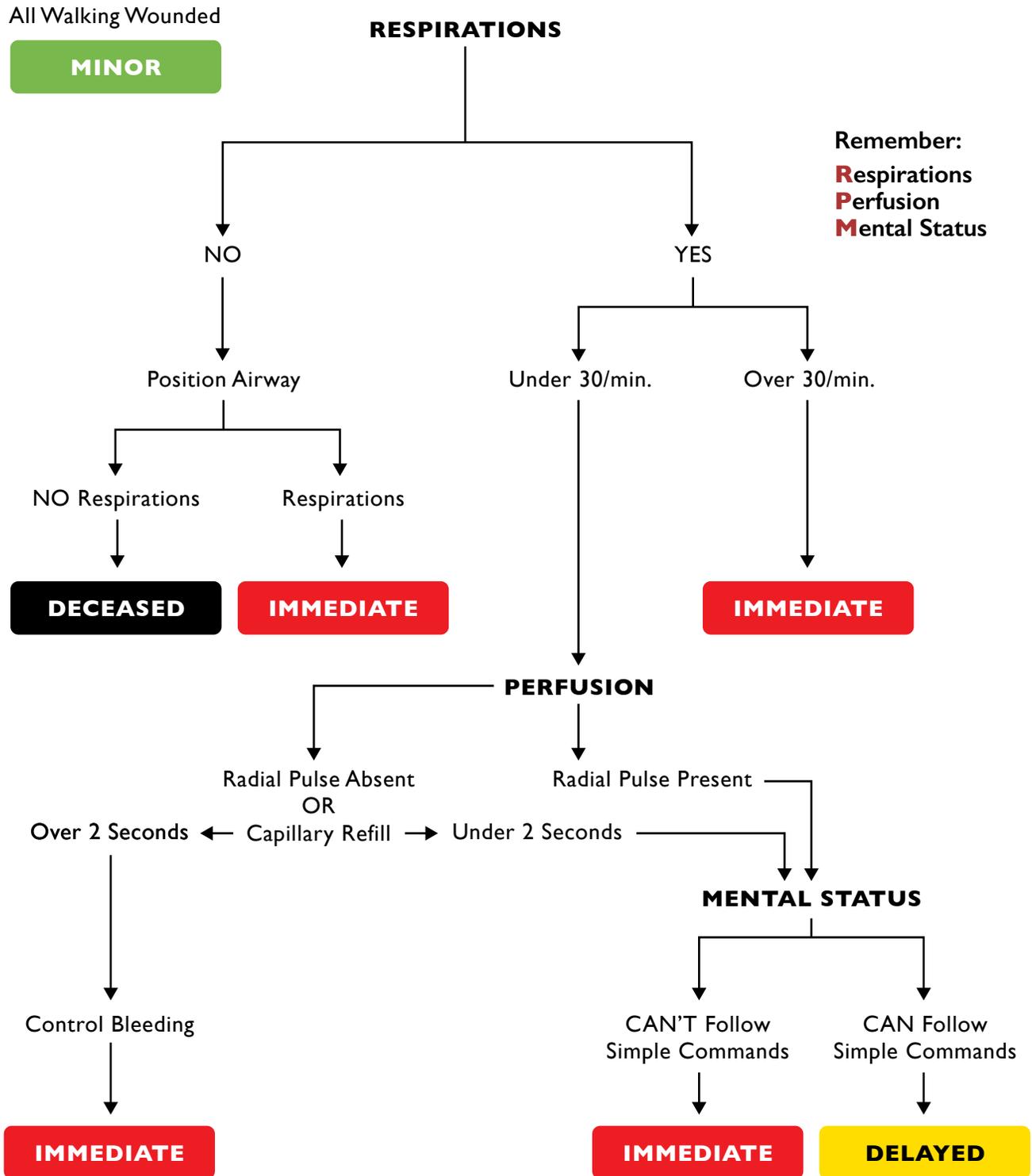
## RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS:

1. Portable stretcher and cot with waterproof cover
2. Ten Triage Tags
3. Blankets, sheets/pillows/pillowcases (disposable covers are suitable)
4. Wash cloths, hand towels, and small portable basin
5. Covered waste receptacle with disposable liners
6. Bandage scissors, tweezers
7. Disposable thermometer
8. Pocket mask/face shield for CPR
9. Disposable latex free gloves
10. Cotton-tipped applicators, individually packaged
11. Assorted adhesive bandages (1" x 3")
12. Gauze squares (2" x 2"; 4" x 4"), individually packaged
13. Trauma Pads (5" x 9")
14. Adhesive tape (1" width)
15. Gauze bandage (2" and 4" widths) rolls
16. Ace bandage (2" and 4" widths)
17. Splints (long and short)
18. Quick clot dressing
19. Cold packs
20. Triangular bandages for sling and safety pins
21. Tongue blades
22. Disposable facial tissues, paper towels, sanitary napkins
23. One flashlight with spare bulb and batteries



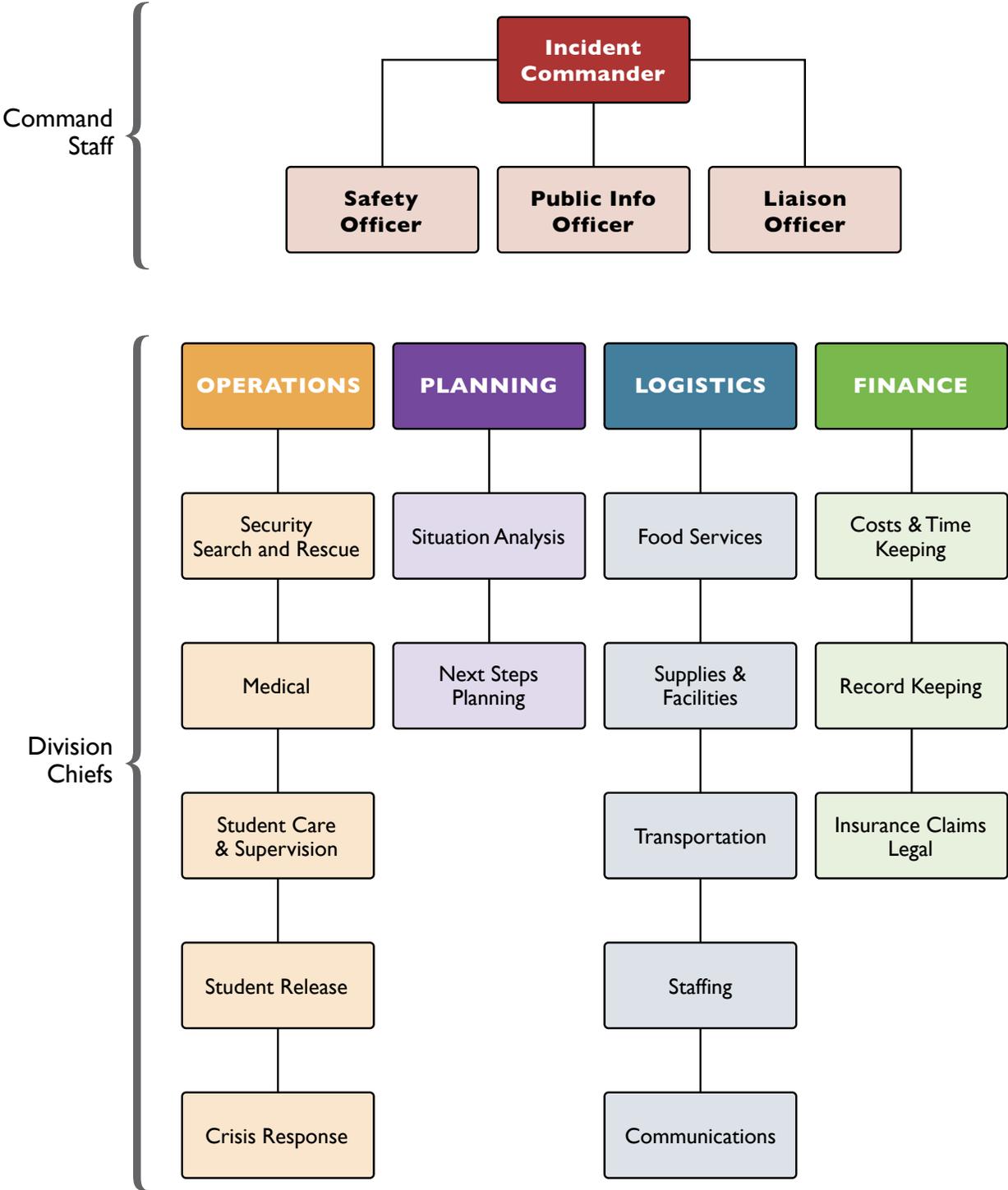
# FIRST AID: TRIAGE

In **TRIAGE**, patients are classified with a color tag to indicate the level of urgency. Those colors are displayed in this diagram.



# SCHOOL INCIDENT COMMAND CHART

This chart should be used as a guide for school site and districts to plan their Incident Command Structure. At a School site the flexibility for each role is paramount as staff is not also on site or able to perform duties during an emergency. For an explanation of roles and job duty expectations, please see the *ICS Cards and Roles*.



# GO BAG

Each classroom should maintain an up-to-date Go Pack. Each teacher is responsible to monitor the contents of their classroom's Go Pack and to obtain any materials that need replacing or updating. While other appropriate items might be included, each Go Pack must contain the following:

#	Item	Verified (Date)	Verified (by Whom)
1	Updated Class Lists		
2	"Buddy" Class Lists		
3	In-Room Attendance Forms		
4	Evacuation Attendance Forms		
5	Staff ID Placard w/Teacher Name		
6	Red Cross Placard		
7	Evacuation Routes Map		
8	Toilet Bucket w/privacy tent		
9	Pens/Pencils		
10	Individual Safety Plans of Students with Special Needs		
11	Green & Red Cards		
12	First Aid Kit		
13	Comforting Objects/Snacks (optional, depending on class)		



# BUDDY TEACHER LIST

Use the chart below to assign Buddy Teachers for emergency evacuation purposes. Each teacher is responsible for assisting the Buddy Teacher's class evacuate should the need arise. The classroom Go Pack should contain current rosters for both classrooms.

## BUDDY TEACHER ASSIGNMENTS

#	Teacher	Room No.	Teacher	Room No.
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
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