

# College Park Elementary School

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## COMPREHENSIVE SCHOOL SAFETY PLAN

2021-2022



**IRVINE UNIFIED  
SCHOOL DISTRICT**

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# COMPREHENSIVE SCHOOL SAFETY PLAN 2021/2022

**College Park Elementary**  
3700 Chaparral Ave. Irvine CA, 92606  
(949) 936- 5550

Each school district is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grade 1 to 12, inclusive (California Education Code § 32281(a)).

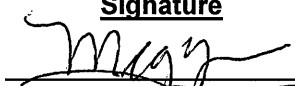

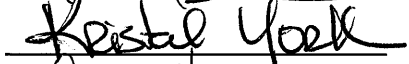


A schoolsite council shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school (California Education Code § 32281(b)(1)).

The schoolsite council may delegate this responsibility to a school safety planning committee made up of the following members:

- ✓ The principal or the principal's designee.
- ✓ One teacher who represents the Irvine Teachers Association.
- ✓ One parent whose child attends the school.
- ✓ One classified employee who represents the California School Employees Association.
- ✓ Other members, if desired (California Education Code § 32281(b)(2))

An updated file of all safety-related plans and materials shall be readily available for inspection by the public (California Education Code § 32282(d)).

## **Schoolsite Council / School Safety Planning Committee**

<u>Name</u>	<u>Title</u>	<u>Signature</u>
Meg Gwyn	Principal	
Daniel Gutierrez	TOSA	
Kristal York	Teacher	
Amy Hee	Office Administrator	
Amy Aldip	Teacher	

### **Date of Public Meeting:**

The School Safety Plan will be reviewed at a public meeting in October 2021  
(California Education Code § 32288(b)(1))

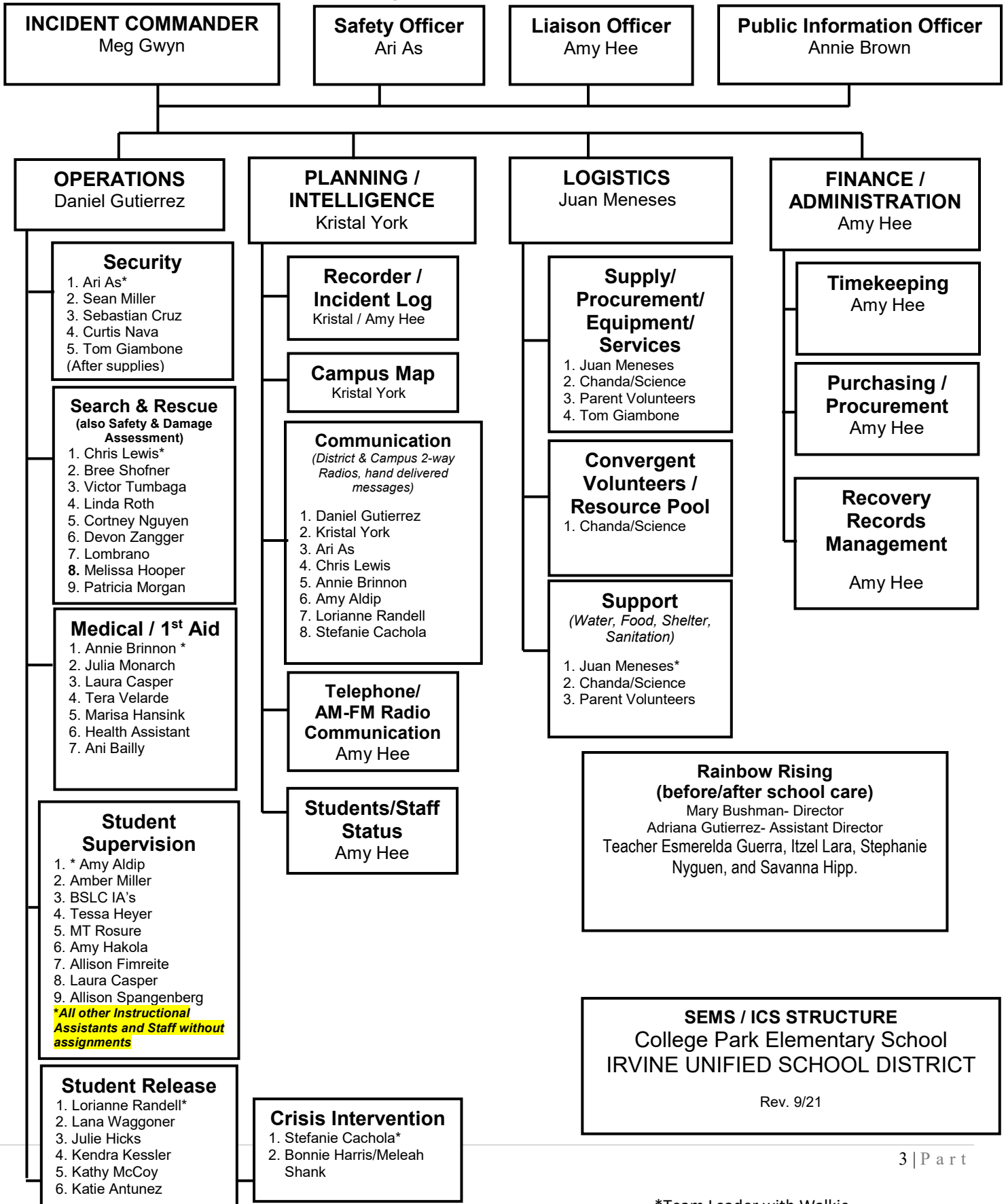


# INCIDENT COMMAND SYSTEM - ORGANIZATIONAL CHART

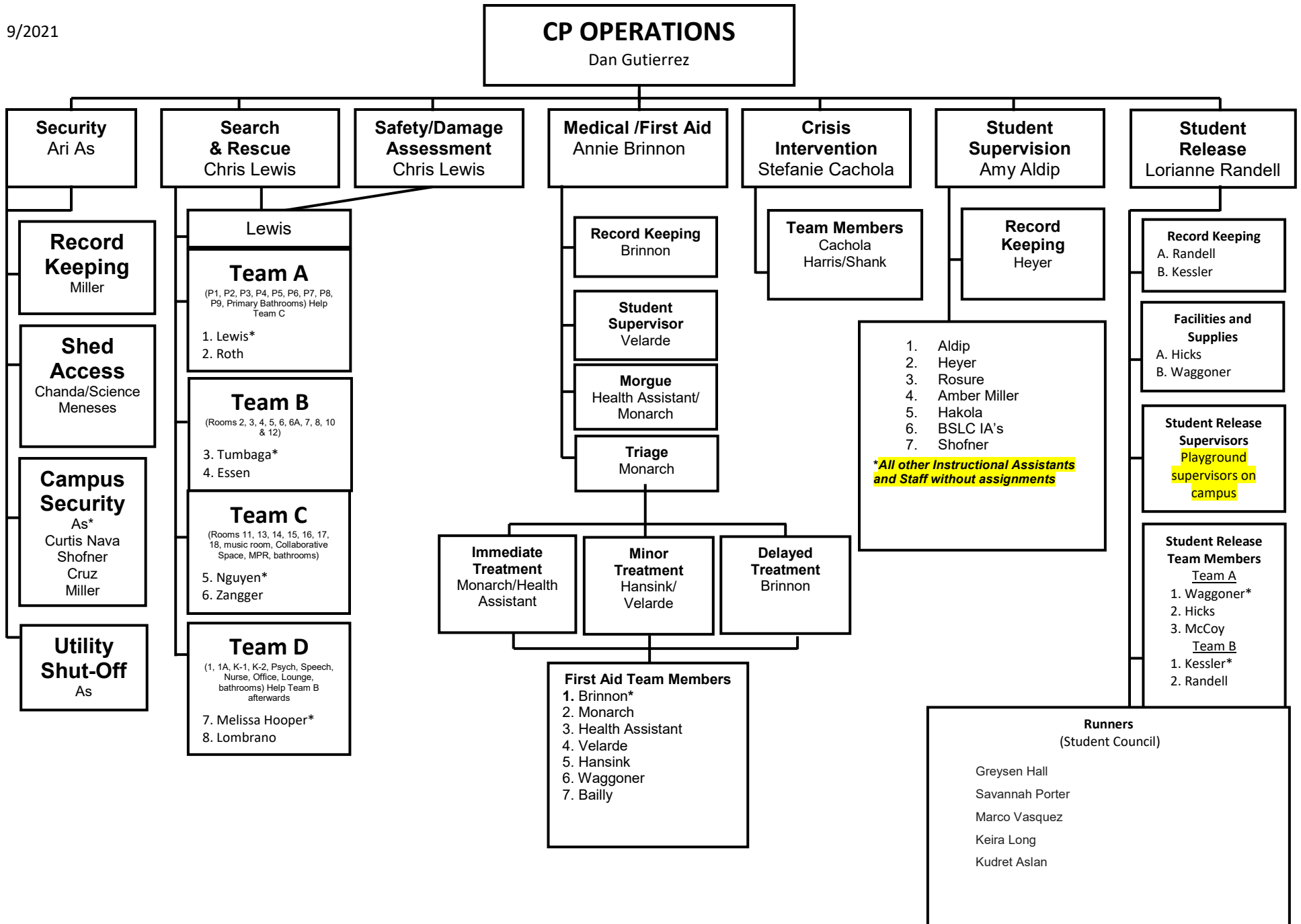
Incident Command System Activated for Catastrophic Emergencies

2021/2022

## ICS Organizational Chart



\*Team Leader with Walkie



# INCIDENT COMMAND SYSTEM - DUTY REPORTING STATIONS

Incident Command System Activated for Catastrophic Emergencies

2021/2022

LIST THE LOCATIONS WHERE THE EMERGENCY RESPONSE TEAMS WILL BE LOCATED ON CAMPUS.

## COMMAND POST

Outside: [Blacktop]  
Inside: [Staff Lounge]

## STUDENT SUPERVISION TEAM

Outside: Report to baseball diamonds  
Inside: Report to MPR or Innovation Lab

## STUDENT RELEASE TEAM

Outside:[Team A/B: Field]  
Inside: [Office]

## FIRST AID/MEDICAL/PRESERVATION TEAM

Inside: [MPR] Morgue: [Rooms 16 & 17]  
Outside: [Near Rainbow Rising]

## PLANNING & INTELLIGENCE

Inside: Office  
Outside: Center of blacktop at Command Center table

## LOGISTICS SECTION

### SUPPLY TEAM

Outside:[Grass]  
Inside: [Library]

## SEARCH AND RESCUE TEAM

Follow procedures as described in emergency plan. Then report to Incident Commander.

Outside: [By the Emergency Shed]  
Inside: [Library]

## SECURITY/UTILITY SHUT-OFF /DAMAGE/ASSESSMENT/FIRE SUPPRESSION TEAM

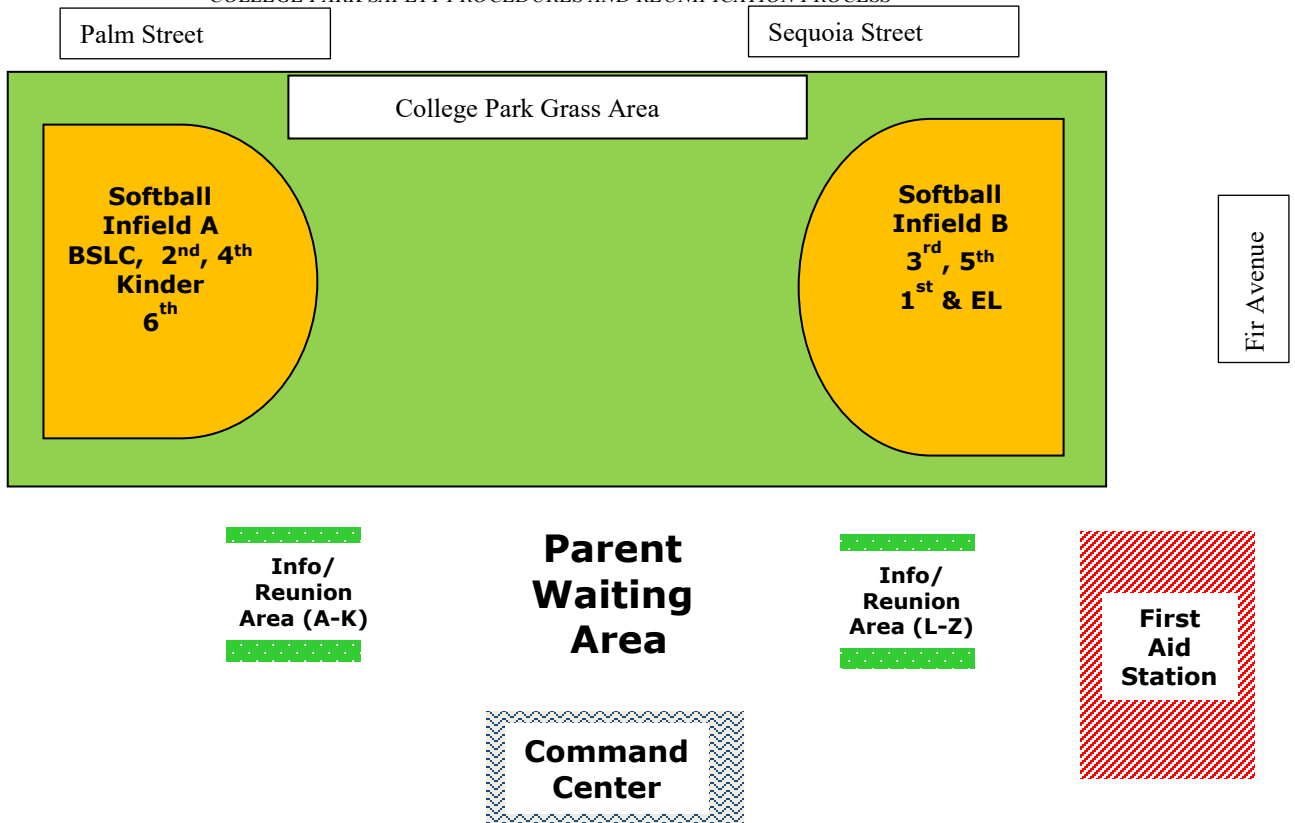
Follow procedures as described in emergency plan. Then report to Incident Commander.

# SCHOOL PLOT MAP 2021/2022

**Emergency Assembly Area:** Refer to posted evacuation routes located inside each classroom/building. Evacuation routes should not be depicted (shown) on this document.

**Off-Campus Emergency Assembly Area:** Advanced planning for an off-campus location should be determined by the school's safety committee. During an emergency, the final decision for a safe Off-Campus Emergency Assembly Area may be determined after collaboration with District Officials, School Administrators, Police Personnel and other first responding agencies.

## *COLLEGE PARK SAFETY PROCEDURES AND REUNIFICATION PROCESS*



Info/  
Reunion  
Area (A-K)

**Parent  
Waiting  
Area**

Info/  
Reunion  
Area (L-Z)

**First  
Aid  
Station**

**Command  
Center**

# STUDENT DISCIPLINE/CRIME STATISTICS

## 2021/2022

➤ Identify student arrests, suspensions and expulsions from the prior school year.

➤ Data reflects the period from July 1, 2020 to June 30, 2021

California Education Code § 32282(a)(1)

Statistics reflect only those crimes reported to school administration, during school hours, or during on campus activities.

Crimes Against Persons	# Offenses
Assault with Deadly Weapon	0
Assault & Battery	0
Hate Crimes	0
Robbery/Extortions	0
Sex Offenses	0
Criminal Threats	0
Property Crimes	# Offenses
Arsons	0
Burglaries	0
Thefts	0
Vandalism	0
Drug/Alcohol Offenses	# Offenses
Alcohol Offenses	0
Drug Offenses	0
Tobacco Possession	0

Other Crimes/Offenses	# Offenses
Bomb Threats	0
Explosive Devices	0
Weapons Possession	0
Other Crimes: Type (if applicable)	
Other Crimes: Type (if applicable)	
Other Crimes: Type (if applicable)	
School Suspensions/Expulsions	# Offenses
Suspensions (# of Incidents)	9
Expulsions	0

### **California Education Code Section 49079**

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

# EMERGENCY TEAM RESPONSE PLAN

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## SECTION 2

Activate Emergency Team Response Protocols  
for Catastrophic Emergencies/Disasters

2021/2022



**IRVINE UNIFIED  
SCHOOL DISTRICT**

# **EMERGENCY INFORMATION**

## **DISTRICT EMERGENCY OPERATION CENTER**

Main Number (949) 502-4534

## **MAINTENANCE, OPERATIONS, AND TRANSPORTATION DEPARTMENT OPERATIONS CENTER**

Main Number (949) 336-4640

## **DISTRICT ACTIVATION LEVELS**

- ① Level 1 – Full Scale Activation of District EOC
  - ② Level 2 – Partial Activation of District EOC
  - ③ Level 3 – Minimal/Standby Activation
- 

## **LOCAL EMERGENCY TELEPHONE NUMBERS**

Irvine Police Department	(949) 724-7000
Orange County Fire Authority	(714) 573-6000
City of Irvine - Animal Control	(949) 724-7092
California Highway Patrol (Santa Ana)	(714) 567-6000
Amtrak	(800) 331-0008
Metrolink	(888) 446-9715

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## **UTILITY EMERGENCY TELEPHONE NUMBERS**

<b>WATER</b> - Irvine Ranch Water District	(949) 453-5300
<b>ELECTRICITY</b> - Southern California Edison	(800) 655-4555
<b>GAS</b> - The Gas Company	(800) 427-2200

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## **CITY OF IRVINE - EMERGENCY INFORMATION**

*City of Irvine – 1640 AM (Emergency Radio)*  
*Irvine Community Television (ICTV) – Channel 30*  
*City of Irvine i-Alert Mass Notification System*

# **INCIDENT COMMAND SYSTEM (ICS)**

## **STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)**

In compliance with Federal regulations and California statute, the Irvine Unified School District uses the National Incident Management System (NIMS) in its emergency plans and procedures. All Irvine Unified School District disaster plans are based on the Incident Command System (ICS) - a nationwide standard and a component of the Standardized Emergency Management System (SEMS).

Established on March 1, 2004, by Homeland Security Presidential Directive 5 (HSPD-5), NIMS specifies the standardized methods all emergency responders should follow to plan, coordinate and carry out responses to a variety of emergency incidents. It allows schools and local agencies to jointly manage incidents, regardless of their causes, sizes, locations or complexities. Local jurisdictions, including school districts that receive Federal emergency preparedness funding, are required to comply with the NIMS.

SEMS is the system required by California Government Code Section 8607(a) for managing emergencies involving multiple jurisdictions and agencies. All state government agencies must use SEMS when responding to multi-jurisdictional or multi-agency emergencies. All local government agencies must use SEMS in multi-jurisdictional or multi-agency emergency responses to be eligible for state reimbursement of response-related personnel costs.

ICS, a component of NIMS and SEMS, is a management system designed to enable effective and efficient incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure (e.g., the School's ICS Organizational Structure).

### **MAJOR CONCEPTS/COMPONENTS**

- Every emergency, no matter how large or small, requires that certain tasks be performed.
- Every incident will need a person in charge.
- Span of control - no one person should be in charge of more than 7 people or less than 3 (the optimum number is 5) [Note: this does not apply to Student Supervision.]
- Every incident needs an action plan (oral or written) to provide all incident supervisory personnel with appropriate direction for further actions - evaluate total situation, understand district policy, set priorities, determine objectives, select appropriate strategies, assign resources, and monitor performance. This is Management by Objectives and takes place on every incident regardless of size or complexity.
- Each person within the organization has an assignment and reports to no more than one supervisor at a time - Unity of Command.
- Common terminology:
  - ✓ All teachers and staff in the school/district should use the same words to refer to the same situation.
  - ✓ This terminology should be known before a disaster.
  - ✓ This is one of the most important reasons to use ICS. If and when the fire department or other responding agencies come on campus, they'll interface more effectively with the school district's command structure if similar jobs are described with similar wording.



## **CALIFORNIA GOVERNMENT CODE § 3100**

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens.

In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster and/or emergency service activities as may be assigned to them by their superiors or by law.

## **COMMUNICATION INFRASTRUCTURE IN THE IRVINE UNIFIED SCHOOL DISTRICT**

- In the event of an activation, communication between the District EOC and schools will be established using the below communication systems:
  - ✓ Telephone (*preferred*) - Communication using the published EOC emergency number.
  - ✓ District Emergency Radio (*preferred*) – North; South; West; East Repeaters.
  - ✓ Runner (*option*) – Physically send a messenger to the District EOC.
  - ✓ High Schools (*option*) – Communication on high school day-to-day radio frequency.
  - ✓ OC Access Radio (*extreme emergency*) – When no other communication is available.

## **HOW ICS FUNCTIONS IN THE IRVINE UNIFIED SCHOOL DISTRICT**

- All sites (school/district) use ICS as a basis for their organizational structure. The District EOC Plan contains detailed response and management procedures for continuity to manage the disaster/emergency.
- One person in charge - Incident Commander at the school and district office. This top-level person works closely with their Command Staff and General Staff (the Section Chiefs).
- A Section Chief oversees and coordinates the activities of each of the four ICS Sections - Operations, Planning/Intelligence, Logistics, and Finance/Administration.
- A clearly defined chain of command is in place in advance of any emergency and is supported by appropriate training.
- The Incident Commander or their designee communicates directly with the District's EOC.

## **ICS POSITIONS**

- **Incident Commander** at the schools and/or district office - an emergency requiring constant management from the Command Post. This means that the Incident Commander doesn't leave the Command Post without delegating someone to take over. The Incident Commander will constantly:
  - ✓ Assess the situation/Know what resources are available
  - ✓ Determine a strategy for implementing the plan to handle the incident
  - ✓ Monitor how well (or poorly) the plan is working
  - ✓ Ensure that policy, objective and priorities are known to all involved
  - ✓ Adjust the plan to meet the realities of the situation
  - ✓ Make sure that the response is being fully documented - for legal and financial reasons
  - ✓ If appropriate to the situation - no other qualified person is available - act as Safety Officer to make sure that the safety of students/staff and others on the site is the highest priority. The Incident Commander is to coordinate all response activities through

the Section Chiefs. The Incident Commander is to *stand back and keep hands off*. His/her role is *managing* from the Command Post.

- **District Public Information Officer (PIO)** - The District's Public Information Officer (PIO) or their designee are the only people authorized to speak for the District. Schools should refer media inquiries to the District's PIO.
- **School Information Officer (SIO)** – The primary job of the School Information Officer is to provide parents and guardians with essential school related information (i.e., unification location, parking, student release information, etc.) The SIO may gather confidential news worthy information and pass this information to the District's PIO. The SIO is not responsible for issuing media press releases.
- **Section Chiefs** - These positions comprise the General Staff. In addition to supervising their sections, they work closely with the Incident Commander to develop and carry out incident objectives.

*Note: Collection of the required forms to document the disaster/emergency is the responsibility of the Section Chiefs. While the necessary forms are contained in the Comprehensive School Safety Plan, nothing shall prohibit a school from implementing similar reporting forms that are unique to their specific campus.*

**Operation Section** - Includes all of the emergency response jobs. *These are the "DOERS."*

- Search and Rescue
  - Utility Shut-Off
  - Damage Assessment
  - Fire Suppression
  - Security
  - First Aid/Medical/Preservation
  - Student Supervision
  - Crisis Intervention
  - Student Release
- **Planning/Intelligence Section** – Keeps track of resources available or needed, assesses the situation, anticipates changing situations and needs, documents the response, and manages the large site map at the Command Post. *These are the "THINKERS."*
    - Campus Map (plotting map)
    - Recorder/Incident Log/Reports
    - Communication
    - Radio/Telephone Communication Team
    - Runners
  - **Logistics Section** – How things get done (the person power, personnel/student resources, supplies, and equipment). *These are the "GETTERS."*
    - Student/Staff Status
    - Supply/Procurement/Equipment Services
    - Convergent Volunteers/Resource Pool
    - Support Teams

- Food and Water
- Sanitation
- **Finance/Administration Section** – Includes timekeeping of response workers during the disaster response and recovery phases, buying things and keeping comprehensive financial records, maintaining/managing all recovery records. *These are the “PAYERS”*
  - Timekeeping
  - Purchasing/Procurement
  - Recovery Records Management

### **COMMAND POST**

- **Location** – The Command Post is located so that the full Emergency Assembly Area is in view. Ensure the Command Post is close to the outside disaster supply container but far enough away from students, medical treatment area, student check-in and release gate(s).
- **Responsibilities**
  - Institute Incident Command System (ICS)
  - Assess type and scope of emergency
  - Determine threat to human life and structures
  - Determine need for site evacuation and take appropriate action
- **Positions Stationed at Command Post**
  - Incident Commander
  - Planning and Intelligence
    - Recorder/Incident Log
    - Campus Map
    - Communications
    - Radio/Telephone Communication
    - Student/Staff Status
  - Logistics (may also be located adjacent to supply area if needed)
- **Ancillary Teams** – These positions (if applicable) are located immediately adjacent to the Command Post so that they can be quickly accessed
  - Supply/Procurement/Equipment/Services
  - School Information Officer
  - Liaison Officer
  - Section Chiefs
  - Runners
  - Convergent Volunteers/Resource Pool
  - Unassigned District Personnel
  - Search & Rescue
  - Timekeeper

## **COMMAND TEAM**

**(Includes Planning/Intelligence, Logistics, School Information/Liaison, Finance)**

### **A. Duties and Procedures**

1. Coordinate all personnel and operations.
2. Assign all emergency personnel or reassign as injuries or absences dictate.
3. Liaison with all off campus organizations including Red Cross personnel on scene, police, fire and emergency personnel on scene. Media referred to the District's PIO.
4. Communicate situation to the district on a regular basis.
5. Maintain log of actions during emergency.

### **B. Procedures - Emergency Phase**

1. Document all actions taken with timeline, including appropriate reports.
2. Assess type and scope of emergency.
3. Determine threat to personnel and structures.
4. Provide list of missing students/personnel to Search and Rescue from Accountability Reports.
5. Determine need for evacuation and take appropriate action.
6. Establish location of Command Post.
7. Determine what emergency teams need to be activated.
8. Notify district office of emergency and keep updated on a regular basis including:
  - a. Number injured and extent of injuries
  - b. Type and extent of damage to buildings
  - c. Actions being taken by emergency teams and outside agencies
  - d. List of actions being performed by outside agencies
  - e. Assistance requested from District EOC
  - f. Establish time of next update
9. Make periodic reports of confirmed information to students and staff.
10. Refer requests for assistance to appropriate emergency teams, including list and last known location of missing to search teams from Accountability Reports.
11. Authorize Student Release Team to begin releasing students to parents.

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## INCIDENT COMMANDER

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

### Duties and Procedures:

<b>Start-Up Actions</b>	<ul style="list-style-type: none"> <li>▪ Obtain your personal safety equipment (i.e., hard hat, ICS vest, clipboard with job description sheet).</li> <li>▪ Assess the type and scope of emergency.</li> <li>▪ Determine the threat to human life and structures.</li> <li>▪ Implement the emergency plan and hazard-specific procedures.</li> <li>▪ Develop and communicate an incident action plan with objectives and a timeframe to meet those objectives.</li> <li>▪ Activate functions and assign positions as needed.</li> </ul>
<b>Operational Duties</b>	<ul style="list-style-type: none"> <li>▪ Continue to monitor and assess the total school situation:               <ul style="list-style-type: none"> <li>✓ View the site map periodically for search and rescue progress and damage assessment information.</li> <li>✓ Check with chiefs for periodic updates.</li> <li>✓ Reassign personnel as needed.</li> </ul> </li> <li>▪ Report (through Communications) to the District EOC on the status of students, staff, and facility, as needed (Site Status Report).</li> <li>▪ Develop and communicate revised incident action plans as needed. Begin student release when appropriate. <i>NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the superintendent, except at the request of parent/guardian.</i></li> <li>▪ Refer media inquiries to District Public Information Officer.</li> <li>▪ Utilize your backup Incident Commander; plan and take regular breaks (5-10 minutes per hour). During break periods, relocate away from the Command Post.</li> <li>▪ Plan regular breaks for all staff and volunteers. Take care of your caregivers!</li> <li>▪ Release staff as appropriate (By law, during a disaster, teachers become disaster workers.)</li> <li>▪ Remain on and in charge of your campus until redirected or released by the superintendent.</li> </ul>
<b>Closing Down</b>	<ul style="list-style-type: none"> <li>▪ Authorize deactivation of sections when they are no longer required.</li> <li>▪ At the direction of the Superintendent/designee, deactivate the entire emergency response. If the fire department or other outside agency calls an <i>all clear</i>, contact the District EOC (if activated) before taking any further action.</li> <li>▪ Ensure that any open actions not yet completed will be taken care of after deactivation.</li> <li>▪ Ensure the return of all equipment and reusable supplies to Logistics.</li> <li>▪ Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Finance/Administration Section.</li> <li>▪ Announce the termination of the emergency and proceed with recovery operations if necessary.</li> </ul>

## OPERATIONS SECTION CHIEF

The Operations Chief manages the direct response to the disaster, which can include:

- Student Release
- Search and Rescue
- First Aid/Medical/Preservation
- Crisis Intervention
- Student Supervision
- Damage Assessment/Security/Utility Shut-Off/Fire Suppression

### Duties and Procedures:

<b>Start-Up Actions</b>	<ul style="list-style-type: none"><li>▪ Check in with the Incident Commander for a situation briefing.</li><li>▪ Obtain necessary equipment and supplies from Logistics. Put on ICS vest with position identifier.</li></ul>
<b>Operational Duties</b>	<ul style="list-style-type: none"><li>▪ Assume the duties of all operations positions until staff are available and assigned.</li><li>▪ As staff members are assigned, brief them on the situation, and supervise their activities.</li><li>▪ If additional supplies or staff are needed for the Operations Section, notify Logistics. When additional staff arrive, brief them on the situation, and assign them as needed.</li><li>▪ Coordinate Search &amp; Rescue operations if it is safe to do so. Appoint an S&amp;R Team Leader to direct operations, if necessary.</li><li>▪ As information is received from operations staff, pass it on to the Incident Commander.</li><li>▪ Inform the Planning Section Chief of operations tasks and priorities.</li><li>▪ Make sure that operations staff are following standard procedures, using appropriate safety gear, and documenting their activities.</li><li>▪ Schedule breaks and reassign staff within the section as needed.</li></ul>
<b>Closing Down</b>	<ul style="list-style-type: none"><li>▪ When authorized by the Incident Commander, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Finance and Administration Section.</li><li>▪ Return equipment and reusable supplies to Logistics.</li></ul>

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**SECURITY TEAM  
UTILITY SHUT-OFF TEAM**

**FIRE SUPPRESSION TEAM  
DAMAGE ASSESSMENT TEAM**

**Duties and Procedures:**

<b>Start-Up Actions</b>	<ul style="list-style-type: none"> <li>▪ Check in with the Operations Chief for a situation briefing.</li> <li>▪ Obtain necessary equipment and supplies from Logistics. Put on ICS vest with position identifier.</li> <li>▪ Take no action that will endanger yourself and work in pairs for safety.</li> <li>▪ Wear hard hat and take appropriate tools, job description clipboard, and radio.</li> <li>▪ Put batteries in flashlight if necessary.</li> </ul>
<b>Operational Duties</b>	<p>As you complete the following tasks, observe the campus and document the nature and extent of damage to facilities. Record damage on Damage Assessment Form. Give verbal report via campus radio and completed Damage Assessment Forms to Command.</p> <p><i><b>Remember:</b> If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.</i></p> <ul style="list-style-type: none"> <li>▪ Lock gates and major external doors.</li> <li>▪ Locate, control and extinguish small fires (if safe to do so).</li> <li>▪ Check gas meter and, <i>if gas is leaking</i>, shut down the gas supply.</li> <li>▪ Shut down electricity only if building has clear structural damage or advised to do so by Command Post.</li> <li>▪ Advise the Command Post of all actions taken for information and proper logging.</li> <li>▪ Be sure that the entire campus has been checked for safety hazards and damage. Post yellow caution tape around damaged or hazardous areas.</li> <li>▪ Determine if building can be reentered and report to Command Post.</li> <li>▪ If building is declared habitable, await instruction from Command Post to reoccupy, after all students and staff have reentered, lock all exterior doors and establish information gate and student reunion (Check In) gate at designated location.</li> <li>▪ No damage should be repaired before full documentation, such as photographs and video evidence, is complete unless the repairs are essential to immediate life-safety.</li> <li>▪ Verify that the campus is <i>locked down</i> and report the same to the Command Post. After completion of duties, assume role of security team staff as needed.</li> <li>▪ Since the campus cannot be secured, yellow caution tape may be strung around classes circled on the field. Signs should be posted denoting student pick-up at student release table.</li> <li>▪ Station personnel at campus access points to discourage public entry or exit as well as directing parents to student release table. Direct all (non-media) requests for information to the School Information Officer.</li> <li>▪ Assist with facility needs (shelter, lighting, construction) as directed by Command and Logistics Chief.</li> <li>▪ Keep Command Post informed and report for re-assignment – you may be asked to provide security and assistance during Parent Reunification.</li> </ul>
<b>Closing Down</b>	<ul style="list-style-type: none"> <li>▪ When authorized by the Incident Commander, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Finance and Administration Section.</li> <li>▪ Return equipment and reusable supplies to Logistics.</li> </ul>

The Search and Rescue Team obtains Accountability Report from Command Post and Operations Chief sends teams to search all facilities for injured or trapped students/personnel to ensure complete evacuation.

Use the buddy system: Assign a minimum of 2 persons to each team. Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. Follow all operational and safety procedures.

**Duties and Procedures:**

<b>Start-Up Actions</b>	<ul style="list-style-type: none"> <li>▪ Obtain all necessary equipment from Emergency Storage Area.</li> <li>▪ Search and Rescue Team Leader will obtain a briefing from Operations Chief, noting known fires, injuries, or other situations requiring response. Team Leader will brief team.</li> <li>▪ Search and Rescue Team Leader will assign teams based on available manpower, minimum 2 persons per team.</li> </ul>
<b>Operational Duties</b>	<p><b>Search and Rescue Team Leader:</b></p> <ul style="list-style-type: none"> <li>▪ Perform a visual and campus radio check of the outfitted team leaving the Command Post. Teams must wear sturdy shoes and safety equipment.</li> <li>▪ Record names and assignments before deploying teams.</li> <li>▪ Dispatch teams to known hazards or situations (missing student location) first, then dispatch teams to search the campus using specific planned routes if needed. Send a specific map assignment with each team.</li> <li>▪ Remains at the Command Post and in campus radio contact with S&amp;R Teams.</li> <li>▪ Record all teams' progress and reports on the site map, keeping others at the Command Post informed of problems. When a room is reported clear, mark a "C" on the map.</li> <li>▪ If injured students are located, consult the Operations Section Chief for response. Utilize S&amp;R Teams to transport injured to First Aid Team.</li> <li>▪ Record the exact location of damage and a triage tally (Green, Yellow, Red, Black) on the map.</li> <li>▪ Keep radio communication brief and simple. No codes.</li> </ul> <p><i>Remember: If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.</i></p> <p><b>Search and Rescue Teams:</b></p> <ul style="list-style-type: none"> <li>▪ Report gas leaks, fires, or structural damage to the Command Post immediately upon discovery. Shut off gas or extinguish fires if possible. Leave for Damage Assessment and Fire Suppression Team if necessary.</li> <li>▪ Before entering a building, inspect the complete exterior of the building. Report structural damage to the S&amp;R Team Leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings. <b>If you are in doubt about your safety, DO NOT ENTER!</b></li> <li>▪ If the building is safe to enter, search the assigned area (following the map) using an orderly pattern. Check all rooms. Use chalk or grease pencil to mark a slash on the door when entering a room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, complete the slash to form an "X" on the door. Report by radio to the Team Leader at Command Post that the room has been cleared (e.g. "Room A-123 is clear.").</li> </ul>



	<p><b>Remember:</b> <i>If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.</i></p> <ul style="list-style-type: none"><li>▪ When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Do not use names of students or staff. Follow directions from the Command Post.</li><li>▪ Record the exact location of damage and triage tally (Green, Yellow, Red, Black) on the map and report the information to the Command Post.</li><li>▪ Keep radio communication brief and simple. Do not use codes</li></ul>
<b>Closing Down</b>	<ul style="list-style-type: none"><li>▪ Record the return of each S&amp;R team. Direct them to return equipment and report to Logistics for additional assignment.</li><li>▪ Provide maps and logs to the Finance and Administration Section.</li></ul>

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## SEARCH AND RESCUE TEAM QUICK RESPONSE GUIDE

Added 6/17

- **Assess Situation**. Identify number and possible location of people trapped or missing, number personnel available to assist, and equipment available.
- **Equip and Assign Personnel** (Must wear Personal Protective Equipment)
- **Dispatch Teams** (minimum of 2 per team) to known locations of missing or trapped persons.
- **Make the Search Area Safe**. Identify and correct search area hazards (control utilities, suppress small fires, mark hazards with caution tape, etc.)
- **Search Area**, if relatively safe to do so, using voice, vision changing perspectives to locate missing or trapped. Use a defined search pattern.
- **Mark Search Area Status** and communicate status to Team Leader.
- **Treat any Life Threatening Injury** (stop major bleeding, etc.)
- **Notify the Team Leader** of *contact with survivor* and provide location.
- **Evacuate** ambulatory survivor to the Medical Area.
- **Request Assistance** from Team Leader if survivor is non-ambulatory.
- **Remove** non-ambulatory survivor to Medical Area. Removal may require debris movement or survivor transportation.
- **Request an Additional Assignment** after survivor is delivered to Medical Area.

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The First Aid Team is responsible for providing emergency medical response, first aid and counseling. The First Aid Team Leader informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide. The First Aid Team Leader also ensures appropriate actions to preserve bodies.

**Duties and Procedures:**

<p><b>Start-Up Actions</b></p>	<ul style="list-style-type: none"> <li>▪ Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.</li> <li>▪ Set up a first aid area in a safe place (upwind from the emergency area if the emergency involves smoke or hazardous materials), away from students and parents, with access to emergency vehicles. Obtain equipment and supplies from the storage area.</li> <li>▪ Make personnel assignments. If possible, assign a minimum of two people to triage, two to immediate treatment, two to delayed treatment and two to crisis intervention.</li> <li>▪ Assess available inventory of supplies and equipment.</li> <li>▪ Review safety procedures and assignments with First Aid Team staff.</li> <li>▪ Establish a point of entry (“triage”) into the treatment area.</li> <li>▪ Establish Green, Yellow, and Red treatment areas.</li> <li>▪ Set up a separate Crisis Intervention treatment area.</li> </ul>
<p><b>Operational Duties</b></p>	<p><b>First Aid Team Leader:</b></p> <ul style="list-style-type: none"> <li>• Oversee the assessment, care, and treatment of patients.</li> <li>• Ensure caregiver and rescuer safety. Ensure that they use latex gloves for protection from body fluids and new gloves for each new patient.</li> <li>• Make sure that accurate records are kept.</li> <li>• Provide personnel to respond to injuries in remote search areas in conjunction with the Search and Rescue Team.</li> <li>• If needed, request additional personnel from Logistics.</li> <li>• Brief newly assigned personnel.</li> <li>• Report deaths immediately to the Operations Section Chief.</li> <li>• Keep the Operations Section Chief informed of the overall status.</li> <li>• Stay alert for communicable diseases and isolate appropriately.</li> <li>• Consult with the Student/Staff Status Team regarding health care, medications, and meals for students with known medical conditions (e.g., diabetes, asthma, etc.).</li> </ul> <p><b>First Aid Team:</b></p> <ul style="list-style-type: none"> <li>• Administer appropriate first aid.</li> <li>• <b>Keep accurate records of care given.</b></li> <li>• Continue to assess victims at regular intervals.</li> <li>• Report deaths immediately to the First Aid Team Leader.</li> <li>• If and when transportation is available, do a final assessment and document on the triage tag. Keep and file records for reference—<b>do not send any records with the victim.</b></li> </ul>

	<ul style="list-style-type: none"> <li>• A student’s emergency card must accompany each student removed from campus to receive advanced medical attention. Send an emergency out-of-area phone number, if available.</li> </ul> <p><b>Triage Entry Area-</b> The triage area should be staffed with a minimum of two trained team members, if possible.</p> <ul style="list-style-type: none"> <li>• One member confirms the triage tag category (green, yellow, red) and directs to the proper treatment area. Should take 30 seconds to assess—no treatment takes place here. Assess if not tagged.</li> <li>• Second team member logs victims’ names on form and sends the forms to the Command Post as completed.</li> </ul> <p><b>Treatment Areas</b> should be staffed with a minimum of two team members per area, if possible.</p> <ul style="list-style-type: none"> <li>• One member completes secondary head-to-toe assessment.</li> <li>• Second member records information on the triage tag and on-site treatment records.</li> <li>• Using Triage Plan of Action, sort patients as to Green, Yellow, Red, or Black.</li> </ul> <p><b>Preservation Area</b> - Set up preservation area, if necessary, in a cool, isolated, secure area. Major concerns are identification and preservation of the body and documentation as to the cause of death. Bodies should be covered, undisturbed, and located in an area away from surviving victims.</p> <ul style="list-style-type: none"> <li>• Write the following information on two tags: <ul style="list-style-type: none"> <li>○ Date and time found.</li> <li>○ Exact location where found.</li> <li>○ Name of decedent if known.</li> <li>○ If identified—how, when, by whom.</li> <li>○ Name of person filling out tag.</li> <li>○ Attach one tag to body.</li> </ul> </li> </ul> <p><i>NOTE: When using the campus two-way radio, do not use the names of injured or deceased.</i></p>
<b>Closing Down</b>	<ul style="list-style-type: none"> <li>▪ Return equipment and unused supplies to Logistics.</li> <li>▪ Clean up first aid area. Dispose of hazardous waste safely.</li> <li>▪ Complete all paperwork and turn it in to the Finance and Administration Section.</li> </ul>

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## FIRST AID/MEDICAL TEAM QUICK RESPONSE GUIDE

Added 6/17

- **Assess Situation:** Identify number of people injured, number of personnel available to assist, equipment available.
  
- **Designate Medical Area:** Identify location that has the following elements:
  - Safe (upwind and uphill)
  - Accessible by both school site and outside responders
  - Concealed from view by the school site community and the public
  - Communicate the location to the Incident Commander
  
- **Equip and Assign Personnel** to the following areas:
  - Triage Point
  - Treatment Area – Red
  - Treatment Area – Yellow
  - Treatment Area – Green
  - Preservation Area – Black (should be in area hidden from view)
  - Begin Documentation
  
- **Triage all Patients** (See Triage Chart)
  
- **Treat all Patients** (See Treatment Chart)
  
- **Document** the names and all care given to patients
  
- **Coordinate Transportation** of patients to a higher level of care
  
- **Communicate Status** of the Medical Area to the Incident Commander every 10 minutes

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**TRIAGE CHART – QUICK RESPONSE GUIDE**

Category	Signs
Red	<ul style="list-style-type: none"> <li>▪ Unable to answer questions</li> <li>▪ Major bleeding</li> <li>▪ Breathing over 30 times per minute</li> <li>▪ Capillary refill takes <u>more</u> than 2 seconds.</li> </ul>
Yellow	<ul style="list-style-type: none"> <li>▪ Normal breathing <u>under</u> 30 times per minute</li> <li>▪ Able to answer questions</li> <li>▪ No major bleeding</li> <li>▪ Capillary refill within 2 seconds or less.</li> <li>▪ Unable to walk</li> </ul>
Green	<ul style="list-style-type: none"> <li>▪ Able to walk</li> <li>▪ No major bleeding</li> <li>▪ Normal breathing <u>under</u> 30 times per minute</li> <li>▪ Able to answer questions</li> <li>▪ Capillary refill within 2 seconds</li> </ul>
Black	<ul style="list-style-type: none"> <li>▪ Not breathing</li> <li>▪ No heart beat</li> <li>▪ Unable to answer questions</li> </ul>

**TREATMENT CHART – QUICK RESPONSE GUIDE**

Category	Care
Red	<ul style="list-style-type: none"> <li>▪ Stop bleeding</li> <li>▪ Open airway</li> <li>▪ Coordinate immediate access to higher level care</li> <li>▪ Keep warm</li> <li>▪ Reassess patient frequently</li> </ul>
Yellow	<ul style="list-style-type: none"> <li>▪ Cool burns with clean water</li> <li>▪ Support fractures</li> <li>▪ Dress wounds</li> <li>▪ Keep warm</li> <li>▪ Reassess patient frequently</li> </ul>
Green	<ul style="list-style-type: none"> <li>▪ Dress minor injuries</li> <li>▪ Apply ice packs where appropriate</li> </ul>

# MEDICAL SUPPLY ORGANIZATION

Added 6/17 **Medical Supplies Organized by Triage Categories**

## Priority 1: Immediate

### *Life Threatening Injuries*

- Sterile Gauze Rolls or Pads
- Triangle Bandages
- SWAT-T Tourniquets
- Medical Gloves
- Occlusive Dressings
- Blankets
- Shears
- Tape
- Triage Tags

## Priority 2: Delayed

### *Moderate Injuries*

- Burn Dressings
- Splints
- Blankets
- Medical Gloves
- Shears
- Water Packets
- Tape
- Triage Tags

## Priority 3: Minor

### *Minor Injuries*

- Band Aids
- Ice Packs
- Eye Wash
- Medical Gloves
- Antibiotic Ointment
- Antiseptic Wipes
- Blankets
- Triage Tags

Medical supplies can be stored in separate color coded bags to enable effective and efficient use of resources.

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## CRISIS INTERVENTION TEAM

As needed, members of Crisis Intervention Team will report to specific areas and provide crisis intervention strategies for students, staff and parents.

**NOTE:** Refer to District’s Crisis Response Protocol.

**Duties and Procedures:**

<b>Start-Up Actions</b>	<ul style="list-style-type: none"> <li>▪ Crisis Intervention Team Leader report to Command Post for instruction.</li> <li>▪ Put on ICS Vest for identification and obtain supplies.</li> <li>▪ Review safety procedures and assignments with First Aid Team staff.</li> <li>▪ Set up a Crisis Intervention treatment area separate from the First Aid Area.</li> </ul>
<b>Operational Duties</b>	<ul style="list-style-type: none"> <li>▪ As needed, members of Crisis Intervention Team will report to specific areas and provide crisis intervention strategies.</li> <li>▪ When not needed, members of Crisis Intervention Team will report to Student Supervision Team to assist in supervising students and managing anxiety.</li> <li>▪ If needed, team members will remove students from First Aid or Student Supervision Areas for treatment in a separate area.</li> <li>▪ Team members must report student names to recorder before removing from area for treatment so that we have an accurate record of student locations.</li> <li>▪ Provide counseling as needed for parents of injured or deceased students. Crisis Intervention Team will be notified to respond when parents of injured or deceased students arrive at the Student Release Gate. Crisis Intervention Team members will remove parent and provide information and support in a private area.</li> </ul> <p style="color: white; margin-top: 10px;"><i>NOTE: When using the campus two-way radio, do not use the names of injured or deceased.</i></p>
<b>Closing Down</b>	<ul style="list-style-type: none"> <li>▪ Return equipment and unused supplies to Logistics.</li> <li>▪ Complete all paperwork and turn it in to the Finance and Administration Section.</li> </ul>

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## STUDENT SUPERVISION TEAM

### Duties and Procedures:

<b>Start-Up Actions</b>	<ul style="list-style-type: none"> <li>▪ Wear ICS Vest and obtain supplies from Supply Storage Area.</li> <li>▪ Student Supervision Team Leader checks in with the Operations Section Chief for a situation briefing.</li> <li>▪ Student Supervision Team Leader makes personnel assignments as needed.</li> </ul>
<b>Operational Duties</b>	<ul style="list-style-type: none"> <li>▪ Monitor the safety and well-being of the students and staff in the assembly area.</li> <li>▪ Take over supervision of students in classes whose teachers have other emergency assignments. Keep students calm, quiet, and together until released. Administer minor first aid as needed - tend to minor cuts and abrasions.</li> <li>▪ At the direction of the Incident Commander, once students are accounted for and missing students reported to Command Post, move primary students from Emergency Evacuation Area to the Student Supervision Area. Once in the Student Supervision Area, students may be grouped by last name letters (grades 7-12) or by specific grade level (grades K-6).</li> <li>▪ Support the Student Release process by releasing students only with the appropriate paperwork.             <ul style="list-style-type: none"> <li>○ Locate and send requested students to the Student Release Area.</li> <li>○ Do not release students to adults who have not followed the prescribed procedures.</li> <li>○ However, do note removal of students by adults who refuse to cooperate by taking name tag from student.</li> <li>○ Record Keeper updates roll as students leave Student Supervision Area via the Student Release process on Tracking Form and Accountability Form.</li> </ul> </li> <li>▪ Utilize parent volunteers to supervise and comfort children. Utilize older students as <i>Runners</i> to distribute messages. Notify Student/Staff Status Team as to student whereabouts if used for <i>Runners</i> so that they can be located quickly.</li> <li>▪ For long term care, thought should be given to having activities or games planned to keep students occupied. Grade level activities should be in classroom emergency backpacks for sharing as needed. Additional activities can be kept in storage bins.</li> <li>▪ In an extended emergency, provide water and food to students and staff. Consult with Logistics to determine supply distribution and availability based on estimated length of incident.</li> <li>▪ Consult with Logistics Chief and initiate the set-up of portable toilet facilities and hand-washing stations if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.</li> <li>▪ Make arrangements to provide shelter for students and staff as needed.</li> <li>▪ Arrange activities and keep students reassured.</li> <li>▪ As student groups can be combined and teachers released from supervision, unneeded staff should report to Command Post for instructions.</li> <li>▪ Direct all (non-media) requests for information to the School Information Officer.</li> </ul>
<b>Closing Down</b>	<ul style="list-style-type: none"> <li>▪ Return equipment and reusable supplies to Logistics.</li> <li>▪ When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.</li> </ul>

## STUDENT RELEASE TEAM

Assure the appropriate and speedy reunification of students with their parents or authorized adult through separate Check-In/Request and Release Gates.

### **Duties and Procedures:**

Please refer to the Parent Reunification Protocol for specific instructions on the release procedures to be followed.

1. Students should be released only to persons listed on the school's emergency card.
2. Student should not be released if they are unwilling to go.
3. If student is uninjured and is willing to go with the adult, the Student Release Team signs the student out. The information of the adult is then indicated on the proper school form.
4. Provide updated release list to Student/Staff Status Team at Command Post.

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## PARENT/STUDENT REUNIFICATION PROTOCOL

Schools are responsible for each child on campus until they are picked up by a parent or authorized emergency contact. This responsibility remains, even when disaster strikes and circumstances require schools to keep students beyond the normal school day. The Student Release Team is responsible for releasing students to their parents/guardians. The Student Supervision Team is responsible for supervising students in the assembly area and releasing students to the Pick-Up/Release area for reunification with parents.

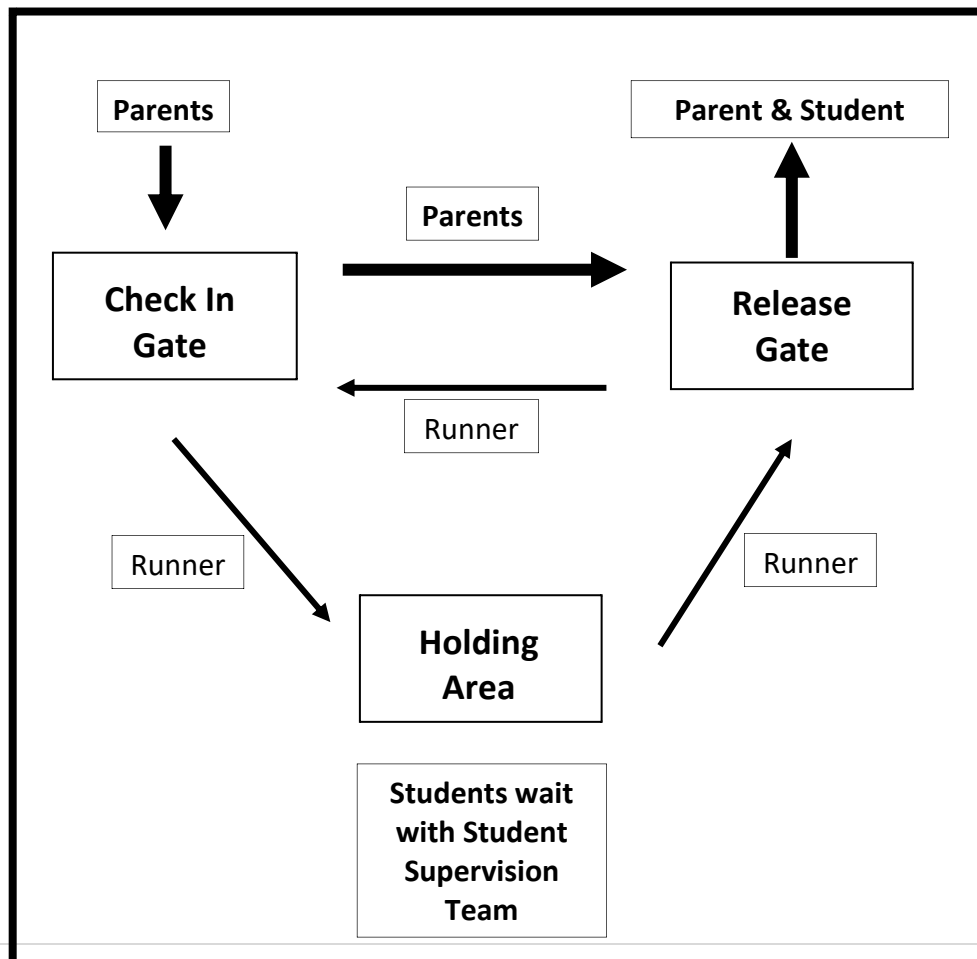
Parent/Student Reunification Protocol may utilize a triangular gate system:

- 1) The first area “the holding area” is the Student Supervision assembly area where all students remain while being supervised by the Student Supervision Team;
- 2) the second area is the Check-In Gate where parents assemble to request release of their student and provide identification to Student Release Team staff;
- 3) the third area is the Release Gate where parents wait, after checking in, for their students to be released from the Student Supervision assembly area.

Runners take the release forms from the Check-In Gate to the Student Supervision assembly area and escort the released students to the Release Gate.

Note: Schools may modified any or all of the Parent/Student Reunification Protocols in this document in order to align with their unique campus and/or situational needs.

*SAMPLE*



### Check-In Gate Operations:

Instruct all parents to assemble at the Check-In Gate to pick-up students.

- Student Release Team staff asks parents for the name of the student being picked up and for photo identification.
- Staff confirms the identity of the parent/guardian and the authority to pick-up the specific student from emergency contact information card.
- Staff completes the authorization portion of the Student Release Form and sends with a runner to the Student Supervision assembly area.

### Student Supervision Team Operations:

Student Supervision Team follows protocol in emergency plan for supervision and care of students. Redirect any parent who comes directly to Student Supervision assembly area to the Parent Check-In Gate. The Security Team may be enlisted to assist with this responsibility.

- When the runner arrives with the Student Release Form, complete the Student Status portion of the form.
- Release the student to be escorted by the runner to the Release Gate for parent reunification.

### Release Gate Operations:

- When the runner arrives with the student, check identification of parent/guardian again to verify identity, complete the Release Gate portion of the Student Release Form and have the parent sign and complete the final portion of the form.
- Collect name tags of all students who leave campus.
- If the parent/guardian must be notified that the student has been injured or for some other reason is not available to be released to them, the staff person at the Release Gate will not indicate the status of the student but will ask the parent to report to a nearby room or area for additional information. The *notification room* should be staffed by members of the Crisis Intervention Team or principal designee.

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## PLANNING AND INTELLIGENCE SECTION

### Planning and Intelligence Section Chief

#### Campus Map, Incident Log, Telephone and AM/FM Radio, Communications, Student and Staff Status

The Planning and Intelligence Section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. They must maintain accurate records of the incident and site map as well as provide ongoing analysis of situation and resource status.

This unit is responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site and with the District EOC. If the District EOC cannot be contacted, communications may be made with outside agencies when necessary.

#### Duties and Procedures:

**Planning and Intelligence Section Chief** – Oversees all aspects of the Planning and Intelligence Section staff.

<b>Start-Up Actions</b>	<ul style="list-style-type: none"><li>▪ Check in with the Incident Commander for a situation briefing.</li><li>▪ Obtain necessary equipment and supplies from Logistics. Put on ICS vest with position identifier.</li><li>▪ Select location for Incident Analysis Area and set-up with charts and maps to track incidents on campus and within the school district if needed.</li></ul>
<b>Operational Duties</b>	<ul style="list-style-type: none"><li>▪ <b>Assume the duties of all Planning Section positions until staff is available and assigned.</b></li><li>▪ As (or if) staff is assigned, brief them on the situation and supervise their activities.</li><li>▪ Provide current situation assessments based on analysis of information received.</li><li>▪ Develop situation reports for the Command Post to support the action planning process.</li><li>▪ Think ahead and anticipate situations and problems before they occur.</li><li>▪ <b>Report only to Command Post personnel.</b></li></ul>
<b>Closing Down</b>	<ul style="list-style-type: none"><li>▪ When authorized by the Incident Commander, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Finance and Administration Section.</li><li>▪ Return equipment and reusable supplies to Logistics.</li></ul>

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**Campus Map, Incident Log, Communications, Telephone and AM/FM Radio Communications, Student and Staff Status** - This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate site map. Provide ongoing analysis of situation and resource status.

**Duties and Procedures:**

<p><b>Start-Up Actions</b></p>	<ul style="list-style-type: none"> <li>▪ Check in with the Planning and Intelligence Section Chief for a situation briefing.</li> <li>▪ Obtain necessary equipment and supplies from Logistics. Put on ICS vests if available.</li> <li>▪ Determine whether there will be a Finance/Administration Section. If there is none, the Planning &amp; Intelligence Section will be responsible for collecting and maintaining all documents/records of the incident (including expenditures and personnel timekeeping).</li> </ul>
<p><b>Operational Duties</b></p>	<p><b>Campus Map Team:</b></p> <ul style="list-style-type: none"> <li>▪ Collect, organize and analyze situation information.</li> <li>▪ Mark the site map appropriately as related reports are received, including but not limited to S&amp;R reports and damage updates, giving a concise picture of the status of the campus. Record location of team implementation areas, incidents, hazards, etc. onto campus map and school district map if needed.</li> <li>▪ Preserve the map as a legal document until it is photographed.</li> <li>▪ Use an area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)</li> </ul> <p><b>Incident Log/Communications/Telephone, AM-FM, Radio Teams:</b></p> <ul style="list-style-type: none"> <li>▪ Maintain a time log of the incident using an Incident Log form, noting all actions and reports.</li> <li>▪ Record content of all radio communications with the District EOC.</li> <li>▪ Record verbal communication for basic content.</li> <li>▪ Receive messages from outside and within campus, record messages and send information to designated teams via runner.</li> <li>▪ Log in all written reports.</li> <li>▪ File all reports for reference (file box). <b>Important:</b> A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—<b>they are legal documents.</b></li> <li>▪ Finance team collects any data sheets at the end of the incident for use in reimbursement and incident reporting – staff assigned to this team may be used for other assignments during the incident if needed.</li> </ul> <p><b>Communications Team:</b></p> <ul style="list-style-type: none"> <li>▪ Set up the Communications station in a quiet location with access to the Command Post.</li> <li>▪ Turn on emergency radio and advise the Command Post when ready to accept radio communication.</li> <li>▪ Communicate with the District EOC per established procedure. At the direction of the Incident Commander, report the status of students, staff, and campus, using the Site Status Report form.</li> <li>▪ Use runners to deliver messages to the Incident Commander and support teams. Keep Planning and Intelligence Section Chief updated.</li> <li>▪ Maintain the Communications Log: date/time/originator/recipient</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Follow communications protocol. Do not contact the City or County directly if the District EOC is available.</li> <li>▪ Direct the media to the District PIO.</li> <li>▪ Direct (non-media) requests for information to the SIO.</li> </ul> <p><b>Student and Staff Status Team:</b></p> <ul style="list-style-type: none"> <li>▪ Compile information from Accountability Forms onto Classroom Accountability and Tracking Form – update as needed and as student status changes.</li> <li>▪ Check off staff roster. Compute the number of students, staff, and others on campus for Planning and Intelligence Chief. Update periodically.</li> <li>▪ Report missing persons to the Command Post.</li> <li>▪ Report first aid needs to the Medical Team Leader.</li> <li>▪ File forms for reference.</li> </ul>
<b>Closing Down</b>	<ul style="list-style-type: none"> <li>▪ Collect and file all paperwork and documentation from deactivating sections.</li> <li>▪ Securely package and store these documents for future use.</li> <li>▪ Return equipment and reusable supplies to Logistics.</li> </ul>

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## LOGISTICS SECTION

### Logistics Chief, Supply and Support Team

The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

#### Duties and Procedures:

<b>Start-Up Actions</b>	<ul style="list-style-type: none"> <li>▪ Logistics Chief should check in with the Incident Commander for a situation briefing.</li> <li>▪ Logistics Chief opens the supplies container or other storage facility.</li> <li>▪ Put on ICS Vest.</li> <li>▪ Begin distribution of supplies and equipment as needed.</li> <li>▪ Ensure that the Command Post and other facilities are set up as needed.</li> </ul>
<b>Operational Duties</b>	<ul style="list-style-type: none"> <li>▪ Logistics Chief assumes the duties of all Logistics positions until staff is available and assigned.</li> <li>▪ As (or if) staff is assigned, Logistics Chief briefs team on the situation and supervise their activities.</li> <li>▪ Coordinate supplies, equipment, and personnel needs with the Incident Commander. Assist team members in locating appropriate supplies and equipment.</li> <li>▪ Maintain security of the Emergency Storage container, supplies and equipment.</li> <li>▪ Set up the Staging Area, Sanitation Area, Feeding Area, and other facilities as needed.</li> <li>▪ Establish field latrines (male and female) as needed. Report to Command Post and Student Supervision Team when field latrine is operational.</li> <li>▪ Work with Command Post and Student Supervision Team regarding food and water distribution as well as rationing.</li> <li>▪ Work with Damage Assessment Team after their duties have been completed to construct or modify materials as needed to support students and staff.</li> </ul>
<b>Closing Down</b>	<ul style="list-style-type: none"> <li>▪ At the Incident Commander's direction, deactivate the section and close out all logs.</li> <li>▪ Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.</li> <li>▪ Make a list of supplies that need to be replenished for all teams.</li> </ul>

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## CONVERGENT VOLUNTEERS and STAFFING RESOURCE POOL

This unit is responsible for coordinating the assignment of personnel (staff, students, disaster volunteers) in support of the incident. Keep in mind outsiders not connected with the school may arrive to offer assistance.

### Duties and Procedures:

<b>Start-Up Actions</b>	<ul style="list-style-type: none"><li>▪ Check in with the Logistics Section Chief for a situation briefing.</li><li>▪ Put on ICS Vest.</li><li>▪ Open 3 logs to list staff, volunteers, and students who are awaiting assignment.</li></ul>
<b>Operational Duties</b>	<ul style="list-style-type: none"><li>▪ Deploy available personnel (unassigned staff, volunteers and student runners) as requested by the Incident Commander.</li><li>▪ Set up table and chairs next to Student Release Gate with a sign marking as <i>Volunteer Check-In</i> table.</li><li>▪ Sign in volunteers, making sure that volunteers are parents/guardians or trusted community members.</li><li>▪ Work with Command Post to determine area of need, assign specific task where needed most (i.e. assisting with first aid, comforting children, acting as runners for children to be checked out, etc.)</li></ul>
<b>Closing Down</b>	<ul style="list-style-type: none"><li>▪ Ask volunteers to sign out.</li><li>▪ At the Logistic Section Chief's direction, close out all logs and turn them in to Finance and Administration Section.</li><li>▪ Return all equipment and supplies.</li></ul>

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**FINANCE AND ADMINISTRATION SECTION**  
**Finance and Administration Section Chief**  
**Timekeeping, Purchasing, Recovery and Documentation Unit**

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. It maintains financial records and tracks and records staff hours. This unit is responsible for maintaining accurate and complete records of purchases. Most purchases will be made at the district level. However, in emergency situations, it may be necessary for school to acquire certain items quickly.

**Duties and Procedures:**

<b>Start-Up Actions</b>	<ul style="list-style-type: none"> <li>▪ The Finance Chief checks in with the Incident Commander for a situation briefing.</li> <li>▪ Obtain necessary equipment and supplies from Logistics. Put on ICS vest with position identifier.</li> <li>▪ Locate and set up work space.</li> </ul>
<b>Operational Duties</b>	<ul style="list-style-type: none"> <li>▪ The <b>Finance Chief assumes the duties of all Finance/Administration positions until staff is available and assigned.</b> As (or if) staff is assigned, brief them on the situation and supervise their activities.</li> <li>▪ The <b>Timekeeper</b> shall meet with the Finance/Administration Section Chief to determine the process for tracking regular and overtime hours of staff.</li> <li>▪ Ensure that accurate records are kept of all staff members, indicating the hours worked.</li> <li>▪ If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.</li> <li>▪ <i>Purchasing</i> meets with the Finance/Administration Section Chief to determine the process for tracking purchases.</li> <li>▪ Support Logistics in making any purchases that have been approved by the Incident Commander.</li> </ul>
<b>Closing Down</b>	<ul style="list-style-type: none"> <li>▪ At the Incident Commander's direction, deactivate the section and close out all logs.</li> <li>▪ Verify that the closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.</li> <li>▪ Collect and organize all documents from the different Sections and submit to the Incident Commander.</li> </ul>

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**IRVINE UNIFIED  
SCHOOL DISTRICT**

**EMERGENCY  
PREPAREDNESS PLAN**

**HAZARD SPECIFIC GUIDELINES**

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**SECTION 3**

2021/2022



**IRVINE UNIFIED  
SCHOOL DISTRICT**

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### **CALIFORNIA GOVERNMENT CODE § 3100**

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens.

In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law.

# Irvine Unified School District Emergency Preparedness Plan

## Hazard Specific Guidelines

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### AIR POLLUTION

#### Predicated Smoke and Unhealthful Smog Episode

##### *Administrative Action*

- ✓ Official notification that a smoke or unhealthful smog episode is predicated, Education Services or the Risk Management & Insurance Department shall communicate as soon as practical such warning via e-mail to all site administrators - department heads within the school district. The site administrator - department head or their designee shall in turn notify their staff.
- ✓ If notification of a predicated smoke or unhealthful smog episode for the following day is received before the end of the school day and/or staff working day, all students and staff members present will be advised as soon as practical of the predicted smoke or unhealthful smog episode.
- ✓ When a smoke or unhealthful smog episode is predicted:
  - All school physical education classes requiring prolonged or strenuous physical activities shall be evaluated as soon as practical and alternative plans developed, as necessary, to address the extent of the predicted smoke or unhealthful smog episode.
  - Practice sessions requiring prolonged or strenuous physical activities (athletic teams, band, drill teams, etc.) shall be evaluated as soon as practical and alternative plans developed, as necessary, based on information from official sources (AQMD) regarding the predicted smoke or unhealthful smog episode.
  - *Home* athletic events scheduled on the day for which a smoke or unhealthful smog episode is predicted, the scheduled event may be postponed, cancelled, or relocated based on relevant air quality reports from official sources.

## **Attained Smoke or Unhealthful Smog Episode**

### *Administrative Action*

- ✓ Upon receipt of notification that a smoke and unhealthful smog episode has been attained, students and staff members will be immediately notified by Education Services or by the Risk Management & Insurance Department. Information may be transmitted by email or by phone to school administrators – department heads.
- ✓ Regular School Activities - During an attained smoke or unhealthful smog episode, strenuous physical activities for all students shall be evaluated and discontinued, as necessary. Activities that are less strenuous in nature should be substituted. All elementary students and, when practical, secondary students shall be allowed to remain indoors. Children having respiratory difficulties shall be allowed to remain indoors.
- ✓ Athletic Events - *Home* athletic events and away athletic events in affected areas shall be evaluated (prior to 11:00 AM on the day of the episode) and either postponed, cancelled, relocated, or determined to proceed forward, based on official reports and current air quality observations by school district staff.
- ✓ Practice Sessions (athletic teams, band, drill team, etc.) - Any of these sessions being conducted during a smoke or unhealthful smog episode shall conform to the provisions of this section.
- ✓ District Staff Activities - Any staff working outdoors shall be limited to those jobs which do not require prolonged or strenuous activity.

# Irvine Unified School District Emergency Preparedness Plan

## Hazard Specific Guidelines

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### **BOMB THREAT**

#### **Emergency Management Assumption**

Bomb threats are localized emergencies and the expectation is that sufficient police, fire, and school district personnel would be available to assist the affected school(s) and/or District department(s).

#### **Bomb Threat**

Bomb threats are usually received by email, phone, or by other forms of electronic communication. Office staff should be prepared to take the following actions in the event that a bomb threat is received:

##### Person receiving threat by written communication

- ✓ If staff receives a written threat, preserve the evidence and notify the site administrator/department head.
- ✓ **Call 911 for immediate police response.**

##### Person receiving threat by phone

- ✓ If staff receives a phone threat, keep the caller on the line.
- ✓ Attempt to ascertain the exact location of the bomb and time it is set to detonate.
- ✓ Other information that is important for purposes of police investigation are:
  - Time of Call
  - Time call ended
  - Type of threat
  - Time bomb is set to go off
  - Location of package
  - Description of device
  - What will cause it to explode?
  - Take notes, exact words
  - Caller's voice (i.e. male, female, old, calm, hysterical, accent, etc.)
  - Background noise



- ✓ **Call 911 for immediate police response.**

Administrative Action

- ✓ If directed to evacuate, have students take all personal belongings.
- ✓ Staff should remain mindful for students that require extra assistance when evacuating classrooms and/or school grounds – Refer to Appendix (Students with Disabilities, Access and Functional Needs).
- ✓ Be vigilant of any unusual packages and/or unusual student behavior.
- ✓ Immediately advise all individuals and staff not to touch, move or disarm any object or item. Move at least 300 feet from any suspicious package.
- ✓ Leave classroom lights on and doors unlocked.
- ✓ Police will respond and will advise on the need to conduct searches.
- ✓ Keep everyone calm and orderly.

Consult with the Irvine Police Department and/or the Superintendent's Office regarding the evacuation of students. Schools may evacuate depending on all information available to the site administrator and police officials at the time the threat is made.

**Conducting the Search (without specific information)**

Administrative Action

- ✓ Search team(s) may consist of one classified and one certificated person who are familiar with the area.
- ✓ Give priority to common areas, such as restrooms, stairwells, entrances, delivery areas, and hallways.
- ✓ Search a specific area if indicated in the threat.
- ✓ Police will assist and/or help coordinate the search with school officials.
- ✓ Report, but do not touch, any suspicious object (common-place items not normally associated with an area under search should be regarded with suspicion). After discovery of a suspicious item, staff members and students shall exit all buildings on site.

## **Discover of suspicious object or if threat remains real.**

### *Administrative Action*

- ✓ Police will conduct a search of suspected areas.
- ✓ If evacuation is necessary, evacuate the buildings or area using established routes not jeopardized by the threat.
- ✓ Should a bomb or suspicious item be located, school personnel are directed to back off and not attempt to move the item. School personnel may be contacted to identify a suspicious item.
- ✓ If requested by police and/or fire personnel, water, gas, and electrical lines leading to danger zone should be shut off.
- ✓ If a bomb or suspicious item is found, no staff member or student shall enter any building on the site.
- ✓ If the item is identified as a possible bomb, police personnel will assume all responsibilities in notifying the appropriate agency for assistance.
- ✓ Normal school operations may resume after the police have removed or declared the item to be safe.
- ✓ Evaluate need for Psychological First Aid. Activate Crisis Response Team, if necessary.

# Irvine Unified School District Emergency Preparedness Plan

## Hazard Specific Guidelines

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### CAMPUS DISTURBANCE

#### Emergency Management Assumption

Campus Disturbances are localized emergencies and the expectation is that sufficient police and school district personnel would be available to assist the impacted school(s).

#### Campus Disturbance

Ideally, school systems would not be involved in any situation that might interrupt the normal day-to-day routine of the schools. However, if schools are disrupted, methods must be devised to handle disruptions to minimize the danger to students, staff, and the school plant.

School administration is charged by law to take every possible precaution to assure the safety of students and other school personnel in the event of any emergency. The following guidelines are presented in an effort to assist school officials in planning for possible civil disturbances and, through such plans, minimize the danger to the students and adults in their care.

#### Preventive Measures

The most effective way to prevent a disturbance is to preclude the development of situations that could cause a disturbance. A careful analysis of all parts of the school system (school plant and personnel) should be made immediately to identify potential problem areas.

School principals should regularly report to the District Administration Center the development of potentially explosive situations. The Superintendent or his/her assigned representative should personally review such reports and take the necessary action to alleviate tension.

Most importantly, school officials must be able to recognize signs that indicate that trouble may be *brewing* and to take necessary action to control any potential outbreak of violence. School administrators and staff should constantly be on the lookout for excessive complaints, unusual gatherings of students, unauthorized persons in or about the school buildings, and other signs of unrest.

## **Need for Emergency Plan**

A well-developed plan for controlling school disturbances must be developed and ready for implementation at any time. The plan should contain actions for control of all foreseeable types of disorder. Disturbances at schools are generally initiated by: (1) students or persons attending the school, (2) students or persons who do not belong at the school. The emergency plan should provide for actions to be taken in the event that either or both groups are involved in the disturbance.

A full awareness of the responsibilities of the administration, faculty, and staff as well as a realization of the seriousness of the problem are necessary for the development of a realistic, workable plan. Because each school is unique in its internal characteristics and in its community setting, no uniform plan can be developed that will meet the needs of every school in the Irvine Unified School District. Internal plans must be specific enough to give directions for immediate actions required in an expected or predictable situation and yet flexible enough to allow for adjustment as unexpected or unusual situations develop.

Before a definite statement of action can be incorporated into an emergency action plan for a school, an inventory is needed.

- ✓ How many buildings are in the school complex?
- ✓ Are floor plans of the buildings available?
- ✓ Which building is most likely to be the scene of trouble?
- ✓ How secure are the buildings? Can all of the buildings be securely locked?
- ✓ How rapidly could students be moved from one location on the campus to another?
- ✓ What routes would be most appropriate for student evacuation?

As in any other emergency, during a civil disturbance, the first concern of the school administrators must be the safety of students and staff. Emergency action plans must not only deal with the persons who are causing the disturbance, they must also provide for the safety and physical and psychological protection of students who are not participating in the disturbance.

Consideration should be given to action needed to prevent dissidents from involving onlookers in their activities. School administrators should consider the advisability of immediately locking classroom doors and turning off the class bells to prevent movement of students in large numbers.

The emergency action plan should include procedures for identifying persons directly involved in the disturbance. It may be desirable to establish a procedure by which persons

not participating in the disturbance may be identified so they can be moved to an area of safety, and unauthorized persons and dissidents, alike, may be required to leave the school buildings and grounds. The plan should include provisions for transporting nonparticipating students from the disturbance if it becomes necessary.

The school emergency plan must include provisions for release of students from school. Administrators must consider the following:

- ✓ Would you be endangering students' safety if you released them from class?
- ✓ Would any of the students be likely to join with the dissident group?
- ✓ Would the addition of your students, if they joined the dissident group, create a situation beyond the capability of local law enforcement agencies to handle?
- ✓ Should you notify Irvine Police and request their advice on whether or not to dismiss students?
- ✓ Would you be justified in holding some, or all, of your students beyond regular dismissal time?
- ✓ If transportation is necessary, would enough buses be available to accommodate all of the students? What other transportation resources could you utilize? Where can sufficient transportation be obtained? How? Should you request police escort for buses or cars?
- ✓ If you wished to hold students at the school until their parents called for them, would it be safe for the parents to drive into the area? If not, what alternate action might be advisable? Should police protection be requested?

### **Faculty and Staff Responsibilities**

An inventory of faculty and staff resources available at each school will provide answers to such pertinent questions as the following:

- ✓ How many staff are available to assist in controlling a disturbance?
- ✓ How many staff are available to assist with nonparticipating students?
- ✓ What type of assignment should each person be given to enable that person to effectively assist in controlling a disturbance?
- ✓ How many members of the faculty and staff can be depended upon to remain calm and reasonable in the face of an emergency?

In the event a civil disturbance threatens the school, school administrators must be prepared. An emergency action plan must address many complex contingencies. There should be a step-by-step procedure to use when a crisis occurs. An example follows:

- ✓ Assess life/safety issues immediately.
- ✓ Provide immediate emergency medical care.
- ✓ Call 911 and notify police/rescue first. Call the District Administration Center second using established District communication protocols.
- ✓ Convene the crisis team to assess the situation and implement the crisis response procedures.
- ✓ Evaluate available and needed resources. Request assistance as necessary.
- ✓ Alert school staff to the situation.
  - Secure all areas: **Shelter-in-Place** or **Lockdown**
- ✓ Staff should remain mindful for students that require extra assistance when locking down and/or evacuating classrooms-school grounds – Refer to Appendix (Students with Disabilities, Access and Functional Needs).
- ✓ Establish, if necessary, school community messaging regarding the on-campus disturbance. Provide parents with pertinent information.

# Irvine Unified School District Emergency Preparedness Plan

## Hazard Specific Guidelines

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### CHEMICAL ACCIDENT

#### Emergency Management Assumption

Chemical accidents are localized emergencies and the expectation is that sufficient police, fire, and school district personnel would be available to assist the affected school(s) and/or District department(s).

#### Chemical Accident

Warning of a chemical accident is usually received from the Orange County Fire Authority (OCFA) or Irvine Police when such accidents occur near a school and poses a threat to students and staff. An overturned tanker, either a truck or a train, a broken fuel line, and an accident in a commercial establishment that uses chemicals are all potential hazards if such accidents occur near a school or if the wind is such that it would carry fumes from such accidents to a school.

#### Administrative Action

- ✓ Notify the Superintendent's Office and/or Education Services or Risk Management & Insurance Department.
- ✓ If it is necessary to evacuate the area, move in classroom groups crosswind, never directly with or against the wind which may be carrying fumes. Determine the need to implement action plan (consultation with fire and police).
- ✓ Determine whether the students and staff should leave the school grounds/District facility.
- ✓ Staff should remain mindful for students that require extra assistance when evacuating classrooms and/or school grounds – Refer to Appendix (Students with Disabilities, Access and Functional Needs).
- ✓ Render first aid as necessary.
- ✓ Take roll if students are moved; account for all students and staff.
- ✓ The principal will direct action as required. Students and staff must not return to the school until OCFA or Irvine Police officials have declared the area to be safe.

- ✓ If a chemical accident occurs near the end of the school day or before school starts, staff must be sent to key points to direct students around affected area. Some cases may require transportation of students away from the school.
- ✓ Assess need for Psychological First Aid. Activate Crisis Response Team, if needed.



# **Irvine Unified School District Emergency Preparedness Plan**

## **Hazard Specific Guidelines**

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### **DISEASE OUTBREAK RESPONSE**

#### **Emergency Management Introduction**

An emergency management program examines potential emergencies and disasters based on the risks posed by likely hazards; develops and implements programs aimed toward reducing the impact of these events on the school community, prepares for those risks that cannot be eliminated; and prescribes the actions required to deal with the consequences of actual events and to recover from those events.

The challenge with any emergency is to engage in successful mitigation and preparedness activities with stakeholders to effectively respond to and recover from the emergency.

#### **Emergency Management Assumption**

Disease outbreaks are countywide emergencies and the expectation is that public health officials would be available to assist and provide guidance to District officials.

#### **Influenza Pandemic - Definition**

According to the Centers for Disease Control and Prevention, an influenza pandemic is a global outbreak of a new influenza virus that is very different from seasonal influenza viruses. Pandemics happen when new (novel) influenza viruses emerge which are able to infect people easily and spread from person to person in an efficient and sustained way.

An influenza pandemic is unlike other types of public health emergencies because it has the potential to rapidly cause illness in large numbers of people worldwide with continued transmission for months. The ease with which a virus strain transmits from person-to-person, the susceptibility of the population to it, and the severity of illness resulting from it are all factors that determine the level of response.

#### **Background**

The Unified County of Orange and the Orange County Operational Area (OA) developed a Disease Outbreak Response Plan to provide guidance to all county departments and OA jurisdictions including public school districts in the event of a public health emergency.

The Disease Outbreak Response Plan supports the Unified County of Orange, the Orange County Operational Area, and the Orange County Health Care Agency Emergency

Operations Plans because key facets in disease outbreak planning and response are constantly changing.

The Disease Outbreak Response Plan will serve as a working document and will be updated and revised periodically as additional information, guidance and corrective actions become available. Updates will also incorporate changes in response roles and improvements in response capability developed through ongoing planning efforts. Any revisions made to the Disease Outbreak Response Plan will be disseminated to all county departments, OA jurisdictions, public school districts, and other partner organizations.

In the event of a large disease outbreak, recommendations and actions described in the Disease Outbreak Response Plan may change based on current needs and availability of resources. During a large disease outbreak in Orange County, the OA's main responsibility will be coordinating resources, information gathering and dissemination, and supporting response activities.

### **Irvine Unified School District Response and Activities**

The Irvine Unified School District recognizes that a large disease outbreak, whether local, regional and/or worldwide requires a collaborative and coordinated internal school district response to address the challenges the outbreak will present.

In the event of an outbreak, the District's operation will be governed by the direction and guidelines set forth by the Disease Outbreak Response Plan. Schools may be required to close at the direction of Orange County Health Care Agency and/or the Superintendent or his/her designee. If the decision is made to close schools and district departments, employees and students will be informed of such closures. Any schools closed during a county pandemic outbreak will still receive average daily attendance (ADA) revenue, pursuant to California Education Code Sections 46390 & 46392.

Due to unpredictable and fluid changes specifically related to District operations during and after a unique public health emergency, this guideline does not provide step-by-step lists of action items to be taken by District personnel. Instead, each department that is identified below are critical to the response and recovery efforts and shall develop internal department protocols for their specific role and responsibility during a disease outbreak.

- Business Services
- Education Services
- Human Resources
- Information Technology
- Maintenance, Operations, and Transportation
- Nutrition Services
- Special Education
- Superintendent's Office

If the District remains operational during a county pandemic outbreak, it must consider the possibility of a personnel shortage during this time. If this was to occur, the Superintendent or his/her designee will determine if additional substitute personnel should be called in to assist the schools and/or district departments affected. If the decision is made not to consider substitute personnel then a determination will be made by the Superintendent or his/her designee whether the schools and/or district departments affected can still operate safely and legally.

The last resort will be to close schools and/or district departments unless the Orange County Health Care Agency or other public health officials recommend early in the outbreak against public gatherings of any kind if it is deemed that they would greatly contribute to the spread of infection.

In any case, the Orange County Health Care Agency, the Centers for Disease Control and Prevention, and other public health authorities will assist the District with the decision of when and to what extent normal activities should resume, but the decision to discontinue and/or resume normal campus activities will remain with the Superintendent or his/her designee.

### **Point of Dispensing (POD) Locations**

Pursuant to the Disease Outbreak Response Plan, a mass dispensing/vaccination campaign will be conducted when drug, vaccine and/or medical supplies are available in large enough quantities to be made available to a large majority of the public.

Irvine Unified School District facilities may be designated by the Orange County Health Care Agency to be Point of Dispensing (POD) sites for vaccines or for other functions determined to be necessary for the local area. If this was to occur, school district officials will cooperate with federal, state and other local agencies in providing assistance required to perform such functions.

The following Irvine Unified School District facilities have been identified as POD sites by the City of Irvine and the Orange County Health Care Agency.

- Irvine High School (4321 Walnut Avenue, Irvine)
- Northwood High School (4515 Portola Parkway, Irvine)
- University High School (4771 Campus Drive, Irvine)
- Woodbridge High School (2 Meadowbrook, Irvine)

The use of District facilities as POD locations is governed by the Orange County Health Care Agency's Point of Dispensing - Field Operations Guide (FOG). The FOG is designed to serve as a response guide document to be utilized in the event of POD activation. PODs will be activated upon the order of the County Health Officer.

# Irvine Unified School District Emergency Preparedness Plan

## Hazard Specific Guidelines

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For Catastrophic Earthquake: Activate School's Incident Command System
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### EARTHQUAKE

#### **Emergency Management Assumptions**

Devastating earthquakes are regional natural disasters that quickly soak up the resources of first responding agencies. The District's Emergency/Safety Partnership developed the following catastrophic assumptions so preplanning and mitigation efforts can enhance the internal ability to respond appropriately to protect students, staff, and property. The catastrophic assumptions include:

- Public Safety Agencies not available to immediately respond.
- Landline phones and/or cellular phones unavailable for communications.
- Influx of community members arrive at school sites seeking assistance or volunteering to help.
- Donations of water, food, clothes, and other supplies arrive days following the catastrophic incident.
- 10% - 20% of District staff will leave work (without permission) 2 hours after a catastrophic incident. The percentage of staff leaving without permission more than doubles at 5 hours (30% - 50%) and continues to increase to 75% - 90% at 12 hours.
- 50% - 70% of District students will leave campus or be picked up within 2 hours after a catastrophic incident. The percentage of students leaving or being picked up increases at 5 hours (75% - 80%) and continues to increase to 90% - 98% at 12 hours.

#### **Basic Understanding**

The Irvine Unified School District's earthquake emergency response plan is based initially on the fact that the safest place for young people in the event of an earthquake during the school day is the school. Such an occurrence, of course, puts a heavy burden upon school administrators and the staff charged with protecting them.

To assure safety and well-being during an earthquake emergency, all the responsibilities of administrators, staff, and students have been detailed in this section. During an earthquake emergency, school administrators, staff, and students must fulfill their responsibilities and follow the procedures that have been established.

### **Staff Responsibilities**

Under current law, the school principal is entrusted with the overall administration of his or her school and the overall responsibility for the safety and welfare of all students and staff which may go beyond the school day. In times of emergency, the school principal has the necessary authority to do what is necessary to protect the safety of students and staff. He or she has the authority to assign certificated or classified staff to perform required duties at assigned stations during an emergency. The extent to which volunteers may be used is at the principal's discretion.

### **Administrative Action**

### **Classroom Emergency Instructions**

- ✓ An Emergency Procedures card shall be posted in classrooms to define responsibilities and actions in case of emergency.
- ✓ A school map shall be posted with Emergency Procedures that defines classroom route to the established Emergency Assembly Area.

### **Earthquake Emergency Procedure**

- ✓ Teacher gives *drop* command at first indication of (impending quake) ground movement.
- ✓ Student response to "drop" if inside the school building:
  - Get under equipment (desk, table, etc.) where available;
  - Drop to knees with back to windows and knees together;
  - Clasp both hands firmly behind the head, covering neck;
  - Bury face in arms protecting the head, close eyes;
  - Students remain in drop position until ground movement ends.
- ✓ At the completion of ground movement, teacher must ascertain possible injury and determine the ability of class to evacuate.
  - A *buddy system* may be used so that one teacher may remain with an injured student and request that neighboring (buddy) teacher supervise his or her class evacuation. The use of this *buddy system* should only be considered when, given the totality of the circumstances, there is no exposure to further danger for the remaining staff member or other students and staff.

- Render first aid if necessary.
- ✓ Upon conclusion of ground movement, teacher shall give command to evacuate the classroom and building, using the established evacuation route. The doors shall remain propped open.
- ✓ Staff should remain mindful for students that require extra assistance when evacuating classrooms and/or school grounds – Refer to Appendix (Students with Disabilities, Access and Functional Needs).
- ✓ Students and teachers will assemble at Emergency Assembly Area.
- ✓ If necessary, mobilize the Emergency Response Teams and follow established procedures (Comprehensive School Safety Plan – Section 2).
- ✓ Make contact with the District’s Emergency Operations Center (EOC) at the published phone number, (949) 502-4534, and/or on the District’s emergency radio system (north repeater, east repeater, south repeater, west repeater).
  - If the District EOC is activated in order to manage the earthquake emergency, information will be sent electronically (if possible) and/or by two-way radio on all District licensed frequencies of such activation.
  - When initial contact is made with the EOC, provide status of student and staff injuries (if known); condition of school buildings (if known); and initial request for resources/personnel.
  - As conditions change throughout the emergency, provide EOC with updated information.
- ✓ Staff should be posted at a safe distance from all building entrances to see that no one re-enters the buildings for any reason until the buildings have been declared safe.
- ✓ Do not light any fires after the earthquake.
- ✓ Avoid touching electrical wires that may have fallen.
- ✓ Turn off gas main and other utilities if there is any evidence of a break.
- ✓ The principal will determine the advisability of closing the school and will try to procure the advice of competent authority about the safety of the building. If school is to be closed, consult with the District’s Emergency Operations Center.

### **Drop Procedure While Outside on School Grounds**

- ✓ Students take drop position under lunch tables, under benches, in doorways, or out in the open upon first indication of ground movement. The safest place to be is in the open. Stay away from buildings, trees, and exposed wires.
- ✓ Students remain in drop position until ground movement ends.
- ✓ Students and supervising staff evacuate area in orderly manner and report to campus Emergency Assembly Area.
- ✓ Staff should remain mindful for students that require extra assistance when evacuating classrooms and/or school grounds – Refer to Appendix (Students with Disabilities, Access and Functional Needs).

### **Disaster Preparation**

- ✓ Students should be taught the safety precautions for an earthquake if an adult is not present to tell them what to do. They should be given the following instructions:
  - The safest place to be is in the open - stay there.
  - Move away from buildings, trees, and exposed wires. DO NOT RUN!
  - After the earthquake, if you are on your way to school, continue to school.
  - After the earthquake, if you are on your way home, continue home.

### **Other Problems to Anticipate**

- ✓ Substitutes and teachers new to the school may need assistance with evacuation procedure.
- ✓ Alternative evacuation routes to the Emergency Assembly Area may be needed. The principal can provide the best practice of alternative routes by blocking the primary route during practice exercises.
- ✓ Leadership classes may need to be pressed into service to carry out emergency activities.

### **Earthquake Drills**

An earthquake drill shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools (California Education Code 35297(b)).

# **Irvine Unified School District Emergency Preparedness Plan**

## **Hazard Specific Guidelines**

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### **ELECTRICAL POWER SHUTDOWN-OUTAGE**

#### **Emergency Management Assumption**

Electrical power outages are localized issues and may create a potential emergency depending on the day and time of the expected or unexpected shutdown. The expectation is that sufficient police, fire, and school district personnel would be available to assist the affected school(s) and/or District department(s).

#### **Southern California Edison - Public Safety Power Shutoff (PSPS)**

When forecasts indicate elevated weather conditions, Southern California Edison (Edison) will begin assessing the potential impact to affected areas. Edison will analyze historical data to help predict the likelihood of a wildfire occurring, closely monitor weather watch alerts from the National Weather Services, and place incident responders on alert, if needed.

#### **Edison Notification to Customers**

##### **First Notification: 2 Days Ahead**

If weather conditions warrant a possible PSPS, Edison will notify potentially affected customers. Irvine Unified School District – Risk Management & Insurance (District) will receive timely notifications by Edison via email of potentially affected circuits in the Irvine area.

##### **Second Notification: 1 Day Ahead**

If weather conditions persist, Edison will make a second notification to potentially affected customers. The District will continue to receive timely notifications by Edison via email of potentially affected circuits in the Irvine area.

##### **Third Notification: Power Shutoff**

When weather conditions confirm the decision to shut off power, Edison will send a notification to impacted customers. It is anticipated, but not guaranteed, the District will receive advanced notice from Edison prior to the power being shut off to affected circuits.



Fourth Notification: After Restoring Power

After weather conditions return to safer levels, Edison ground teams and aerial patrols will check to make sure that power can be safely restored. Edison cannot give an average time for power restoration as every affected circuit and situations vary. Once power lines are determined to be clear and the storm event has passed, reenergizing could take up to 24 hours (minimum) with the potential for much longer.

Impact to Irvine Unified School District

Edison has identified electrical circuits in High Risk Fire Areas (HRFA) within the City of Irvine. These HRFAs impact residential housing, businesses, and schools within the geographically boundary of each identified electrical circuit. While Edison provided maps of these HRFAs and the potential electrical circuits that may be impacted during Santa Ana wind conditions, there is always concern that residential houses, businesses, and schools that border the HRFA circuit may also be impacted by the shutdown of the circuit.

The notification of a shutdown to a HRFA circuit that would impact one or multiple District schools may result in mobilization of resources and personnel necessary to address the power shutdown emergency.

After consultation with the Superintendent or his/her designee, affected schools/work locations may continue with regular hours or the hours may be modified based on the time of day and the District’s ability to safely support the instructional process.

The closing of schools/work locations shall be with the approval of the Superintendent or his/her designee and considered only when there is no other acceptable alternatives.

Irvine Circuits - High Fire Risk Area

Irvine Circuit Name	Schools Directly Impacted - Inside Circuit Area	Schools Outside Circuit Area - Near Border
ATLANTA	Eastwood Elementary School	Canyon View Elementary School
	Santiago Hills Elementary School	Sierra Vista Middle School
		Stonegate Elementary School
BEIJING	Cypress Village Elementary School	Brywood Elementary School
	Jeffrey Trail Middle School	Irvine High School
	Stonegate Elementary School	Maintenance and Operations
	Woodbury Elementary School	Northwood Elementary School
LONDON	Canyon View Elementary School	Eastwood Elementary School
	Northwood High School	Santiago Hills Elementary School
MORSE	Rancho Middle School	Bonita Canyon Elementary School
	Turtle Rock Elementary School	District Administration Center
	University High School	Eastshore Elementary School
	University Park Elementary School	Vista Verde School
		Woodbridge High School
MUNICH	Northwood High School	Canyon View Elementary School
OSLO	Stonegate Elementary School	Loma Ridge Elementary School
		Portola Springs Elementary School
		Woodbury Elementary School
PARAGON	Beacon Park School	Portola High School
	Cadence Park School	
	Loma Ridge Elementary School	
	Portola Springs Elementary School	

### **Power Outage (not PSPS) School in Session**

The notification of an electrical power outage that impacted one or multiple District schools/work locations would result in mobilization of resources and personnel necessary to address the power shutdown emergency.

If, after consultation with Edison, it is determined that restoration of electrical power may be significantly delayed, the Superintendent or his/her designee may continue with regular school/work hours or modify school/work hours based on the time of day and the District's ability to safely support the instructional process.

The closing of schools/work locations shall be with the approval of the Superintendent or his/her designee and considered only when there is no other acceptable alternatives.

### **Power Outage (not PSPS) School NOT in Session**

The notification of an electrical power outage that impacted one or multiple District schools/work locations (outside of normal hours) may result in mobilization of resources and personnel necessary to address the power shutdown emergency.

If, after consultation with Edison, it is determined that restoration of electrical power may be significantly delayed, the Superintendent or his/her designee may elect to continue with regular school/work hours or modify school/work hours the next business day based on all available information at the time to support the decision.

The closing of schools/work locations shall be with the approval of the Superintendent or his/her designee and considered only when there is no other acceptable alternatives.

# Irvine Unified School District Emergency Preparedness Plan

## Hazard Specific Guidelines

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### FALLEN AIRCRAFT

#### Emergency Management Assumption

Fallen aircraft are localized emergencies and the expectation is that sufficient police, fire, and school district personnel would be available to assist the affected school(s) and/or District department(s).

#### Fallen Aircraft

Warning of a falling or fallen aircraft is usually by sight, sound, or fire. If an aircraft falls near the school, the following actions should be taken:

#### Administrative Action

- ✓ Take immediate action to insure safety of all students.
- ✓ **Call 911 for immediate police/fire assistance.**
- ✓ Notify school administrator of emergency situation.
- ✓ Notify the Superintendent's Office, Education Services, and/or Risk Management & Insurance Department.
- ✓ Students and staff must be kept at a safe distance (at least 2000 feet) from the aircraft; the aircraft may explode.
- ✓ Take further action as required:
  - If it is unsafe to remain in the classroom evacuate building moving students away from accident.
  - If students will be safe in the classrooms, move all students indoors and keep them indoors.
- ✓ Staff should remain mindful for students that require extra assistance when locking down or evacuating classrooms - school grounds – Refer to Appendix (Students with Disabilities, Access and Functional Needs).
- ✓ Take roll if students are moved; account for all students and staff.

- ✓ Assess need for Psychological First Aid/Activate Crisis Response Team, if needed.

# Irvine Unified School District Emergency Preparedness Plan

## Hazard Specific Guidelines

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### **FIRE**

#### **Emergency Management Assumption**

Fires are localized emergencies and the expectation is that sufficient police, fire, and school district personnel would be available to assist the impacted school(s).

#### **Fire Weather Criteria**

The National Weather Service defines Fire Weather (Red Flag Criteria) as the following:

Red flag events normally require the combination of critical fuel conditions and critical weather conditions. Several combinations of fuels and weather conditions may combine to produce red flag conditions. Fuel conditions are considered critical when fuel characteristics are favorable for large fire growth, as determined by the land management agencies. National Weather Service forecasters determine when weather conditions are critical.

#### **Primary Red Flag Criteria**

Relative humidity of 15% or less combined with sustained surface winds, or frequent gusts, of 25 mph or greater. Both conditions must occur simultaneously for at least 3 hours in a 12 hour period ([www.weather.gov](http://www.weather.gov)).

#### **Visible Fire and/or Smoke near School Property**

The principal or designee and/or District officials shall determine whether an evacuation off school property should be conducted based on all available information about the fire and its potential impact to the safety of the students and staff.

District buses should immediately be dispatched to the school to provide transportation support (if needed) to those students and staff who may require extra assistance, if required to evacuate off-school property.

#### **Schools Adjacent to Wildland Areas - Considerations to Evacuate Off School Property**

- ✓ If possible, seek guidance from the Irvine Police Department before evacuating off school property.

- ✓ The location of the reported wildfire and the potential impact to the school are determined based on distance and time together with certain meteorological factors.
  - *Wind Speed* – The wind speed along the wildland area is forecasted to sustain surface winds or frequent gusts of 25 mph or greater.
  - *Wind Direction* – The wind direction suggests the wildfire and its path of travel may impact the school but such impact may not occur for 60 minutes or more.
  - *Air Quality* - Air quality is at an acceptable level at the time of evacuation (no strong smell of smoke or large concentration of ash).
- ✓ The impacted school may be evacuated on foot, unless circumstances necessitate that staff and/or students be transported by vehicle.
- ✓ Students and staff evacuating off school property should do so in an orderly fashion using the most suitable, safest, and fastest route to the predetermined off-site Emergency Assembly Area (as identified in the School’s Comprehensive Safety Plan). The location of the off-site Emergency Assembly Area is subject to change depending on totality of circumstances, including but not limited to, wind direction, traffic and/or pedestrian closures, or due to safety concerns at or near the predetermined Emergency Assembly Area.

*Schools Adjacent to Wildland Areas - Considerations to Shelter-In-Place*

- ✓ Seek immediate guidance from the Orange County Fire Authority to ensure adequate fire resources are available to protect the perimeter and interior of the school campus before sheltering in place.
- ✓ The location of the reported wildfire is in close proximity to the school and its impact is imminent based on distance and time together with certain meteorological factors:
  - *Wind Speed* – The actual wind speed at the impacted school suggests the wildfire will progress too rapidly (sustained or frequent gusts of 25 mph or greater) to conduct a safe and timely evacuation off school property.
  - *Wind Direction* – The wind direction indicates the wildfire and its path of travel may impact the school within 60 minutes.
  - *Air Quality* – The deterioration of the air quality (strong smell and sight of smoke/ash) is an indication that the wildfire is in close proximity to the school.
- ✓ Custodial staff, trained on the building’s ventilation systems, shall ensure the units are shut down and the vents are closed off from the outside air.
- ✓ Students and staff shall remain inside with windows/doors closed until further instructions are given.

## **Visible Fire and/or Smoke within a School Building & Fire Alarm Activations**

### *Administrative Action*

- ✓ The sight of fire and/or smoke or the activation of the fire alarm system (fire sensor or pull station) will automatically implement the following action:
  - Start Evacuation Process
- ✓ Staff shall notify the Orange County Fire Authority (Call 9-1-1).
- ✓ Staff should, if possible without endangering life, fight small fires with a fire extinguisher (e.g., trash can fire, etc.).
- ✓ Nothing in this protocol shall prevent a staff member from immediately evacuating a school building with students when an audible fire alarm has been activated. Staff may use their judgment and are self-empowered to survey the area outside the school building, using situational awareness, before evacuating students to ensure there is no suspicious activity or other safety related concern. When evacuating, staff should continuously *Look-Listen-Smell* for signs of danger as they evacuate students to the Emergency Assembly Area.
- ✓ Staff should remain mindful for students and staff that require extra assistance when evacuating off school grounds – Refer to Appendix (Students with Disabilities, Access and Functional Needs).
- ✓ If applicable, staff shall assemble students at a safe distance from the fire and away from fire-fighting equipment. This may require an alternative location to the Emergency Assembly Area. Keep access roads open for emergency vehicles.
- ✓ Staff shall give students clear direction and supervision and help retain calm.
- ✓ Staff shall render first aid as necessary.
- ✓ Staff shall notify the Superintendent’s Office, Education Services, or the Risk Management & Insurance Department.
- ✓ The Superintendent or designee will determine whether to close the school or if any further action should be implemented.
- ✓ Students and staff should not return to the school until Orange County Fire Authority officials declare the area safe.
- ✓ Staff shall assess the need for Psychological First Aid/Activate Crisis Response Team, if needed.

- ✓ If fire is extensive, staff shall take students to an alternative location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

### **Fire Drills**

Principals shall hold a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels. A fire drill shall be held at the secondary level not less than twice every school year (California Education Code 32001).



# **Irvine Unified School District Emergency Preparedness Plan**

## **Hazard Specific Guidelines**

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### **SCHOOL BUS TRANSPORTATION**

#### **Emergency Management Assumption**

Incidents involving school buses are localized emergencies and the expectation is that sufficient police, fire, and school district personnel would be available to assist at the accident scene.

#### **Basic Understanding**

At the scene of an accident involving a school bus the responding law enforcement agency (police, sheriff, or California Highway Patrol) is in charge.

Irvine Unified School District contracts its student transportation needs with an outside motor carrier (Durham School Services). These services include the following:

- Transportation of special education students to/from school
- Transportation of students to field trips and athletic events
- Other student transportation needs, as requested or required.

While it is recognized that Durham provides their employees with procedures to follow in the event of a bus accident or other emergency, the responsibility for the release of students rests with Irvine Unified School District personnel.

The severity of the accident or emergency may alter the order of events to protect the welfare of children.

#### **Bus Accidents While Transporting Students**

##### **Driver Responsibilities**

Proper driver actions after a collision are necessary to protect the passengers and vehicle from further damage. While there are required steps and procedures that must be followed there may be additional procedures in place by the contract motor carrier. A clear understanding of all procedures to follow in the case of a collision is the responsibility of the driver.

Primary Driver Responsibilities:

- ✓ Evaluate the scene.
- ✓ Properly secure the vehicle before leaving the driver's seat.
- ✓ Remain calm and reassure the passengers.
- ✓ Check for fire.

- ✓ Check for injuries and account for all passengers.

Contact Transportation Department ASAP and give the following information:

- ✓ Provide emergency first aid
- ✓ Type of accident;
- ✓ Location of nearest intersection;
- ✓ Extent of injuries and request for emergency ambulance service and/or
- ✓ District assistance;
- ✓ Request another bus to transport students (if necessary).

Evacuate bus, as follows, only if required for safety of passengers:

- ✓ Give instructions for orderly evacuation from designated exits;
- ✓ Announce specific assembly point;
- ✓ Check to be sure that all passengers have left bus;
- ✓ Supervise or arrange for supervision of students at assembly point; and
- ✓ Take roll/account for all students and staff.
- ✓ Driver should remain mindful for students that require extra assistance when evacuating the school bus – Refer to Appendix (Students with Disabilities, Access and Functional Needs).

Notify the following:

Appropriate law enforcement agency. Law enforcement will notify the appropriate fire department to assist (if necessary).

### **Teacher Responsibilities**

- ✓ Provide emergency first aid.
- ✓ Assist bus driver (if needed) with any life safety emergency;
- ✓ Supervise or arrange for supervision of students at assembly point; and
- ✓ Take roll/account for all students and staff.

### **Responsibilities of District Personnel Other Than the Driver on the Bus**

- ✓ Assist in implementing direction given by driver.
- ✓ Assist in supervision or orderly evacuation if this becomes necessary.
- ✓ Supervise passengers and assist with first aid.
- ✓ To the extent qualified, assume the responsibilities of the bus driver if the driver is incapacitated.

### **Transportation Department Responsibilities**

- ✓ Notify the following (not necessarily in this order) if not already done so:
  - Contact Highway Patrol/Police/Sheriff Department;
  - Fire Department (if necessary);
  - Superintendent's Office;
  - Assistant Superintendent of Business Services or designees;
  - Assistant Superintendent of Education Services or designees;
  - Dispatch additional bus and/or supervisor to the location of the accident;
  - Inform school of attendance and give detailed information; and

- Continue to update information as it is received.

### **District Administration Center Responsibilities**

- ✓ Report to scene of the accident, emergency hospital, or to designated school.
- ✓ Prepare a written/verbal statement and/or assist the impacted school with media inquiries.
- ✓ Assess need for psychological first aid/activate Crisis Response Team, if needed.
- ✓ Continue to update information and account of events.

### **School of Attendance Responsibilities**

- ✓ Dispatch appropriate staff to attending hospital.
- ✓ Notify parents or guardians of the incident.
- ✓ Release student(s) to parent(s) or guardian(s).

### **Emergencies Occurring During Transportation of Student (non-collision)**

#### **Driver Responsibilities**

- ✓ Evaluate the scene.
- ✓ Properly secure the vehicle before leaving the driver's seat.
- ✓ Remain calm and reassure the passengers.

#### **Teacher Responsibilities**

- ✓ During an earthquake or other emergency, command the students to either "Drop" in the aisles or under the seats for protection, or if a life safety emergency exists if students were to remain on the bus (e.g., fire) immediately evacuate the bus.
- ✓ Provide first aid for injured students/passengers.
- ✓ Ensure appropriate law enforcement and/or fire department is contacted.
- ✓ Under extreme emergency conditions contact the Administrator of Transportation for further instructions. The instructions may be:
  - Return to school;
  - Remain at the present location for further assistance;
  - Report to nearest school; or
  - Complete scheduled route.

#### **Responsibilities of District Personnel Other Than the Driver on the Bus**

- ✓ Assist bus driver in implementing procedures outlined above.
- ✓ Provide first aid for injured students/passengers.
- ✓ Remain with student(s) and supervise them until they are released either by the school administrator or District representative.

#### **Administrator of Transportation Responsibilities**

- ✓ If necessary, dispatch additional buses to assist in student transfer.
- ✓ Account for the disposition of all students who are transported by buses to locations other than their school of attendance or home.

## **California Regulations – Student Transportation**

California Education Code § 39831.3 along with California Vehicle Code § 22112 and 34501.6 require the Superintendent of Schools to develop and implement a Transportation Safety Plan. A copy of this plan shall be maintained at each school site, and the plan must contain procedures for school district personnel to follow to ensure the safe transport of students.

To determine which students require escort, the driver shall check with all students at the assigned bus stop to see if any require escort, or the driver may escort any student at his/her discretion. Procedures outlined in the California Department of Education Instructor's Manual for California's bus driver's training course shall be followed at all stops. The primary driver of the route should note which stops require escort of students. This does not relieve the driver or substitute from checking with students when they are in doubt. Students are instructed when they arrive to the bus stop and observe their bus approaching, if they are on the opposite side of the highway or private road, they must wait there until crossing instructions are given to them by the driver.

Students who register in Irvine Unified School District will receive a pamphlet entitled *Safety Riders Brochure* that outlines procedures to follow as they board and exit the school bus. The procedures also provide protocols for safe riding practices, and rules of conduct. The Irvine Unified School District complies with the California Education Code regarding safe practices while riding a school bus.

The driver shall stop to load or unload students only at a designated bus stop (Students on field trips and athletic trips shall be loaded and unloaded at designated stops only). The stop nearest to the home-to-school bus stop will be given to the student at time of registration. Transportation Department will ascertain that the driver is made aware of a new student and his/her bus stop. If the student gets on the bus without the correct information, the driver will contact the Transportation Department for the correct stop information, or return the student to the school office after contacting the Transportation Department. The Irvine Unified School District instructs students once per school year and at the beginning of every field trip about school bus evacuations, which is in compliant with the California Education Code.

To comply with California Education Code § 39831.3 (Child Alert Safety System), all drivers shall inspect the interior of the bus for student(s) before exiting the bus.

1. The driver shall turn the ignition in the *off* position and remove the key. The driver shall secure the ignition key on his/her person before walking to the rear of the bus to check for student(s).
2. Drivers shall push the *Child Check Mate* system button and hold it in for 3 seconds to disengage the system.
3. Drivers shall then continue to check the interior of the bus for students as they walk to the front of the bus before exiting.

Adverse Driving Conditions – California Vehicle Code § 34501.6 states that the governing board of a local educational agency providing for the transportation of students shall adopt procedures that may limit the operation of school buses when atmospheric conditions reduce visibility on the

roadway to 200 feet or less during regular home-to-school transportation service. Operational policies for school activity trips shall give school bus drivers discretionary authority to discontinue school bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

- a. For purposes of this safety plan, the department procedures shall be as follows:
  - i. The Supervisor on duty will notify the Administrator of Transportation that atmospheric conditions reduce visibility to 200 feet or less.
  - ii. The Administrator of Transportation or designee will contact the Superintendent's Office.
  - iii. Transportation Department will consult with the Superintendent or designee for a directive to suspend or delay transportation which, per the Superintendent or designee decision, may be delayed a minimum of one (1) hour for improved visibility or suspended indefinitely per the Superintendent or designee's discretion.

Drivers are not required to not activate the amber warning / flashing red light system when loading/unloading the school bus at a school campus. The group or athletic team will assemble in an area away from the school bus. When the students are ready to load, the driver will commence loading. Upon completion of loading, the driver will provide the bus evacuation and safety instructions. This shall include an explanation and demonstration of all emergency exits, first aid kits, fire extinguishers, etc. Upon completion of the presentation, the driver will require the chaperone/coach to sign the trip sheet. The driver will then depart when safe to do so.

### **Loading/Unloading at the Activity Destination Site**

Upon arrival at the destination, the driver will select an area where the bus can be lawfully parked and loading/unloading students can be reasonably controlled. The driver will provide instructions to the chaperone/coach regarding the time and location where the group will assemble to reload the school bus.

When it is clear and safe, the driver will have the students disembark the bus (amber warning / flashing red light system will not be activated). When the group is accounted for and is ready to depart, the driver will depart when safe.

### **Instructions for Students with Special Needs**

Loading and unloading at school sites will be conducted utilizing the same procedures as for home-to-school students. The driver shall not activate the amber warning / flashing red light system when a student requires physical assistance from the driver or authorized attendant to board or leave the school bus. Providing extra assistance extends the reasonable length of time the school bus is stopped to load/unload students that normally do not require such assistance. Activate the amber warning light system 200 feet before the designated stop, if so equipped. Once stopped, the driver shall turn off the flashing amber lights and then activate the flashing red light system, as defined in California Vehicle Code § 22112.

When loading/unloading a student in a wheelchair, the flashing red lights shall NOT be activated. The driver will assist with the loading process and depart the bus stop when safe.

## **Student Discipline**

### **AUTHORITY OF THE DRIVER**

Students transported in a school bus shall be under the authority of and responsible directly to the driver of the bus. That school bus driver shall be held responsible for the orderly conduct of the students while they are on the bus, being escorted across the street, or at an Irvine Unified School District bus stop.

### **DENIAL OF TRANSPORTATION**

Continued disorderly conduct or refusal to submit to the authority of the driver shall be sufficient reason for the pupil to be denied transportation. The Irvine Unified School District Governing Board has adopted rules and regulations to enforce this provision.

### **UNAUTHORIZED ENTRY**

Any person who enters a school bus or school pupil activity bus without prior authorization of the driver or other school official with intent to commit any crime and who refuses to disembark after being ordered to do so by the driver or school official is guilty of a misdemeanor and is punishable by imprisonment in the county jail for not more than 6 months, by a fine of not more than one thousand dollars (\$1000.00) or by both (California Education Code § 39842). Note: Sticker signs regarding unauthorized entry will be display on all district buses.

# Irvine Unified School District Emergency Preparedness Plan

## Hazard Specific Guidelines

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### SEVERE WEATHER

#### Emergency Management Assumptions

Severe weather conditions are regional natural incidents that can quickly soak up the resources of first responding agencies. The District's Emergency/Safety Partnership developed the following catastrophic assumptions so preplanning and mitigation efforts can enhance the internal ability to respond appropriately to protect students, staff, and property. The catastrophic assumptions include:

- Public Safety Agencies not available to immediately respond.
- Landline phones and/or cellular phones unavailable for communications.

#### Severe Weather

If high winds and/or substantial rain develops during school hours, the following emergency actions should be accomplished:

#### Administrative Action

- ✓ Implement Action: "DROP-TAKE COVER" (take cover signal)
- ✓ Students and staff should be assembled inside buildings.
- ✓ Staff should remain mindful for students that require extra assistance when sheltering in place – Refer to Appendix (Students with Disabilities, Access and Functional Needs).
- ✓ Close windows and blinds.
- ✓ Remain near an inside wall if possible.
- ✓ Decision to evacuate buildings bearing full force of wind.
- ✓ Keep tuned to designated radio stations for latest advisory information.
- ✓ Take roll—account for students and staff.

- ✓ If necessary/possible, school administrator/department head will contact the Orange County Fire Authority, Irvine Police Department, District Administration Center, and/or District Maintenance and Operations Department.
- ✓ Assess need for Psychological First Aid. Activate Crisis Response Team, if necessary.



# **Irvine Unified School District Emergency Preparedness Plan**

## **Hazard Specific Guidelines**

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### **TERRORIST ATTACK**

#### **Terrorism Definition**

The U.S. Code of Federal Regulations defines terrorism as “the unlawful use of force and violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives.”

#### **Terrorist Attack**

Terrorist attacks are unpredictable acts of aggression by force and violence. When these attacks occur on domestic soil, the impact is felt throughout the United States regardless of where the domestic attack originated.

#### **Terrorist Attack – Impact to Irvine Unified School District**

If a terrorist attack occurs within the United States and the attack directly impacts the Irvine Unified School District due to the proximity of the attack, the Office of the Superintendent or his/her designee will immediately take the necessary steps to temporarily close schools.

The District Emergency Operations Center will immediately activate to monitor the closing of schools/departments; develop school/community messaging; and will coordinate resources/personnel efforts with the City of Irvine and County OA Partners (if necessary).

#### **Terrorist Attack – Regional Proximity to Irvine Unified School District**

If a terrorist attack does occur within the United States and within regional proximity, the District must evaluate the fear and impact the attack had on students and staff. The evaluation should include:

- ✓ Location of the terrorist attack in relation to the Irvine Unified School District.
- ✓ Is the terrorist attack contained or is there uncertainty for additional attacks?
- ✓ Are students and staff in fear? Activate Crisis Response Team, if necessary.
- ✓ Determine if schools should temporarily close.

- ✓ Develop school/community messaging.

# Irvine Unified School District Emergency Preparedness Plan

## Hazard Specific Guidelines

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### TRAIN DERAILMENT / ACCIDENT

#### Emergency Management Assumption

Train derailments/accidents are localized emergencies and the expectation is that sufficient police, fire, and school district personnel would be available to assist the impacted school(s).

#### Train Derailment/Accident Near School District Property

The principal/designee and/or Irvine USD officials shall wait for Orange County Fire Authority and/or Irvine Police Department official direction whether to evacuate school buildings and/or school grounds based on all available information to them about the train derailment/accident and its impact on the safety of the students and staff and school district property.

School District property adjacent to the railway may be directly impacted, based on the severity of the derailment/accident, and may require immediate action by the principal and/or their designee. The school district property identified include:

- Greentree Elementary School

School District properties in the area that may be impacted by a train derailment/accident include:

- College Park Elementary School
- Deerfield Elementary School
- Early Childhood Learning Center
- Venado Middle School

#### Administrative Action for Greentree Elementary School

- ✓ Notify the Irvine Police Department and Orange County Fire Authority by **calling 9-1-1**.
- ✓ The principal/designee will make a quick assessment if an evacuation of buildings and/or school grounds is necessary for the protection of students and staff. If buildings are not impacted and there is no threat of fire, explosion, or collapse of buildings, students and staff should shelter in place until further notice.

- ✓ Staff shall give students clear direction and supervision and help retain calm. Take roll - account for all students. Report missing students to principal or designee.
- ✓ Render first aid as necessary.
- ✓ If the train derailment/accident impacted the school campus, keep access roads open for emergency vehicles.
- ✓ Notify the District Administration Center (Superintendent's Office or Educational Services) or other appropriate school officials.
- ✓ The Superintendent or designee will determine whether to close the school or any further action that should be implemented.
- ✓ If evacuated from school buildings or from the school grounds, students and staff should not return until the Orange County Fire Authority or Irvine Police officials declare the area safe.
- ✓ Staff should remain mindful for students that require extra assistance when sheltering in place or evacuating classrooms - school grounds – Refer to Appendix (Students with Disabilities, Access and Functional Needs).
- ✓ Assess need for Psychological First Aid. Activate Crisis Response Team, if needed.
- ✓ If the train derailment/accident is extensive and the school is closed, students may be taken to an off-campus Emergency Assembly Area for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

# Irvine Unified School District Emergency Preparedness Plan

## Hazard Specific Guidelines

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### VIOLENT INTRUDER

#### Emergency Management Assumption

Violent intruders are localized emergencies and the expectation is that sufficient police, fire, and school district personnel would be available to assist the impacted school(s).

#### Background

To provide further clarity on these threats, the Federal Bureau of Investigations (FBI) in 2014 initiated a study of *active shooter* incidents. The goal of the FBI study was to provide federal, state, and local agencies with data so they can better understand how to prevent, prepare for, respond to, and recover from these incidents. Public schools can benefit from the results of the study to assist school staff with appropriate response to these violent incidents.

Active shooter is described as a situation in which a shooting is in progress and an aspect of the crime may affect the protocols used in reacting to the incident. Unlike other defined school crimes, the active aspect inherently implies that citizens have the potential to affect the outcome of the event based on their responses.

The agreed upon definition of an active shooter by U.S. government agencies – including the White House, U.S. Department of Justice, U.S. Department of Education, and U.S. Department of Homeland Security – is “an individual actively engaged in killing or attempting to kill people in a confined and populated area.” While the term active shooter is used to describe violent encounters, person(s) with intent on injuring or killing can carry out their plan with other types of weapons (not a firearm), objects, vehicles, or other means. School staff should not become complacent when encountering agitated or hostile person(s) because the exhibited behavior does not fit the traditional definition or understanding of an active shooter/violent intruder.

#### Violent Intruder Considerations

- Violent Intruders are very unpredictable and create chaos/panic at the location.
- This makes it difficult to establish one specific plan of action.
- If confronted, do not aggravate the suspect, remain calm and understanding, create time and distance.

## **Lockdown Considerations**

- Any staff member, at any location on campus or in the workplace, has the authority to initiate a *lockdown*.
- In any event, when gunshots, screams, or a PA announcement is heard, quickly move into lockdown. Check the immediate hallway for students (if safe) and call them in.
- Close and lock door; turn off the lights.
- Cover windows, when at all possible.
- USE YOUR BEST JUDGMENT if someone wants to enter your room.
- Stay away from the windows and doorways and get as low to the ground as possible.
- Await further instruction. **Call 911** or the front office if someone is injured or if you have information on the intruder.
- Law enforcement personnel will properly identify themselves. If in doubt, staff should **Call 9-1-1** to verify law enforcement presence on campus and/or their presence outside of a lockable space.

## **Evacuation Considerations**

- Evacuate individuals away from the location of the violent intruder.
- Staff should remain mindful for students that require extra assistance when locking down or evacuating classrooms - school grounds – Refer to Appendix (Students with Disabilities, Access and Functional Needs).
- Stay close to walls and avoid wide open areas.
- If possible, move quickly to a lockable space or consider, if outside, an immediate evacuation off-campus in any direction away from danger.
- Don't worry about personal belongings.
- Wear your tag or identification in plain sight so law enforcement knows you belong at the location.
- Seek the safest shelter and make proper notifications.

- Staff should control and provide direction for individuals under their care and custody. Nothing shall prevent staff from assuming the care of others under extreme circumstances.

### **Law Enforcement Information**

- Law enforcement's primary goal is to identify and stop the threat while protecting life and preventing injury.
- Law enforcement will be moving quickly and with weapons drawn.
- They will not have immediate ability to make rescues or administer first aid.
- Follow all directions issued by law enforcement. Keep hands visible.
- Listen carefully and follow their instructions. If in doubt, **Call 9-1-1.**

# Irvine Unified School District Emergency Preparedness Plan

## Hazard Specific Guidelines

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### WILD ANIMALS – BIOLOGICAL

#### Emergency Management Assumption

The presence of wild animals/biological hazards on campus are localized incidents and the expectation is that sufficient police, fire, and school district personnel would be available to assist the impacted school(s).

#### Biological Hazards

Any suspicious package or substance you think is biological in nature, do the following:

- **Call 911.** They should notify the Federal Bureau of Investigation or County Health Department.
- If unopened, don't touch or handle, or allow other staff or individuals to handle.
- Evacuate and isolate the area or room of the suspected substance.
- Mark the room or areas "DO NOT ENTER."
- Contain and isolate any individuals that may have been contaminated.
- Treat chemical agents as you would other hazardous materials.

#### Wild Animals

If you see a coyote or other wild animal near your school, do the following:

- Notify the office/principal immediately.
- **Call 911** or the Irvine Police Department/Animal Services at (949) 724-7200.
- If you are outside supervising students' recess or lunch and see a coyote or any other wild animal, you should immediately direct the students inside and **Call 911** and your office/principal.
- Never try to approach, catch or feed a wild animal. Let animal control handle the situation.



## **Bees**

If outside and see a swarm, do the following:

- Do not swat. Move inside and notify the principal/custodian.
- Maintain a current roster of students with bee sting allergies. If one is stung, **Call 911**.
- If you are sensitive to bee stings and are stung, **Call 911**.
- Once inside, close windows and doors.



**IRVINE UNIFIED  
SCHOOL DISTRICT**

**BOARD POLICIES  
&  
ADMINISTRATIVE REGULATIONS**

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**SECTION 4**

2021/2022



**IRVINE UNIFIED  
SCHOOL DISTRICT**

**Irvine Unified School District  
Board Policy**

**Campus Safety (3515)**

The Governing Board is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

**Surveillance Systems**

The Board believes that reasonable use of surveillance cameras will help the district achieve its goals for campus security. In consultation with site administration and relevant staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. These appropriate areas may include but are not limited to hallways, playgrounds, stairwells, parking lots, and other common areas of the campus or facility.

Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. These areas include bathrooms, locker rooms, private offices, and other areas on campus or facility where reasonable expectation of privacy is expected.

No surveillance equipment installed on district property shall be equipped to capture or record sounds.

The Superintendent or designee shall ensure that signs are posted at conspicuous locations on campus and district facilities that have implemented surveillance systems. These signs shall inform students, staff, and visitors that surveillance may occur and shall state whether the district's system is actively monitored by school personnel and public safety agencies.

The Superintendent or designee shall also provide written notice to students and parents/guardians about the district's surveillance system, including district campuses and facilities where surveillance may occur. The written notice shall explain that live and/or captured video activity may be shared with public safety agencies and that school personnel may use captured activity in student disciplinary proceedings. Captured activity on the district's surveillance system that are criminal or suspected criminal in nature may be referred to law enforcement, as appropriate.

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board Policy, administrative regulation, and any applicable collective bargaining agreements.

**Irvine Unified School District  
Board Policy**

**Firearms on School Grounds (3515.7)**

The Superintendent or designee shall not grant permission to any other individual to carry a firearm or ammunition on school grounds.

**Irvine Unified School District  
Board Policy**

**Bullying and Cyber-Bullying (5145.8)**

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. Students who have been bullied or cyberbullied shall promptly report such incidents to any staff member.

This policy applies to all of the District's students. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the Irvine Unified School District. (Education Code 234.1 (a)).

Complaints of bullying and cyberbullying shall be investigated promptly, and corrective action shall be taken when a complaint is verified. Neither reprisals nor retaliation shall occur as a result of the submission of a complaint and confidentiality is to be maintained.

**Definitions**

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- (b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- (c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- (d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Cyberbullying" includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

"Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer or pager.

"Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

**Prohibition Against Bullying**

The District prohibits bullying as defined in this policy. This includes, but is not limited to, discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code section 422.55 and Education Code section 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, perceived characteristics. (Education Code 2341.(a); 48900(r)). In addition, the District prohibits retaliation against complainants.

**Free Speech Protection**

This policy shall not be construed to limit pupil rights to free speech as protected by the United States Constitution, the California Constitution, Education Code sections 48907 and 48950, and other applicable law.

**Duties and Responsibilities of School Employees**

If school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so. (Education Code 234.1(b)(1))

### **Reporting and Investigating Complaints**

Any employee who has knowledge of discrimination, harassment, intimidation or bullying shall inform the site administrator of the concern as soon as possible. The site administrator shall investigate accordingly.

Parents or students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. A school site administrator shall investigate and provide an informal written response to the parents or student within 10 school days and shall notify the parent of the option to file a formal complaint of bullying pursuant to the District's General Complaint or Uniform Complaint procedures, as applicable.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

### **Discipline**

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

### **Notifications**

The District shall publicize this policy, including information about the manner in which to file a complaint, to pupils, parents, employees, agents of the governing board and the general public. The information shall be translated pursuant to Education Code section 48985. This policy shall be posted in all schools and offices, including staff lounges and pupil government meeting rooms. (Education Code 234.1(c) and (d))

### **Bullying Prevention**

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Strategies for addressing bullying in district schools may be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control accountability plan, and other applicable district and school plans.

The Superintendent or designee may collaborate with mental health services, community organizations, law enforcement, and social services in the development and implementation of joint strategies to promote safety in schools and to provide services to students affected by bullying.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

### **Interdistrict Transfers**

A pupil who has been determined by personnel of either the district of residence or the district of proposed enrollment to have been the victim of an act of bullying committed by a pupil of the district of residence shall, at the request of the person having legal custody of the pupil, be given priority for interdistrict attendance under any existing interdistrict attendance agreement or, in the absence of an agreement, be given additional consideration for the creation of an interdistrict attendance agreement. (Education Code 46600(b))

**Irvine Unified School District  
Board Policy & Administrative Regulation**

**Child Abuse Reporting (5141.4)**

To comply with the provisions of the Penal Code and for the well-being of students, any school employee who suspects that a student enrolled in the Irvine Unified School District has been subjected to physical, sexual or emotional abuse or neglect, shall report this information to the appropriate county agency by telephone immediately or as soon as practically possible, and shall prepare and forward a written report thereof within 36 hours of receiving the information concerning the incident.

**Duty to Report**

The Superintendent or designee shall provide written information in the duties of child abuse identification and reporting to all certificated personnel, instructional and teacher aides, teacher assistants and other classified employees (Penal Code 11165.7). Certificated and classified employees provided information in child abuse identification and reporting shall report known or suspected child abuse to a child protective agency by telephone immediately or as soon as practically possible and in writing within thirty-six (36) hours. The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

**Definitions**

1. "Child Abuse" includes the following:

- a) Physical abuse is any act that results in a non-accidental physical injury. Inflicted physical injury most often represents unreasonably severe corporal punishment, unjustifiable punishment, or intentional deliberate assault.
- b) Physical neglect is the negligent treatment or maltreatment of a child by a parent or caretaker who willfully causes or permits the child to be placed in a situation where his or her person or health is endangered.
- c) Sexual abuse is exposure to sexual stimuli inappropriate to the child's age level, psychological development, or role in the family. It encompasses a broad spectrum of acts of sexual assault and sexual exploitation of minors that may have occurred over a long period of time.
- d) Emotional abuse or neglect is the result of prolonged interpersonal solutions in which distress is created to such an extent that it significantly interferes with a student's mental functioning working with students, situations may arise where the staff suspect the home situation is a major causal factor in observable emotional behavior by a student.

2. "Mandated Reporters" are those people defined by law as "child care custodians", "health practitioners", "child visitation monitors" and "employees of a child protective agency". Mandated reporters include virtually all school employees. The following school personnel are required to report:

Teachers, administrators, supervisors of Child Welfare and Attendance, certificated student personnel employees, employees of a child care institutions, Head Start teachers, school psychologists, licensed nurses, counselors, presenters of child abuse prevention programs and those instructional assistants or other classified employees trained in child abuse reporting.

3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation department and child protective services.

4. "Reasonable Suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse (Penal Code 11166).



### **Legal Responsibility and Liability of Reporting Person**

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. If a mandated reporter fails to report an instance of child abuse which he/she knows to exist or reasonably should know to exist, he/she is guilty of a misdemeanor punishable by confinement in jail for up to six (6) months, a fine of up to \$1,000, or both. The mandated reporter may also be held civilly liable for damages resulting from any injury to the child after a failure to report.
3. When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them and a single report made and signed by that person. However, if any person knows or should know that the designated person failed to make the report, that person then has a duty to do so.
4. The duty to report child abuse is an individual duty and no supervisor or administrator may impede or inhibit such reporting duties. Furthermore, no person making such a report shall be subject to any sanction.

### **Reporting Procedures**

1. To report known or suspected child abuse, any employee (as defined above) shall report by telephone to the local child protective agency:  
Department of Social Services  
Child Abuse Registry  
(714) 940-1000

The telephone report must be made immediately, or as soon as practically possible, upon suspicion. This report will include:

- a) Name of person making the report
- b) Name of the child
- c) Present location of the child
- d) Nature and extent of the injury
- e) Any other information requested by the Child Abuse Registry, including information that led the mandated reporter to suspect child abuse

When the verbal report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

When the health or welfare of the child is in jeopardy, the initial report may also be telephoned to the Irvine Police Department.

2. Within 36 hours of receiving the information concerning the suspicion, a written report shall be prepared and mailed to the Child Abuse Registry using the Child Abuse Report (CAR) Form, which can be obtained through the Office of Health Education/Services of the Irvine Unified School District.

Instructions are included on the form, and reporters may ask the site administrator for help in completing and mailing it; however, the mandated reporter is personally responsible to file the copy of the Child Abuse Report and provide a copy to the Site Administrator in which he/she will file in a confidential location.

3. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and district regulations. At the mandated reporter's request, the principal may assist in completing and filing these forms.

Upon request, a child protective agency representative may interview a suspected victim of child abuse during school hours, on school premises, concerning a report of suspected child abuse that occurred within the child's home. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer assistant selected by the child. (Penal Code 11174.3)

A staff member or volunteer assistant selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her, before the interview takes place, of the following requirements:

- a) The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
- b) The selected person shall not participate in the interview.
- c) The selected person shall not discuss the facts or circumstances of the case with the child.
- d) The selected person is subject to the confidentiality requirements of the Child Abuse and Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

#### **Release of Student to Peace Officer or Child Protective Services Agent**

When a child is released to a peace officer or child protective services agent and taken into custody as a victim of suspected child abuse, the Superintendent or designee and/or principal shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer or agent with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation (E.C. 48906).

Peace officers and child protective services agents will be asked to sign an appropriate release or acceptance of responsibility form.

#### **When School Employees are Accused of Child Abuse**

Regardless of who child abusers may be, the major responsibilities of mandated reporters are 1) identify incidents of suspected child abuse, and 2) comply with laws requiring the reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency.

Pending the outcome of an investigation by a child protective agency and before formal charges are filed, the employee may be subject to reassignment or a paid administrative leave of absence.

Upon filing of formal charges or upon conviction, the district may take disciplinary action in accordance with law, district policies, regulations and/or collective bargaining agreements. The Superintendent or designee may seek legal counsel in connection with either the suspension or dismissal of the employee.

**Irvine Unified School District  
Board Policy & Administrative Regulation**

**Dress and Personal Appearance – School Uniform (5132)**

The Governing Board believes that appropriate school wear and grooming is primarily a matter of determination by the parents and the students. All students of the Irvine Unified School District shall attend school and school functions dressed in a manner that is clean and not hazardous to their safety nor disruptive to instruction.

The purpose of student dress and appearance regulations is to encourage students to dress appropriately and attend school properly prepared for participation in the educational process. Guidelines also serve to prevent disruption of the classroom atmosphere, to eliminate disturbances and distractions among students, and to protect the safety, health and welfare of the individual student.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities.

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If uniforms are part of a school's adopted dress code plan, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide.

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

The Education and Administrative Codes of the State of California and the policy of the Board of Education of the Irvine Unified School District permits pupils the right to exercise free expression, except that expression shall be prohibited which is obscene, libelous or slanderous. Also prohibited shall be expressions which so incites students as to create a danger of the commission of unlawful acts, or the violation of school regulations, or the disruption of the orderly operation of the school.

All students of the Irvine Unified School District shall attend school and school activities dressed in a manner that is conducive to and promotes a positive learning environment. Appropriate school dress and personal appearance are clean, are not hazardous to student safety, and do not disrupt instruction.

Freedom of expression is a right guaranteed all Americans. Each student's dress and personal appearance is, within certain limits, a matter of personal style and individual preference. However, decisions concerning appropriate school dress and personal appearance should occur in partnership with students, parents, and school to assure the greatest opportunities for student success.

Each school shall have the latitude to prohibit the wearing of any clothing, attire, apparel or accessory which is hazardous to or disruptive of the learning environment. Each school principal, in cooperation with teachers, students, parents/guardians, may establish school rules governing student dress and personal appearance. Individual school rules shall be reviewed regularly.

The superintendent or designee will ensure that each school site provides students and parents with a Code of Conduct or School Handbook that outlines the sites dress code expectations. The dress code should be designed to ensure a positive learning environment free from disruption, a safe environment where clothing choices do not impede safe movement, and a healthy environment where students are not exposed to illegal or controlled substances or unlawful behavior depicted on student clothing. Students and parents shall be informed about dress and personal appearance standards at the beginning of the school year, upon enrollment in school, and/or whenever the standards are revised.

- Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day.
- Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.
- No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control.

Students who violate this policy, its regulations, or school rules adopted pursuant to this policy shall be subject to appropriate disciplinary action.

### **Gang-Related Apparel**

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

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

### **Uniforms**

In schools where a schoolwide uniform is required, the principal, staff and parents/guardians of the individual school shall jointly select the specific uniform to be worn.

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy.

Parents/guardians shall also be informed of their right to have their child exempted.

The Superintendent or designee shall establish criteria for determining student eligibility for financial assistance when purchasing uniforms.

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

**Irvine Unified School District  
Board Policy & Administrative Regulation**

**Gang Affiliation (5136.1)**

The Irvine Unified School District shall not tolerate any student or group action, symbolic or otherwise, which initiates or advocates activities that threaten the physical or emotional well-being of persons or property on school campuses or at school-sponsored activities, the commission of unlawful acts or the disruption of school operations.

The Board of Education recognizes that the need for social belonging is a strong driving force among young people and that social skills development is an important element of an individual's growth. Positive interaction with adults and peers fosters increased understanding of one's own self-worth and enhances academic, social, emotional and physical skills development.

Formal and informal student affiliation with groups that nourish positive growth among students is encouraged; however, student affiliation with any group which impacts negatively upon student growth and development must be discouraged and avoided.

The Superintendent or designee shall develop appropriate administrative regulations to ensure that any student or group initiating or advocating such activities shall be subject to appropriate disciplinary action.

As needed, sites shall provide training which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources.

To further discourage the influence of gangs, the Superintendent or designee shall ensure that school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, staff shall so inform the parent/guardian.

**Introduction**

Gang activity constitutes a clear and present danger to the well-being of our students, schools and community. These administrative regulations are designed to evoke a balanced administrative response to provide deliberate support to prevent potential gang affiliation and to suppress any current affiliation.

**Definition**

"Gang" means any ongoing organization, association or group of three or more persons, formal or informal, with a common identifying name, sign or symbol, whose members, individually or collectively, commit criminal acts.

**Schools**

Schools shall adopt policies and procedures, consistent with Board Policy and Education Code, to ensure that any student or group action shall be dealt with by appropriate disciplinary means if said action, symbolic or otherwise, as determined by the principal or designee, initiates or encourages activities that:

1. threaten the physical or emotional well-being of persons or property on school campuses or at school-sponsored activities;
2. advocate the commission of unlawful acts;
3. disrupt school operations.

Schools shall work collaboratively with law enforcement agencies and shall maintain cooperative working relationships with other community-based gang suppression and prevention organizations.

**Prevention**

Student dress and appearance shall be consistent with Board Policy 5132. Any student displaying behavior, gestures, apparel or paraphernalia indicative of gang affiliation shall be referred to the principal or designee.

- a. The student's parent/guardian shall be contacted and may be asked to meet with school staff.
- b. The student may be sent home to change clothes if necessary.

Each school shall have the latitude to prohibit the use of any gestures or the presence of any apparel, jewelry, accessory, notebook or manner of grooming, which by nature of its color, arrangement, trademark, or any other attribute, disrupts school operations or is associated with a group that advocates or commits unlawful acts.

Schools shall promote student membership in school and community groups which provide students companionship, safety, and a sense of purpose and belonging.

A gang prevention education program shall be implemented, and shall be coordinated with community resources, where appropriate.

On-going staff in-service training in gang recognition, symbolic or otherwise, shall be provided.

### **Intervention**

A student or group advocating, threatening or committing an unlawful act(s) will be disciplined pursuant to Education Code, Board Policy, and school rules and procedures.

Students for whom there is documented evidence of gang involvement shall be counseled. The notification of parent/guardian regarding such students shall occur in consultation with the police.

The District shall maintain a current list of community resources which provide intervention services. The list shall be made available to parents.

A student or group advocating or committing an unlawful act(s) shall be referred to the appropriate law enforcement agency.

Students seeking disassociation from gang affiliation shall be referred to community-based organizations. The principal and school staff shall make every effort to assimilate all students into the academic, extracurricular and social mainstream of the school experience.

### **Graffiti**

Any graffiti on school premises shall be removed, washed down or painted over as soon as discovered.

All graffiti shall be photographed before it is removed. These photographs may be shared with local law enforcement authorities and may be used in future disciplinary or criminal action against the offenders.

**Irvine Unified School District  
Board Policy & Administrative Regulation**

**Hate Motivated Behavior (5145.6)**

All students and employees of the district have the right to work, to attend school, and to participate in the educational process in a safe environment that is free from hate-motivated behavior. Every effort shall be made to promote mutual respect among students and staff and between and among students to encourage safe and harmonious relations that support human dignity and equality.

Behavior or statements that degrade, intimidate, and/or harm an individual on the basis of his/her race, ethnicity, culture, heritage, immigration status, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated. Bullying in any form or platform, repeatedly picking fights with, or repeatedly taunting another person shall not be tolerated.

Each reported incident of harassment or hate-violence shall be addressed. Students demonstrating hate-motivated or bullying behavior shall be subject to discipline in accordance with student discipline policies. The response to hate-motivated or bullying behavior shall assure protection for the victim, as well as appropriate disciplinary action for the perpetrator. Staff who receive notice of hate-motivated behavior or bullying, or who personally observe such incidents, shall notify the principal, supervisor, or law enforcement as appropriate. Staff who fail to report such incidents, or who engage in hate-motivated behavior, may be subject to discipline.

Any student or employee who feels he/she is a victim of hate-motivated behavior and/or bullying shall immediately contact the appropriate teacher or supervisor. If the complainant believes that the situation has not been remedied, he/she may file a complaint in accordance with district complaint procedures.

**Precursors to Hate Violence**

Hate violence prevention requires being able to recognize precursors to violence and having effective strategies in place to respond. These behaviors include:

1. Use of racial, ethnic, immigration status, national origin, disability, gender identity, sexual orientation, religious, or sexual slurs
2. Use of symbols of hate, such as a swastika or a burning cross
3. Similar behavior by the wrongdoer towards other students from the same racial, ethnic, religious, disabled, gender or sexual orientation group or immigration status
4. Graffiti that identifies or targets particular groups with racial, ethnic, immigration status, religious, or sexual overtones

**Examples of Hate Violence**

Examples of hate violence include, but are not limited to:

1. A physical attack or a threat of bodily harm, on the basis of another's race, gender, ethnicity, national origin, immigration status, religion, disability, sexual orientation or gender identity
2. Intimidating or threatening language based on a student's race, gender, ethnicity, national origin, immigration status, religion, disability, sexual orientation, or gender identity
3. Damage to a student's personal property or belongings because of race, gender, ethnicity, national origin, immigration status, religion, disability, sexual orientation or gender identity
4. Circulation of written or online material or pictures

**School Site Proactive Measures**

Each school site shall develop its own proactive measures to prevent bullying, hate violence and bias-related incidents.

These measures include:

1. Specify the rules of conduct as part of the school's published disciplinary policies.
2. Establish and disseminate policies and procedures for responding to hate crimes or bias-related incidents.
3. Develop a range of corrective actions for those who violate hate-prevention policies with a firm position in taking disciplinary actions against all injurious manifestations of hate, from ethnic slurs, racial epithets and graffiti, to vandalism and violence.
4. Assess the existing school climate, review incident reports, and identify potential problems, such as locations within the campus in which trouble is likely to occur.
5. Provide age-appropriate hate prevention training to all students through activities, assemblies, and other school-related activities.
6. Provide education and training for conflict resolution, teaching students the techniques of resolving interpersonal conflicts and inter-group relations.

7. Encourage students to participate in the development of rules regarding unacceptable bullying behavior.
8. Provide structured opportunities for integration. Encourage young people to interact across racial and ethnic lines through school-supported organizations and activities, such as extracurricular events or class projects.
9. Follow-up with victims is critical. They should be checked on - briefly - daily, then weekly to make sure the bullying/harassment/hate crime does not continue.

**District Coordinated Preventive Measures**

1. Provide hate prevention training to all staff, including teachers, administrators, school security personnel, and support staff. All staff members should be aware of the various manifestations of hate and be capable of addressing hate incidents. Teachers shall intervene when they observe bullying happening and take corrective action. Staff shall report instances to the appropriate authorities, including law enforcement in instances of criminal behavior.
2. Develop partnerships with families, community organizations, and law enforcement agencies, including parent groups, youth serving organizations, criminal justice agencies, victim assistance organizations, businesses, and advocacy groups.
3. Develop anti-bias curricula which examines racial differences and similarities, disabilities, gender identity, cultural differences and similarities, and resistance to stereotyping and discrimination.

*The District shall adopt and publicize policies that prohibit discrimination, harassment, intimidation, and bullying on the basis of a student's actual or perceived nationality, ethnicity, or immigration status. Those policies must be translated in the student's primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English.*

The District shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs. This information shall include information related to "Know Your Rights" immigration enforcement established by the Attorney General. In addition, the District shall inform students who are victims of hate crimes of their right to report such crimes.

The District shall adopt a process for receiving complaints of and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics:

- |  |                     |
|--|---------------------|
| *disability  | *nationality        |
| *gender  | *gender expression  |
| *gender identity   | *race or ethnicity  |
| *religion  | *sexual orientation |
| *immigration status  |                     |
| *association with a person or group with one or more of the aforementioned characteristics |                     |

The complaint process must include, but is not limited to, the following steps:

- A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so.
- A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the local educational agency; and
- An appeal process afforded to the complainant should he/she disagree with the resolution of a complaint.
- The District shall ensure that complaint procedures contain confidentiality safeguards for immigration status information.
- The District shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying.
- The District shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs.



- The District shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training should, at minimum, provide district personnel with skills to do the following:
  - Discuss the varying immigration experiences among members of the student body and school community;
  - Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
  - Identify the signs of bullying and harassing behavior;
  - Take immediate corrective action when bullying is observed; and
  - Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

**Irvine Unified School District  
Board Policy**

**Non-Discrimination/Harassment – Students (5145.3)**

The Governing Board desires to ensure equal opportunities for all students in admission and access to the district's educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. District programs and activities shall be free from discrimination, harassment, intimidation, and bullying of any student based on the student's actual or perceived characteristics such as race or ethnicity, color, ancestry, national origin, nationality, ethnic group identification, immigration status, age, religion, actual or potential parental, family, or marital status, or the exclusion of any person because of pregnancy or related condition, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. This policy shall apply to all acts related to school activity or to school attendance occurring within a district school.

The Board prohibits discrimination, intimidation, *bullying*, or harassment of any student by any employee, student, or other person in the district. Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive education environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise affects the student's educational opportunities.

A pupil shall be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records. (Education Code 221.5) School staff and volunteers shall carefully guard against discrimination, including but not limited to segregation, bias, and stereotyping in the delivery of services, instruction, guidance, and supervision. In addition, the employee shall immediately intervene when safe to do so.

Students who engage in discrimination or harassment in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in harassment or prohibited discrimination shall be subject to disciplinary action, up to and including dismissal.

The board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

The Board hereby designates the following position(s) as Coordinators(s) for Nondiscrimination to handle complaints regarding discrimination and harassment and inquiries regarding the district's nondiscrimination policies:

504 Coordinator  
5050 Barranca Parkway  
Irvine, CA 92604  
Telephone: 949-936-5000

Title VI Coordinator  
Coordinator, Student Services  
5050 Barranca Parkway  
Irvine, CA 92604  
Telephone: 949-936-5000

Title IX Coordinator  
Director, Secondary Ed  
5050 Barranca Parkway  
Irvine, CA 92604  
Telephone: 949-936-5000

Americans with Disabilities Act (Title II) Coordinator  
Coordinator, Student Svcs  
5050 Barranca Parkway  
Irvine, CA 92604  
Telephone: 949-936-5000

Age Discrimination Act and Age Discrimination in Employment Act Coordinator  
Director, Human Resources  
5050 Barranca Parkway  
Irvine, CA 92604  
Telephone: 949-936-5000

Title VII Coordinator  
Director, Human Resources  
5050 Barranca Parkway  
Irvine, CA 92604  
Telephone: 949-936-5000

CTE Coordinator  
5050 Barranca Parkway  
Irvine, CA 92604  
Telephone: 949-936-5000

Any student who feels he/she has been subjected to discrimination or harassment should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of discrimination or harassment should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

The Superintendent or designee shall ensure that a notation is made in the student handbook referencing where the district's nondiscrimination policy and procedures for filing a complaint regarding discrimination or harassment may be found, and the resources that are available to students who feel that they have been the victim of discrimination or harassment. The district's policy may also be posted on the district website or any other location that is easily accessible to students.



**IRVINE UNIFIED  
SCHOOL DISTRICT**

# STUDENTS WITH DISABILITIES, ACCESS AND FUNCTIONAL NEEDS

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## APPENDIX

2021/2022



**IRVINE UNIFIED  
SCHOOL DISTRICT**

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# Emergency Planning for Students with Disabilities, Access and Functional Needs

## **Overview**

Irvine Unified School District is committed to meeting the needs of all students in the event of an emergency, including those with special needs and disabilities.

California Education Code § 32282 specifies that school systems must make specific emergency planning provisions for Students with Disabilities, Access and Functional Needs (DAFN) by identifying appropriate strategies and programs that will provide or maintain a high level of school safety and the schools procedures for complying with existing laws related to school safety. In accordance with the Americans with Disabilities Act of 1980(42 U.S.C. §12101 et seq.), this shall include the development of “disaster procedures, routine and emergency, including adaptations for pupils with disabilities.” This means each Irvine Unified School District site must anticipate and prepare for a range of potential emergency response concerns related to Students with DAFN.

Students with DAFN are dispersed throughout Irvine campuses, we must take into consideration the needs of these students to identify students’ needs therefore ensuring their ongoing safety requires each school site keep up-to-date information on their whereabouts and disabilities. While special education (SPED) teachers have a personal understanding of each student’s specific safety concerns and evacuation requirements, this information needs to be collected and shared in a systematic way. Otherwise, critical information required to safely evacuate them would be lost if their teachers were ever incapacitated or otherwise unavailable in an actual emergency.

## **Reporting**

On an annual basis when the Comprehensive School Safety Plan is updated, a Students with DAFN list with information on their classroom location and a code identifying their disabilities will be updated. With the updated list and the information gathered by teachers and staff on each student’s disability and risk factors, special education teachers and site administrators should regularly update and share the information required to safely evacuate each Student with DAFN.

Sample Risk Codes to designate students who are at increased risk during an emergency and need assistance or special attention:

Code	DAFN	Factors that Elevate Risk
AUT	Autism	May panic, run, not understand direction or other behaviors. May be non-verbal or use argumentative communication.
ED	Emotional/Mental Health	May disobey or resist direction, may panic.
HI	Hearing Impairment	Needs specialized communication for direction in an emergency, may not respond to oral language or auditory clues.
ELD	Language	Has limited understanding of the English language.

## Emergency Response Plan – Students with Disabilities, Access, Functional Needs

Code	DAFN	Factors that Elevate Risk
MED	Medical	Is medically fragile, has need for medical devices.
OH	Orthopedic	Has an injury or physical disability that limits mobility.
SH	Severe Cognitive Disability	Has limited ability to understand environmental events, situations, or procedures. May be non-verbal.
VI	Vision	Is blind or has a visual impairment that limits the speed of movement or requires guidance from a sighted person.
WC	Wheelchair	Requires the use of a wheelchair or cannot negotiate stairs and is dependent on an elevator.

### Planning Guidelines

The planning process should begin with each school site assigning a representative to meet regularly with SPED teachers and staff. This representative should be part of the school's safety committee. This individual can work with the teachers to identify the equipment, medication, psychological needs and other particulars associated with each Student with DAFN and to regularly test and evaluate evacuation procedures. The emergency information related to each student's specific evacuation and parent reunification requirements should be kept up to date and readily accessible throughout the school year. Ongoing changes may include contact information, disability information, enrollment, transportation or class schedule.

Each student's plan takes into account such things as primary and secondary routes for the student throughout the day as well as special assistance required (including buddy and equipment). Copies of this plan should be kept in the classroom and in the school office. In the classroom, this information should be kept on a readily accessible clipboard or key ring to ensure portability and easy access in an emergency.

- At a minimum, each school within the district will maintain and update its roster of students with DAFN to include, but not limited to mobility, hearing, sight, and serious breathing and stress-induced illnesses that may affect a person's ability to egress from the building.
- Each school shall designate a team of staff members who will coordinate the safe refuge or the evacuation of those with disabilities. These may be members of the school's search and rescue team as designated by their Comprehensive School Safety Plan.



## **Evacuation of Students with Disabilities, Access and Functional Needs**

### **Overview**

- Students with learning disabilities may have difficulty reading or understanding complicated directions for evacuation or response plans. Simple diagrams or pictures can provide non-reading or overstressed students with sufficient information to get to safety.
- Visually impaired students should have an extra cane if they do not have a service dog. Visually impaired students may need to be informed about obstacles that may be in their paths and require verbal or physical guidance through hazardous areas.
- Hearing impaired or deaf students may need face-to-face contact in order to read lips. Writing on a note pad is only practical if there is enough light to see.
- For mobility impaired students, evacuation by themselves may be extremely difficult or impossible because of obstacles in their paths or elevators not operating. Special pre-planned assistance must be provided.
- Communicating information and instructions will vary according to need: visual aids, sign language, large print, etc.
- Alarm systems for fire, etc., should incorporate both audible and visual elements. Hearing impaired and deaf students may be best alerted by flashing light alarms.
- Emergency back-up lighting systems may benefit students with limited visual acuity.

### **Mobility Impairments**

If students are in immediate danger and cannot be moved to a safer area to wait for assistance, it may be necessary for teachers and/or staff to evacuate them. Students with mobility impairments who are able to walk independently, either with or without the use of crutches or a cane, may be able to negotiate stairs in an emergency situation with minor assistance. Even some students who customarily use a wheelchair may be able to walk independently in an emergency situation. If danger is imminent and the person is able to walk down stairs with some assistance, it is advisable that they wait until the heavy traffic has cleared before they attempt to evacuate.

If mobility impaired students cannot exit the premises by their own ability, they should not be evacuated by untrained personnel unless the situation is life-threatening. If the situation is life threatening and emergency personnel are not available, teachers and staff may need to assist using an evacuation chair or a carry technique. Carrying options include using a two-person lock-arm position, or having the person sit in a sturdy chair - preferably with arms. Before taking action, always ask the student their preferred method of assistance.

It may be necessary to help clear the exit route of debris (if possible) so that the person with a disability can move out or to a safer area. Persons on respirators should be given priority assistance in emergencies involving smoke or fumes because their ability to breathe is seriously jeopardized.

If people with mobility impairments cannot exit, they should move to a safer area, e.g., most enclosed stairwells, or an office with the door shut which is a good distance from the hazard (and away from falling debris in the case of earthquakes).

Teachers and staff should notify police or fire personnel immediately about any students remaining in the building and their locations. Police or fire personnel will decide whether these students remain safe where they are, and will evacuate them as necessary.

## **Non-Ambulatory**

Evacuating and/or sheltering non-ambulatory students requires additional resources and planning. Some planning considerations include the following:

- Evacuation routes should be chosen that do not require travelling over muddy, soft or uneven terrain to prevent wheelchairs from slowing or getting stuck.
- Students in wheelchairs should be evacuated last to ensure they do not inadvertently block the exit. This means that planners must allow for extra time to evacuate as well as extra staff to ensure that ambulatory students evacuating first are not neglected while those that need extra assistance are being looked after.
- In an earthquake, students in wheelchairs should move away from windows, high furniture and other dangers and seek cover in a doorway. Be careful to ensure that any doors do not swing back and impact students. Position students away from outside walls, at a point where walls intersect, or in a washroom or closet. Lock the wheels of the wheelchair once they are in a safe and protected position. Students should cover their heads with their hands.
- Some non-ambulatory persons have respiratory complications or rely on electric artificial respirators. They should be given priority assistance if there is smoke or fumes, as their ability to breathe could be in serious danger.

Evacuation of non-ambulatory persons is much more complicated than that of others. In keeping with current philosophy and preference to "stay in place," fire and school safety experts recommend that unless danger is imminent, students in wheelchairs should remain in a room until emergency rescue personnel arrive and determine the necessity for their evacuation. The student's teacher or aide should be designated to go outside and inform emergency personnel of the location of the non-ambulatory student. Whenever possible, someone should remain in the facility with the person with the disability. Again, in case of a false alarm or a small, isolated fire, it may not be necessary to risk a complicated evacuation.

In the event of immediate danger (e.g. fire, smoke, etc.) it is advisable for the student in the wheelchair to move horizontally within the facility to a safer area. Go to a room with an exterior window and telephone, and wait (with the doors closed) for the rescue personnel to arrive.

Only in situations of imminent danger should untrained people attempt to manually evacuate wheelchair users. Doing so may involve dangers of its own, especially if there is limited assistance or if multiple floors are involved. There is additional risk if the person has quadriplegia with limited neck, arm, and trunk control; if spasticity is a factor; or if apparatuses such as respirators, catheters, etc. are involved.

Some non-ambulatory students will be able to exit safely without assistance out of single story buildings. All 2+ story buildings will require persons to be carried out. Attempting to lift a wheelchair down a flight of stairs is very risky and should not be attempted unless the student is in genuine danger and no other options are available. Wheelchairs can be extremely heavy, and have many moveable parts and vulnerable points that are not constructed to withstand the stress of lifting (e.g., the seatbar, footplates, wheels, movable armrests - see illustrations and Wheelchair Nomenclature in Appendix B).

If the student requires assistance evacuating down a stairway and needs to be moved in their wheelchair, see illustrations and procedures for Moving a Wheelchair Down a Series of Steps (see Attachment A – the wheelchair user will be carried facing away from the stairs). Teachers should never attempt to carry students with disabilities. A zero-lifting policy should be maintained. Only in the event of imminent danger and no immediate means of egress (lift, evacuation equipment, etc.) should a teacher attempt to carry students down stairwells. It is general practice that a mobility-impaired individual instruct, if possible, a rescuer or helper in how best to move them from an unsafe area. For example, the traditional "fireman's carry" may be hazardous to someone with respiratory weakness or debilitation.

Some non-ambulatory students have no upper trunk or neck strength to assist in being carried out. If a seatbelt is available, secure the person if use of a chair is the method employed to carry the person to safety. If moving a person more than three (3) flights, a "relay team" arrangement is needed. If a wheelchair is left behind, do not leave it in an exit path or doorway to become an obstacle.

Again, while it is best to let professional emergency personnel (firefighters with oxygen equipment) conduct the evacuation; a student with a mobility limitation can be carried by two people who have interlocked their arms to form a "chair", or by carrying the person in a sturdy office chair in the case of extreme emergency.

Power wheelchairs may have heavy batteries, which are difficult to remove. In this situation, the best response may be to ask the student to transfer to an evacuation chair, if one is available, so that they can be moved immediately. If it is not possible for the person to be removed from the chair (i.e., if the person uses respiratory equipment that is attached to the chair), wait for assistance. If attempting to move a power wheelchair, remove the batteries. Make sure the footrests are locked, the motor is off, and it is in neutral gear. Some power wheelchairs and scooters may not have heavy battery packs, and may be moved with little difficulty.

If the person prefers to be removed from their wheelchair, their needs and preferences will vary. Always consult the student as to his/her preference with regard to:

- Ways of being removed from a wheelchair.
- The number of people needed for assistance.
- Whether to extend or move extremities when lifting because of pain, catheter leg bags, spasticity, braces, etc.
- If a seat cushion or pad should be brought along with him/her if he/she is removed from the wheelchair.
- Being carried forward or backward on a flight of stairs.
- After-care. If a person is removed from the wheelchair (i.e., a stretcher, chair with cushion pad, or car seat) perhaps paramedic assistance might be needed.

- The student will want their wheelchair retrieved as soon as possible. The wheelchair is essential to the person's mobility and should be given a high priority to be retrieved as soon as possible. Inform Public Safety of the location of wheelchairs to be retrieved.

## **Deaf and Hard of Hearing**

Special precautions in emergency situations are required for the deaf and hard of hearing. First responders may not immediately realize that these students cannot hear evacuation warnings and instructions. Among other things, this puts them at risk of being left behind in the confusion of an emergency.

Visual instruction tools must be developed and explained before and during drills to ensure these students are familiar with the evacuation process. Possible examples could include instructional signage, flip charts, and physical motions. Teachers and aids who are able to communicate via sign language should relay emergency procedures as well as instruction from First Responders.

In those classrooms or school buildings that are not equipped with visual (flashing light) evacuation alarms, alternative warning techniques will be required to assist persons with hearing loss who may not otherwise perceive an emergency exist is required. Two (2) methods of warning are:

- Write a note or show a picture that states what the emergency is and what the evacuation route is – i.e., "Fire - go out the rear door to Parking Lot."
- Turn the room lights on and off to gain attention – then indicate through hand gestures or writing (i.e., on a blackboard) what is happening and where to go.

Offer visual instructions for the safest route or directions by pointing toward exits or evacuation map. People who cannot speak loudly, or with voice/speech impairments, may be carrying a whistle or have other means of attracting attention of others.

Other considerations when working with Individuals with Hearing Disabilities:

- Flick the lights when entering a hearing-impaired person's area.
- Establish eye contact, do not cover your mouth or turn your face away.
- Never chew gum.
- Use facial expressions and hand gestures as clues.
- Use paper and pencil or small whiteboard with marker
- Do not allow others to interrupt you when you are giving information.
- Be patient.
- Provide the individual with a flashlight for signaling his/her location.
- Learn a number of "signs" to assist communication in a disaster.
- Assign the student with Hearing Disability a "hearing" buddy to help guide through the process

## **Blindness or Visual Impairment**

Most visually impaired students will be familiar with their immediate environment and may have learned locations of exits and fire alarms in advance. Teachers should have an emergency plan in place, such as inform students of the nature of the emergency and offer to guide the visually impaired student by offering the left/right elbow (this is the preferred method when acting as a "Sighted Guide").

Further instructions for Sighted Guide are as follows: Sighted Guide should put out the back of his/her hand and make contact with the back of the student's hand. Once contact has been made, the student will trail up the person's arm locating the elbow. The Sighted Guide will then press his/her elbow against his/her rib cage. The student will follow approximately half a step behind the guide as he/she holds onto the elbow, never breaking contact, unless told to do so.

Do NOT grasp a visually impaired person's arm, unless you have asked or warned them ahead of time.

Give verbal instructions to advise about the safest route or direction using compass directions, estimated distances, and directional terms. As you walk, tell the student where you are and advise of any obstacles along the way, e.g. stairs, overhanging objects, uneven pavement, curbs, narrow passageways.

When you have reached the designated evacuation area, orient the student to where he/she is and ask if any further assistance is needed.

Some individuals may have dog guides that may be disoriented during the emergency, and may require additional assistance. White canes and other mobility aids should NEVER be left behind. Other considerations when working with Individuals with Vision Disabilities:

- Announce your presence and identify yourself.
- Speak naturally and directly; do not shout.
- Offer assistance, but let the person explain what help is needed.
- Describe the actions to be taken in advance.
- Allow the individual to grasp your arm or shoulder lightly for guidance.
- Warn of narrow passages, ramps, doorways, etc.
- When guiding a person into a chair, place his or her hand on the back of the chair.
- If leading several people with visual impairments, ask them to hold hands.
- During evacuations, ensure people with impaired vision are not left unattended.

## **Autism and Cognitive Disabilities**

Individuals with autism and other developmental disabilities may have difficulty distinguishing First Responders, school staff and others from "strangers." Teachers should anticipate that, in times of emergency, when a variety of individuals are thrown together under chaotic circumstances, children with cognitive disabilities will face particular difficulties. First Responders are often not aware of this and can inadvertently startle or upset students with DAFN in the course of an evacuation. SPED teachers should be proactive in identifying themselves to First Responders and others and quickly updating them on the needs of their class.

Some students with Autism are particularly sensitive to sounds, and they may have difficulty in tolerating the new and unfamiliar noises such as sirens and other aspects of the evacuation. Likewise, individuals with Autism or other developmental disabilities may be sensitive to new situations, places or disruptions to their routine. SPED teachers and staff assisting with the emergency response should be very proactive in identifying themselves and others and instructing First Responders as to students' disposition and requirements.

When possible, SPED teachers should wear colored vests, t-shirts, hats or badges to designate themselves as SPED teachers. This will ensure that First Responders and other staff understand which students will need extra attention in an evacuation. This also helps family members and

others at a shelter or reunification site quickly identify which teachers have firsthand knowledge of their children.

Individuals with Autism may be sensitive to sounds, lights, or textures. Because they can express this sensitivity in a variety of ways, it is helpful to consider how the evacuation process as well as an offsite shelter environment might be modified to be more successful. Oftentimes, using visual cues, such as directional signs to designate these modifications can help individuals with disabilities to make sense of a chaotic situation. In considering ways to make their stay in the evacuation area successful, talk with the student to discern what about the offsite shelter space may present a challenge. If an individual is uncomfortable in the available area, consider what other spaces or pieces of furniture are available to you (e.g. a carpeted area as opposed to a tiled one).

In large open settings such as evacuation areas, gymnasiums and offsite reunification centers, consider how to best create “personal space” for individuals who may be sensitive to being close to new or unfamiliar people. This may mean splitting up large auditoriums into distinct areas. You can help individuals with autism recognize these boundaries by using colored tape, string, or some other visual barrier, including furniture placement.

Minimize wait time: When individuals with Autism and other developmental disabilities have their routines interrupted, they may have a difficult time understanding what activities will occur next. Teachers should work to keep each student actively engaged with the group and the evacuation process.

Other considerations when working with Individuals with Cognitive or Learning Disabilities:

- Understand that their perception of written instructions or signs may be confused.
- Divide directions or information into simple steps.
- Give one direction at a time.
- Their sense of direction may be limited.
- Use simple signals and symbols.
- A person’s ability to understand speech is often better developed than his/her vocabulary.
- Be sure to give individuals with learning disabilities sufficient information.
- Individuals with cognitive or learning disabilities should be spoken to and treated in an age-appropriate manner.

## **Seizures**

*(Source: Epilepsy Foundation)*

*Seizure First Aid:*

- **Stay with the person and start timing** the seizure. Remain Calm and notify the front office or health office
- **Keep the person Safe.** Move or guide away from harmful objects.
- **Turn the person on their Side** if they are not awake and aware. Don’t block airway, put something small and soft under the head and loosen tight clothing around the neck.
- **DO NOT RESTRAIN!** Do not put ANYTHING in their mouth! Wait for help to arrive.
- If a person appears to be choking, turn them on their side and call for help. If they are not able to cough and clear their air passages on their own or are having breathing difficulties, call 911 immediately.



It is important to stay with the person until they are awake and alert after the seizure. Most seizures end in a few minutes. Injury can occur during or after a seizure, requiring help from other people.

*Be sensitive and supportive:*

- Seizures can be frightening for the person having one, as well as for others. People may feel embarrassed or confused about what happened. Keep this in mind as the person wakes up.
- Reassure the person that they are safe.
- Once they are alert and able to communicate, tell them what happened in very simple terms.
- Offer to stay with the person until they are ready to go back to normal activity or call someone to stay with them.

*When to Call 911:*

- Seizure lasts longer than 5 minutes
- Repeated seizures
- Difficulty breathing
- Seizure occurs in water
- Person is injured, pregnant, or sick
- Person does not return to their usual state
- First time seizure
- The person asks for medical help

*Seizure First Aid for a person in a wheelchair:*

- **Stay with the person and start timing** the seizure. Remain Calm and notify the front office or health office
- **Keep the person safe.** Apply the wheelchair brakes. Loosely fasten seat belt to prevent the person from falling from the wheelchair.
- **Lean the person slightly to one side** to aid drainage of any fluid/food in their mouth. Loosen tight clothing around the neck. Recline the wheelchair backrest, do NOT tilt the chair.
- **DO NOT RESTRAIN!** Do not put ANYTHING in their mouth! Wait for help to arrive.
- **Support head and protect airway**
- After the seizure has stopped, carefully remove the person from the wheelchair and place them in the recovery position, lying on their side.

## **Areas of Refuge**

Each classroom should have a pre-designated “Area of Refuge” or safe area where students can shelter if evacuation is not possible or advisable. If leaving a student in an anticipated Area of Refuge is not viable, the student must be evacuated. Evacuation devices should be accessible within a reasonable amount of time and could be pre-staged in secure areas near stairwells. Evacuation devices include slings, stretchers, sleds, and evacuation chairs. Manual wheelchairs could also be staged near major doorways so that individuals may use them once safely evacuated from the building.

When an emergency alarm is sounded or threatening situation is discovered, designated staff members shall move immediately to areas of refuge within the school. Each school principal will

designate these areas and clearly communicate this information with local Fire and Police responders. In some instances, this area will be a stair landing; stairwell or other acceptable designated area.

At the area of refuge, designated staff should immediately make contact with other staff or emergency personnel already in areas of safety. Based on threat and imminent danger staff must decide to “Shelter in Place” or to evacuate completely.

### **Lockdown – Shelter in Place**

Based on threat level, location and imminent danger, it may be safer to keep staff, students, and visitors in a *safe place* during an emergency. Likewise, if a Student with DAFN cannot get far enough away from the danger via evacuation, then that person should remain in a clearly designated area that is easily accessible and known to all participants. Referred to as *Shelter in Place*, these students would remain indefinitely in a specific area of refuge in the classroom. Portable or self-contained classrooms should also have pre-designated areas of refuge.

Designated staff should ensure that students are able to *Shelter in Place* with adequate supplies (including medications, access to water and food, etc.). Other items to stock when appropriate include extra wheelchair and hearing aid batteries, oxygen, catheters, food for guide or service dogs, or other special equipment that might be needed.

## **Emergency Response Process**

What actions need to be taken once the event begins?

- Sound the alarm/communicate the emergency to the class.
- Staff and students need to respond per the school’s emergency plan.
- Use the buddy system (evacuation assistants).
- Retrieve student evacuation emergency cards and utilize Go-kits if they are available.
- Move to evacuation area if possible, if not move to designated area of refuge.
- If imminent danger, evacuate using assistance devices.
- Report status to the principal/Incident Commander.
- What actions need to be taken once students have been evacuated?
- Once in the evacuation area, teachers assess students’ needs and request additional support if needed.
- Report evacuation status to the principal/Incident Commander.
- If a student is waiting in an Area of Refuge, provide first responders with the location, special assistance requirements, buddy if assigned, and preferred communication method.
- Specify special transportation requirements if moving to alternate location.

## **Recovery**

Professional mental health assistance is an important aspect of the recovery process in the event of a serious incident. School emergency response planners should meet with local mental health resources for planning input and, where possible, to arrange for appropriate training. If possible, the District should initiate formal agreements with mental health providers to deliver developmentally-appropriate mental health services for students of varying ages.

- This team could be made up of the school psychologist, school social workers, and school counselors.



- Counseling should be arranged to address immediate and short term recovery needs and identify individuals needing referrals.
- For treatment of students who have experienced trauma, staff and community partners should explore opportunities for training in Cognitive Behavioral Intervention for Trauma in Schools, (CBITS) and Healing after Trauma Skills, (HATS).

## **Training Appendixes**

In addition to regularly reviewing this plan and participating in emergency response drills, staff should be trained in evacuating students in wheelchairs and the non-ambulatory. The following appendixes provide an overview of various techniques and considerations that should be familiar to all SPED teachers and those that will be assisting them in an emergency event. Staff should train using actual wheelchairs. To avoid potential injuries, carrying techniques should only be used with Students with DAFN in the event of an actual emergency where there is no other option to move a student away from imminent danger. For training purposes, teachers and staff should practice carrying techniques on each other.

### **Training Appendix A Moving a Wheel Chair Down Stairs**

In situations where the wheelchair user must be carried up or down a flight of steps it is desirable to have a minimum of two assisting persons, with four assisting person preferred for adults or heavy persons. The strongest person(s) should be placed at the back of the chair. It is also advisable to check to see if anyone has any physical condition that contraindicates lifting, such as heart condition or back problems.

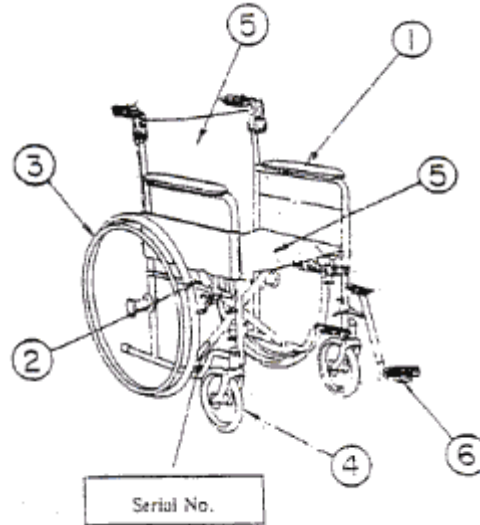
#### **PROCEDURE:**

- *The wheelchair should be gripped by the handles on the back of the chair. If two people are assisting, one holds the hand grips; the other assists in front. If there are four, at least two assist in the back; each person gripping one of the handles. Where the other assisting person grips depends upon which parts of the chair are removable. If the wheelchair arms are removable, do NOT grip them. This must be stressed because it is the first place an assisting person will grip. If the leg rests are removable, do NOT grip them. The assisting person(s) who will be in front should grip a part of the wheelchair which is not removable, such as the front seat frame or leg rest (if not removable).*
- *DO NOT carry the wheelchair up or downstairs. This is the quickest way to back trouble for the uneducated or unheeding. ROLL the wheelchair up or down the stairs. Let the wheelchair carry the weight, not the back of the assisting person.*
- *Keep the wheelchair slightly tilted back to keep the wheelchair user secure. However, do not tilt too far; this makes the assisting person(s) behind the wheelchair bend too far forward; this could cause the person(s) to loose balance and pitch forward.*
- *Always keep the wheelchair user facing away from the stairs.*

## Training Appendix B Wheelchair Operation

The following represents the varying weights, lengths, and widths of wheelchairs, both electric and manual, with person in it. The American National Standards Institute states that doorway widths should be 32 inches.

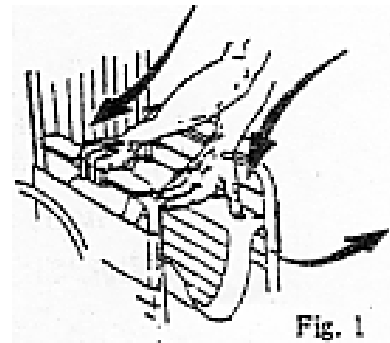
1. Armrests
2. Wheel Locks
3. Wheel and Handrim
4. Casters
5. Seat/Back Upholstery
6. Footplates



Weight	Length	Width
200 Pounds	48 inches	25 inches
360 Pounds	50 inches	26 inches
375 Pounds	63 inches	63 inches

### How to Open and Fold Wheelchairs

*TO OPEN CHAIR:* Tilt chair to one side, push down on seat rails (fig 1).



**TO FOLD CHAIR:** Fold up the footplates, tilt chair to one side, lift upward on seat rail or on upholstery next to seat rail. For chairs with detachable or offset arms (fig.2), fold by lifting carrying straps.

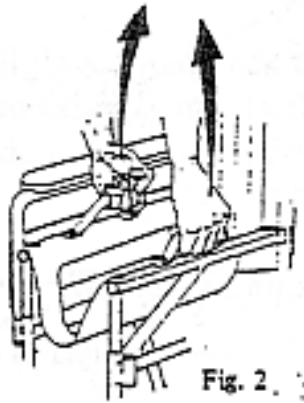
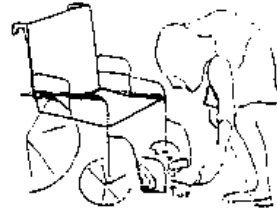


Figure 3. When folding the wheelchair, be sure the foot plates are all the way up against the leg frames.



**PROCEDURE:**

1. Remove the seat cushion, back rest, or any other such additional equipment.
2. Push heel straps (clips, leg rests, etc.) forward and fold the foot plates up. (see figure 3).
3. If seat straps are available (loops attached to either side of seat frame), grip both straps and pull up. If seat straps are not available, grip the center, front and back edges, of the seat and pull up. This should fold the wheelchair in half. Keep the seat pushed down between the frames and the back rest pushed back. This will allow for optimal closure.

**Curbs and Single Steps**

There are generally two methods which can be used to assist a person in a wheelchair over a curb or single step. The wheelchair can be rolled down off the curb, or the step: backwards or forwards, Which method used depends upon the preference of the user, the environmental situation, the strength of the assisting person, and the confidence the wheelchair user has in the assistant. As in all activities, if the wheelchair user does not have sitting balance, a seat belt should be attached to the wheelchair and used.

**A. BACKWARD:** The least taxing method on the assisting person and usually the safest for the wheelchair user, is to turn the wheelchair around until it can be rolled off the step or curb backwards.



Figure 4. When the wheelchair is being rolled backwards off a curb, support it by lightly pressing against it.

**PROCEDURE:**

1. *Just before reaching the edge of the curb or step turn the wheelchair around so that it is facing away from the edge.*
2. *Holding tightly to the handles, back the wheelchair down off the curb. Let the rear wheels roll down over the edge. Additional support can be furnished by pressing a hip against the back of the chair as it comes off of the edge. (See figure 4.)*
3. *To prevent the front wheels coming down with a jar that could throw the wheelchair user out of the chair, press a foot on the anti-tipping bar as the chair is backed away from the curb. Then gently lower the front wheels to the ground.*
4. *Turn the wheelchair around, being careful not to clip the ankle of a passer-by and proceed on your way.*

**B. FORWARD:** This method is effective if the assisting person is experienced in handling wheelchairs. It is most useful on crowded street corners and places where the wheelchair cannot be turned around to go off an edge backwards. The wheelchair user should have on a safety belt or be holding to the chair to prevent being thrown forward out of the wheelchair.

**PROCEDURE:**

1. *As the curb is approached, place one foot on the anti-tipping bar and tip the wheelchair back on the large wheels. This keeps the wheelchair user securely in the chair as the chair rolls off the edge. The assisting person should not be supporting the weight of the wheelchair user, but just keep the wheelchair balanced on the large wheels.*
2. *Once the front wheels are up, remove the foot from the anti-tipping bar. Continue rolling the wheelchair off the edge with the front wheels up.*
3. *After the large wheels are off of the edge, allow the front wheels to drop down gently by pressing a foot on the anti-tipping bar as the wheels come down.*

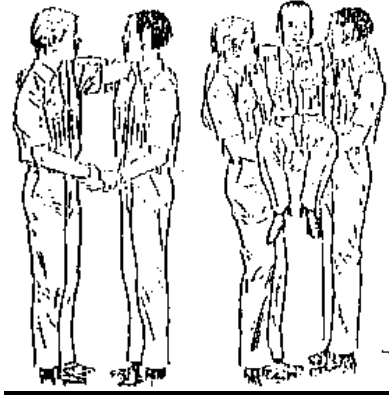
### **Rolling on the Rear Wheels**

Can be used to roll the wheelchair over the following types of terrain: going over railroad tracks and grates embedded in the street or sidewalks; soft lawns, sand, snow, etc., even deep pile carpets. These types of terrain tend to throw the front wheels aside or cause them to sink in, making the progress difficult if not impossible. Lifting the front wheels of the surface gives the assisting person more control over the wheelchair.

If the assisting person is not strong enough (although it actually takes little physical strength if the wheelchair is kept balanced) or doesn't feel confident, it is advisable to turn the wheelchair around and go backwards over rough terrain, This also puts the front wheels out of the way as they are following rather than guiding the wheelchair. Remember not to tilt the chair too far backwards.

# Training Appendix C Methods of Assistance

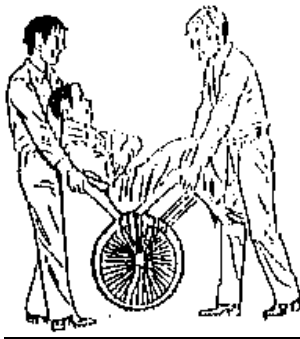
Two handed chair carry



Packstrap carry



Chair Carry



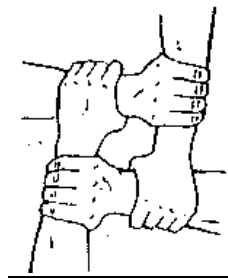
Walking Assist



Packsaddle



Carry by Extremities



Each bearer grasps one of his wrists and one of the other bearer's wrists, thus forming a packsaddle



**IRVINE UNIFIED  
SCHOOL DISTRICT**

# CRISIS RESPONSE PROTOCOL

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## APPENDIX

2021/2022



**IRVINE UNIFIED  
SCHOOL DISTRICT**

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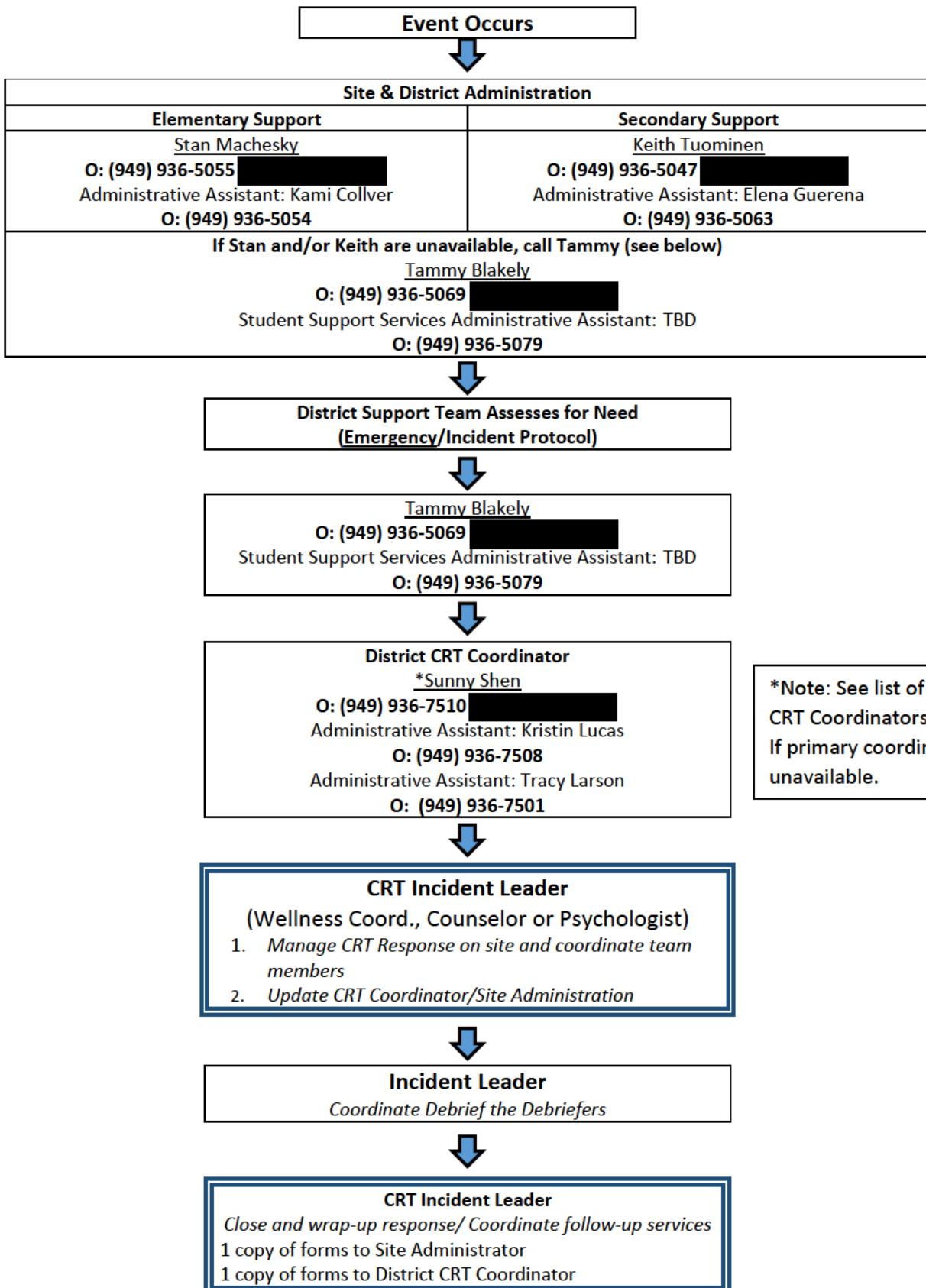
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28. OCDE Things To Try Elementary
29. OCDE Feelings You May Experience Grief Responses Secondary
30. OCDE Things To Try Secondary



## I.U.S.D. Crisis Response Flowchart



*If District CRT Coordinator not available, call:*

1. Jenilee Dinkle  
O: (949) 936-7503 [REDACTED]  
Administrative Assistants:  
Kristin Lucas & Tracy Larson (See Above)

3. Isabel Vu  
O: (949) 936-5078 [REDACTED]  
Administrative Assistant:  
Yesenia "Yessi" Santivanez  
O: (949) 936-5231

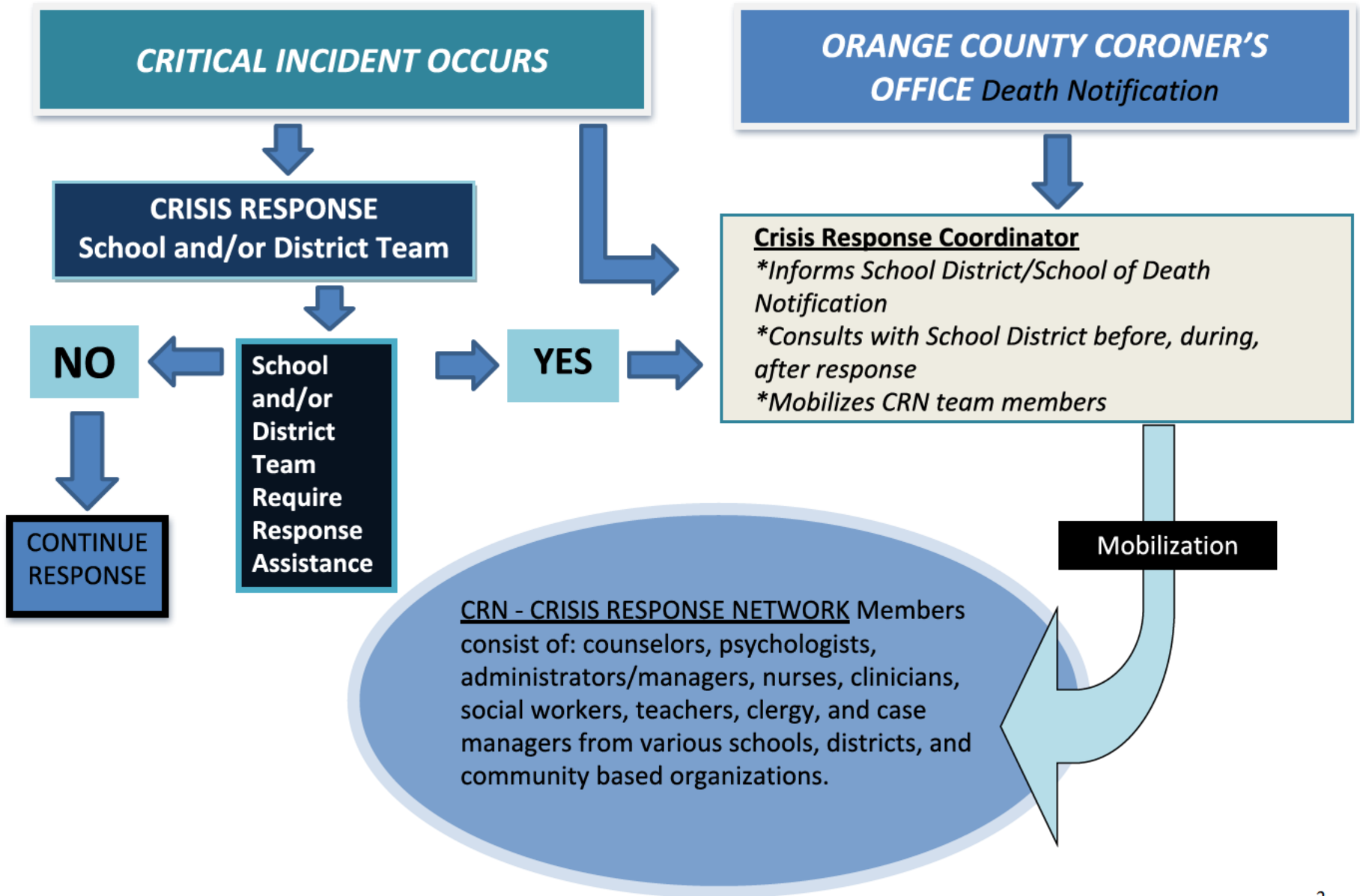
5. Tim Tatum  
O: (949) 936-5176 [REDACTED]  
Administrative Assistant:  
Malissa Rogers  
O: (949) 936-5171

2. Christina Reyes  
O: (949) 936-5227 [REDACTED]  
Administrative Assistant:  
Taryn Dreifus  
O: (949) 936-5048

4. Connie Jacobs  
O: (949) 936-7418 [REDACTED]  
Administrative Assistant:  
Elena Guerena  
O: (949) 936-5063

\*Consultation Support  
Supervisors of Mental Health Services  
Christine Guerrero  
O: (949) 936-7502 [REDACTED]  
Kelly Alexander  
O: (949) 936-7523 [REDACTED]

# OCDE Crisis Response Network



### **Crisis Response Protocol for Site Administrators**

**Critical Incident:**

**School:**

**Date:**

#### **During the School Day or After Hours:**

The Principal / Administrator will:

1. Contact the Executive Director of Elementary or Secondary and provide relevant information to determine next steps. If unavailable, contact the Executive Director of Student Support Services.
2. The Executive Director will engage the District CRT Coordinator.
  - a. Identify ONE trained Incident Leader to lead the school site crisis response and begin the planning phase together for response. Usually, this will be a Mental Health Specialist (Wellness Coordinator).
    - i. If you do not feel comfortable choosing an Incident Leader, the District CRT Coordinator can assign one for you.
  - b. The District CRT Coordinator will contact you to discuss the number of Crisis Responders, if needed.
    - i. The District CRT Coordinator to email and recruit Crisis Responders as needed per discussion with Site Administrator and/or Incident Lead.
3. Designate spaces for crisis response (command center, large group, small group, offices for individual crisis counseling) and communicate open locations to the Incident Leader.
4. Arrange for substitute teachers (Check with DO for TOSA availability, if needed).
5. Collaborate with the Executive Director and PIO to determine messaging for staff meeting, community, and with the affected family.
6. With support from the Crisis Responders (Large Group Crisis Management Briefing format), participate in a staff meeting before the start of the next school day to inform staff about relevant information, resources on campus.
7. Supervise crisis response activities at the school site and obtain updates from Incident Leader on response.
8. Keep district staff and public safety officials informed of developing situations.
9. In the event of the death of a student, determine when to mark student “inactive” in AERIES.
10. Assign clerical support for provision of needs for crisis responders (water, food, lunch, etc.).
11. Follow-up with Crisis Incident Leader post-response to get an update on which staff is conducting follow-up with students.
12. The on-site Administrator will have a file folder for crisis response paperwork, and a separate file for each critical incident for reference. The Incident Leader will also give copy of paperwork to District CRT Coordinator.
13. Debrief with the Incident Leader, District CRT Coordinator, and Executive Director.



## **Crisis Response Incident Leader Checklist**

- Determine Crisis Team Leader
  - Responsible for planning with Admin., Team and recordkeeping.
- Keep administration informed.
- Assess incident and contact team resources.
- Ask for help, if necessary.
- Delegate/prepare informational statements of facts.
- Anticipate media reaction.
- Select appropriate and effective tools of CISM.
- Identify primary/secondary victims of impact.
- Secure rooms for interventions.
- Secure nutrition, if necessary.
- Prepare documents for distribution, anticipate length, and scope of response.
- Prepare for next day.
- Follow-up with appropriate referral.
- Move impacted groups toward sense of normalcy.
- Attend Debrief the Debrief.



## **Crisis Response Incident Leader Protocol**

### **Day 1 of Response: Incident Leader**

- The Administrator alerts the Crisis Response Team (CRT) Coordinator when students/staff have been exposed to a crisis incident.
- Receives incident notification from Administrator or Crisis Response Team (CRT) Coordinator.
- Incident Leader updates CRT/Administrator, and conducts on site assessment to determine the level and type of response that needs to be provided.
- Incident Leader prepares materials/bins for response.
- Incident Leader holds Team Information Session.
- Assigns and coordinates Crisis Team Responders.
- Members arrive on site for briefing within 24 hours (if possible).

### **Day 2 Response: Incident Leader**

- Defuse/Debrief staff before school day with an announcement.
- Designate central crisis response location(s) - individual/group/staff support.
- Assign Crisis Team Responder assignments and provide specific documentation forms.
- Customize Crisis Management Briefing (CMB) classroom announcements, and/or assist administration with parent/guardian notification announcement.
- Collaborate and coordinate with CRC on Crisis Team Responder schedule (length and scope of response, roles, breaks, etc.)
- Begin student triage - large group response/individual/group/staff.
- Collect and review (colored file folders), document and assess for follow-up.
- Store files in administrator office.
- Assess the need for further crisis response interventions.
- Designate a facilitator for Debriefing Protocol.
- Attend Debrief the Debrief.



## Crisis Response Shift Sheet

Date: \_\_\_\_\_

Incident Lead: \_\_\_\_\_

Location: \_\_\_\_\_

Name of Responder	Cell Number	Role	Location	Time In	Break	Lunch Taken	Time Out	Debriefed
								Y/N
								Y/N
								Y/N
								Y/N
								Y/N
								Y/N
								Y/N
								Y/N
								Y/N
								Y/N
								Y/N



## Crisis Response Team Member Assignments

### CRT Incident Leader (Identify ONE)

School Wellness Coordinator: \_\_\_\_\_

School Counselor: \_\_\_\_\_

School Psychologist: \_\_\_\_\_

Other: \_\_\_\_\_

<u>Responder</u>	<u>Role</u>	<u>Location</u>	<u>Cell Number</u>





## **Classroom Visit Quick Guide**

- Introduce self as part of Crisis Response Team for IUSD.
- Make Critical Incident Statement.
- Explain supports provided and locations of support for the day.
- Discuss the Typical Stress Reactions.
  - Go over student handouts.
  - Highlight self-care and coping.
  - Provide teacher with information sheet.
- Inform student about available support resources AGAIN.
- Observe student reactions.
  - Remove students who are visibly distraught from class by having them escorted to the designated crisis response area.
- Provide teachers with information sheet as well as available support.



## Crisis Response Incident Intake Form

Initial call to response center: Date: \_\_\_\_\_ Time: \_\_\_\_\_

Person Taking Call: \_\_\_\_\_

1) Contact Principal \_\_\_\_\_

2) Target students/staff for assessment

- Estimate number of students \_\_\_\_\_

- Estimate number of staff impacted \_\_\_\_\_

3) Assess & designate the level of crisis needed to meet the needs of students and staff

4) Assess the number of responders needed- call contact/administrator/coordinator with:

Date: \_\_\_\_\_ Number: \_\_\_\_\_

Date: \_\_\_\_\_ Number: \_\_\_\_\_

Date: \_\_\_\_\_ Number: \_\_\_\_\_

Date: \_\_\_\_\_ Number: \_\_\_\_\_

5) Designated response locations:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

6) Cleared with appropriate Administrator (Principal, etc.) \_\_\_\_\_

7) Designated central coordination center: \_\_\_\_\_

### Reminders:

**1. Be sure you made enough copies of forms, resources, and other kits.**

**2. Don't forget to re-stock kits.**

**3. Consider possible food/drinks needed.**



### **Classroom Announcements (Sample)**

Many of you were present yesterday afternoon when one of our students here at **School Site**, was involved in an accident. **Student Name** was accidentally struck by a car while walking in the parking lot. The **Student Name**, was treated and released from the hospital last night. According to **his/her** parents, **s(he)** is at home and resting well. We will be offering counseling services and support here on site for the next week. If you would like to talk with someone, just let your teacher or one of our team members know. We will keep you updated on any further information as it becomes available.

### **Parent/Community Announcement (Sample)**

Some students and staff recently witnessed a car accident in the parking lot of the **Location**, that resulted in the injury of one of our students, **Student Name. Student Name** was immediately responded to by paramedics and was treated by the local hospital.

The District's Crisis Response Team is working with the school site to provide crisis response services and support here on site throughout the week, for staff and students. You may also request services for your child by contacting the school.

It is our intention to resume classes and move forward towards a sense of normalcy as quickly as possible. Additional details about the incident, will be discussed in a brief meeting for all parents and concerned community members today after school. School District officials will update you on any further actions.

### **Parent Follow up Phone Call (Sample)**

Today we responded to your child's classroom to support the class in dealing with the recent passing of one of their peers. During this classroom discussion, we noticed your child having an emotional response. We discussed a grief response worksheet with your child and the variety of emotions that may arise as they grieve. We encourage parents to participate in having an active discussion with your child during this time. If you need additional information on resources, please contact the Wellness Coordinator or your child's school counselor.



### **Classroom Announcements Suicide (Sample)**

Good Morning Everyone,

My name is **Your Name** and I am a Crisis Response Team Member with the Irvine Unified School District. We are here today to provide support services for any students who may be impacted by the unfortunate news, that we are going to share with you.

Our team was notified last night that **Student Name** died yesterday. We share this news with a heavy heart, and we would like to express our deepest condolences for **his/her** family members and friends. As of right now, this is all we know, and out of respect for **his/her** family, we ask that you please refrain from encouraging any rumors that could negatively impact **his/her** loved ones during this sensitive time.

Whether you were already aware of this or are hearing this news for the first time, we know that this could potentially be impacting you, or could impact someone you know. Because of this, we would like to share a few handouts with you that could potentially help you through processing this. The handouts you have in front of you talk about things you may be feeling or may feel in the near future, and ways to best cope during difficult times such as this.

Discuss: Stress Reactions Worksheet, Grief Responses Worksheet, and Things to Try worksheet.

Please know that we will have a number of crisis responders here throughout the day in the **Location** building, and support will be provided for those in need of the available services. We will have designated quiet spaces as well as materials, to create posters and cards for the family, if that is something you wish to do. If you would like to talk with someone, just let your teacher or one of our team members know. We will keep you updated on any further information as it becomes available.

Thank you for your time. Our thoughts are with you and your school today.



### **Classroom Announcements Accident Death (Sample)**

Dear Class,

Last Friday one of our classmates **Student Name**, died after being involved in a car accident. This means we will not be seeing **Student Name** anymore. This may make you sad and I want you to know that this is okay. Feeling sad, upset, worried, and angry..... are all normal feelings to have right now. If you don't feel any of these kinds of feelings, I want you to know that this is okay too. We are all different and that means we are all allowed to feel differently in this situation.

We want to let you know that there are adults at school that can be found in the **Location** that are here to talk with you; if you are feeling sad, or if you are having trouble concentrating in class today. You will not get in trouble if you need to leave class to speak with these adults. They are here to help us with our feelings after an event like this occurs.

Let's discuss some of the feelings you may be feeling right now.

Discuss: Stress Reactions Worksheet, Grief Responses Worksheet, and Things to Try worksheet.

“These are some things that might help us feel better when we are feeling sad, afraid, or nervous like we just talked about some of us are feeling. Some of these things to try are: hugging a friend, talking to someone you trust, playing outside, etc. Is there anything else that maybe you don't see on this sheet that you like to do, or makes you feel happy when you are doing it? Great! We want you to continue to do these things, especially when you are feeling sad/upset/confused/etc.”

Does anyone want to share what they may be feeling right now? Remember if you are feeling sad, nervous, confused or upset and would like to talk to one of the helpers we have on campus today, you may ask your teacher if you can go to the **Location**.

If you would like to make a card for **Student Name** family, you may do so during recess or lunch and we will make sure it gets to them. Does anyone have questions about anything we have gone over today?

-Be sure to normalize that some students may not be feeling anything.



## **School Principal Sample Parent Letter**

**Note:** *This sample letter is fictitious and is to provide an example to be used by the school principal, or his/her designee, in writing to parents and guardians. This letter will require modifications based upon confidentiality issues, wishes of the victim's family, nature of the crisis, age of student population, funeral arrangements, home language considerations and incident details.*

### **Today's Date**

Dear Parent/Guardian,

On Monday, March 30, 2009 one of our students, **Student Name**, was involved in an accident outside of **his/her** home and later died at the hospital as a result of **his/her** injuries. This was an unusual and surprising incident for our school community, this student, and **his/her** family.

Our District Crisis Response Team has provided support to students and staff. Crisis Response Team members went into classrooms and facilitated discussions with students about this tragedy. Some of the students talked privately with members of the crisis team. Our school mental health staff, teachers, and support staff will continue to be available to students, teachers, and parents on an ongoing basis. Please call the school's phone number, if you want additional assistance.

As parents, you may want to talk to your children about this incident. The death of a peer may affect your child in a variety of ways depending on the age of the child, how well the child knew the victim, and the child's prior experience with grief.

When reacting to a death, a child may:

- appear not to be affected
- ask a lot of questions
- be thinking about it privately
- be frightened, agitated or angry
- be sad and withdrawn

We suggest you to listen to your children. If they seem to need to talk, answer their questions simply and honestly. If you wish to speak with someone concerning your child, please contact our school office's phone number.

Sincerely,

**Name of Principal**

Principal

**Name of School**



## **School Principal Sample Teacher Notification**

Dear Teacher,

As you may have been informed a crisis has occurred within our school which involved **Student Name**. This may bring up difficult reactions and a wide range of emotional responses amongst students and staff. We want to assure you that there is support for both you and your students here on campus. Members of the crisis response team may be visiting your classroom today and will provide information, activities, and resources. Please refer to the tips below:

- Stick to facts, answer questions without providing unnecessary details.
  - Dispel rumors.
  - Refer the conversation to feelings and personal reactions.
  - Provide activities to reduce stress reactions such as art work, music, and writing.
  - Postpone any tests or difficult assignments to reduce stress.
  - Be flexible when students are called out/arrive tardy due to receiving support.
  - Be aware of changes in student(s) behavior or affect throughout the day - refer to crisis response team.
1. Email name and student ID for the concerned student to the Crisis Response Leader and have the student escorted to the crisis response area.
    - **Incident Leader name:** \_\_\_\_\_
    - **Email:** \_\_\_\_\_
  2. Do not send a student in need to crisis response location alone.

Teacher support is available at staff support area if you are having an emotional reaction. If you need extra support yourself, or a break from teaching (substitutes are available if needed).



## **Classroom Visit Quick Guide**

- Introduce self as part of Crisis Response Team for IUSD.
- Make Critical Incident Statement.
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- Discuss the Typical Stress Reactions.
  - Go over student handouts.
  - Highlight self-care and coping.
  - Provide teacher with information sheet.
- Inform student about available support resources AGAIN.
- Observe student reactions.
  - Remove students who are visibly distraught from class by having them escorted to the designated crisis response area.
- Provide teachers with information sheet as well as available support.





## **Steps to Crisis Management Briefing (CMB)**

### **For Large & Small Groups**

#### **Step 1. ASSEMBLE**

- Assemble participants (responders/impacted individuals) based on group's needs (relationship to the incident).

#### **Step 2. FACTS**

- Provide accurate information about the incident/dispelling rumors.

#### **Step 3. SYMPTOMS**

- Anticipate, discuss, and normalize current and potential stress reactions. Share using age appropriate language.

#### **Physical/ Behavioral**

- Impulsiveness
- Risk-taking
- Excessive eating/lack of appetite
- Alcohol/ Drug use
- Hyperstartle/ hyperarousal
- Sleep disturbance
- Withdrawal
- Family discord
- Crying Spells
- Hypervigilance

#### **Cognitive**

- Inability to concentrate
- Difficulty in decision making
- Preoccupation (obsessions) with event
- Confusion
- Inability to understand consequences of behavior

#### **Emotional**

- Anxiety
- Sadness
- Irritability
- Anger
- Guilt
- Numbness
- Mood swings
- Depressed mood
- Fear, phobia, phobic avoidance
- Grief

#### **Step 4. STRESS MANAGEMENT & RESOURCES**

- Suggestions are provided for coping and stress management, and resources for follow up are reviewed. (Share handouts regarding grief responses and coping.)

#### **Step 5. QUESTIONS AND ANSWERS**

- Opportunity for questions and answers.



# General Support Sign-In Sheet

Date: \_\_\_\_\_

Location: \_\_\_\_\_

Name of Participant	Follow-Up Y or N	Other Info
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

Summary of group process:

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## **Things To Try Within The First 24-48 Hour Period**

### **For Staff**

- Structure your time; keep busy.
- Maintain a normal schedule as possible.
- Don't label yourself crazy; you're having normal stress reactions.
- Talk to people; reach out to others as much as possible.
- Help your co-workers by sharing feelings and checking out how they are doing.
- Give yourself permission to feel rotten and share your feelings with others.
- Keep a journal; write your way through sleepless hours.
- Do things that feel good to you.
- Realize those around you are under stress.
- Don't make any big life changes.
- Do make as many daily decisions as possible that will give you a feeling of control over your life.
- Get plenty of rest.
- Don't try to fight recurring thoughts, dreams or flashbacks - they are normal and will decrease over time and become less painful.
- Eat well-balanced and regular meals.

### **For Family Members & Friends**

- Listen carefully.
- Spend time with the distressed individual.
- Offer your assistance and a listening ear if s(he) has not asked for help.
- Reassure that s(he) is safe.
- Help him/her with everyday tasks like cleaning, cooking, caring for the family, caring for children.
- Give her/him some private time.
- Don't take his/her anger or other feelings personally.
- Don't tell him/her that s(he) is "lucky it wasn't worse"; instead, say "I'm sorry to hear that such an event occurred, I want to listen and understand how this impacted you."



# OCDE Crisis Response Network

## Critical Incident Stress Information Sheets

You have experienced a traumatic event or a critical incident (any event that causes unusually strong emotional reactions that have the potential to interfere with the ability to function normally.) Even though the event may be over, you may now be experiencing or many experience later, some strong emotional or physical reactions. It is very common, in fact quite normal, for people to experience emotional aftershocks when they have passes through a horrible event.

Sometimes the emotional aftershocks (or stress reactions) appear immediately after the traumatic event. Sometimes they may appear a few hours or a few days later. And, in some cases, weeks or months may pass before the stress reactions appear.

The signs and symptoms of a stress reaction may last a few days, a few weeks, a few months, or longer, depending on the severity of the traumatic event. The understanding and the support of loved ones usually cause the stress reactions to pass more quickly. Occasionally, the traumatic event is so painful that professional assistance may be necessary. This does not imply craziness or weakness. It simply indicates that the particular event was just too powerful for the person to manage by himself.

Here are some common signs and signals of a stress reaction:

<b>Physical*</b>	<b>Cognitive</b>	<b>Emotional</b>	<b>Behavioral</b>
chills thirst fatigue nausea fainting twitches vomiting dizziness weakness chest pain headaches elevated BP rapid heart rate muscle tremors shock symptoms grinding of teeth visual difficulties profuse sweating difficulty breathing etc...	confusion nightmares uncertainty hypervigilance suspiciousness intrusive images blaming someone poor problem solving poor abstract thinking poor attention/decisions poor concentration/memory disorientation of time, place or person difficulty identifying objects of people heightened or lowered alertness increased or decreased awareness of surroundings etc...	fear guilt grief panic denial anxiety agitation irritability depression intense anger apprehension emotional shock emotional outbursts feeling overwhelmed loss of emotional control inappropriate emotional response etc...	withdrawal antisocial acts inability to rest intensified pacing erratic movements change in social activity change in speech patterns loss or increase of appetite hyper alert to environment increased alcohol consumption change in usual communications etc...

***\*Any of these symptoms may indicate the need for medical evaluation.  
 When in doubt, contact a physician.***



## OCDE CRISIS RESPONSE NETWORK

### How Co-Workers Can Be Supportive

What can you do when a co-worker is affected by a critical incident?  
You may have your own feelings about the incident that are difficult to resolve.  
Most of all, you may simply feel that you don't know what to say.  
The tips below may help you to be caring and supportive.

Survivors need to come to their own conclusions about why the event occurred. This will help them regain feelings of safety and security. It is not helpful for others to impose upon the survivor their explanation of why the event occurred.

Don't make a schedule by which a person "should" recover.

Each person experiences trauma and its consequences differently. One person cannot know how another feels. If you want to share your feelings, communicate clearly that this is how you feel.

Feel free to ask how someone is doing, but don't ask about details of the event. If you do ask, be prepared to listen.

Acknowledge the event. Pretending that nothing happened may seem like the easiest thing to do, but it won't help affected individuals recover.

Listen. Asking detailed questions can come across as intrusive. If your co-worker wants to talk, just listen. Talking about the event is often an important part of healing. But if he or she is not ready to talk about it, don't push.

Offer long term emotional support. It takes longer to recover from a critical incident than most people realize. For instance, a year might seem like enough time to "get over it," yet the first anniversary is often difficult.

Offer practical support. Instead of the catch all, "if there's anything I can do..." offer to do specific things such as give rides to and from work, run errands, pick up part of their workload (check with supervisor first), and/or other favors.


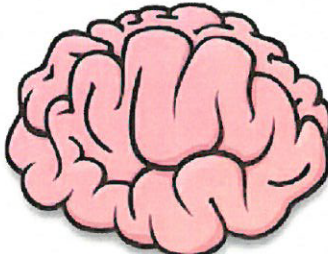
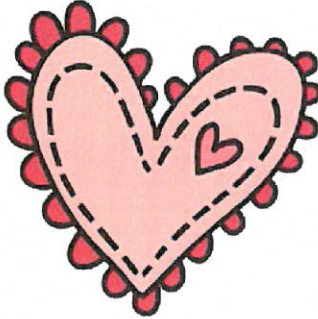

Changes in behavior and emotions are normal. However, if a job performance is disrupted, you may want to suggest that the person contact Employee Assistance Programs/Services.

# Common Stress Responses after a Crisis



Sometimes, bad things happen that are out of our control. Because they are unexpected, they can make you feel all sorts of feelings. You may even feel nothing at all. We want to let you know that whatever you are feeling, you are okay. Even though the unexpected event has ended, you may still have feelings, thoughts, and actions about it. That is okay too. In fact, it is normal for people who have experienced something horrible to still feel and think about the unexpected event.

It can be hard to talk about how you are feeling, thinking, or acting. Here is a list of signs that you may be experiencing after an unexpected event. You can use them to talk to someone who cares about you about how you are feeling.

<p><b>How my body gets:</b>  <small>(It may be a good idea to have these signs checked out by a doctor. Ask a grown-up loved one about it)</small></p>	<p><b>How I think:</b></p>	<p><b>How I feel:</b></p>	<p><b>How I act:</b></p>
<p>Tired Stomach hurts Throwing up Headaches Hard to sleep Wetting myself or the bed Jumpy/Twitchy Chest hurts Don't feel like eating Feel like eating all the time Sweating a lot Faster heart beat Hard to breathe Seeing is harder</p> 	<p>Nightmares                      Hard to think                      It is someone else's fault                      Can't stop thinking about something                      Trouble doing homework                      Get confused easily                      Forget things a lot</p> 	<p>Scared                      Sad                      Like I did something wrong                      Not sure of myself                      Not sure of the things around me                      Mad                      Worried                      Nothing                      It is hard to relax</p> 	<p>Keeping away from my friends                      Keeping away from my family                      I have to keep moving around                      Eat a lot                      Don't eat much Checking around me a lot Can't rest or stay still                      Talk differently than usual</p> 

These changes can show up right after the unexpected event or sometimes they take a long time to show up. These changes can also be different for everybody. It can be helpful to have people who care about you around you during this time. Sometimes these thoughts and feelings hurt so much that you might need help from people outside of friends and family. This does not mean that there is something wrong with you. Remember it is okay to ask for help.



# How you might feel

OCDE Crisis Response Network

## GRIEF RESPONSES

Remember it is okay to feel sad sometimes and not so sad other times.

It is good to tell adults that care about you how you are feeling.

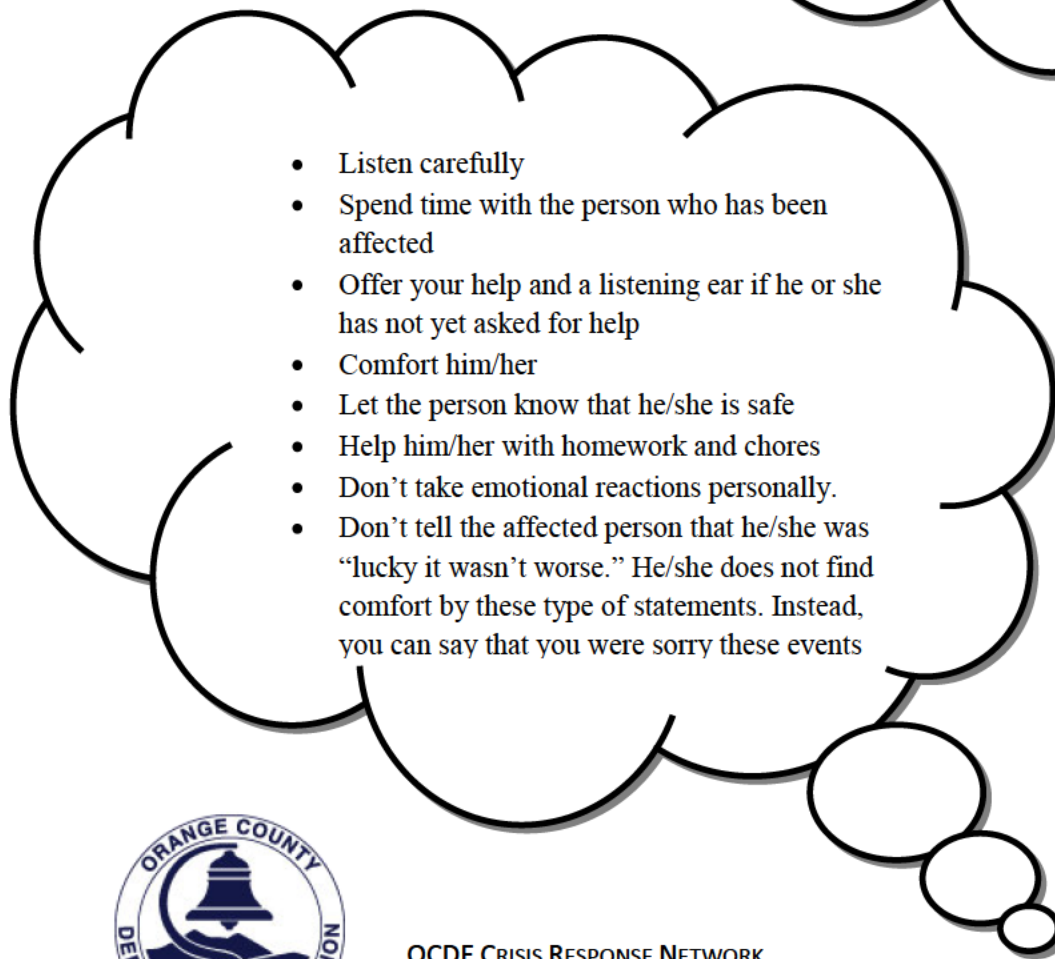
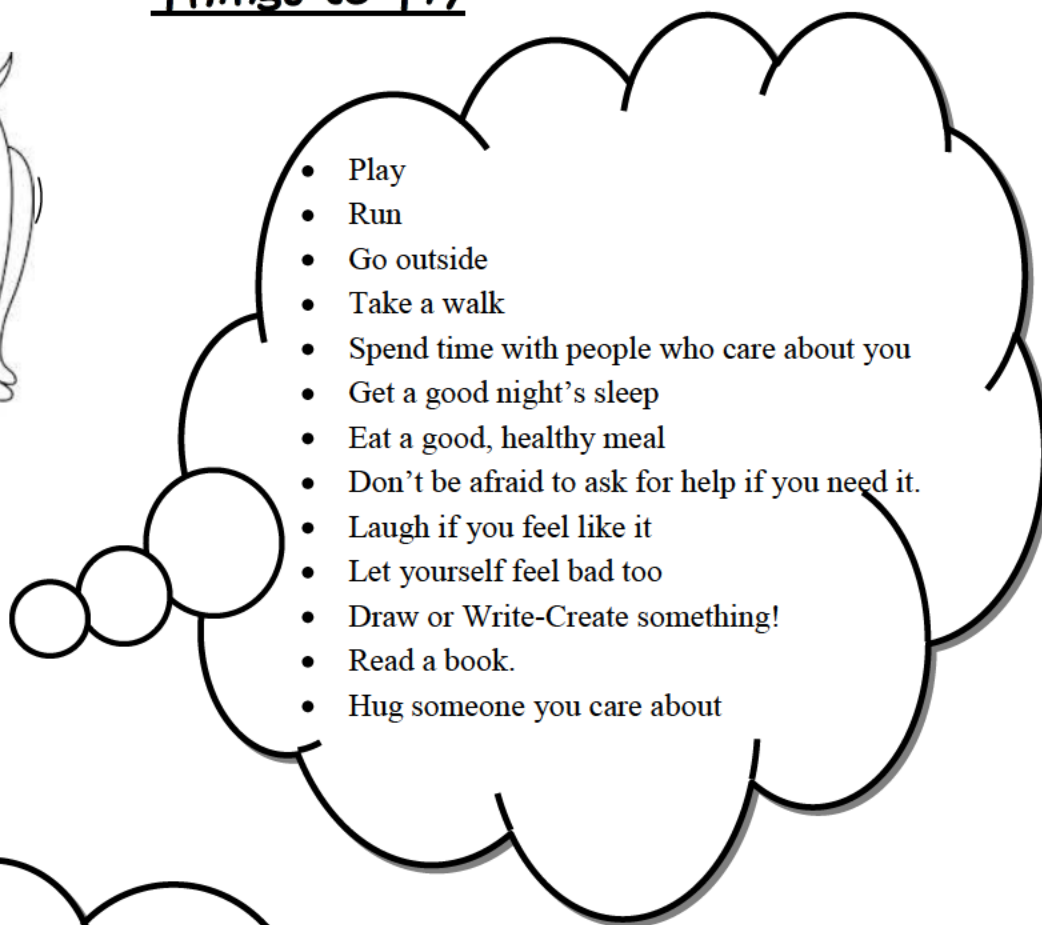
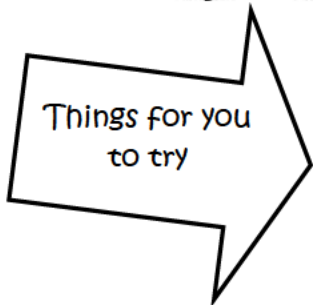
I feel ...	Sometimes I ...	Things to do
<b>Strange or Dreamlike</b>	Cry for no reason, and my body does not feel good	<ol style="list-style-type: none"> <li>1. Talk to an adult you trust</li> <li>2. Rest</li> </ol>
<b>Unsure or Confused</b>	Have trouble doing homework, sitting still, and falling asleep	<ol style="list-style-type: none"> <li>1. Take a break from homework</li> <li>2. Go outside and play</li> <li>3. Talk to an adult you trust</li> </ol>
<b>Nervous or Scared</b>	Feel like there are butterflies in my stomach, and I want to hide	<ol style="list-style-type: none"> <li>1. Spend time with family and friends</li> <li>2. Go outside and play</li> <li>3. Tell your family how you feel</li> </ol>
<b>Mad or Angry</b>	Want to cry and yell at my friends or my family, or throw my toys	<ol style="list-style-type: none"> <li>1. Draw or color</li> <li>2. Go outside and play</li> <li>3. Write in a diary or journal</li> </ol>
<b>Guilty or Responsible</b>	Think this is my fault, and wish I had been better	<ol style="list-style-type: none"> <li>1. Do not blame yourself</li> <li>2. Talk to someone you trust</li> </ol>
<b>Sad or Alone</b>	Want to cry all the time, want someone to help me feel better.	<ol style="list-style-type: none"> <li>1. Make something to remember your loved one. Like ...               <ol style="list-style-type: none"> <li>a. Photo album</li> <li>b. Story</li> <li>c. Drawing</li> </ol> </li> </ol>
<b>Normal or Better</b>	Am still a little sad, but it is better. I can go to school, and have fun with my friends.	<ol style="list-style-type: none"> <li>1. Go to school</li> <li>2. Go to after school activities</li> </ol>

Adults: If you are concerned about the way your child is feeling or acting – Please seek professional help.

Grief is one of the most difficult experiences in life, sometimes people need help to get through it.



# Things to Try



## MY PLAN FOR TODAY

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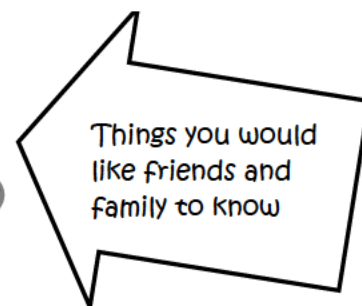
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## Feelings you may experience

Feeling	How it might look/feel	Things to do
Shock or Dreamlike	Cry for no reason Body aches/pains	<ol style="list-style-type: none"> <li>1. Talk to someone you trust (friend, family, teacher)</li> <li>2. Rest</li> <li>3. Give yourself a break</li> </ol>
Confused or Uncertain	Trouble focusing on homework Restless Emotional ups and downs	<ol style="list-style-type: none"> <li>1. Take a break from homework</li> <li>2. Exercise</li> <li>3. Talk to someone you trust</li> </ol>
Anxious or Scared	Heart starts beating fast Desire to run and hide Feel out of control	<ol style="list-style-type: none"> <li>1. Spend time with family and friends</li> <li>2. Exercise or meditate</li> <li>3. Tell your those close to you how you feel</li> </ol>
Angry or Mad	Want to scream and cry Desire to yell at friends/family Feeling abandoned or alone	<ol style="list-style-type: none"> <li>1. Spend time with family and friends</li> <li>2. Go for a walk/run</li> <li>3. Write in a diary or journal</li> </ol>
Guilt or Regret	Thinking “what if. . . “ Or “If I had only . . .” Feeling sick	<ol style="list-style-type: none"> <li>1. Do not blame yourself</li> <li>2. Talk to someone you trust</li> <li>3. Think about what the person who died would say</li> </ol>
Sad or Alone	Want to cry all the time Do not want to say goodbye Lonely	<ol style="list-style-type: none"> <li>1. Make something to remember your loved one. Like ... Photo album, Story, or Drawing.</li> <li>2. Spend time with friends or family</li> </ol>
Ready to Return to Your Routine	Still a little sad, but it feel better. Want to return to school And spend time with friends	<ol style="list-style-type: none"> <li>1. Go to school and after school activities</li> <li>2. Find ways to remember the person who died</li> <li>3. Allow yourself to smile when thinking of the person who died</li> </ol>

Remember, these are only examples of possible grief responses; every person grieves in their own way.  
It is okay to feel sad sometimes and not so sad other times.

Grief is one of the most natural, yet painful, experiences in human life. Please ask for help if you are struggling with your grief.  
If these symptoms become too strong or begin to disrupt your daily life, please speak to an adult about seeking professional help.



# OCDE CRISIS RESPONSE NETWORK

## THINGS TO TRY

GRADES: 7-12

- Go for a walk/run/hike
- Talk about your feelings to someone you trust
- Schedule time to relax
- Do not self-medicate, if you need help ask for it
- Spend time outside
- Volunteer to help someone else
- Spend time with friends or family
- Ask your loved ones how they are doing
- Eat regular meals, even if you don't feel like it
- Hug someone you care about
- Get a good night's sleep
- Read a good book
- Start a project
- Plant some flowers
- Keep busy
- Meditate
- Don't be afraid to ask for help, you have been through a lot, there are people who can help you

### Tips for Family and Friends

- Listen carefully
- Spend time with the affected person
- Offer to help or talk, even if they do not ask
- Do not take offense to anger or outbursts
- Comfort him/her
- Help him/her with chores or homework
- Give him/her private time when they ask, but let him/her know you are there when they are ready.
- Do not tell him/her that they are "lucky it wasn't worse." Instead say that you are sorry they have to go through this.

### My Plan for Today:

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**IRVINE UNIFIED  
SCHOOL DISTRICT**

# SCHOOL VIOLENCE THREAT ASSESSMENT

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## APPENDIX

2021/2022



**IRVINE UNIFIED  
SCHOOL DISTRICT**

## IRVINE UNIFIED SCHOOL DISTRICT

### School Violence: Introduction

#### What is School Violence?

School violence is a subset of youth violence. Violence is the intentional use of physical force or power, against another person, group, or community with the behavior likely to cause physical or psychological harm. (CDC)

Examples of violent behavior include:

- Bullying
- Fighting
- Weapon use
- Electronic aggression
- Gang violence

*School violence may occur:*

- On school property
- On the way to or from school
- During a school-sponsored activity
- On the way to or from a school-sponsored activity

#### Reasons for Violence:

**Expression:** some people use violence to release feelings of anger or frustration. They may think there are no solutions to their problems and may lack appropriate coping skills or problem-solving skills.

**Manipulation:** Violence is used to control others or get something they want.

**Retaliation:** Violence is used to retaliate against those who have hurt them or something/someone they care about.

#### Factors that contribute to violent behavior include:

- Peer Pressure
- Mental health disorders
- Need for attention or respect
- Early childhood abuse or neglect
- Witnessing violence at home, in the community, or in the media
- Chronic victimization of bullying
- Easy access to weapons

## School Violence: Risk Factors and Warning Signs

- Social Withdrawal
- Excessive feelings of isolation and being alone
- Excessive feelings of rejection
- Being a victim of violence or bullying
- Feelings of being picked on and/or persecuted
- Low school interest and poor academic performance
- Expression of violence in writings and drawings
- Uncontrolled anger
- Patterns of impulsive behavior
- History of discipline problems
- History of violent and aggressive behavior
- Intolerance for differences and prejudicial attitudes
- Drug and alcohol use
- Serious threats of violence
- Gang affiliation

### Imminent Warning Signs May Include:

- Serious physical aggression with peers or family members
- Severe destruction of property
- Detailed threats of lethal violence
- Possession and/or use of firearms and other weapons

## Bullying

Education code has defined bullying as any severe or pervasive act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, direct toward one or more pupils that has or can be reasonably predicted to have the effect of more of more of the following:

- a.) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's person or property
  - b.) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health
  - c.) Causing a reasonable pupil to experience substantial interference with his or her academic performance
  - d.) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- If school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediately steps to intervene when safe to do so.
  - Any employee who has knowledge of discrimination, harassment, intimidation, or bullying shall inform the site administrator of the concern as soon as possible.
  - The site administrator shall investigate accordingly
  - Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying.
  - Formal complaints of bullying shall be made pursuant to the District's General Complaint or Uniform Complaint procedures

### Bullying Prevention

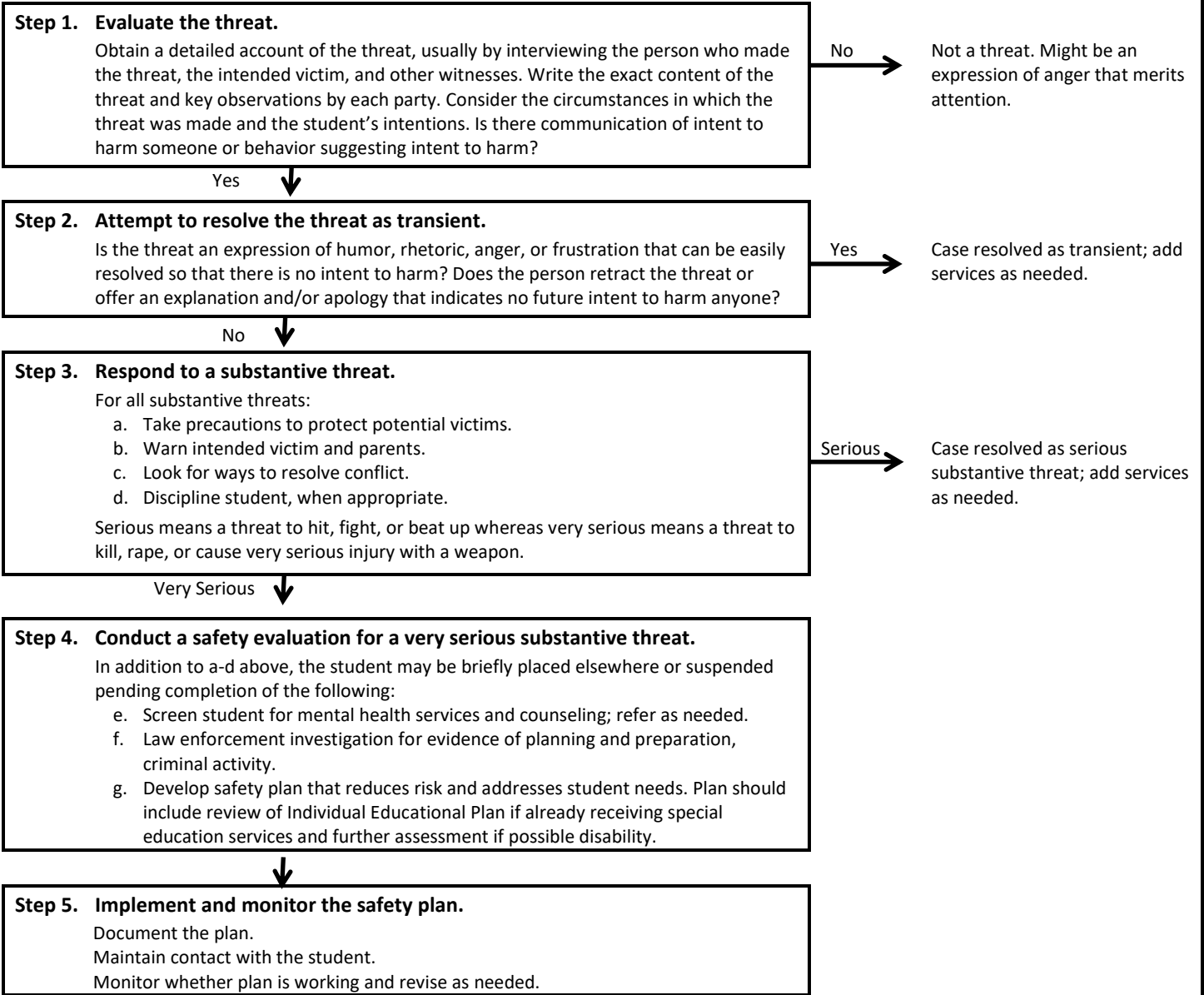
- In accordance with Board Policy 5145.8, district and school strategies shall focus on bullying prevention by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate.
- The District shall publicize this policy, including information about the manner in which to file a complaint. This policy shall be posted in all schools and offices, including staff lounges and pupil government meeting rooms.

## School Threat Assessment

- When there are potential or perceived threats of violence, IUSD utilizes the CSTAG (Comprehensive School Threat Assessment Guidelines) Model, based on Dr. Dewey Cornell's research.
- Potential threats can be reported through the "Say Something" App or reported directly to a school official or law enforcement.



### School Threat Assessment Decision Tree\*



\*This 5-step decision tree is a revision of the original 7-step decision tree for the Virginia Student Threat Assessment Guidelines that retains the same information and procedures in a more condensed format.





**IRVINE UNIFIED  
SCHOOL DISTRICT**

# SUICIDE ASSESSMENT

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## APPENDIX

2021/2022



**IRVINE UNIFIED  
SCHOOL DISTRICT**



**Table of Contents**

**Form #**

- i. Suicide Risk Assessment Decision Tree
- 1a. Risk Screener
- 1b. Suicide Risk Assessment
- 2. Student Safety Plan
- 3. Notification of Danger to Self or Others
- 4a. Student Re-Entry Guidelines
- 4b. Student Re-Entry Meeting Plan Action
- 5. Personal Staff Notes

## SUICIDE RISK SCREENER/ASSESSMENT DECISION TREE

[\(Click here for forms\)](#)

**Step 1**  
**Establish Rapport**

Let the student know they are safe and not in trouble.  
Most important to posture from a place of genuine warmth and presence. This child is in a state of severe angst/suffering. Be mindful to be present and caring. Take your time. Make sure to convey, *"We care about you"*.

NEXT

**Step 2**  
**Prepare the student for the assessment.**

Explain that you are going to "check on them", by asking a few questions.

NEXT

**Step 3**  
**Begin using FORM 1A, Risk Screener.**

Question #3  
**FORM 1A Risk Screener.**

NO

Question #4  
**FORM 1A Risk Screener.**

NO

YES.  
Complete screener, then response.

YES. Complete screener, then response.

1. Secure the safety of the student.
2. Complete **Suicide Risk Assessment (FORM 1B)**.
3. Develop **Safety Plan (FORM 2)**. Provide copy to parent.
4. Notify parent(s). Review and obtain signature on **Parent Notification of Danger to Self or Others (FORM 3)**.
5. Linkage to community resources for parents.
6. Complete **Action Plan (FORM 5)**.
7. Consider involving SRO if in need of additional support.
8. Call **CAT Team** if necessary **(866) 830-6011**.  
\*Considerations: SRO support or CAT Team may be called as determined by assessment Team.
9. Aeries Documentation **Assessment: S**.

**When student returns to school:**

1. Re-entry meeting or SST/504/IEP scheduled (**FORM 4A & 4B**).
2. Student monitored by support staff.

**Risk is transient/low risk:**

1. Develop **Safety Plan (FORM 2)**. Provide copy to parent.
2. Complete **Action Plan (FORM 5)**.
3. Notify parent(s). Review emergency protocol.
4. Linkage to community resources for parents.
5. Consider follow-up: SST/504/IEP.
6. Student monitored by Support Staff: Counselor, Project Success, Wellness Coordinator, ERC, School Psychologist, ERMHS.
7. Aeries Documentation **Screener: S**.

1. Secure the safety of students. Separate threat-maker from intended victim(s).
2. Notify school principal or site administrator.
3. Administrator to pair up and conduct Threat Assessment (Protocol accessed on Intranet, [Emergency Management](#) or [Student Services](#)).



# FORM 1A

## Risk Screener

Student Name:

Date:

Date of Birth:

Grade:

Completed by:

School:

Positions/Titles:

<b>Assessment Information</b>	1. What led up to what you said or wrote?
	2. Tell me about the problem that is causing you stress.
	3. Are you thinking of killing or hurting yourself? <input type="checkbox"/> Yes <input type="checkbox"/> No
	4. Are you thinking of killing or hurting anyone else? <input type="checkbox"/> Yes <input type="checkbox"/> No
	5. How will you do it?
	6. Where will you get the (identified means)?
	7. Is the (identified means) available to you right now? <input type="checkbox"/> Yes <input type="checkbox"/> No
	8. When do you plan to do this?
	9. Who else have you told about your plan?
	10. Have you posted anything on social media about how you've been feeling or your plan? <input type="checkbox"/> Yes <input type="checkbox"/> No
	11. Is anyone else involved? If yes, who? <input type="checkbox"/> Yes <input type="checkbox"/> No



# FORM 1A

If the student answered “yes” to questions 3 or later, contact an additional trained staff member to assist with completing the Suicide Risk Assessment. Assess the student in pairs. If the student answered “yes” to question 4, secure the safety of the student and engage in Threat Assessment protocol. If the student answered “yes” to question 11, interview the person(s) identified and assess for risk.

Next Steps:

- Ensure the student’s safety while contacting the parent(s)/guardian(s)
- Have parent/guardian sign Acknowledgement and Notification of Danger to Self or Others form and provide resources
- Complete Safety Plan
- Complete Suicide Assessment Action Plan **(District use only)**
- Set up re-entry meeting with parent and student as needed

**Risk is transient – no further action is required. Consider referral to general education supports.**



# FORM 1B

## Suicide Risk Assessment

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Location: \_\_\_\_\_ Completed By: \_\_\_\_\_

\*\*Some of the questions below should be used as a guide while assessing the student. Other questions you will ask the student directly. All questions with a (•) should be asked to all students. Questions with a (➤ in gray section) should be asked if the student answers yes to Question 2.

\*\*Complete Safety Plan with all students who complete an assessment.

Category	Assessment Questions	Yes	No
Ideation	<ul style="list-style-type: none"> <li>• <b>1. Have you wished you were dead or wished you could go to sleep and not wake up?</b> Does the student endorse thoughts about a wish to be dead or not alive anymore? (Communications may be verbal, non-verbal, electronic, written)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>• Do you feel hopeless or believe the world would be a better place without you?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
Thoughts	<ul style="list-style-type: none"> <li>• <b>2. Have you had any thoughts of killing/harming yourself? Others? Who?</b> _____</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>• When was the last time you had a thought about wanting to hurt and/or kill yourself? Others? _____</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>• If others, identify who _____</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>• What specific thoughts do you have when wanting to hurt and/or kill yourself or others?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>

**\*\*If YES to number 2, ask all questions in the MODERATE/HIGH RISK ASSESSMENT section (shaded area).**

**Take necessary action to ensure safety.**

**\*\*If NO to number 2, go directly to STRESSORS/HISTORY and PROTECTIVE FACTORS (on back of form) and ask questions with a • (ideation with no specific thoughts indicates LOW risk, it is still important to screen stressors, complete safety plan, and provide referrals).**

Category	MODERATE/HIGH RISK ASSESSMENT	Yes	No
Plan/Intent	<ul style="list-style-type: none"> <li>➤ <b>3. Are you currently thinking about how you might kill/harm yourself or others?</b></li> <li>➤ If YES, what would you do?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>➤ Do you have a plan to harm/kill yourself or others now?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>➤ When do you think you would hurt and/or kill yourself or others?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>➤ Where would you carry out your plan?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>➤ Have you ever attempted to hurt/kill yourself or others?</li> <li>➤ If YES, what have you used in the past to hurt and/or attempt to kill yourself or others? _____</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
		<p><b>(Previous attempts, repetitive self-injury may indicate MODERATE risk)</b></p> <ul style="list-style-type: none"> <li>➤ On a scale of 1-10 (1 being no intent, and 10 being high intent to completing plan) how likely are you to follow through with your plan?  (No intent) 1 2 3 4 5 6 7 8 9 10 (High intent)</li> </ul>	
Means	<ul style="list-style-type: none"> <li>➤ <b>4. What would you use to complete your plan?</b> _____ _____</li> </ul> <p><b>(YES to 1, 2 &amp; 3 with a specific plan, means, and victim indicate HIGH risk and possible Threat Assessment)</b></p>		



# FORM 1B

	➤ Do you have means/access to the items in your plan?	<input type="checkbox"/>	<input type="checkbox"/>
	➤ Do you have access to a gun or knife?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Category</b>	<b>Assessment Questions</b>	<b>Yes</b>	<b>No</b>
Stressors/ History	<ul style="list-style-type: none"> <li>Have you ever experienced a recent traumatic/stressful event (i.e. domestic violence, community violence, natural disaster)?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Have you experienced a recent death of a loved one or a significant loss (e.g. death of a family member, parent separation/divorce, relationship breakup)?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Have you been the target of bullying/harassment/discrimination?</li> <li>If YES, please describe:</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Have you been a victim of any type of violence or abuse? (If YES, may indicate need for a report to child protective services, or law enforcement)</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Have you ever cut and/or burned yourself? If so, how often, where and with what?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	On a scale of 1 to 10 (1 being as good as it ever has been, and 10 being as bad as it ever has been) how would you rate your life right now? (Good) 1 2 3 4 5 6 7 8 9 10 (Bad)		
	What is going on in your life that makes you feel that particular number (home, school, friends, family, relationships, traumas, etc.)?		
	<ul style="list-style-type: none"> <li>Are you currently experiencing any health concerns (headaches, stomach aches, illness, and physical pains)? If YES, what, when diagnosed?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Have you had any recent sleep disturbances? If YES, what kind of disturbance?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Do you have a history of mental illness (e.g. depression, conduct or anxiety disorder)?</li> <li>If YES, indicate diagnosis and date of onset:</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Are you currently receiving treatment or taking medication? If YES, please specify treatment and/or meds</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> <li>Have you used drugs/alcohol? If YES, what, when and how much?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>
	Where do you see yourself in 5 years? What are your plans for the future?		
Protective Factors	<b>Assessor: Does the student indicate a reason to live?</b>		
	<ul style="list-style-type: none"> <li>Do you feel like your life has a purpose?</li> <li>Do you have a support system of family/ friends at school and/or home? If yes, who?</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>





# FORM 2

## Student Safety Plan

**Student:**

**Date of Birth:**

**School:**

**Grade:**

**Date:**

**Completed by:**

**Position/Title:**

**As the student, you will complete this with support from school staff and agree to reach out when you need help. The goal is to protect you from hurting yourself or others.**

Warning Signs (thoughts, images, mood, situation, behaviors) that a crisis may be developing:

- 1.
- 2.
- 3.

Internal coping strategies: things I can do to take my mind off my problems without contacting another person (relaxation techniques, physical activities, writing music or poetry, include basic needs; food & sleep etc.)

- 1.
- 2.
- 3.

People and social settings that provide distractions and make me feel better:

- 1.
- 2.
- 3.

Supportive People at Home	Supportive People at School
1.	1.
2.	2.

**Things that give me HOPE / Things worth living for**

Professionals or agencies I can contact during a crisis:

1. Warm Line: (877) 910-WARM or (877) 910-9276
2. Crisis Text Line: Text "START" to 741-741 /Crisis Assessment Team (CAT) 1-866-830-6011
3. Suicide Prevention Lifeline: 1-800-273-TALK (8255) / Didi Hirsch 24-hour Crisis Line (877) 727-4747

The school team agrees to work together to support this student while at school.

Name	Title	Signature



# FORM 3

## Notification of Danger to Self or Others

I/We \_\_\_\_\_ the parent/guardian(s) of \_\_\_\_\_ agree that \_\_\_\_\_ School in IUSD has informed me about my child being a danger to himself/herself or danger to others.

I understand that by signing this form I am acknowledging that the school is notifying me regarding a serious matter involving my child's safety.

- Student displayed imminent danger to self or others and was placed on a psychiatric hold (CA Welfare & Institutions Code Section 5585 authorizes public officials to call for the crisis assessment team to evaluate student; financial responsibility rests with the parent/guardian(s).)
- Student presents as a danger to self (verbal expressions, behavior, affect). Parent/Guardian(s) is assuming responsibility for the student's safety. **Parent/Guardian(s) has been advised and agrees to immediately seek psychological/psychiatric intervention from a trained professional in the community.** Parent/Guardian(s) understands that financial responsibility for the costs associated with seeking psychological or psychiatric assistance rests with the parent/guardian(s).  
**Parent/Guardian Initials:** \_\_\_\_\_
- Student has expressed suicidal ideation and is potentially a threat to himself/herself or others. Parent/Guardian(s) is assuming responsibility for the student's safety. **Parent/Guardian(s) has been advised and agrees to immediately seek psychological/psychiatric intervention from a trained professional in the community.** Parent/Guardian(s) understands that financial responsibility for the costs associated with seeking psychological or psychiatric assistance rests with parent/guardian(s).  
**Parent/Guardian Initials:** \_\_\_\_\_
- Parent/Guardian(s) understands the importance of taking their student for psychiatric evaluation and agrees they will not leave the student unattended while the student is at risk. Parent/guardian(s) will call **911** if safety becomes a concern.
- Parent/Guardian(s) has been provided with suicide prevention information and local resources. If parent/guardian(s) believes their child needs to be assessed in the future, parent/guardian(s) may call the Centralized Assessment Team (CAT) (1-866-830-6011) or call 911. **Parent/Guardian Initials:** \_\_\_\_\_
- Parent/Guardian(s) understands that the School Site Team will have a re-entry meeting with me and my child.

Notes:

\_\_\_\_\_  
Parent/Legal Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Staff Signature/Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Staff Signature/Title

\_\_\_\_\_  
Date



# FORM 4A

## Student Re-Entry Guidelines

**Student:**

**Date of Birth:**

**School:**

**Grade:**

**Date:**

**Completed by:**

**Position/Title:**

In planning for the re-entry of a student who has been out of school for any length of time, including mental health hospitalization, or if the student will be transferring to a new school, the school site administrator/designee may consider any of the following action items:

<b>Returning Day</b>	<input type="checkbox"/> Have parent escort student on first day back. Develop a re-entry communication and safety plan in the event of future emergencies.
<b>Hospital Discharge Documents</b>	<input type="checkbox"/> Request discharge documents from hospital or Medical Clearance for Return to School from parent on first day back.
<b>Meeting with Parents</b>	<input type="checkbox"/> Engage parents, school support staff, teachers, and student, as appropriate in a Re-Entry Planning Meeting. Date:
	<input type="checkbox"/> Identify on-going mental health resources in school and/or in the community. Date:
	<input type="checkbox"/> Consider a referral to the Student Success Team (SST)/504 Plan/IEP for additional academic, behavioral and/or social-emotional supports on campus or assessment.
	<input type="checkbox"/> If the student is prescribed medication, monitor with parent consent.
	<input type="checkbox"/> Offer suggestions to parents regarding monitoring personal communication devices, including social networking sites, as needed.
	<input type="checkbox"/> Notify student's teachers, as appropriate. Date:
<b>Identify Supports and develop Safety Plan</b>	<input type="checkbox"/> Assist the student in identifying adults they trust and can go to for assistance at school and at home.
	<input type="checkbox"/> Include which staff the student feels most comfortable with and who will check in on the student while at school.
<b>Address Bullying, Harassment, Discrimination</b>	<input type="checkbox"/> As needed, ensure that any bullying, harassment, discrimination is being addressed.
<b>Release/Exchange of Information</b>	<input type="checkbox"/> Obtain consent by the parent to discuss student information with outside providers using the Authorization for Use and/or Disclosure of Medical and Educational Information.



# FORM 4A

**Manage and Monitor**

- Case management and monitoring – ensure the student is receiving and accessing the proper mental health and educational services needed.

The school team agrees to work together to support this student while at school.

Name	Title	Signature



# FORM 4B

**Student Re-Entry Meeting**  
**Action Plan**

**Student Name:**  
**Date of Birth:**  
**School:**

**Grade:**

**Date:**  
**Completed By:**  
**Position/Title:**

See Form 2

Task	Person Responsible	Date

**TEAM MEMBERS**

Name	Title	Signature



# FORM 4B

Notes:



# FORM 5

**Personal Staff Notes**  
**Suicide Assessment Documentation**  
**(For staff use only; keep in personal files)**

This form should be used to document the assessment team’s response and follow-up actions.

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Date of Birth:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Completed by:** \_\_\_\_\_  
**School:** \_\_\_\_\_ **Position/Title:** \_\_\_\_\_

**Date of assessment** \_\_\_\_\_ **Threat reported by** \_\_\_\_\_

**Date suicide assessment completed** \_\_\_\_\_

**Check actions taken:**

- \_\_\_\_\_ Consult with school mental health staff
- \_\_\_\_\_ School administrator notified
- \_\_\_\_\_ Parents notified
- \_\_\_\_\_ Outside therapist notified
- \_\_\_\_\_ CAT Team (if needed)
- \_\_\_\_\_ SRO/Police (if needed)
- \_\_\_\_\_ Case Carrier (if applicable)
- \_\_\_\_\_ Others: \_\_\_\_\_

Who was notified?	When?	By Whom?

**Parent Contact** (If contacting parent will put student at risk, contact DCFS)

Contact made: \_\_\_\_\_ Face-to-face: \_\_\_\_\_ Phone: \_\_\_\_\_

Describe reaction of parent/guardian(s) to threat:



# FORM 5

SUICIDE ASSESSMENT ACTION PLAN

**Other tasks:**

- Safety Plan signed by student
- Hotline numbers given to student
- Student Hospitalized

**Recommendations:**





**IRVINE UNIFIED  
SCHOOL DISTRICT**

# REPORTING FORMS

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# APPENDIX

2021/2022



**IRVINE UNIFIED  
SCHOOL DISTRICT**

*Irvine Unified School District*  
**SAFETY AND DAMAGE REPORT**

Date \_\_\_\_\_ Time \_\_\_\_\_ Filed By \_\_\_\_\_

SITE \_\_\_\_\_ BUILDING \_\_\_\_\_

General Condition of Building (circle one):

Severe Damage    Moderate Damage    Light Damage

Can building be reentered? (circle one)    YES    or    NO

STRUCTURAL DAMAGE	SEVERE	MODERATE	LIGHT
Doors	<i>Jammed</i>	<i>Some damage, but operable</i>	<i>Easy to open</i>
Glass (windows)	<i>Much broken glass</i>	<i>Cracks in glass</i>	<i>Mostly intact</i>
Ceiling (panels)	<i>Severe Damage</i>	<i>A few broken</i>	<i>Mostly intact</i>
Utilities	<i>Water line broken</i>	<i>Gas Odor</i>	<i>No visible damage</i>
Foundation	<i>Tilted/moved</i>	<i>Cracked</i>	<i>Intact</i>

NON STRUCT DAMAGE	SEVERE	MODERATE	LIGHT
Teachers' Desks	<i>Damaged</i>	<i>Overtured</i>	<i>Intact</i>
Students' Desks	<i>Damaged</i>	<i>Overtured</i>	<i>Intact</i>
Tables	<i>Damaged</i>	<i>Overtured</i>	<i>Intact</i>
Lights	<i>Fixtures Down</i>	<i>Don't Work</i>	<i>Work</i>
Chairs	<i>Damaged</i>	<i>Overtured</i>	<i>Intact</i>
File Cabinets	<i>Damaged</i>	<i>Overtured</i>	<i>Intact</i>
Bookcases	<i>Damaged</i>	<i>Overtured</i>	<i>Intact</i>

**General Comments:**  
(Safety/Damage)





Irvine Unified School District

**ACCOUNTABILITY FORM**

Please account for students and staff under your care, complete accountability form and submit to Command Post immediately.

Teacher Name/Grade/Room No: \_\_\_\_\_ Date: \_\_\_\_\_

Number of Students Enrolled: \_\_\_\_\_

Number of Students Absent: \_\_\_\_\_ Reported by: \_\_\_\_\_

Number of Students Present With You Now: \_\_\_\_\_

1. Names of students who are absent today:

Name

\_\_\_\_\_  
\_\_\_\_\_

2. Students or classroom volunteers present but not with you now (left in room, other location, etc.):

Name	Location	Problem/Other Information
------	----------	---------------------------

_____	_____	_____
_____	_____	_____

3. Other students who are with you but not assigned to your classroom:

Name	Teacher/Grade	Other Information
------	---------------	-------------------

_____	_____	_____
-------	-------	-------

4. Students with you needing more first aid than you can handle:

Name	Location	Problem
------	----------	---------

_____	_____	_____
_____	_____	_____

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

Rev. 2/17/12

# Student Release Form

To Be Taken By Runner

**1**

Check In - Completed by

Student Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher (if known): \_\_\_\_\_

Name of Person Picking up Student: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

**2**

Check In - Completed by Gate

Name on Release Form? (circle one)    Yes    No

Photo ID/Driver's License Checked  OR student will verify identify at release gate  \_\_\_\_\_

Emergency Form Checked by  
(Staff Name): \_\_\_\_\_

**3**

Student Supervision- Staff Completes

Student Status: \_\_\_\_\_ Sent with Runner \_\_\_\_\_ Absent

\_\_\_\_\_ First Aid \_\_\_\_\_ Missing

Other Notes:

**4**

Completed by Release Gate

Confirm person picking up student is the same as named in Section 1:     Yes

Photo ID checked or student confirmed identification of parent/guardian:     ID Checked

Student Verified

Checked by Release Gate Staff: \_\_\_\_\_  
Signature

**5**

Completed by Parent or Requester at Release Gate

Have the requesting adult sign for the student if possible.

Parent/Guardian/Care Giver Signature: \_\_\_\_\_

Destination/Phone: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Irvine Unified School District**  
**CAMPUS STATUS REPORT – COMMAND POST MESSAGE FORM (to District EOC)**

TO: \_\_\_\_\_ FROM: \_\_\_\_\_ LOCATION \_\_\_\_\_

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_ PERSON IN CHARGE \_\_\_\_\_

Message via: 2-way radio \_\_\_\_ AM/FM Radio \_\_\_\_ Phone \_\_\_\_ Messenger \_\_\_\_ FAX \_\_\_\_

**EMPLOYEE/STUDENT STATUS**

	Absent	Injured	Sent to Hospital	Dead	Missing	Unaccounted for (Away from Site)	Released to Adult	Being Supervised
Students								
Site Staff								
Others								

**STRUCTURAL DAMAGE** (Check damage/problem and indicate location(s))

<input checked="" type="checkbox"/>	DAMAGE/PROBLEM	LOCATION(S)
	Gas Leak	
	Water	
	Fire	
	Electrical	
	Communications	
	Heating/cooling	
	Other:	
	Other:	
	Other:	
	Other:	

**Message:**

- Include kind of immediate assistance required - can you hold out without assistance and for how long?
- Overall condition of campus, neighborhood and streets?
- Are there outside agencies on campus & what are their actions?
- Names of injured, missing and unaccounted for ASAP?
- DO NOT TRANSMIT THE NAMES OF THE DEAD OVER THE RADIO: these names should be sent by messenger or over the telephone when service is restored.





Irvine Unified School District

MESSAGE FORM

<b>Message From:</b>		<b>Day/Time Received:</b>			
<b>Message To:</b>		<b>Deliver To/Location:</b>			
<b>Subject:</b>					
<b>Message Received Via</b>	<b>Phone:</b>	<b>Radio:</b>	<b>Runner:</b>	<b>District:</b>	<b>Other:</b>
<b>Message:</b>					
<b>Reply:</b>					
<b>Deliver Reply To:</b>			<b>Reply From:</b>		

Irvine Unified School District

MESSAGE FORM

<b>Message From:</b>		<b>Day/Time Received:</b>			
<b>Message To:</b>		<b>Deliver To/Location:</b>			
<b>Subject:</b>					
<b>Message Received Via</b>	<b>Phone:</b>	<b>Radio:</b>	<b>Runner:</b>	<b>District:</b>	<b>Other:</b>
<b>Message:</b>					
<b>Reply:</b>					
<b>Deliver Reply To:</b>			<b>Reply From:</b>		





**IRVINE UNIFIED  
SCHOOL DISTRICT**