

*Cambridge Elementary
Comprehensive
Safe School Plan*



**TRAVIS UNIFIED SCHOOL DISTRICT
2017-2018**

The TUSD Governing Board will review this revision of the Safe School Plan on March 13, 2018.

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Safe School Plan 2017-18

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Comprehensive Safe School Plan School Information and Assurances Pages

County: **Solano**

School District: **Travis Unified School District**

School Site Name: **Cambridge Elementary School**

Address: **100 Cambridge Drive, Vacaville, CA 95687**

Telephone: **(707) 446-9494**

Principal's Name: **Susan Nader**

Names of committee members preparing the Safe School Plan (EC 32280, EC 35147):
Site Safety Committee and School Site Council

NAME	POSITION/ROLE
Susan Nader	Principal
Teacher Leadership Team	Teachers
School Site Council	Members and Alternates

As required by Education Code (EC) Section 35294.2, the school's Comprehensive Safe School Plan was reviewed and amended prior to March 1st of this school year.

A public meeting was held on January 23, 2018 at Cambridge Elementary School to allow public the opportunity to participate in the adoption of this Safe School Plan. (EC 35294.8) The agenda and the minutes of this school site public meeting in which the plan was adopted follow this page.

Pursuant to EC Section 32286, Cambridge Elementary School adopted its comprehensive Safe School Plan on February 21, 2017. As required by EC 32281, this date was prior to March 1st of the present school year.

A report of the status of the Safe School Plan will be included in the annual School Accountability Report Card. (EC 32286).

(Signature of Site Safety Committee
Chairperson – Eleanor Rodriguez)

(Signature of Site Principal – Susan Nader)

COMPREHENSIVE SAFE SCHOOL PLAN

Mission Statement: Cambridge Elementary School is committed to a positive learning environment that fosters...

- ❖ **Academic excellence for all students**
- ❖ **Respect for self and others**
- ❖ **Safe and responsible behavior**

.....creating students who have skills, knowledge, values and the ability to reach their full potential.

School Profile:

Cambridge Elementary School is located in Vacaville between San Francisco and Sacramento in northern Solano County. The town was incorporated in 1892 and comprises of 27 square miles with a beautiful setting bordered by rolling hillsides, fruit orchards and fertile farmland. A diverse population of 100,000 residents call Vacaville home, and they have helped to transform the community from a small agricultural town into a thriving and progressive city. While Vacaville has experienced rapid growth, our community remains a “small town at heart,” where residents take pride in their high level of community involvement.

Cambridge Elementary School is located at 100 Cambridge Drive and is one of five elementary schools in Travis Unified School District. The district also includes a middle school, high school, community day school, and an education center. At Cambridge we are committed to a high level of student achievement and parent involvement. During the 2017-18 school year, Cambridge Elementary School had 555 students enrolled in transitional kindergarten to sixth grade.

COMPREHENSIVE SCHOOL SAFETY PLAN

I. Assessment of school crime committed on the school campus and at school-related activities. (EC 32282)

Data Sources:

- ❖ Average Daily Attendance/Truancy Rate
- ❖ Discipline data including Suspension & Expulsion data (UMIRS report from consolidated application) and office referrals
- ❖ Smarter Balance Assessment Scores (CAASPP)
- ❖ Police reports, juvenile crime statistics (i.e. arrests on campus)
- ❖ Vandalism repair orders, accident reports, insurance claims
- ❖ WASC Review/if any safety issues were noted
- ❖ Coordinated Program Monitoring—if safety issues noted
- ❖ Student/Staff Parent Surveys
- ❖ Williams Complaints—if safety issues noted

Assessment of school crime:

- The total number of suspension for 2016-17 were eleven. Thus far there have been five suspensions for the 2017-18 school year.
- Attendance averages are generally greater than 93%. For the current school year (8/23/17 through 1/22/2018) average attendance is at 90% or better.
- Discipline data, office referrals and feedback from students, parents, and staff indicate that bullying has declined in the last year, but is still an area that we proactively work on with the goal of continuous improvement.
- Results from California Healthy Kid's Survey 2016-17 for 5th graders

School Connectedness rated high	62%
Caring adult relationships rated high	54%
School perceived as safe or very safe	77%
Experienced any harassment or bullying	53%
Current alcohol or drug use	20%

COMPREHENSIVE SAFE SCHOOL PLAN

II. School Safety

Identify strategies and programs that provide or maintain a high level of school safety, such as the following (ED35294.21)

Strategies:

- ❖ Second Step Anti-Bullying Curriculum
- ❖ Positive Behavior Interventions and Supports program
- ❖ BEST positive behavior program
- ❖ No Excuses University Program
- ❖ Law enforcement support
- ❖ Vacaville PD Safety Response Protocol (I Luv U Guys) training: staff, parents & students
- ❖ School wide positive behavior incentives/events
- ❖ Community/parent partnerships
- ❖ Truancy identification and referral to SARB
- ❖ Social Worker services (one on one, social skills groups and other groups)
- ❖ Student Support Specialist
- ❖ Proactive recess activities
- ❖ Safe Routes to School
- ❖ Non-Crisis Intervention training
- ❖ Weekly & monthly safety inspections of buildings, grounds, and playgrounds performed by Lead Custodian

Our School's Strategy:

We have implemented The Second Step anti-bullying curriculum as well as the No Excuses University, Positive Behavioral Interventions and Supports Programs. All teachers are instructing their students with the Second Step program weekly. All staff members are involved in promoting positive behavior through modeling and rewarding good behavior. Teachers incorporate positive behavior expectations into instruction within the classroom. We are preparing all students to have the option to attend college by promoting college and the philosophy of not accepting excuses. The administration also supports this program with school wide incentives and events. We have three school rules: be safe, be respectful, & be responsible. These rules are posted all over the school and practiced daily. We have continued to work closely with Vacaville Police Department to implement the "I Luv U Guys" safety response curriculum. Every classroom has a comprehensive emergency bucket for drills and

emergency use. Safety at our school is additionally supported by student counseling services through our social worker, psychologist and support from our Student Support Specialist. This is a new position at Cambridge that has been effective in decreasing misbehaviors and increasing the time spent on learning. Our Student Support Specialist checks in regularly with many students, as well as assisting them in resolving their conflicts in a peaceful manner. He also organizes activities for the students to participate in during recess time.

We have a zero tolerance policy for bullying at our school. All adults actively enforce this. Teachers reinforce anti-bullying practices through the Second Step Curriculum, and class meetings. The administration immediately addresses issues of bullying with parents and students. Strict consequences are given for any bullying behavior that occurs. The BEST practices reinforce an anti-bullying climate. Our social worker is also reinforcing our anti-bullying program through small group counseling sessions and one on one counseling. The student council supports the anti-bullying school environment too. Ensuring and maintaining an anti-bullying environment is a continuous process that everyone is committed to supporting at Cambridge.

The district participates in the State School Deferred Maintenance Program (ECI759), which provides matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

STUDENT RESPONSIBILITIES

1. Respect the rights of other students.
2. Attend school regularly and punctually.
3. Come prepared for class. Bring books, pencils, homework.
4. Respect school property, materials, & equipment.
5. Obey the rules and regulations of the classroom and school.
6. Respect all school staff and recognize their authority.
7. Follow all school and district rules.

PARENT RESPONSIBILITIES

1. Support the rules and regulations of the school.
2. Insure that the student attends school regularly and punctually.
3. Send the student to school prepared for work with books, pencil, and completed homework.
4. Provide a home environment that encourages respect for school, learning, & homework.
5. Provide a healthy environment, adequate nutrition, rest, and ensure that the student attends school in appropriate and safe clothing in accordance with the dress code.
6. Work as a team with the teacher and principal.
7. Attend parent/teacher conferences.

TEACHER RESPONSIBILITIES

1. Be in the classroom on time, ready to receive students with a well-prepared lesson.
2. Inform students of school and classroom rules and regulations.
3. Require students to follow these rules and regulations.
4. Assume responsibility for all students of the school – not just those of their classroom.
5. Inform parents regarding their child’s behavior and encourage open communication.
6. Maintain an atmosphere of mutual respect where life-long learning can take place.

ADMINISTRATOR’S RESPONSIBILITIES

1. Enforce Board adopted policies, rules, and regulations.
2. Formulate and enforce school rules and regulations.
3. Support staff, students, and parents in the enforcement of school rules and regulations.
4. Involve parents in student disciplinary problems when appropriate.
5. Encourage “parents as partners” involvement in promoting student learning.
6. Provide a safe environment with continuous learning opportunities.

COMPREHENSIVE SAFE SCHOOL PLAN

III. Child Abuse

Required Components: Procedures for Reporting Child Abuse

(Excerpt from 2017.18 Staff Handbook)

1. As a school employee, you are a Mandated Child Abuse Reporter. By law you must report any suspected child abuse by following these steps.
2. Telephone Report: Must be made as soon as possible upon suspicion of a child abuse incident. Call 1-800-544-8696.
3. Written Report: Within 36 hours of making the telephone report, you must complete the “Suspected Child Abuse Report 11166” and mail it to :
Adult and Children’s Services
275 Beck Ave.
Fairfield, CA 94533 or FAX to 800-544-8371
4. More information and forms are available in the office.
5. Staff should also inform site administrator of any incidents reported to CPS or other law enforcement

Please see the included documents:

- CPS pamphlet that is available in our front office for staff
- Suspected Child Abuse Reporting Form

For more information you may reference the following:

- PC 11164 et seq
- BP AR 5141.4 Child Abuse Prevention and Reporting

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A.	REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY		
		REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	
		REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO		
B.	REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY				
		<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)			ADDRESS		DATE/TIME OF PHONE CALL	
		Street	City	Zip	TELEPHONE ()			
C.	VICTIM	One report per victim		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
		ADDRESS			Street	City	Zip	TELEPHONE ()
		PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	GRADE
		<input type="checkbox"/> PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME		
		<input type="checkbox"/> IN FOSTER CARE?	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE				TYPE OF ABUSE (CHECK ONE OR MORE)	
		<input type="checkbox"/> YES	<input type="checkbox"/> DAY CARE	<input type="checkbox"/> CHILD CARE CENTER	<input type="checkbox"/> FOSTER FAMILY HOME	<input type="checkbox"/> FAMILY FRIEND	<input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT	
		<input type="checkbox"/> NO	<input type="checkbox"/> GROUP HOME OR INSTITUTION		<input type="checkbox"/> RELATIVE'S HOME		<input type="checkbox"/> OTHER (SPECIFY)	
		RELATIONSHIP TO SUSPECT			PHOTOS TAKEN?		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK	
D.	INVOLVED PARTIES	VICTIM'S SIBLINGS		VICTIM'S PARENTS/GUARDIANS		SUSPECT		
		1	NAME	BIRTHDATE	SEX	ETHNICITY	3	
		2	NAME	BIRTHDATE	SEX	ETHNICITY	4	
		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
		ADDRESS			Street	City	Zip	HOME PHONE ()
					BUSINESS PHONE ()			
		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
		ADDRESS			Street	City	Zip	HOME PHONE ()
					BUSINESS PHONE ()			
		SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS			Street	City	Zip	TELEPHONE ()	
E.	INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/>						IF MULTIPLE VICTIMS, INDICATE NUMBER: _____
		DATE / TIME OF INCIDENT			PLACE OF INCIDENT			
		NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)						

Sample

SS 8572 (Rev 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded
WHITE COPY-Police or Sheriff's Department, BLUE COPY-County Welfare or Probation Department, GREEN COPY-District Attorney's Office, YELLOW COPY-Reporting Party

Disaster Procedures—

- ❖ Fire Drill Form
 - Emergency Response Binder
 - Initial Response to Emergencies—Evacuation
 - Incident Command Chain—district
 - Incident Command Chain--Site
 - Incident Response Committees
 - Checklists for Incident Response Committees
 - Forms
 - Emergency Telephone Numbers
 - Site Phone Tree
 - Community Emergency Numbers
 - School Maps with NIMS Designations
 - EC 32001 Fire Warning Systems; Sounding Alarm; Fire Drills
 - BP AR 3516 Disaster Plan
 - BP AR 1330 Use of School Facilities
 - AR 3516.1 Fire Drills and Fires
 - AR 3516.2 Bomb Threat
 - BP 3516.5 Emergency Schedules
 - AR 3516.3 Earthquake Emergency Procedure System
 - BP 3516.5 Emergency Schedules
 - BP AR 3543 Transportation Safety and Emergencies

Emergency/Disaster Drills

Cambridge Elementary School

2017-2018 School Year

Date of Drill	Type of Drill	Comments
9/5/17	Fire/Evacuation	Went well.
10/19/17	Earthquake drill	Went smooth, everyone followed the correct protocol.
11/10/17	Fire/Evacuation	Went well, was successful
12/8/17	Lockdown/Intruder	Went well, protocol was followed.
1/8/18	Fire drill	Excellent drill.
2/15/18	Lockout,Secure the perimeter	
3/19/18	Earthquake/Evacuation	
4/13/18	Fire/Evacuation	
5/18/18	Lockdown/Intruder	

Types Drills:

Fire Drill

Lock Out

Lock Down

Earthquake/Explosion

Submitted by: Susan Nader
(Administrator Signature)

TRAVIS UNIFIED SCHOOL DISTRICT

EMERGENCY PREPAREDNESS INFORMATION

This document is of **EXTREME** importance. It contains specific instructions in the event of real or potential emergency. Review the contents and keep this manual in view for **INSTANT** access and review.

FOR IMMEDIATE HELP WITH LIFE OR DEATH SITUATIONS:

CALL EXTENSION #5100 or 911 from a land-line phone

Office #

Note: If using school phones, you must dial 9 and wait for a dial tone before making call.

YOU ARE AT: PHONE # 707- 446-9494

ADDRESS: 100 Cambridge Drive, Vacaville, CA 95687

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EMERGENCY RESPONSE TEAM MEMBERS

Principal:	Incident Commander (IC)
ERT Leader:	Direct ERT, Teacher in Charge, rumor control, communication.
Building & Safety:	Gas, electrical, water shut off, building and safety and inspection, direct emergency vehicles.
Search & Rescue:	Search and rescue for trapped, missing or injured individuals.
Accountability:	Maintains list of missing and extra students/adults: Oversees orderly checkout post, crowd control.
Check Out Post:	Maintain student emergency cards, daily sign-out sheets, visitors log. Verify student release and maintains sign out log.
First Aid/Triage:	Maintain portable first aid kit, set up aid station, keep list of injured and those transported to medical facility.
Student/Staff Safe Rooms:	Stress Debriefing areas, observation areas.
Parent Liaison:	Meet and direct parents, provide information and crowd control.
Public Information Officer:	Coordinate with IC to release incident information in a timely manner.

EMERGENCY RESPONSE TEAM RESPONSIBILITIES

TUSD EMERGENCY RESPONSE PROCEDURES

Active Shooter: Sounds of gunfire. Announcement may be made over intercom.

- Try to remain calm, listen to ascertain if active shooter is within your vicinity, and determine whether to Run, Hide, or Fight.
 - Run: If there is an escape path, attempt to evacuate yourself and students. Leave your personal belongings behind.
 - Hide: If evacuation is not possible, hide. Lock and/or blockade the door. Close the blinds. Silence your cell phone and direct your students to do as well. Hide behind large objects. Remain very quiet.
 - Fight: As a last resort, and only if you and your students' lives are in danger, attempt to incapacitate the shooter. Act with physical aggression. Improvise weapons.
 - When law enforcement arrives:
 - Remain calm and follow instructions.
 - Keep your hands visible at all times.
 - Avoid pointing or yelling.
 - Know that help for the injured is on its way.
- Air Pollution/Chemical Release:** Announcement will be made over intercom.
- Staff will be notified to discontinue all athletic activity on campus.
 - Call parents and dismiss students who are susceptible to respiratory problems.
 - Turn off air intake systems
 - Follow shelter-in-place instructions (such as close doors/windows), if applicable.

Bomb Threat: Fire alarm will signal evacuation, *if evacuation is indicated.*

Receiving Threats:

- Phone: keep caller on line, gather info relocation, timing of the bomb, person(s) responsible. Note gender, age, voice features, background noises.
- Mailed/Written: handle letter, note or package as little as possible.
- Electronic (e-mail, text): do not delete message.

Response Protocol:

- Call 911 immediately.
- Promptly report threat or suspicious package to Administrator.
- Place written threat into envelope, note where & by whom it was found.
- Turn off 2-way radio equipment located in threatened building.
- Public safety officials or school staff may conduct bomb search.
- School staff shall not handle any explosive or incendiary device.
- If evacuated, do not reenter threatened building until cleared 100%.

Civil Disturbance on Campus: Announcement will be made over intercom.

Such an event would most likely occur if a large number of students caused a disturbance and refused efforts of administrators and teaching staff to maintain order. The following will take place:

- A civil disturbance situation will be announced.
- Police will be contacted.
- Move disturbance to an isolated area, if possible. The administration will meet with concerned parties.
- Daily instruction will continue. Staff should attempt to persuade all uninvolved students to go to class. Teachers who have students in class will keep them until further notice.

Earthquake: Ground will start shaking. For drills: announcement will be made over intercom.

- Implement "Duck, Cover and Hold" (students and staff should take protective positions under desks or tables away from and with backs to windows).
- Fire alarm will sound if students need to be evacuated (see fire procedures).
- Students may return to class only when given the "All Clear" signal.

Evacuation/Fire: Fire alarm will signal. Specific information may be relayed by intercom, if applicable.

- Fire alarm will signal evacuation unless inoperable. A bullhorn or messenger will be used if the alarm is not functioning.
- Teachers will direct students to the evacuation area(s). Teachers will be the last person out of the room and will bring their roll books.
- Students: bring phones; line up by class (according to evacuation map) in a straight line during the entire emergency.
- Teachers are to take attendance quickly and return to the front of the line to account for missing students. Implement colored card coding system once attendance is taken.
 - Green Status Card: Everyone is ok and accounted for.
 - Red Status Card: Missing or extra student(s). Report missing students to administration.
 - Red Cross on White Status Card: Medical Attention Needed.
- Return to class only when given the "All Clear" signal.
- Students are not to be released unless instructed to do so by administration. Parent staging area should be established and communicated.



Lockdown (Locks, Lights, Out of Sight)

Announcement – "Lockdown" will be made over the intercom

- Lock perimeter doors, close and lock all windows, draw blinds, and turn off lights.
- Move away from sight.
- Do not open door.
- Maintain silence; silence cell phones that are on person.
- Take attendance.
- Listen for further instructions.

If students are outside:

- Direct students into any available classroom/indoor location.
- If students scatter and run, let them go.

Lockout : Secure the Perimeter)

Announcement --'Lockout'-will be made over the intercom

- Bring everyone indoors.
- Lock perimeter doors.
- Increase situational awareness.
- Keep all students/staff in classroom.
- Staff can continue to teach/work in locked classrooms/offices.
- Take attendance.
- Contact school office staff or students need to use restroom. Administrator will confirm with police if it is safe to do so, prior to authorizing temporary release from class.

Severe Windstorm/Tornado: Announcement will be made over the intercom including words "SEVERE WINDSTORM" or "TORNADO WARNING"

- All students remain in classrooms. If students are outside, they should report to class. If this emergency occurs at lunch, all students will go to open rooms (multiuse room, gymnasium).
- Teachers should shut all blinds and drapes. Do not close windows all the way.
- Students should stay away from windows and should turn their backs to them.
- Refrain from touching any downed electrical wires.

Threat of Explosion/Gas Leaks/Aircraft Accident: Announcement will be made over the intercom.

- A Duck and Cover Command will be issued, or evacuation will be ordered with the fire alarm, depending on the situation.
- In the event of gas leak, teachers will be instructed to close all windows and to wait for further instructions.

Emergency Telephone Numbers

From an outside line CALL 911

Stay calm*Speak your emergency*Give name/address*Allow dispatcher to direct conversation*Stay on phone

Fairfield

Emergency911
Cell: (707) 428-7373
Sheriff/Fire... (707) 421-7090

Vacaville

Emergency 911
Cell: (707) 421-6622
Sheriff/Fire: (707) 421-7090

Travis AFB

Emergency: (707) 424-4911
Cell: (707) 424-4911

Non-Emergency

Police/Fire : (707) 428-7300
Sheriff/Fire: (707)784-7030

Non-Emergency

Police/Fire: (707)421-7373
Sheriff/Fire: (707)784-7030

Non-Emergency

Military Police Desk : (707) 424-2800
(707) 424-2227
Sheriff/Fire: (707)784-7030

Poison Control..... (800) 876-4766
Gas/Power Failure (800) 743-5000
Red Cross . . . (707) 429-3131

Travis Unified School District Main Number- (707) 437-4604

Tune into Radio Frequencies for emergency broadcasts:

KUIC 95.3 FM
KCRAChannel 3

It is the teacher's responsibility to ensure the safety procedures are followed. Teachers are required to keep accurate lists of students. Teachers are responsible for the safety of their students. Teachers shall refer to site emergency evacuation plan for designated evacuation locations.



STANDARD™ RESPONSE PROTOCOL

STUDENT SAFETY

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

SRP

Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions. Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

LOCKOUT - "Secure the Perimeter"

LOCKDOWN - "Locks, Lights, Out of Sight"

EVACUATE - "To the Announced Location"

SHELTER - "For a Hazard Using a Safety Strategy"

TRAINING

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year. More information can be found at <http://iloveguys.org>

LOCKOUT SECURE THE PERIMETER

Lockout is called when there is a threat or hazard outside of the school building.

STUDENTS:

- Return to inside of building
- Do business as usual

TEACHERS

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students



LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building.

STUDENTS:

- Move away from sight
- Maintain silence

TEACHERS:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students



EVACUATE TO A LOCATION

Evacuate is called to move students and staff from one location to another.

STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

TEACHERS:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students



SHELTER FOR A HAZARD USING SAFETY STRATEGY

Shelter is called when the need for personal protection is necessary.

SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students



TRAVIS UNIFIED SCHOOL DISTRICT

Transportation Department

TRANSPORTATION SAFETY PLAN

Education Code 39831.3 requires the County Superintendent of Schools, the Superintendent of a School District, or the owner or operator of a private school that provides transportation to or from a school or school activity to develop a "transportation safety plan" for school personnel to follow to ensure the safe transport of pupils. This plan is current as required. A copy of this plan is available by each school subject to the plan, and made available upon request to an officer of the California Highway Patrol. Our Transportation Plan is as follows:

1. Determining if pupils require escort across the roadway.

School Bus Drivers in the Travis Unified School District shall escort all students who must cross the street on which the bus is stopped for the purpose of loading and unloading students where a traffic officer or official traffic signal does not control traffic. Travis Unified School District school bus drivers shall determine daily, at each bus stop, who requires an escort. The driver will verbally question all bus riders, at each bus stop daily, who crosses the street at the specific bus stop.

2. Procedures for all pupils in pre-kindergarten, kindergarten, and grades 1-8 inclusive, to follow as they board and exit the appropriate school bus at each pupil's school bus stop.

The school bus driver will monitor pupils as they exit and board at each school bus stop and trip destination to ensure the pupil is boarding the appropriate school bus and exiting at the appropriate bus stop.

3. Boarding and exiting a school bus at a school or other trip destination.

The school bus driver along with assigned school site staff will monitor pupils exiting the school bus before school and will monitor pupils boarding the school bus after school to ensure an orderly and safe process. The school bus driver will have the same responsibility on activity trips.

*The Travis Unified School District, Transportation Department, has prepared procedures for boarding and exiting of students at school bus stops. These procedures are included in the **School Bus Safety Rules/Information**, which is provided to all students when they sign up for bus service, and are available at all school sites.*

Education Code 39831.5 (a) requires that all pupils in pre-kindergarten, kindergarten, and grades 1 through 12 inclusive, in public or private school who are transported in a school bus or school pupil activity bus shall receive instruction in school bus emergency procedures and passenger safety.

The County Superintendent of Schools, Superintendent of the School District, or owner / operator of a private school, as applicable, shall ensure that the instruction is provided as follows:

1. Upon registration, the parents or guardians of all pupils not previously transported in a school bus or school pupil activity bus and who are in prekindergarten, kindergarten, and grades 1-6 inclusive, shall be provided with written information on school bus safety. The information shall include, but not be limited to, all of the following:

A list of school bus stops near each pupil's home

General rules of conduct at school bus loading zones

Red light crossing instructions

School bus danger zone area

Walking to and from school bus stops

*The Travis Unified School District, Transportation Department, has prepared procedures, to insure passenger safety. These procedures are in the **School Bus Safety Rules/Information**, given to*

all students / guardians when they sign up for bus service, and available at all school sites.

2. At least once in each school year, all pupils in pre-kindergarten, kindergarten, and grades 1 to 8 inclusive, who receive home to school transportation shall receive safety instruction which includes, but is not limited to, proper loading and unloading procedures, including escorting by the driver, how to safely cross the street, how to use the passenger restraint systems, proper passenger conduct, bus evacuation, and location of emergency equipment. Instruction may also include responsibilities of passengers seated next to an emergency exit. As part of the instruction, pupils shall evacuate the school bus through emergency exit doors.

The Travis Unified School District, Transportation Department, provides safety instruction and physical bus evacuation drills one per school year for pre-kindergarten through 8th grade students. Appropriate documentation is completed and kept on file with the Transportation Department for one year from the date of instruction and is available for inspection by the California Highway Patrol.

3. Instruction on the use of passenger restraint systems, when a passenger restraint system is installed, shall include, but not be limited to, all of the following:

Proper fastening and release of the passenger restraint system

Acceptable placement of passenger restraint systems on pupils

Times at which the passenger restraint systems should be fastened and released

Acceptable placement of the passenger restraint systems when not in use

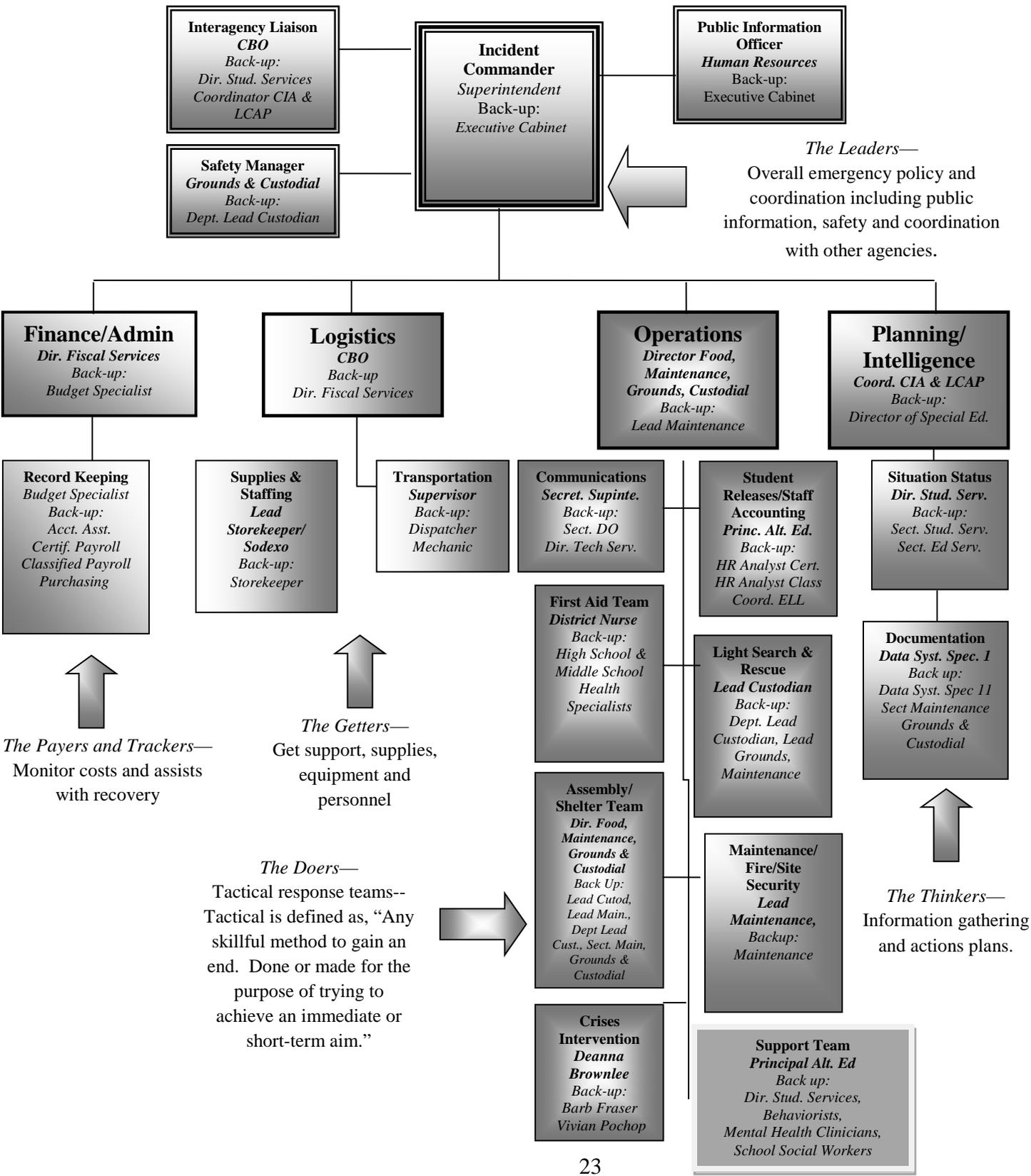
4. Prior to departure on a school activity trip, all pupils riding on a school bus or school pupil activity bus shall receive safety instruction which includes, but is not limited to, the location of emergency exits and the location and use of emergency equipment. Instruction also may include responsibilities of passengers seated next to an emergency exit.

Travis Unified School District bus riders shall, prior to the departure of all activity bus trips, receive safety instruction on the location of all emergency exits and location of all emergency equipment.

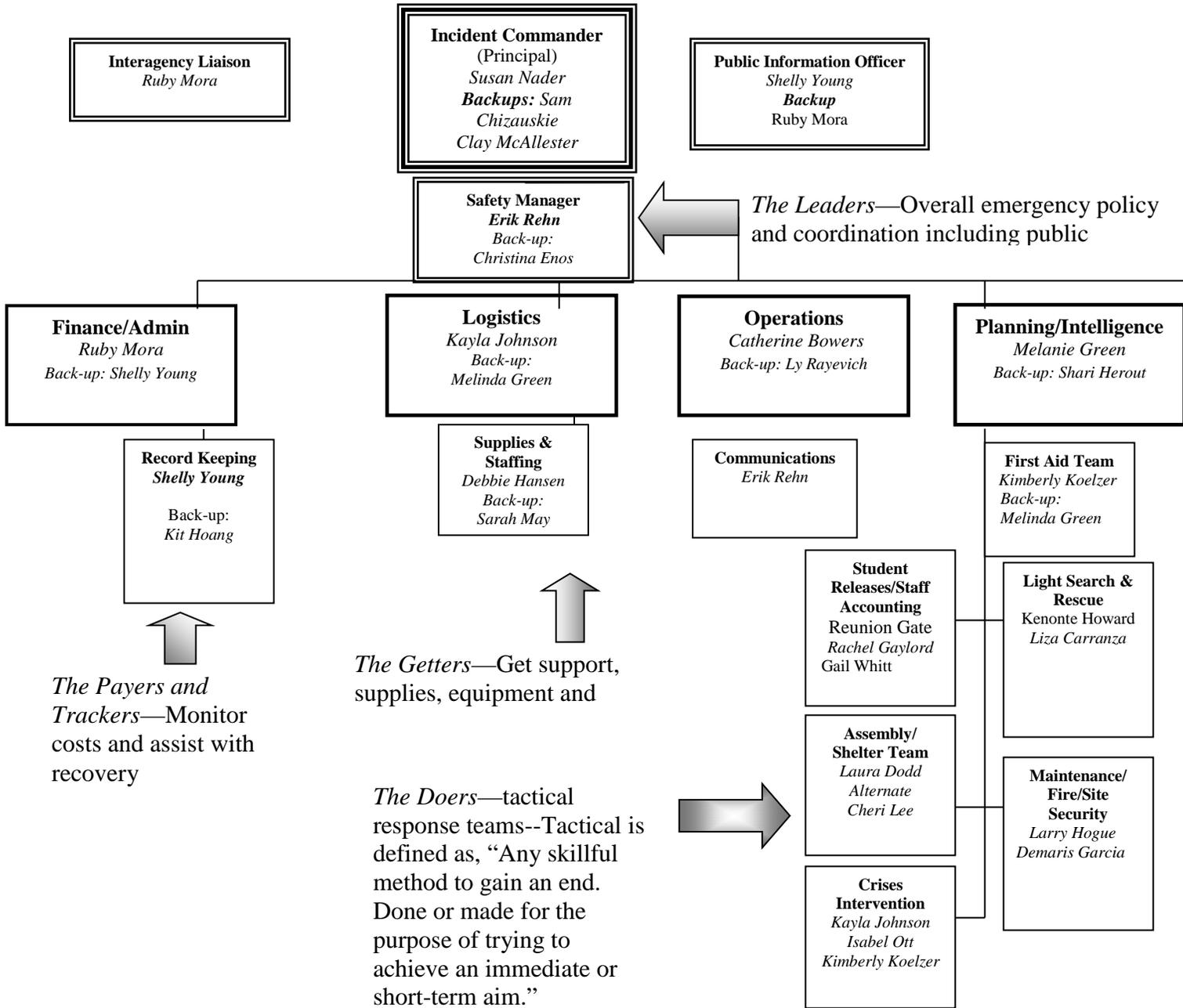
This process is documented on the Field Trip Request Form, by the bus driver giving the instruction and kept on file in the Transportation Department for one year from the date of the trip.

This document is to be kept on file at each Travis Unified School Site and shown upon request to an inspector of the California Highway Patrol.

EMERGENCY MANAGEMENT/INCIDENT COMMAND ORGANIZATION CHART 2017-2018



CAMBRIDGE ELEMENTARY SITE INCIDENT COMMAND - 2016/17



Community Emergency Numbers:

Vacaville Police Department 707-449-5200

Vacaville Fire Department 707-449-5200

Fairfield Police Department 707-428-7300

TUSD District Office 707-437-4604

Poison Control 1-800-222-1222

Media: The Reporter (Vacaville) 707-448-6401
Daily Republic (Fairfield) 707-427-6962

Judy Riley 707-446-9494
Kathryn Carter-Stewart 707-446-9494
Cheri Lee 707-446-9494
Gail Whitt 707-446-9494

Yes / MSG _____
Yes / MSG _____
Yes / MSG _____
Yes / MSG _____

Larry Hogue 707-446-9494
Liza Carranza 707-446-9494
Penny Stockholm 707-446-9494
Demaris Garcia 707-446-9494
Melinda Green 707-446-9494

Yes / MSG _____
Yes / MSG _____
Yes / MSG _____
Yes / MSG _____
Yes / MSG _____

Debbie Hansen 707-446-9494
Nancy Emmons 707-446-9494
Lorena Masis 707-446-9494
Rachel Gaylord 707-446-9494
Kristina Geddert 707-446-9494
Shari Hendrix 707-446-9494

Yes / MSG _____
Yes / MSG _____

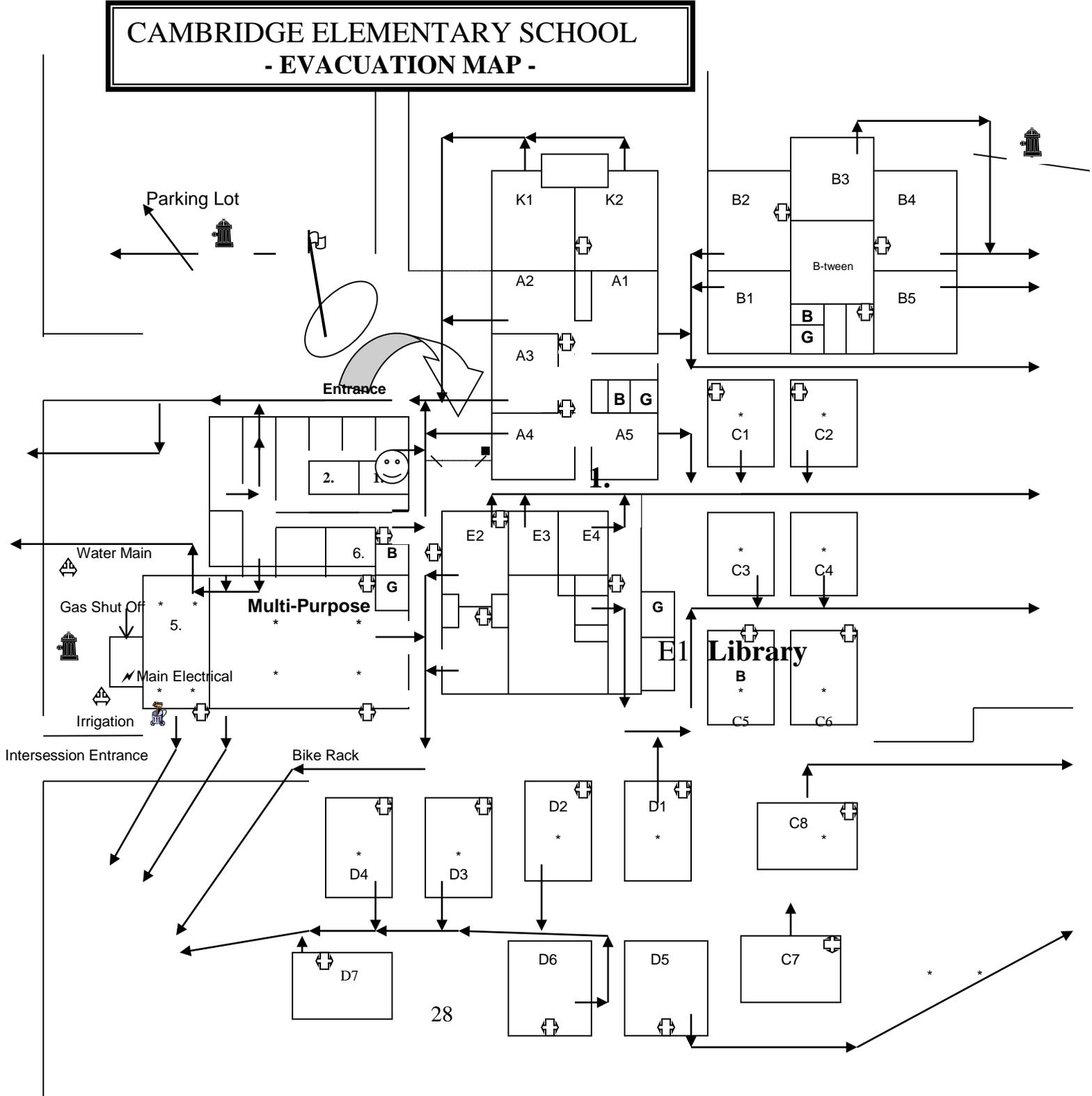
Paul Kruckewitt 707-446-9494
Kenonte Howard 707-446-9494
Erik Rehn 707-446-9494
Isabel Ott 707-446-9494

Yes/MSG _____
Yes/MSG _____
Yes/MSG _____
Yes/MSG _____

CAMBRIDGE ELEMENTARY SCHOOL - EVACUATION MAP -

- 1. Office
 - 2. Health Tech Office
 - E3. PTA
 - E4. Speech
 - 5. Cafeteria
 - 6. Conference Room
- B = Boys
G = Girls
- * Smoke Detectors
- ☒ Fire Extinguishers
- Knox Box
- 🚒 Emergency Cart

😊 You are here!



Addendum

Incident Command Roles and Responsibilities

Teacher Responsibilities

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

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

Teacher Responsibilities: Student Care

Responsibilities:

The staff needs to speak with one voice. Only the Public Information Officer will release information to parents or the general public.

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

Personnel:

All teachers and substitute teachers

Assembly Location

Inside: Multi-Purpose Room (if not a lock down or shelter-in-place situation)
Outside: *grassy area in the adjacent park*

Equipment / Supplies

- Class lists
- Supplies Student Information Sheets or Emergency Cards
- First Aid kit and classroom kit (if available)
- Forms:
 - Student Accounting Form
 - Notice of First Aid Care
- Clipboard
- Pen or pencil

TEACHERS WITH CLASSES:

1. Lead students through proper drop drill if appropriate.
2. Ascertain the extent of any injuries. Tape the **PINK “NEED HELP”** sheet on the outside of the door if any injured must be left in the classroom. Tape the **YELLOW “I’M OKAY”** sheet on the outside of the door if the classroom is clear.
3. Evacuate classroom in a calm, orderly manner.
4. Escort class to the assembly area and take roll call.
5. Complete an Accountability Report sheet for your class—designate a reliable student as your runner and send the report to the CP with the runner--include students/staff needing mental health counseling.
6. Supervise and reassure your students throughout the emergency.
7. **Keep all of your students with you for student location/reunion purposes.**
8. Involve your students in activities that will keep them busy and maintain order.

TEACHERS WITHOUT CLASSES:

Immediately report to the Logistics Officer *Rachel Gaylord* at the Command Post and assist as directed.

INSTRUCTIONAL ASSISTANTS:

Report to the Logistics Officer , *Rachel Gaylord*, at the Command Post and assist as directed.

GENERAL RESPONSIBILITIES:

1. If a disaster were to strike during school hours, our primary responsibility is to ensure the safety and security of our students first, and each other second. We can expect student flight and panic to some degree, however, **most students will look to us for their safety and proper actions in a disaster**. As staff and professionals, we must set the example of calm and fight the “flight” urge.
2. Due to the fact that most of us have our own families and our concern for them will be great, once we have established control here, we will initiate a relief system. This system will allow certain employees to leave, unite with their loved ones, take care of things, and then return (**if requested**) to relieve others to do the same until all of our students have been united with their families.

Management

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

Management School Principal-Administrator

- Responsibilities:** The Incident Commander (IC) is solely responsible for emergency/disaster operations and shall remain at the Command Post (CP) to observe and direct all operations.
Act as Safety Officer to make sure that the safety of students and staff and others on the site is the highest priority.
 If appropriate to the situation a qualified available person may be assigned.
Lead by example: your behavior sets tone for staff and students.
NOTE: The positions of Information Officer, Liaison Officer, and Safety Officer can also be performed by the IC/EOC Director.
- Personnel:** The Incident Commander at the school site is most obviously the principal, but in his/her absence, it could be the teachers in charge (Mr. Rehn). The EOC Director at the district is likely to be the superintendent or another high-ranking official; however, the job could be done by any trained administrator designated in the chain of command.
- Team Assembly Location** Inside: School Office
Outside: grassy area at adjacent park
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.
- Start-up Actions:**
- Obtain your personal safety equipment; i.e., hard hat, vest, clipboard (with job description sheet).
 - Assess type and scope of emergency.
 - Determine threat to human life and structures.
 - Implement emergency/disaster plan and hazard specific procedures.
 - Develop and communicate an incident action plan with objectives and a time frame to meet those objectives.
 - Activate functions (assign positions) as needed.
 - Fill in "Incident Assignments" form
 - Appoint a backup or alternate IC
- Operational Duties** Continue to monitor and assess total school situation:
- View site map periodically for Search & Rescue progress and damage assessment information.
 - Check with chiefs for periodic updates.
 - Reassign personnel as needed.
- Report (through Communications) to school district on status of students, staff, campus as needed. (Site Status Report)
Develop and communicate revised incident action plans as needed.
Begin student release when appropriate.
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 of Schools, except individuals on request of parent/guardian.
Authorize release of information.
Utilize your back up; plan and take regular breaks, 5-10 minutes/hour, relocate away from the CP.
Plan regular breaks for all staff and volunteers. Take care of your caregivers!
Release teachers as appropriate per district guidelines. By law, during a disaster, teachers become "disaster workers."
Remain on and in charge of your campus until redirected or released by the Superintendent of Schools.
- Closing Down:** Authorize deactivation of sections, branches, or units when they are no longer required.
At the direction of the Superintendent of Schools, deactivate the entire emergency

response. If the Fire Department or other outside agency calls an “All Clear,” contact the district before taking any further action.

Ensure that any open actions not yet completed will be taken care of after deactivation.

Ensure the return of all equipment and reusable supplies to Logistics.

Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.

Proclaim termination of the emergency and proceed with recovery operations if necessary.

Equipment / Supplies

Campus map; Job description; clipboards

Supplies: Master keys Command post tray (pens, etc.)

Staff & student rosters School district radio

Disaster response forms Campus 2-way radios

Emergency/disaster plan AM/FM radio (battery)

Duplicate rosters (2 sets) Bullhorn

Tables & chairs (if CP is outdoors)

Vests (if available)

Campus Emergency Planning Guidelines

Management Public Information Officer (PIO)

- Responsibilities:** The public has the right and need to know important information related to emergencies/disaster at the school site as soon as it is available. The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson. A school site-based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming. News media can play a key role assisting the school in getting emergency/disaster related information to the public (parents). Information released must be consistent, accurate, and timely.
- Personnel:** *Designate by position the individual who will be the Public Information Officer/Spokesperson for the school, with one or two alternates.*
- Ruby Mora*
 - Shelly Young*
- Team Assembly Location** Inside: School Office
Outside: grassy area at adjacent park
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.
- Start-up Actions:**
- Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander (IC).
 - Identify yourself as the “PIO” (vest, visor, sign, etc.)
 - Consult with district PIO to coordinate information release.
 - Assess situation and obtain statement from IC. Tape-record if possible.
 - Advise arriving media that the site is preparing a press release and approximate time of its issue.
 - Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.
- Operational Duties**
- Keep up-to-date on the situation.
 - Statements must be approved by the IC and should reflect:
 - Reassurance — EGBOK — “Everything’s going to be OK.”
 - Incident or disaster cause and time of origin.
 - Size and scope of the incident.
 - Current situation — condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
 - Resources in use.
 - Best routes to school if known and appropriate.
 - Any information school wishes to be released to the public.
 - Read statements if possible.
 - When answering questions, be complete & truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase “no comment.”
 - Remind school site/staff volunteers to refer all questions from media or waiting parents to the PIO.
 - Update information periodically with IC.
 - Ensure announcements & other information are translated into other languages as needed.

- Monitor news broadcasts about incident. Correct any misinformation heard.

Closing Down:

- At the Incident Commander's direction, release PIO staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Equipment / Supplies

- ID vest
- Battery operated AM/FM radio
- Paper/pencils/marketing pens
- Scotch tape/masking tape
- Scissors
- School site map(s) and area maps
 - 8-1/2 x 11 handouts
 - Laminated poster board size
- for display
- Forms: Disaster Public Information Release Work Sheet
 - Sample Public Information Release
 - School Profile or School Accountability Report Card (SARC)

Relocation Sites

- Primary – Magnolia Park (park adjacent to Cambridge School)

- Secondary - Alamo Shopping Center – Raleys grocery store
3000 Alamo Dr.

Communications: Challenges and Suggested Responses

<i>Challenge</i>	<i>Response</i>
Day One	
<p>Rumor Control A common reaction to fear is to generate rumors or stories to fill in information that is not available. Making an uninformed declaration about information can be empowering for frightened individuals. Crises are fertile ground for rumors, and rumors are unfortunately self-perpetuating.</p>	<p>Clear and frequent communication. Crisis communicators should be involved, visible, and convey leadership. Survivors, victims' families, and local citizens will look to the school for leadership. Its presence will help calm fears and rumor mongering.</p>
<p>Phone Line Jams Natural disasters and major news making events can create massive phone traffic, jamming cellular connections.</p>	<p>Use combination two-way radio/cell phones and if possible keep one line open to the district office. If a connection is made, don't hang up, just put the phone down for use later.</p>
<p>Media Intrusion School crises can create a crush of media, often making it hard to distinguish parents and students from journalists. Helicopters and cameras stationed outside the school provide live coverage that can put many lives at risk.</p>	<p>Determine and maintain a perimeter around the school that media may not cross. Ask for law enforcement help in policing violators. Violators may later be denied access to official school or law enforcement briefings.</p>
<p>Scattering of Schools and School Staff Acting on instinct, staff and students facing danger flee the building, often not knowing where they are running. This makes it difficult to ensure that students are moving toward safety, not danger, and makes it difficult to account for students and staff. Parents who come to school often cannot find their children and panic ensues. Natural disasters can disperse children, families, and entire communities. Recent disasters have spawned effective people (and even pet) locator systems that often involve Internet communication.</p>	<p>Establish pre-identified locations (reunion areas) that students and staff should retreat to in the event of an emergency. Ensure that a procedure has been established for releasing students to parent or guarding care; the procedure should be able to account for when and into whose custody the child was released. Provide information about dispersed colleagues and students.</p>
<p>Media Mistakes Fact verification. In the absence of information and the pressure of live coverage, verification of facts is often sacrificed for good pictures and sound.</p>	<p>Establish trust before the crisis strikes. Provide as much information as you can as quickly as you can without speculating or releasing unverified information. Even if all you can say are a few sketchy sentences, you can communicate your concern and compassion and the action being taken to investigate. Advise media of the potential destructiveness of being wrong.</p>

Day Two	
Challenge	Response
<p>Potential for Eroded Credibility When bad things happen, past behavior is used to predict future actions. When past behaviors are considered good and helpful, the current and future behaviors don't match those expectations, there is a loss of credibility.</p>	<p>Implement trust-building, fear-reducing, credibility-fixing behaviors. Suggestions: Provide advance information. Ask for input from all, even perceived opponents. Listen carefully. Demonstrate you've heard, adjust action. Stay in touch. Speak in plain language. Bring victims/involuntary participants into the decision making process.</p>
<p>Constant Need for Information The need for a constant streaming of information to the community is enormous. Questions and anxieties can escalate.</p>	<p>Organize separate all-school staff and all-community meetings to provide information and opportunity to express concerns. Immediately implement information channels that are accessible to all members of the community and media -- an interactive web site for questions and answers, a crisis response hotline, and a regularly updated fact sheet.</p>
<p>Panic and Alienation Normal routines and support systems are suspended and survivors can feel very alone and panicked.</p>	<p>Drop-in centers should be made available in several locations throughout the community for parents, students, teachers and others to receive information, counseling, and contact with other grieving members of the school and community.</p>
<p>Media Feeding Frenzies Reporters are scrambling for pictures of students, interviews with school staff and students, and sometimes implement specious means of gaining access to schools and hospitals.</p>	<p>Implement a system for coordinating and responding to media and set parameters for coverage.</p>
Day Three and Beyond	
<p>Community Feelings - Bitterness and Blame Victims and victims' families and the school community may feel bitter and may take action that causes divisiveness. There may also be a tendency to place blame or emphasize simplistic solutions to violence or community crisis.</p>	<p>Care must be taken to sustain open, responsive communication lines with all facets of the school community, particularly the victims and their families. Liaisons to victims should make frequent contact with the families and be responsive to their concerns and needs. In addition, affirming community-wide activities should be scheduled to allow citizens to contribute to memorials and expressions of compassion.</p>
<p>Victims' Feelings - Anxiety, Frustration, Anger Victims (of varying degrees) declare their needs are not being met or considered and resist solutions.</p>	<p>Promote the understanding that victims have a special mentality and their perception and behavior is altered in ways that are fundamentally predictable. Victims designate themselves and determine when they are no longer victims.</p>
<p>Anxiety and Media Interest in Return to School Anxieties escalate around returning to school. There is a heightened media interest in covering the first day back.</p>	<p>Establish drop-in support groups within school during lunch hour and before and after school. Carefully plan re-entry and make adequate counseling support available. Communicate well first day plans and set limits with the media.</p>

EMERGENCY PUBLIC INFORMATION

A. Designate by position the individual who will be the Public Information Officer/Spokesperson for the school, with two alternates.

B. The following radio and television stations, with their contact numbers (phone, fax, email), will be utilized by the school for disseminating pertinent school information:

KUIC radio station 446-0200

C. The following school telephone numbers will be designated for use by parents/guardians during an emergency/disaster:

Contact name	Telephone #	Fax #	Email
Ruby Mora	707-446-9494 ext. 5100	707-448-4942	rmora@travisusd.org
Shelly Young	707-446-9494 ext. 5102	707-448-4942	awilkerson@travisusd.org
Landline	707-448-4942		

D. Identify any staff who speak foreign languages for answering the above designated phone(s) should there be any parents/guardians who speak English poorly or not at all.

Language	Name	Telephone #	Email
Spanish	Ruby Mora	707-446-9494 x-5100	rmora@travisusd.org
Spanish	Carol Baker	707-446-9494 x- 5117	cbaker@travisusd.org

E. The student handbook briefly explains the procedures to be followed by the school in the event of a disaster. Included in this handbook are the local radio and television stations that will disseminate school information, as well as the designated school telephone number(s) that parents can call during an emergency/disaster. These procedures may be updated periodically, with parent newsletters or mailings being utilized to get any necessary updated information to parents.

F. Media briefings will be conducted as necessary at the school office with alternate locations at the school's multi-purpose room or at the adjacent park.

MEDIA CONTACT NUMBERS

Radio Station	Telephone #	Fax #	Email
KUIC	707-446-0200		

Paper	Telephone #	Fax #	Email
Vacaville Reporter	707-448-2200		
Daily Republic	707-427-6962		

Television Station	Telephone #	Fax #	Email
KCRA Channel 3	916-446-3333		

Management Safety Officer

Responsibilities:	The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.
Personnel:	Incident Commander will act as Safety Officer to make sure that the safety of students and staff and others on the site is the highest priority. Alternate: Erik Rehn Alternate: Christina Enos If appropriate to the situation a qualified available person may be assigned.
Team Assembly Location	Inside: school's front office and/or Multi-purpose room Outside: grassy area at adjacent park Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.
Start-up Actions:	<input type="checkbox"/> Check in with Incident Commander for situation briefing. <input type="checkbox"/> Obtain necessary equipment and supplies from Logistics. <input type="checkbox"/> Put on position identifier, such as vest, if available. <input type="checkbox"/> Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. Document: <input type="checkbox"/> Messages received <input type="checkbox"/> Action taken <input type="checkbox"/> Decision justification and documentation <input type="checkbox"/> Requests filled
Operational Duties	<input type="checkbox"/> Monitor drills, exercises, and emergency response activities for safety. <input type="checkbox"/> Identify and mitigate safety hazards and situations. <input type="checkbox"/> Stop or modify all unsafe operations. <input type="checkbox"/> Ensure that responders use appropriate safety equipment. <input type="checkbox"/> Think ahead and anticipate situations and problems before they occur. <input type="checkbox"/> Anticipate situation changes, such as severe aftershocks, in all planning. <input type="checkbox"/> Keep the Incident Commander (IC) advised of your status and activity and on any problem areas that now need or will require solutions.
Closing Down:	<input type="checkbox"/> When authorized by IC, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit.
Equipment / Supplies	<input type="checkbox"/> Return equipment and reusable supplies to Logistics. <input type="checkbox"/> Vest or position identifier, if available <input type="checkbox"/> Supplies: Hard hat, if available <input type="checkbox"/> Clipboard, paper, pens <input type="checkbox"/> Two-way radio, if available
Relocation Sites	<input type="checkbox"/> Primary – Magnolia Cambridge Park <input type="checkbox"/> Secondary - Alamo Shopping Center – Raley's grocery store 3300 Alamo Dr.

Management Liaison Officer

Responsibilities:	The Liaison Officer serves as the point of contact for Agency Representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.
Personnel:	Incident commander or Shelly Young
Team Assembly Location	Inside: school office or multi-purpose room Outside: grassy area at adjacent park Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.
Start-up Actions:	<ul style="list-style-type: none"><input type="checkbox"/> Check in with Incident Commander (IC) for situation briefing.<input type="checkbox"/> Determine your personal operating location and set up as necessary.<input type="checkbox"/> Obtain necessary equipment and supplies from Logistics.<input type="checkbox"/> Put on position identifier, such as vest, if available.<input type="checkbox"/> Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.
Operational Duties	<ul style="list-style-type: none"><input type="checkbox"/> Brief Agency Representatives on current situation, priorities and incident action plan.<input type="checkbox"/> Ensure coordination of efforts by keeping IC informed of agencies' action plans.<input type="checkbox"/> Provide periodic update briefings to Agency Representatives as necessary.
Closing Down:	<ul style="list-style-type: none"><input type="checkbox"/> At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping.<input type="checkbox"/> Return equipment and reusable supplies to Logistics.<input type="checkbox"/> Close out all logs. Provide logs and other relevant documents to the Documentation Unit.
Equipment / Supplies	<ul style="list-style-type: none"><input type="checkbox"/> Vest or position identifier, if available<input type="checkbox"/> Supplies: Two-way radio, if available<input type="checkbox"/> Clipboard, paper, pens<input type="checkbox"/> List of phone numbers for local agencies
Relocation Sites	<ul style="list-style-type: none"><input type="checkbox"/> Primary – Magnolia Cambridge Park <input type="checkbox"/> Secondary - Alamo Shopping Center – Raley's grocery store 3300 Alamo Dr.

Planning/Intelligence

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

Planning/Intelligence

Responsibilities:	Situation Analysis Planning/Intelligence 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.
Personnel:	Certificated or classified staff member can perform this function. These people must be able to use communications equipment, gather information in a timely manner, and weigh it for significance. <i>Melanie Green; Back-up: Shari Herout</i>
Team Assembly Location	Inside: <i>staff lounge</i> Outside: adjacent park Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.
Start-up Actions:	<ul style="list-style-type: none"><input type="checkbox"/> Check in with Planning/Intelligence Chief for situation briefing.<input type="checkbox"/> Obtain necessary equipment and supplies from Logistics.<input type="checkbox"/> Put on position identifier, such as vest, if available.<input type="checkbox"/> Determine whether there will be a Finance/Administration Section. If there is none, the Documentation Clerk will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.
Operational Duties	<ul style="list-style-type: none"><input type="checkbox"/> Records: Maintain time log of the Incident, noting all actions and reports.<input type="checkbox"/> Record content of all radio communication with district Emergency Operations Center (EOC).<input type="checkbox"/> Record verbal communication for basic content.<input type="checkbox"/> Log in all written reports.<input type="checkbox"/> File all reports for reference (file box).<input type="checkbox"/> Important: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents. <ul style="list-style-type: none"><input type="checkbox"/> Student and Staff Accounting:<input type="checkbox"/> Receive, record, and analyze Student Accounting forms.<input type="checkbox"/> Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.<input type="checkbox"/> Report missing persons and site damage to Command Post.<input type="checkbox"/> Report first aid needs to medical team leader.<input type="checkbox"/> File forms for reference.
Closing Down:	<ul style="list-style-type: none"><input type="checkbox"/> Close out all logs and turn all documents into Documentation.<input type="checkbox"/> Return equipment and reusable supplies to Logistics.
Equipment / Supplies	<ul style="list-style-type: none"><input type="checkbox"/> Paper, pens, dry-erase pens, tissues<input type="checkbox"/> Job description clipboards<input type="checkbox"/> Large site map of campus, laminated or covered with Plexiglas<input type="checkbox"/> File box(es)<input type="checkbox"/> Map of county or local area

Planning/Intelligence Communications Group

- Responsibilities:** This unit is responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.
- The Communications position is responsible for the analysis of emergency information, identifying potential changes in emergency conditions, and maintaining the “status board.”
- Personnel:** **Communications Staff Member: Melanie Green**
Alternate Communications Staff Member: *Shari Herout*
- School staff member with campus two way radio**, supported by student or disaster volunteer runners, and, if available, a **Disaster volunteer who is a qualified amateur radio operator.**
- Team Assembly Location** Inside: *staff lounge*
Outside: *adjacent park*
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.
- Start-up Actions:**
- Set up Communications station in a quiet location with access to the Command Post (CP).
 - Turn on radios and advise CP when ready to accept traffic.
- Operational Duties**
- Communicate with district EOC per district procedure. At the direction of the Incident Commander (IC), report status of students, staff, and campus, using Site Status Report Form.
 - Receive and write down all communications from the district EOC.**
 - Use runners to deliver messages to the IC with copies to the Plans/Intelligence Chief.
 - Maintain Communications Log: date/time/originator/recipient
 - Follow communications protocol. Do not contact the city directly if the district EOC is available.
 - Direct the media or the public to the Public Information Officer.
 - Monitor AM/FM radio for local emergency news:
95.3 KUIC
- Closing Down:**
- Close out all logs, message forms, etc. and turn them over to Documentation.
 - Return all equipment and unused supplies to Logistics.
- Equipment / Supplies**
- 2-way radios with spare batteries for each
 - District emergency Handheld radio
 - District emergency phone roster
 - Job description clipboard paper, pens
 - Table and chairs AM/FM radio
 - File boxes, tote tray for outgoing messages
 - Forms: Site Status Report
 - Message forms

Communications: Challenges and Suggested Responses

<i>Challenge</i>	<i>Response</i>
Day One	
<p>Rumor Control A common reaction to fear is to generate rumors or stories to fill in information that is not available. Making an uninformed declaration about information can be empowering for frightened individuals. Crises are fertile ground for rumors, and rumors are unfortunately self-perpetuating.</p>	<p>Clear and frequent communication. Crisis communicators should be involved, visible, and convey leadership. Survivors, victims' families, and local citizens will look to the school for leadership. Its presence will help calm fears and rumor mongering.</p>
<p>Phone Line Jams Natural disasters and major news making events can create massive phone traffic, jamming cellular connections.</p>	<p>Use combination two-way radio/cell phones and if possible keep one line open to the district office. If a connection is made, don't hang up, just put the phone down for use later.</p>
<p>Media Intrusion School crises can create a crush of media, often making it hard to distinguish parents and students from journalists. Helicopters and cameras stationed outside the school provide live coverage that can put many lives at risk.</p>	<p>Determine and maintain a perimeter around the school that media may not cross. Ask for law enforcement help in policing violators. Violators may later be denied access to official school or law enforcement briefings.</p>
<p>Scattering of Schools and School Staff Acting on instinct, staff and students facing danger flee the building, often not knowing where they are running. This makes it difficult to ensure that students are moving toward safety, not danger, and makes it difficult to account for students and staff. Parents who come to school often cannot find their children and panic ensues. Natural disasters can disperse children, families, and entire communities. Recent disasters have spawned effective people (and even pet) locator systems that often involve Internet communication.</p>	<p>Establish pre-identified locations (reunion areas) that students and staff should retreat to in the event of an emergency. Ensure that a procedure has been established for releasing students to parent or guarding care; the procedure should be able to account for when and into whose custody the child was released. Provide information about dispersed colleagues and students.</p>
<p>Media Mistakes Fact verification. In the absence of information and the pressure of live coverage, verification of facts is often sacrificed for good pictures and sound.</p>	<p>Establish trust before the crisis strikes. Provide as much information as you can as quickly as you can without speculating or releasing unverified information. Even if all you can say are a few sketchy sentences, you can communicate your concern and compassion and the action being taken to investigate. Advise media of the potential destructiveness of being wrong.</p>

Day Two	
Challenge	Response
<p>Potential for Eroded Credibility When bad things happen, past behavior is used to predict future actions. When past behaviors are considered good and helpful, the current and future behaviors don't match those expectations, there is a loss of credibility.</p>	<p>Implement trust-building, fear-reducing, credibility-fixing behaviors. Suggestions: Provide advance information. Ask for input from all, even perceived opponents. Listen carefully. Demonstrate you've heard, adjust action. Stay in touch. Speak in plain language. Bring victims/involuntary participants into the decision making process.</p>
<p>Constant Need for Information The need for a constant streaming of information to the community is enormous. Questions and anxieties can escalate.</p>	<p>Organize separate all-school staff and all-community meetings to provide information and opportunity to express concerns. Immediately implement information channels that are accessible to all members of the community and media -- an interactive web site for questions and answers, a crisis response hotline, and a regularly updated fact sheet.</p>
<p>Panic and Alienation Normal routines and support systems are suspended and survivors can feel very alone and panicked.</p>	<p>Drop-in centers should be made available in several locations throughout the community for parents, students, teachers and others to receive information, counseling, and contact with other grieving members of the school and community.</p>
<p>Media Feeding Frenzies Reporters are scrambling for pictures of students, interviews with school staff and students, and sometimes implement specious means of gaining access to schools and hospitals.</p>	<p>Implement a system for coordinating and responding to media and set parameters for coverage.</p>
Day Three and Beyond	
<p>Community Feelings - Bitterness and Blame Victims and victims' families and the school community may feel bitter and may take action that causes divisiveness. There may also be a tendency to place blame or emphasize simplistic solutions to violence or community crisis.</p>	<p>Care must be taken to sustain open, responsive communication lines with all facets of the school community, particularly the victims and their families. Liaisons to victims should make frequent contact with the families and be responsive to their concerns and needs. In addition, affirming community-wide activities should be scheduled to allow citizens to contribute to memorials and expressions of compassion.</p>
<p>Victims' Feelings - Anxiety, Frustration, Anger Victims (of varying degrees) declare their needs are not being met or considered and resist solutions.</p>	<p>Promote the understanding that victims have a special mentality and their perception and behavior is altered in ways that are fundamentally predictable. Victims designate themselves and determine when they are not longer victims.</p>
<p>Anxiety and Media Interest in Return to School Anxieties escalate around returning to school. There is a heightened media interest in covering the first day back.</p>	<p>Establish drop-in support groups within school during lunch hour and before and after school. Carefully plan re-entry and make adequate counseling support available. Communicate well first day plans and set limits with the media.</p>

Operations

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

Operations Medical Team Leader

- Responsibilities:** The Medical Team Leader is responsible for the provision of emergency medical response, first aid, and counseling. Informs the Operations Chief or Incident Commander (IC) when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.
- Personnel:** Catherine Bowers, Ly Rayevich
- Team Assembly Location** Inside: Small conference room
Outside: adjacent park
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.
- Start-up Actions:**
- Establish scope of disaster with IC and determine probability of outside emergency medical support and transport needs.
 - Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
 - Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
 - Assess available inventory of supplies & equipment.
 - Review safety procedures and assignments with personnel.
 - Establish point of entry (“triage”) into treatment area.
 - Establish “immediate” and “delayed” treatment areas.
 - Set up a separate Psychological First Aid area if staff levels are sufficient.
- Operational Duties**
- Oversee care, treatment, and assessment of patients
 - Ensure caregiver and rescuer safety
 - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
 - Make sure that accurate records are kept.
 - Provide personnel response for injuries in remote locations or request Transport Team from Logistics.
 - If needed, request additional personnel from Logistics.
 - Brief newly assigned personnel.
 - Report deaths immediately to Operations Chief.
 - Keep Operations Chief informed of overall status.
 - Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.
 - Stay alert for communicable diseases and isolate appropriately.
 - Consult with Student Care Director regarding health care, medications, and meals for students with known medical conditions (diabetes, asthma, etc.).
- Closing Down:**
- At the Incident Commander’s direction, release Medical staff no longer needed. Direct staff members to sign out through Timekeeping.
 - Return equipment and reusable supplies to Logistics.
 - When authorized by IC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.
- Equipment / Supplies**
- Equipment/ First Aid Supplies: See list below
 - Job description clipboards
 - Marking pens
 - Stretchers
 - Blankets
 - Vests, if available
 - Quick reference medical guides
 - Tables & chairs
 - Ground cover/tarps

- Staff and student medication from health office
- Forms: Notice of First Aid Care Medical Treatment Victim Log

Recommended First Aid Supplies:

4 x 4" compress: 1000 per 500 students	Plastic basket or wire basket stretchers
8 x 10" compress: 150 per 500 students	or backboards: 1.5/100 students
Kerlix bandaging: 1 per student	Scissors, paramedic: 4 per campus
Ace wrap: 2-inch: 12 per campus	Tweezers: 3 assorted per campus
4-inch: 12 per campus	Triage tags: 50 per 500 students
Triangular bandage: 24 per campus	Latex gloves: 100 per 500 students
Cardboard splints: 24 each, sm, med. lg.	Oval eye patch: 50 per campus
Steri-strips or butterfly bandages: 50/campus	Tapes: 1" cloth: 50 rolls/campus
Aqua-Blox (water) cases:	2" cloth: 24 per campus
0.016 x students + staff = # cases	Dust masks: 25/100 students
(for flushing wounds, etc.)	Disposable blanket: 10 per 100 students
Neosporin: 144 squeeze packs/campus	First Aid Books: 2 standard and 2 advanced per campus
Hydrogen peroxide: 10 pints/campus	Space blankets: 1/student and staff
Bleach, 1 small bottle	Heavy duty rubber gloves, 4 pair

Relocation Sites

- Primary – Cambridge Park
- Secondary - Alamo Shopping Center – Raley's grocery store

Operations First Aid Team

- Responsibilities:** Use approved safety equipment and techniques to provide emergency medical response, first aid, and counseling
- Personnel:** First-aid trained staff and volunteers: Kimberly Koelzer & Penny Stokholm
- Team Assembly Location** Inside: Nurse's office with Room E-1 as alternate location
Outside: adjacent park; TGIF building if safe
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.
- Start-up Actions:**
- Obtain & wear personal safety equipment including latex gloves.
 - Check with Medical Team Leader for assignment.
- Operational Duties**
- Administer appropriate first aid.
 - Keep accurate records of care given.
 - Continue to assess victims at regular intervals.
 - Report deaths immediately to Medical Team Leader.
 - If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—do not send with victim.
 - Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available.
 - Triage Entry Area:**
 - Staffed with minimum of 2 trained team members, if possible. • One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess if not tagged.
 - Second team member logs victims' names on form and sends forms to CP as completed.
 - Treatment Areas (“Immediate” & Delayed”)**
 - Staff with minimum of 2 team members per area, if possible.
 - One member completes secondary head-to-toe assessment.
 - Second member records information on triage tag and on-site treatment records.
 - Follow categories: Immediate, Delayed, Dead
 - When using 2-way radio, do not use names of injured or dead.
- Closing Down:**
- Return equipment and unused supplies to Logistics.
 - Clean up first aid area. Dispose of hazardous waste safely.
 - Complete all paperwork and turn into the Documentation Unit.
- Equipment / Supplies**
- Equipment/ First Aid Supplies: See list below
 - Job description clipboards
 - Marking pens
 - Stretchers
 - Blankets
 - Vests, if available
 - Quick reference medical guides
 - Tables & chairs
 - Ground cover/tarps
 - Staff and student medication from health office
 - Forms: Notice of First Aid Care Medical Treatment Victim Log

Recommended First Aid Supplies:

4 x 4" compress: 1000 per 500 students	Plastic basket or wire basket stretchers
8 x 10" compress: 150 per 500 students	or backboards: 1.5/100 students
Kerlix bandaging: 1 per student	Scissors, paramedic: 4 per campus
Ace wrap: 2-inch: 12 per campus	Tweezers: 3 assorted per campus
4-inch: 12 per campus	Triage tags: 50 per 500 students
Triangular bandage: 24 per campus	Latex gloves: 100 per 500 students
Cardboard splints: 24 each, sm, med. lg.	Oval eye patch: 50 per campus
Steri-strips or butterfly bandages: 50/campus	Tapes: 1" cloth: 50 rolls/campus
Aqua-Blox (water) cases:	2" cloth: 24 per campus
0.016 x students + staff = # cases	Dust masks: 25/100 students
(for flushing wounds, etc.)	Disposable blanket: 10 per 100 students
Neosporin: 144 squeeze packs/campus	First Aid Books: 2 standard and 2 advanced per campus
Hydrogen peroxide: 10 pints/campus	Space blankets: 1/student and staff
Bleach, 1 small bottle	Heavy duty rubber gloves, 4 pair

Relocation Sites

- Primary – Cambridge Park

- Secondary -Alamo Shopping Center – Raley's grocery store

Operations

Search and Rescue Team Leader

- Responsibilities:**
- Safety Rules: Buddy system:
 - Minimum of 2 persons per team.
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
 - Follow all operational and safety procedures.
- Personnel:** **Search and Rescue Team Leader: Kenonte Howard**
Alternate Search and Rescue Team leader: Liza Carranza
- Team Assembly Location** Inside: School office; alternately, the kitchenette
Outside: *Magnolia/Cambridge Park*
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.
- Start-up Actions:**
- Obtain all necessary equipment from container. See list below.
 - Obtain briefing from Operations Chief, noting known fires, injuries, or other situations requiring response.
- Operational Duties**
- Assign teams based on available manpower, minimum 2 persons per team.
 - Perform visual check of outfitted team leaving CP; include radio check. Teams must wear sturdy shoes and safety equipment.
 - Record names and assignments before deploying teams.
 - Dispatch teams to known hazards or situations first, then to search the campus using specific planned routes. Send a specific map assignment with each team.
 - Remain at Command Post (CP) in radio contact with S&R Teams.
 - Record all teams' progress and reports on site map, keeping others at CP informed of problems. When a room is reported clear, mark a "C" on the map.
 - If injured students are located, consult Operations Chief for response. Utilize Transport teams, or send a First Aid Team.
 - Record exact location of damage and triage tally
 - (I=immediate, D=delayed, DEAD=dead on map.
 - Keep radio communication brief and simple. No codes.
- Closing Down:**
- Record the return of each S&R team. Direct them to return equipment and report for additional assignment to Logistics.
 - Provide maps & logs to the Documentation Unit.

Operations

Search and Rescue Teams

- Responsibilities:**
- Safety: Buddy system: Minimum of 2 persons per team.
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
 - Follow all operational and safety procedures.
- Personnel:**
- Search and Rescue Members:**
Kenonte Howard
Liza Carranza
Kimberly Koelzer, & Larry Hogue if needed
- Team Assembly Location** Inside: *Nurse's office or small conference room*
Outside: adjacent park outside TGIF building
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.
- Start-up Actions:**
- Obtain all necessary equipment from container. See list below.
You must be wearing sturdy shoes and long sleeves.
 - Put batteries in flashlight.
 - Check at Command Post (CP) for assignment.
- Operational Duties**
- Report gas leaks, fires, or structural damage to CP immediately upon discovery. Shut off gas or extinguish fires if possible.
 - Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
 - If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")*
 - When injured victim is located, team transmits location, number, and condition of injured to CP. Do not use names of students or staff. Follow directions from CP.
 - Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead on map and report information to CP.
 - Keep radio communication brief and simple. No codes.
- Closing Down:**
- Return equipment to Logistics.
 - Provide maps and logs to the Documentation Unit.
- Equipment / Supplies**
- Wear vest, hard hat, work and latex gloves, & whistle with master keys on neck lanyard. Wear first aid backpack.
 - Carry campus 2-way radio and clipboard with job description & map indicating search plan.
 - Carry bucket or duffel bag with goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, masking tape.
 - Remember:** If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

GUIDELINES FOR LIGHT SEARCH AND RESCUE

1. Never conduct a search and rescue alone. Work with a partner. Plan your search. Do not wander without a pattern.
2. Before you enter each building, feel the top and bottom of the front door with the back of your hand. If it is hot, do not enter. If it is cool, cautiously open the door. Repeat this process every time you come to a closed door.
3. Check the doorjamb, the wall, and the ceiling for cracks and splinters. If the house appears unsafe, do not enter.
4. Enter the room low, preferably on your knees. Be alert. Be aware that there may be aftershocks.
5. While still in the entry way, sniff for the odor of natural gas. If you do smell gas, open the front and back doors and as many windows as you can, without going inside, to provide ventilation. Enter the house only when the smell of gas is gone.
6. While still in the entry way, loudly call out, "Is anyone here?" Listen for a response. If someone answers, ask them to tell you where they are, and what type of help they need. If you don't hear anything, call out that anyone trapped should make some kind of noise. Pause occasionally during the entire search to listen for cries, moans, thumping and/or banging and other indicators of someone needing help.
7. If it is dark, slowly sweep each room with your flashlight before going in. Check the floor and the ceiling of the area you are in for hazards-holes, fallen beams, or glass.
8. Systematically search each room. Stay with your partner and communicate often. Pay careful attention to areas under desks, behind furniture, inside closets, under stairs, and under sinks and restrooms.
9. If it is dark, keep in contact with the wall. It is easy to become disoriented. Should you become confused about your location, following the wall will eventually lead you back to the original door.
10. If you find an injured person, determine, to the best of your ability, the nature of her/his injuries. If no spinal injuries are evident, move the victim to the first aid providers for assessment.
11. Mark the front of each building when you finish, letting others know you have searched it.
12. If your attempts to rescue others are obviously beyond your physical capacity or skill, and might jeopardize your life, we recommend these rescues be left for the professionals. Sometimes it takes wisdom and courage to wait for help

Operations Damage Assessment Team

Responsibilities:	Assess damage to school buildings and grounds; notify necessary personnel and organizations about findings; secure the buildings and grounds to prevent injury to students and personnel
Personnel:	District level personnel; fire and police
Team Assembly Location	Inside: School office Outside: front entrance to school Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.
Start-up Actions:	<input type="checkbox"/> Obtain all necessary equipment from container. See list below. You must be wearing sturdy shoes and long sleeves. <input type="checkbox"/> Put batteries in flashlight. <input type="checkbox"/> Assign team members to specific buildings/locations.
Operational Duties	<input type="checkbox"/> Assess damage and report findings. Secure buildings and grounds.
Closing Down:	<input type="checkbox"/> Debrief and review damage assessment report. Inventory equipment and supplies.
Equipment / Supplies	<input type="checkbox"/> Wear vest, hard hat, and gloves, & whistle with master keys on neck lanyard. <input type="checkbox"/> Carry campus 2-way radio and clipboard with job description & map. <input type="checkbox"/> Carry bucket or duffel bag with goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, masking tape. <input type="checkbox"/> Remember: If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

Operations Site Facility Check/Security

Responsibilities: Secure campus and control traffic to prevent unauthorized entry into or exit from school--lock all gates

If needed:

- a. Shut off gas main (only if you can smell gas leak)
 - b. Shut off electricity
 - c. Shut off water
1. If needed, double check location of student request/release point with Command Post.
 2. Lock all outside access gates or doors.
 3. Station personnel as needed to refer people to the student request/ release point.
 4. Mount signs at campus access point(s) to direct parents to student request/release point.
 5. Report problems or status to Operations Chief.
 6. Report to Operations Chief after items 1-5 are completed, for reassignment. (Personnel assigned to securing entrances/exits and directing people to student request/release point should continue in this assignment for duration of emergency situation.)

The Security/Utilities Team Leader is also responsible for contacting local utilities (water, electricity, gas, sewer) as needed.

Personnel: **Security/Utilities Team Leader:** Larry Hogue
Alternate Team Leader: Virginia Gloria

Security/Utilities Team Member: Larry Hogue
Security/Utilities Team Member: Virginia Gloria
Security/Utilities Team Member: Kelly Hatcher

Team Assembly Location Inside: *Lead custodian's office*
Outside: front entrance to school
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

- Start-up Actions:**
- Operational Duties**
- Wear hard hat and identification vest if available
 - As you do the following, observe the campus and report any damage by radio to the Command Post
 - Lock gates and major external doors.
 - Locate/control/extinguish small fires as necessary.
 - Check gas meter and, if gas is leaking, shut down gas supply.
 - Shut down electricity only if building has clear structural damage or advised to do so by Command Post (CP).
 - Post yellow caution tape around damaged or hazardous areas.
 - Verify that campus is "locked down" and report same to CP.
 - Advise CP of all actions taken for information and proper logging.
 - Be sure that the entire campus has been checked for safety hazards and damage.
 - No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.

- Route fire, rescue, police, etc. as appropriate.
- Direct all requests for information to the Public Information Officer.

Closing Down:

- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Equipment / Supplies

- Wear vest, hard hat, work gloves, and whistle.
- Supplies:**
- Carry campus 2-way radio
- Master keys
- clipboard with job description
- Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, and shutoff tools for gas (crescent wrench)
- Copy of the school's Emergency Procedures
- Large durable signs for providing direction and information
- Notebook containing site maps

OPERATIONS

Assembly/Shelter Team

Responsibilities: Ensure the care and safety of all students on campus except those who are in the Medical Treatment Area.

- Pre-designate locations on campus
- Media Corral
- Assembly Area
- Request Gate
- Reunion Gate
- Evacuation area and routes
- Latrine locations – Girls, Boys and Faculty

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

Personnel: Classroom teachers, substitute teachers, and staff as assigned.

Assembly Area Team Leader: Catherine Bowers

Alternate Team Leader: Ly Rayevich

Assembly Area Team Member: Carol Baker

Assembly Area Team Member: Erik Rehn

Team Assembly Location Inside: *Multi-purpose room*

Outside: adjacent park

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

Start-up Actions:

Wear identification vest if available.

Take job description clipboard, & radio.

Check in with Operations Chief for situation briefing.

Assign personnel to assignments as needed.

If school is evacuating:

Verify that the assembly area and routes to it are safe.

Count or observe the classrooms as they exit, to make sure that all classes evacuate.

Initiate the set-up of portable toilet facilities and hand- washing stations.

Operational Duties

Monitor the safety and well-being of the students and staff in the Assembly Area.

Administer minor first aid as needed.

Support the Student Release process by releasing students with appropriate paperwork.

When necessary, provide water and food to students and staff.

Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.

Make arrangements to provide shelter for students and staff.

Arrange activities and keep students reassured.

Update records of the number of students and staff in the assembly area (or in the buildings).

Direct all requests for information to the PIO.

Closing Down:

Return equipment and reusable supplies to Logistics.
When authorized by IC, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Equipment / Supplies

Vest, campus 2-way radio
Clipboard with job description
Ground cover, tarps
First aid kit, water, food, sanitation supplies
Student activities: books, games, coloring books, etc.
Forms:
Student Accounting
Notice of First Aid Care forms

Relocation Sites

- Primary – Magnolia/Cambridge Park

- Secondary -Alamo Shopping Center – Raley’s grocery store
3300 Alamo Dr.

Operations Maintenance/Fire Group

Responsibilities	This Group is responsible for recognizing, isolating and possibly mitigating hazards or potential hazards after a disaster has occurred. For the best possible outcome during and after a disaster the Maintenance/Fire Group (MFG) must feel comfortable in locating utility supplies and shutting them off during a disaster. The MFG will work directly under the Operations Leader and assist responding police and fire personnel in locating hazards.
Personnel	Campus monitors and custodians, any other school staff or disaster worker capable of carrying out directed tasks.
Team Assembly Location	Inside: Lead Custodian's office or MPR Outside Driveway area outside of MPR Team members will initially meet at the inside location. If the inside location is unavailable, team members will meet at the outside location.
Start-up Action	<input type="checkbox"/> Establish communications with the Operations Leader. This communications can be face to face or by radio. <input type="checkbox"/> Give Ops Leader your location and plan of action to check damaged utilities (gas lines, electrical boxes, water mains) <input type="checkbox"/> Gain access to the proper tools necessary to accomplish plan of action and a map identifying the location of utilities.
Operational Duties	<input type="checkbox"/> Execute plan and report findings of damaged utilities or other hazards. Report any injured or trapped individuals to the Operations Leader so search and rescue can be dispatched. <input type="checkbox"/> Shut off any utilities that have been damaged ONLY if you can accomplish it in a safe manner. <input type="checkbox"/> If utilities are damaged beyond repair, establish a perimeter around the area and deny entry to everyone except trained disaster workers. Once a perimeter is established, other staff members may be given the duty of denying access to the affected area. This will allow the MFG to continue with their damage control. <input type="checkbox"/> If a fire is found during the initial search, first make sure all students and staff members remain clear of the area. Next, notify Operations Leader of the situation. DO NOT ATTEMPT TO ENTER ANY BUILDING THAT IS ON FIRE! If fire hoses are available in the area, water may be applied from a safe distance from OUTSIDE of the building. <input type="checkbox"/> Shut down the gas and electrical to the affected building and open all gates accessing the building so emergency vehicles will have access when responding. These actions will expedite access for responding emergency crews. <input type="checkbox"/> Once the entire campus has been scouted and all hazards have been identified, a face to face report should be given to the Operations Leader.
Closing Down	<input type="checkbox"/> ALL UTILITIES MUST BE PLACED BACK IN SERVICE BY TRAINED PROFESSIONALS.
Equipment & Supplies	<input type="checkbox"/> Portable Radio <input type="checkbox"/> Tool Box with full complement of tools <input type="checkbox"/> Fire Line Tape for restricting area access.

The above guidelines were intentionally left very vague in regards to fire fighting. Unless personnel are trained, and provided with the proper equipment, they are exposing themselves to unnecessary risk. The amount of property that two or three unequipped people can save during a fire situation is not worth the life that must be risked to accomplish this task! **Only trained fire fighters with appropriate equipment should attempt to enter a building that is on fire or extinguish a fire that may include hazardous materials, including car fires.**

Guidelines for Maintenance/Fire Group

ELECTRICAL ISSUES

- ⇒ Locate utilities services. Check to see if electrical service is underground or supplied by overhead wire. If overhead power lines are present, the MFG should do a thorough check of all power lines on campus and the weather head that attaches each line to each building. If findings identify any power line that has fallen or detached itself for any reason, a safety zone of 20 feet in all directions should be established around the affected area. **DO NOT TOUCH DOWNED WIRES!**
- ⇒ After any disaster where structures were significantly damaged a thorough check of each room may be required. If upon entry there is a smell of smoke, or a burning smell, immediately contact emergency services. Next, shut down the electricity to the effected building. The damage to the building may have caused a short in the wiring circuit. This could allow objects that are in the affected room to conduct current from the wiring and electrocute anyone who may come into contact with them.
- ⇒ It is not always necessary to turn off power to buildings. If no damage has been done and a safety check of every room produces no findings, then the electricity should be left on for heating and cooking purposes.

NATURAL GAS ISSUES

- ⇒ Locate the gas meter and check for any leaks. Most leaks will be created at the spot where the line exits the ground after an earthquake. If there are no signs of a leak, continue to any other meters on campus. If a leak is found, immediately shut off that meter. If this does not stop the leak call for emergency services and establish a perimeter of at least 150 ft around the meter. Deny access to everyone except trained emergency workers. It may be necessary to shut down the natural gas supply to the entire campus if a leak is found and it can not be corrected at the affected meter, but this is a last resort.

WATER LINE ISSUES

- ⇒ Locate the water supply valve usually located in the road way. Water lines should be left alone unless there is a break in a line. Once a line has been broken, the water in the line is now contaminated and can no longer be used for drinking.

FIRE ISSUES

- ⇒ Small fires can be extinguished with a fire extinguisher if they are very small and contained in a non flammable environment. Fires normally double in size every 30 to 45 seconds. Unless someone sees a fire start, and has a fire extinguisher within an arms reach, they should not attempt to extinguish the fire. Fires grow too fast and produce breath taking smoke that will prevent someone from escaping a room unless done so in the early stages of the fire. Bottom line, ***LEAVE FIRE FIGHTING TO PROFESSIONALS***. Evacuate immediately.

Operations

Psychological First Aid Team

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

Personnel: **Psychological First Aid Team Leader:** Kayla Johnson
Alternate Team Leader: Isabel Ott
Psychological First Aid Team Member: Kimberly Koelzer

Team Assembly Location Inside: *School Psychologist's office*
Outside: adjacent park inside TGIF building or just outside of TGIF building
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

Start-up Actions:

- Check with the Medical Team Leader for assignment.
- Start Log for all patients seen

Operational Duties

Psychological First Aid Team Leader

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

Psychological First Aid Team Members

- The members of the Psychological First Aid Team are responsible for monitoring the safety and well-being of the students and staff in the Assembly Area. The Psychological First Aid Team will direct all external requests for information to the Public Information Officer. Specific duties of the members of the Psychological First Aid Team may include:
 - Administering minor first aid and psychological first aid as needed
 - Supporting the Release Gate Team as needed.
 - Coordinating with the Incident Commander to provide water and food to student and staff when necessary.
 - Providing reassurance to students.
 - Updating records of the number of students and staff.

Closing Down:

- Return equipment and unused supplies to Logistics.
- Complete all paperwork and turn it in to the Documentation Unit.

Equipment / Supplies

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

Operations Student Care

Responsibilities:	Ensure the care and safety of all students on campus except those who are in the medical treatment area.
Personnel:	Classroom teachers, substitute teachers, and staff as assigned.
Team Assembly Location	Inside: <i>Multi-purpose room</i> Outside: adjacent park Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.
Start-up Actions:	<input type="checkbox"/> Wear an identification vest, if available. <input type="checkbox"/> Take a job description clipboard and radio. <input type="checkbox"/> Check in with the Operations Section Chief for a situation briefing. <input type="checkbox"/> Make personnel assignments as needed. <input type="checkbox"/> If evacuating: * Verify that the assembly area and routes to it are safe. * Count or observe the classrooms as they exit, to make sure that all classes evacuate. * Initiate the set-up of portable toilet facilities and hand-washing stations.
Operational Duties	<input type="checkbox"/> Monitor the safety and well-being of the students and staff in the assembly area. <input type="checkbox"/> Administer minor first aid as needed. <input type="checkbox"/> Support the Student Release process by releasing students with the appropriate paperwork. When necessary, provide water and food to students and staff. <input type="checkbox"/> Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease. <input type="checkbox"/> Make arrangements to provide shelter for students and staff. <input type="checkbox"/> Arrange activities and keep students reassured. <input type="checkbox"/> Update records of the number of students and staff in the assembly area (or in the buildings). <input type="checkbox"/> Direct all requests for information to the PIO.
Closing Down:	<input type="checkbox"/> Return equipment and reusable supplies to Logistics. <input type="checkbox"/> When authorized by the Incident Commander, close out all logs. <input type="checkbox"/> Provide logs and other relevant documents to the Documentation Unit. Vest
Equipment / Supplies	<input type="checkbox"/> Vest Clipboard with job description <input type="checkbox"/> Ground cover, tarps <input type="checkbox"/> First aid kit Student activities: books, games, coloring books, etc. <input type="checkbox"/> Forms: * Student Accounting * Notice of First Aid Care <input type="checkbox"/> Campus two-way radio <input type="checkbox"/> Water, food, sanitation supplies

Operations Request Gate

- Responsibilities:** The Request Gate Team is responsible for processing parent requests for student release during an emergency.
- Personnel:** **Request Gate Team Leader:** Sarah Schultz
Alternate Team Leader: Karl Phugrath
- Team Assembly Location** Inside: *Front office counter or E-1*
Outside: school driveway on Nut Tree
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.
- Start-up Actions:**
- Prepare ID Tags to be issued to parents/guardians
 - Place Request Gate and other Location identification signs
 - Copies of Emergency cards to identify authorized persons
- Operational Duties**
- Request Gate Team Leader**
- The Request Gate Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer.
- Request Gate Team Members**
- The members of the Request Gate Team are responsible for greeting parents, guardians, or designees and providing them with tags or other identifications authorizing the holders to reunite with their students at the Reunion Gate. Specific duties of the members of the Request Gate Team may include:
 - Greeting and directing parents, guardians, or designees to the counselors as appropriate.
 - Providing reassurance to parents, guardians, or designees and maintaining order.
 - Issuing a tag or other identifications only to an authorized person.
 - Directing parents or guardians to the **Reunion Gate**.
- Closing Down:**
- Return equipment and reusable supplies to Logistics.
 - When authorized by the Incident Commander, close out all logs.
 - Provide logs and other relevant documents to the Documentation Unit.
- Equipment / Supplies**
- Keys to Main Gate
 - Bullhorn
 - Tags or other identifications
 - Location identification signs

Operations Reunion Gate

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

Personnel: **Reunion Gate Team Leader:** Rachel Gaylord
Alternate Team Leader: Gail Whitt
Reunion Gate Team Member: Kayla Johnson

Team Assembly Location Inside: School psychologist's office
Outside: school driveway on Nut Tree
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

Start-up Actions:

- Take a job description clipboard and radio.
- Check in with the Operations Section Chief for a situation briefing.
- Make personnel assignments as needed.
- Collect emergency cards for students
- Collect Materials for sign-out log
- Start Student Release Log

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

Reunion Gate Team Members

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

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

Closing Down:

- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, close out all logs.
- Provide logs and other relevant documents to the Documentation Unit.

Equipment / Supplies

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

Logistics

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

Logistics Equipment / Supply Group

- Responsibilities:** The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency.
- Personnel:** **Supply/Equipment Team Leader:** Debbie Hansen
Alternate Team Leader: Sarah May
Supply/Equipment Team Member: Virginia Fuller
- Team Assembly Location** Inside: kitchenette to obtain radios then E-2
Outside: Connex storage near MPR
Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.
- Start-up Actions:**
- Check in with the Incident Commander for a situation briefing.
 - Open the supplies container or other storage facility.
 - Put on position identifier, such as a vest, if available.
 - Begin distribution of supplies and equipment as needed.
- Operational Duties**
- Supply/Equipment Team Leader**
- The Supply/Equipment Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. Specific duties of the Supply/Equipment Team Leader may include:
 - Reporting equipment and supply needs.
 - Estimating the number of persons requiring shelter and determining the length of time shelter will be needed.
- Supply/Equipment Team Members**
- The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food and other supplies and organizing the distribution of resources for immediate use (water, food, power, radios, telephones, and sanitary supplies). Specific duties of the members of the Supply/Equipment Team may include:
 - Distributing emergency water and food supplies.
 - Establishing a list of all persons in shelter and determining any special needs.
 - Controlling conservation of water.
 - Assist team members in locating appropriate supplies and equipment.
 - Log all supplies distributed
- Closing Down:**
- Close out all logs turn them over to Documentation.
- Equipment / Supplies**
- Hand-held radios
 - Keys
 - Bullhorn
 - Emergency water supplies
 - Emergency food supplies
 - Temporary power supplies
 - Cell phones
 - Sanitary supplies

Communications: Challenges and Suggested Responses

<i>Challenge</i>	<i>Response</i>
Day One	
<p>Rumor Control A common reaction to fear is to generate rumors or stories to fill in information that is not available. Making an uninformed declaration about information can be empowering for frightened individuals. Crises are fertile ground for rumors, and rumors are unfortunately self-perpetuating.</p>	<p>Clear and frequent communication. Crisis communicators should be involved, visible, and convey leadership. Survivors, victims' families, and local citizens will look to the school for leadership. Its presence will help calm fears and rumor mongering.</p>
<p>Phone Line Jams Natural disasters and major news worthy events can create massive phone traffic, jamming cellular connections.</p>	<p>Use combination two-way radio/cell phones and if possible keep one line open to the district office. If a connection is made, don't hang up, just put the phone down for use later.</p>
<p>Media Intrusion School crises can create a crush of media, often making it hard to distinguish parents and students from journalists. Helicopters and cameras stationed outside the school provide live coverage that can put many lives at risk.</p>	<p>Determine and maintain a perimeter around the school that media may not cross. Ask for law enforcement help in policing violators. Violators may later be denied access to official school or law enforcement briefings.</p>
<p>Scattering of Schools and School Staff Acting on instinct, staff and students facing danger flee the building, often not knowing where they are running. This makes it difficult to ensure that students are moving toward safety, not danger, and makes it difficult to account for students and staff. Parents who come to school often cannot find their children and panic ensues. Natural disasters can disperse children, families, and entire communities. Recent disasters have spawned effective people (and even pet) locator systems that often involve Internet communication.</p>	<p>Establish pre-identified locations (reunion areas) that students and staff should retreat to in the event of an emergency. Ensure that a procedure has been established for releasing students to parent or guarding care; the procedure should be able to account for when and into whose custody the child was released. Provide information about dispersed colleagues and students.</p>
<p>Media Mistakes Fact verification. In the absence of information and the pressure of live coverage, verification of facts is often sacrificed for good pictures and sound.</p>	<p>Establish trust before the crisis strikes. Provide as much information as you can as quickly as you can without speculating or releasing unverified information. Even if all you can say are a few sketchy sentences, you can communicate your concern and compassion and the action being taken to investigate. Advise media of the potential destructiveness of being wrong.</p>

Day Two

Challenge	Response
<p>Potential for Eroded Credibility When bad things happen, past behavior is used to predict future actions. When past behaviors are considered good and helpful, the current and future behaviors don't match those expectations, there is a loss of credibility.</p>	<p>Implement trust-building, fear-reducing, credibility-fixing behaviors. Suggestions: Provide advance information. Ask for input from all, even perceived opponents. Listen carefully. Demonstrate you've heard, adjust action. Stay in touch. Speak in plain language. Bring victims/involuntary participants into the decision making process.</p>
<p>Constant Need for Information The need for a constant streaming of information to the community is enormous. Questions and anxieties can escalate.</p>	<p>Organize separate all-school staff and all-community meetings to provide information and opportunity to express concerns. Immediately implement information channels that are accessible to all members of the community and media -- an interactive web site for questions and answers, a crisis response hotline, and a regularly updated fact sheet.</p>
<p>Panic and Alienation Normal routines and support systems are suspended and survivors can feel very alone and panicked.</p>	<p>Drop-in centers should be made available in several locations throughout the community for parents, students, teachers and others to receive information, counseling, and contact with other grieving members of the school and community.</p>
<p>Media Feeding Frenzies Reporters are scrambling for pictures of students, interviews with school staff and students, and sometimes implement specious means of gaining access to schools and hospitals.</p>	<p>Implement a system for coordinating and responding to media and set parameters for coverage.</p>

Day Three and Beyond

<p>Community Feelings - Bitterness and Blame Victims and victims' families and the school community may feel bitter and may take action that causes divisiveness. There may also be a tendency to place blame or emphasize simplistic solutions to violence or community crisis.</p>	<p>Care must be taken to sustain open, responsive communication lines with all facets of the school community, particularly the victims and their families. Liaisons to victims should make frequent contact with the families and be responsive to their concerns and needs. In addition, affirming community-wide activities should be scheduled to allow citizens to contribute to memorials and expressions of compassion.</p>
<p>Victims' Feelings - Anxiety, Frustration, Anger Victims (of varying degrees) declare their needs are not being met or considered and resist solutions.</p>	<p>Promote the understanding that victims have a special mentality and their perception and behavior is altered in ways that are fundamentally predictable. Victims designate themselves and determine when they are no longer victims.</p>
<p>Anxiety and Media Interest in Return to School Anxieties escalate around returning to school. There is a heightened media interest in covering the first day back.</p>	<p>Establish drop-in support groups within school during lunch hour and before and after school. Carefully plan re-entry and make adequate counseling support available. Communicate well first day plans and set limits with the media.</p>

Administration / Finance

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

Suspension/Expulsion Procedures

Our intension is that our school environment be a positive and successful one. At some times and under some circumstances, it may be necessary to suspend a student from school. According to Travis Unified School District Board Policy 5144.11, and California Education Code, 48900, students may be suspended from school for any of the following reasons:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.
4. Unlawfully offered or arranged or negotiated to sell any controlled substance.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stolen or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
11. Disrupted school activities or otherwise willfully defied the valid authority or supervisors, teachers, administrators, or other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. Sexual harassment as defined in Education Code 48900.2, Section 212.5....This section applies to grade 4 to 12.
14. Act of Hate Violence. A Pupil in Grades 4 to 12..... caused or attempted to cause, threatened or participated in an act of hate violence as defined in subdivision (e) of Section 33032.5.

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any district school or within any other school district, including but not limited to, the following circumstances:

1. While on school grounds.
2. While going to and from school.
3. During the lunch period, whether on or off the school campus.
4. During, going to, or coming from a school-sponsored activity.

Alternatives to suspension or expulsion will be used against students who are truant, tardy, otherwise absent from assigned school activities (Education Code 48900). In the event of suspension, parents and pupils have the right to due process, (Education Code 48911,48915,48915.5) and to review the student's records. In the event of suspension, a parent conference with the principal will occur before the student is readmitted to school.

- Appendix:
- BP AR 5144.1 Suspension and Expulsion/Due Process
- AR 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities)

Procedures for Notifying Teachers of Dangerous Students

- District Procedures for Notification of Teachers of Dangerous Students
 - Appendix
 - EC 49079 Reporting of dangerous students
 - BP AR 0450 Comprehensive Safety Plan
-
- Procedures to Notify Teachers of Dangerous Students**

At the beginning of every school year, the school's Education Code Infractions binder is updated by the Principal. The binder contains the names, the number of incidents, the type of incident, and the total days of suspension for students who have violated education code 48900 a-r (with the exception of h), and Education Code 48900.2, 48900.3, 48900.4, and 48900.7. The binder contains records for the past three school years.

Staff members are made aware of the binder through an e-mail from their administrator or at a staff meeting. Teachers can make an appointment with the administrator to review the binder. Administrators keep a checklist of teachers to ensure they have received the information. Administrators are also asked to inform teachers of any student who is enrolling that they know to have violated the Education Code sections listed above.

A Policy on Sexual Harassment

The Travis Unified School District is committed to providing an educational environment free of unlawful harassment. The District maintains a strict policy prohibiting harassment of students because of sex, race, color, national origin, ethnicity, religion, age, physical or mental disability, blindness or severely impaired vision or any other basis protected by federal, state or local law, ordinance, or regulations. All such harassment is unlawful, irrespective of law, the District believes that all such harassment is offensive. Unlawful harassment in any form, including verbal, physical and visual conduct, threats, demands and retaliation, is prohibited. Violation of this policy by any employee may result in discipline, which may include discharge, depending on the seriousness of the violation. Violation of this policy by another student may result in discipline, which may include suspension or expulsion, depending on the nature and seriousness of the violation. (See Education Code Sections 48900 and 48900.2.)

Unlawful harassment because of sex, race, ancestry, physical or mental disability, age or any other protected basis includes, but is not limited to:

- Verbal conduct such as epithets, derogatory comments, slurs, or unwanted sexual advances, invitations, or comments;
- Visual conduct such as derogatory posters, photography, cartoons, drawings or gestures;
- Physical conduct such as assault, unwanted touching, blocking normal movement or interfering with academic performance or progress directed at a student because of sex or race or any other protected basis;
- Threats and demands to submit to sexual requests in order to receive a good grade or other benefit or avoid some loss, and offers good grades or other benefit in return for sexual favors; and or
- Retaliation for having reported or threatened to report harassment.

Sexual harassment is defined in the Education Code as:

Unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of a individual's academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
- Submission to, or rejection of, the conduct by the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Students have a right to redress for unlawful harassment. In order to secure this right, provide a complaint, preferably but not necessarily in writing, to the Coordinator of Student Services, Travis Unified School District, 2751 De Ronde Drive, CA 94533-9710 (707) 437-8206, or the Superintendent, (707) 437-8200 at the same address, as soon as possible but at least within six months of the date the alleged harassment occurred or within six months of the date the student first obtained knowledge regarding the alleged harassment.

For a complete copy of the Travis Unified School District Harassment Policy (5145.2 (b)), contact the school site or the office of the Superintendent.

- Appendix
- EC 212.5 Sexual harassment
- BP 1312.3 Uniform Complaint Procedures
- BP 4119.11 Sexual Harassment
- BP 5145.3 Nondiscrimination/Harassment
- BP 5145.7 Sexual Harassment

A District Wide Dress Code and any School Site or Individual Codes

Dress for School

We encourage our Cambridge students to wear clothing and follow personal attire and behavior styles that are appropriate for the elementary school educational setting and provides for the safety of the student. Friday is School Spirit Day. Students are encouraged to wear their school shirts on Friday.

1. Platform shoes, flip flops, slip on and open toe sandals are not acceptable. No shoe-skates (shoes with wheels) will be allowed.
2. If children wear shorts or skirts, their fingers must touch the clothing material when standing upright.
3. Halter tops, spaghetti straps, or backless tops/dresses that exhibit the back/midriff section of the body are not acceptable. All shirts and blouses must completely cover the abdomen area. Untucked shirts reaching the knees must not be worn.
4. Sagging pants and long belts are inappropriate. Pant bottoms must not drag on the ground. Pants must fit at the waist and be buttoned or zipped. A belt must be worn.
5. Wearing of makeup (including lipstick, lip gloss and blush) or oversized jewelry is not allowed.
6. Attire displaying alcohol, tobacco, controlled substances, profanity or offensive language is not allowed. Clothing with gang affiliation (as identified by the local police) is not allowed.
7. Tennis shoes are the only type of shoes appropriate for P.E. Students without tennis shoes on their P.E. days will not be allowed to participate in the P.E. activity.
8. Hats may not be worn indoors. Bandanas are not appropriate. Any accessories that have been determined by administration to be dangerous or disruptive to the learning environment are not acceptable.
9. No dyed or colored hair.
10. Pajamas and blankets are not appropriate for school.

- Appendix
- EC 35183 Dress code....gang apparel...
- BP AR 5136 Gangs
- BP AR 5132 Dress and Grooming

Safe Ingress and Egress Procedures

Bicycle Regulations

1. Students who ride a bicycle, skates, roller blades, skateboards or scooters to school are expected to:
 - a. Wear a helmet.
 - b. Walk their bike when crossing and when on the school grounds.
 - c. Lock their bikes individually in the bike racks and only be around the bike racks when they are arriving and leaving school.
2. For safety reasons, kindergarten students are prohibited from riding a bicycle to or from school unless accompanied by the parent/guardian.
3. State law requires students to wear a safety helmet when riding a bicycle.
4. Students who disobey the bicycle rules will forfeit the privilege of riding their bicycles to school.

Bus Rules

1. Students will obey the direction of the bus driver and monitors while waiting to load and ride the bus.
2. Students should be ready to board the bus when it arrives. We suggest that your student arrive five minutes prior to the scheduled pick-up time. In the event a student misses the bus, the parent will be responsible for providing transportation for the student.
3. Students are to refrain from playing in the street or on private property while at the bus stop. Students are under the jurisdiction of the school authorities from the time they leave their home before school until they arrive home after school.
4. Students who ride the bus are expected to go home on the bus unless the parent comes to school to pick them up. A note from the parent should be given to the teacher in these instances.
5. While on the bus, students are to remain seated, facing forward, with arms inside the bus. Any movement or loud noise or excessive talking that is unsafe or distracting to the bus driver is prohibited.
6. Students will forfeit their privilege to ride the bus if they are cited two or more times for failure to adhere to the bus rules. Parents will be notified by the Director of Transportation if their child is going to lose the privilege of riding the bus. If bus riding privileges are suspended, parents will be responsible for providing transportation for their child.

Automobile Safety Precautions

Please refrain from

- double parking,
- parking in the red zones and
- handicapped areas,

when you are in our parking lot or in the neighborhood. Crossing the children across Cambridge Drive in undesignated areas is extremely dangerous. We strongly advise against doing so. Making U-turns in front of the crossing-guard causes traffic delays, and may also result in accidents.

Adult School Visitation

Cambridge School has always encouraged parental involvement in the school, and it has a wonderful group of parent volunteers. We welcome you to come in and look around. Please be aware that the Cambridge Safe School Plan and the Travis Unified School District Board Policy require that ALL visitors and volunteers register with the office immediately upon entering the school when school is in session, and that they display a Visitor Pass on their person. Visitors who fail to obtain a pass will be asked to obtain a pass immediately or leave the campus. Please note: This does not apply to visits before school or after school (i.e., dropping off students before school). All individuals who volunteer in our schools, attend field trips or any other type **Of** volunteer activity must complete a Volunteer Registration Packet available in the school office and online.

- Appendix
- BP AR 3514 Environmental Safety
- BP 3514.1 Hazardous Substances
- AR 3514.2 Integrated Pest Management
- BP 5112.5 Open/Closed Campus
- BP AR 5131.1 Bus Conduct
- BP AR 5142.1 Identification and Reporting of Missing Children

Procedures to Ensure a Safe Orderly Environment

General

1. Students are to remain off the school grounds until 7:50 a.m. unless participating in an approved school-related activity that begins before 7:50 a.m. Student supervision is unavailable before this time.
2. Students are to use crosswalks when walking or riding their bicycle to school. Students are required to cross Nut Tree Road and Cambridge Drive at the crosswalk where the crossing guards are stationed.
3. Students arriving between 7:50 to 8:15 a.m. should report to the blacktop on the playground.
4. Students are to leave the school grounds as soon as they are dismissed for the day.
5. Once arriving to school at the appropriate time, students must remain on campus until their dismissal time except in cases of emergency or parent/guardian request. Students leaving school before dismissal time must be signed out through the office by the parent/guardian or their designee.
6. Students are to refrain from defacing, damaging, or losing school or personal property. As per the Education Code, parents/guardians are financially responsible for any loss or damage to personal or school property caused by their student.
7. Students are to refrain from verbal, electronic, physical abuse or altercations (fighting), antagonizing behavior, or the use of obscene, profane, or inappropriate language.
8. Students are to walk in or near the buildings and on the blacktop area (unless participating in an organized game supervised by an adult).
9. A note from a doctor stating the need for a student to remain indoors during recess time is required before a student may do so.
10. Students are required to follow the directions of authorized adults at all times.
11. Students must have staff permission before they may eat any food outside of the cafeteria, except in the snack area during the morning recess.
12. To avoid “hurt feelings”, outside-of-school party invitations may not be distributed at school.
13. All fundraisers must be school or PTA sponsored. There will be no unauthorized fundraising by students.

Persistent Discipline Problems

All Cambridge students are expected to follow all the classroom and school rules always. In case of rule violations, the classroom teachers, Cambridge staff, Principal and other school appointed personnel will work collaboratively to modify the behavior. The parents/guardians will be notified about the problems to seek improvement in student behavior. If the student does not improve and the behavior is not conducive to learning, he/she may be referred to school’s Student Attendance/Discipline Review Team (SART). Parents will receive written notification of the SART hearing. Cambridge SART will review each student's case and may recommend a student contract. If the discipline and/or attendance problems continue, the students may be referred to Travis Unified School District’s Student Attendance Review Board (SARB). Parents will receive written notification of the SARB hearing and are required to attend with their student. SARB reviews each student's case and may recommend a student contract, require a parent to attend school with the child for a specific period of time, and/or other means of intervention.

Cafeteria Regulations

Except special circumstances, all food must be eaten in the cafeteria (Multipurpose Room).

Students are expected to use the appropriate voice level while visiting with the students who are sitting directly around them.

Students will be seated by the supervisors in the order that the students enter the lunchroom. Students should remain in their assigned seats until dismissal. Students purchasing milk may leave their seats to do so.

Students are expected to display good manners at all times.

Guidelines for Entertainment Performances and Other Activities

1. Students are to remain seated flat on the floor, allowing students behind them to see.
2. Students are to refrain from talking to people around them.
3. Students are to refrain from booing, making other rude noises, talking or yelling at the performer/speaker unless the person asks for a response.
4. Students may applaud at appropriate times. These times are at the end of the music of dance piece, or at times of amazement, or for wonderful or fabulous things seen or heard unless the performer asks for quiet. As soon as the applause ends, students are to remain quiet and ready for the next thing. Students are to refrain from talking to their friends during a performance.

Restroom Regulations

1. Students are to refrain from loitering or playing in or around the restroom or restroom area.
2. Students are expected to use the restroom in the same manner that they would if they were home. Students are also expected to keep the restrooms clean and respect other students' right to privacy when using the restroom.
3. Students should wash hands with soap and water after using the restroom.

Health

The health of your child is of extreme importance to us for a number of reasons. A sick child does not learn and could affect other children's learning as well. Cambridge School does not have a nurse on site, but we do have a Health Technician on site during student attendance hours. Among the services that the Travis School District currently provides are hearing and vision screening. These tests are screening only and do not take the place of an examination by a physician or eye specialist. We do not diagnose illness and therefore must determine whether a child is ill by the same methods you use at home. No medication can be given at school unless written permission is given by the parents/guardians and physician. The forms for this can be obtained from the school. Students should be free of fever for 24 hours before returning to school. For your child's own welfare, as well as, for other children who may catch the illness, your child should be kept home when ill.

Medication: No medication may be administered at school without a health provider's written order including the student's name, medication name, dosage, time to be taken, reason for medication, and dates to be administered. This policy includes cough drops, aspirin, antihistamines, topical ointments, etc. Forms for this purpose may be obtained from the school office.

All medication to be administered must be in the original container and must contain the student's name, medication name, appropriate dosage, health provider's name, and must have a current date (ie. the medicine must not have gone past the expiration date). All medications are kept in the school office. It is the student's responsibility to see that he/she receives the medication at the designated time.

All medication left at school after the last day of school will be discarded. New medication forms and medication must be provided at the beginning of each school year.

Medication Administration

1. An official school form granting permission to take medication shall be filled out and signed by the parents or guardians.
2. All medication will be kept in the Health Technician's office.
3. All medications to be administered must be in the original container and have the student's name, medication name, appropriate dosage, doctor's name and recent date.
4. Students will take medication under the personal supervision of a school official. However, it is the student's responsibility to see that he/she receives his/her medication at the designated time.
5. All medicines administered are logged by the Health Tech or office staff.

Colds, Sore Throats, or Flu: Many of the communicable diseases, including the common cold, start with soreness and redness of throat. Do not send your child to school with a persistent cough, sore throat, vomiting, diarrhea, or a fever. The student must be free of a fever, vomiting, and diarrhea for 24 hours before returning to school. He/she should be able to participate in all normal school activities upon return. There is no supervision for students to remain inside at recess times.

Chicken Pox: The first sign is usually a mild fever, then crops of watery blisters appear. The student must stay home until 7 days after the blisters first appear, and until all blisters have dried up and formed crusts.

Impetigo: Begins with sores which form small blisters, then become weepy forming yellow, honey-colored crusts or scales. This is usually seen on the face. The student needs to be using an antibiotic ointment or taking an oral antibiotic for 24 hours before returning to school. Upon return, all sores must be covered.

Lice: Exclusion from school until treated. Liquid insecticide shampoo may be obtained over the counter. A Travis Unified School District nurse or health technician must confirm that the student is free of lice before the student may return to school.

Mononucleosis: Student may return to school after acute symptoms have disappeared and with written permission from the physician. Written notification from the physician should state any restriction on activities or any recommendation regarding test or reduced school day.

Pink Eye(Conjunctivitis): Redness of one or both eyes, increase in tears and discharge of yellow pus; child may wake up with eyes crusted and difficult to open, may complain of hurting eyes. Student must be on medication prescribed by a health provider for 24 hours before returning to school. If a student has been referred to a health

care provider for possible pink eye, a note from the provider is required to return to school even if the physician indicates that pink eye is not present.

Poison Oak: This is not considered contagious, however, it must be kept covered. If it is a severe case, especially if it is on the face and eyes are swollen, the child should be kept at home and a health care provider consulted.

Ringworm: This is a fungal infection of the skin. The lesion or sore, might be either dry and scaly or moist and crusted. As it progresses, the center area clears creating the “ring”. The student may return to school 24 hours after starting treatment with an antifungal ointment and if all sores are covered.

Scabies: Bumps, caused by a mite, are seen between fingers, on wrists, elbows or the thighs. They cause intense itching, especially at night. A student may return to school with a health provider note and after taking prescribed medication for 24 hours.

Strep Infections: The student needs to be on antibiotics and fever-free for 24 hours before returning to school.

First Aid

The purpose of first aid is to prevent injury and safeguard the health of the individual.

1. For injuries and/or sudden illness occurring at school or during school related activities, approved first aid will be administered.
2. No medication or medical treatment will be administered by school personnel.

It is imperative that the school has a current telephone number on file where the parents or a responsible individual designated by the parents may be reached in the event of an emergency. If any number(s) changes, please provide the new number to the school office. It is recommended that at least two contacts in addition to parent/guardian are provided on the emergency card.

EMERGENCY PROCEDURES

The school district and each individual school have emergency procedures in place. They include every possible emergency (earthquake, chemical spill, etc.) and are very elaborate and detailed. Be assured that the safety of your child or children is tantamount in every possible contingency. In the event that our students would have to be evacuated from Cambridge, contingency plans have been developed to move our students in an orderly fashion to the park area southeast of the portable building that is located on the west side of Cambridge Park. From there, the students would be picked up by the parent/guardian or designee or bussed home. Bussed students would not be transported/released until contact with the parent/guardian has been made. In the event that the school would ever need to be evacuated or students released early, the information would be provided by announcement over KUIC radio, 95.3 FM.

Please be sure that the school has up to date information at all times concerning your address, telephone number, place of employment, and at least two emergency numbers of a friend or relative. If you change childcare providers, please let the school know who is to be responsible for your child in case of accident or illness.

- Appendix
- BP AR 0000 Vision
- BP 0100 Philosophy
- BP 1020 Youth Services
- BP AR 1240 Volunteer Assistance
- BP AR 1250 Visitors/Outsiders

- AR 3515 Campus Security
- BP AR 3513.3 Tobacco-Free Schools
- BP AR 3515.2 Disruptions
- AP AR 3516 Emergencies and Disaster Preparedness Plan
- BP AR 3530 Risk Management/Insurance
- BP 4000 Concepts and Roles
- BP 4020 Drug and Alcohol-Free Workplace
- BP AR 4118 Suspension/Disciplinary Action
- BP AR 4119.42 Pathogens
- BP AR 4119.43 Universal Precautions
- BP AR 4157 Employee Safety
- BP AR 5020 Parent Rights and Responsibilities
- BP 5021 Noncustodial Parents
- BP AR 5113 Absences and Excuses
- AP AR 5113.1 Truancy
- BP 5131 Conduct
- BP 5131.5 Vandalism, Theft and Graffiti
- BP AR 5131.6 Alcohol and Other Drugs
- BP AR 5131.62 Tobacco
- BP AR 5131.63 Steroids
- BP AR 5131.7 Weapons and Dangerous Instruments
- BP 5137 Positive School Climate
- BP AR 5141 Health Care and Emergencies
- BP 5141.1 Accidents
- BP AR 5141.21 Administering Medication and Monitoring Health Conditions
- BP 5141.21 Infectious Diseases
- BP AR 5141.26 Tuberculosis Testing
- BP AR 5141.3 Health Examinations
- BP AR 5141.31 Immunizations
- AR 5141.32 Health Screening for School Entry
- BP 5141.33 Head Lice
- BP 5141.6 Student Health and Social Services
- BP AR 5142.1 Identification and Reporting of Missing Children
- BP AR 5144 Discipline
- BP 5145.9 Hate-Motivated Behavior
- BP 5145 Rights and Responsibilities
- BP AR 5145.11 Questioning and Apprehension
- BP AR 5145.12 Search and Seizure
- BP 5149 At-Risk Students
- BP AR 6141.2 Recognition of Religious Beliefs and Customs
- BP AR 6142.1 Sexual Health and HIV/AIDS Prevention Instruction
- BP 6142.6 Learning Through Community Service
- BP AR 6163.2 Animals at School

Rules and procedures on school discipline

The Cambridge School Community believes that the development of a positive school climate is a team effort with the school, home, and community working in collaboration to create a “Positive School Environment”.

We believe that our school’s principal, teachers, and support staff have a personal and professional responsibility to provide to all students a quality educational experience in a safe environment. Students have the responsibility to perform to the best of their ability and to exercise their personal rights in a manner that does not infringe on the rights of others. We also believe that parents/guardians have the responsibility to provide guidance and support to their child, and to work in a cooperative effort with the school to enable their child to perform to the best of their academic and behavioral ability.

Students must:

1. Come to school on time at 8:15 promptly prepared to learn.
2. Respect the rights and property of all.
3. Keep hands, feet and objects to themselves.
4. Follow directions the first time they are given.
5. Report to all out-of-class assignments such as Learning Center, P.E, Music, and Reading Groups promptly on time.
6. Use all equipment and materials safely and appropriately.

Rewards:

- Full participation in all activities
- Earn Cougar Cash or Cougar Tickets
- Principal’s phone call
- Other special privileges and awards such as popsicle or pizza with the principal

Consequences:

- Conference/Warning
- Loss of privilege
- Parent contact
- Referral to the principal for Administrative consequences

Students who choose to violate school rules may be assigned recess timeout and/or receive a discipline referral from the staff. The referral may go to the teacher for his or her action, but ultimately all discipline referrals go to the principal. Depending on the reason for the referral, action taken by the teacher with the student may include: conferencing with the student; teacher-assigned consequences; parent contact/conference; or counseling by the principal. Students who choose to severely or repeatedly violate playground, class, or general school rules will receive progressive discipline consequences. Depending on the nature and frequency of the referrals, one or more of the following will occur: parent contact/conference; detention; or in the most severe/chronic situations, in-school suspension or expulsion from school.

Playground Regulations

1. Students should walk at all times when they are on the blacktop area, sidewalk, or in any classroom, corridor, or breezeway. The only exceptions to this rule are when a student is playing in a basketball game within the confines of the basketball courts or in an organized game supervised by an adult.

2. Students should be only in authorized areas. Areas off-limits to students are:
 - a. The bike racks except when a student with a bike is arriving or leaving school.
 - b. Areas around the portable buildings and west of the classroom buildings (marked by red lines), except when going to or from the classroom when arriving or leaving school, coming to or from recess, or to or from special events in the multipurpose room.
 - c. Any area where an adult is not present to supervise students.

3. Students may only use playground equipment, game balls, etc. in a safe and appropriate manner. When using the playground equipment, students are expected to:
 - a. Get on the platforms of the play equipment using the: canyon climber, wiggly worm, rock wall, honeycomb climber, curved ladder and stairs. Always stay to your right when using the stairs. Start at the end of the double's rail and overhead climber and move toward the platform when the person in front of you has finished his/her turn.
 - b. Get off the playground equipment using: the firemen's pole, the slide and the stairs. Slide down the slide feet first and only when the person in front of you has exited the slide. Do not stop on the slide. Always stay to your right when using the stairs.
 - c. Please do not: sit, pick or bring rocks onto the mat, play chase games such as "tag," do "cherry drops" or "swing" on the pull-up bars. Both hands should remain in contact with the bar and your feet should always be the lowest part of your body.

4. To prevent playground balls going over a fence, students should avoid playing ball games near any of the fences that border the school. If a ball does go over a fence, the yard duty person is to be **notified**. Any ball that goes over the fence or into the street may only be retrieved by an adult. The balls should not be bounced against the school walls.

5. To avoid injuries and altercations between students, students are to refrain from playing rough games, such as dodge ball, tackle football, tag, or games of "catch and hold".

6. For safety reasons, students are to refrain from doing gymnastics and tumbling activities, except under the direct supervision of the P.E. teacher or an authorized adult.

7. Students are to stop and look at the yard duty person if double whistles are blown in the student's area.

- Appendix
- EC 35291 Rules
- EC 35291.5 Rules and Procedures on School Discipline; Adoption; enforcement; filing; review

Hate crime policy and procedures

- Please see page on sexual and other harassments.
- Appendix
- BP AR 5144.1 Suspension and Expulsion/Due Process
- BP AR 5144.2 Suspension and Expulsion/Due Process (Students with Disabilities)

ACTION PLAN FOR COMPONENT 1—THE SCHOOL CLIMATE

THE PEOPLE AND PROGRAMS THAT INFLUENCE THE SCHOOL. REFER TO PAGES 81 TO 98 IN *SAFE SCHOOLS A PLANNING GUIDE FOR ACTION*

Goal	Objectives	Individuals Responsible	Activities	Resources
<p>1. Cambridge staff, students, parents and community will work to create a positive school climate that promotes respect for diversity, responsibility, effective communication, self- esteem and conflict resolution.</p>	<ul style="list-style-type: none"> • Promote respect in all areas • Develop independence & responsibility • Develop effective interpersonal communication skills • Implement character education/anti-bullying curriculum/Positive Behavior Interventions & Supports 	<ul style="list-style-type: none"> • Principal • Teachers • All school staff • PTA members • Vacaville PD • TUSD EL coordinator 	<ul style="list-style-type: none"> • Second Step Curriculum (anti-bullying strategies, character building, violence prevention, motivational assemblies, activities and lessons) • No Excuses University implementation including college bulletin boards, posted behavioral expectations, adopt colleges.. • Class meetings • PBIS counseling • PBIS/School Wide BEST rules (clear expectations, taught, posted, refined and practiced). • Red Ribbon Week • Parent Education • PTA activities (Community outreach , i.e. donuts w/dad) • Fall Fest • Character Coupons • Cougar Cave • Popsicles w/principal • Pizza w/principal • Daily Jump Start PE • SSC meetings 	<ul style="list-style-type: none"> • BEST handbook • PBIS manual • 2nd Step Curriculum • PTA funds • LCAP distributed funds • PBIS funding • LCAP funding for School Support Specialist & Social Worker • Student Study Team • All personnel • No Excuses University conference & district training

			<ul style="list-style-type: none"> • ELAC meetings • EL parent ed • PBIS program implementation • Character Assemblies 	
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Goal	Objectives	Individuals Responsible	Activities	Resources
2. All students, and staff members will show respect and responsibility for one another leading to a sense of emotional and physical well-being that promotes high academic achievement.	<ul style="list-style-type: none"> • To improve academic achievement • To improve a sense of physical and emotional well being • To implement and integrate the Second Step Curriculum, BEST practices and PBIS program throughout the school. 	<ul style="list-style-type: none"> • Principal • Teachers • All school staff 	<ul style="list-style-type: none"> • Parent/Teacher conferences • Learning Center, Intervention, and speech classes • Continued use of the 2nd Step program • Teaching the program with fidelity • Communication: Admin. weekly emails, phone calls to families and staff • Class newsletters • Back to School Orientation • Mileage Club • Field Day • Jump Start PE • Band/Music • Continued usage of PBIS program • PBIS instruction • Social skills groups led by social worker • One on one counseling • Student Support Specialist recess program 	<ul style="list-style-type: none"> • 2nd Step, BEST, PBIS curriculum • Aeries Reports • PTA volunteers • Teachers • Staff • District Support • LCAP funding

Goal	Objectives	Individuals Responsible	Activities	Resources
3. To maintain a 96% attendance rate or higher throughout the school year.	<ul style="list-style-type: none"> • Increase Average Daily Attendance • Improve Attendance • Increase learning 	<ul style="list-style-type: none"> • Principal • Teachers, parents, students, all staff members • Student Attendance Board • District Administrators 	<ul style="list-style-type: none"> • SARB meetings • Close monitoring of student attendance • SART meetings • Perfect Attendance recognition • Motivational, engaging lessons • Kagan Cooperative Learning strategies integrated into curriculum and daily instruction • 6th grade Science Camp 	<ul style="list-style-type: none"> • ASB funds • LCAP funds • Aeries Reports • Office Attendance Clerk • District Support through the SARB process

ACTION PLAN FOR COMPONENT 2 SCHOOL'S PHYSICAL ENVIRONMENT

THE PHYSICAL CONDITIONS IN WHICH EDUCATION TAKES PLACE (LOCATION, BUILDINGS, CLASSROOMS, PROCEDURES)-- REFER TO PAGES 99 TO 113 IN *SAFE SCHOOLS A PLANNING GUIDE FOR ACTION*

Goal	Objectives	Individuals Responsible	Activities	Resources
1. To maintain the safety and aesthetics of classrooms, common areas & entire school campus	<ul style="list-style-type: none"> • To maintain a high level of student and staff pride of school • To ensure the school is safe 	<ul style="list-style-type: none"> • Principal, • custodians • staff • students • Central Office staff 	<ul style="list-style-type: none"> • Monitoring of classrooms • Annual safety inspections 	<ul style="list-style-type: none"> • LCAP funds • General School Funds
2. To maintain the safety of students and staff in parking lot and on adjacent streets	<ul style="list-style-type: none"> • To ensure the safety of everyone 	<ul style="list-style-type: none"> • Principal, • staff, • students • parents • Vacaville police department • Central Office 	<ul style="list-style-type: none"> • Before and After School monitors in parking lot • Admin. Monitoring • Vaca. police visits 	<ul style="list-style-type: none"> • LCAP funds • City support • Principal • Staff
3. To continuously improve the response time and efficiency for disaster drills	<ul style="list-style-type: none"> • Ensure safety of students and staff 	<ul style="list-style-type: none"> • principal • staff • students 	<ul style="list-style-type: none"> • Practice drills • Reflection and process drills • Leadership mtgs • Admin and custodial meetings • Meetings with Fire personnel 	<ul style="list-style-type: none"> • Little or no funding needed.