

Comprehensive School Safety Plan



GROW
ACADEMY SHAFTER

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This document is available for public inspection during regular business hours at Grow Academy Shafter.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be

used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet. (CDE has advised us that the Public Inspection form of this report is subject to the California Public Records act. As such districts should confer with legal counsel to develop procedures for complying with requests for copies of the plan.)

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Child Abuse Reporting Procedures

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in their professional capacity or within the scope of their employment whom they know or reasonably suspect has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Grow Public Schools will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.



SUSPECTED CHILD ABUSE REPORT
(Pursuant to Penal Code section 11166)

[Print Form](#) [Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

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

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 or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.

A copy of the report can be completed and printed on the California Office of the Attorney General's website at https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

Bullying Prevention and Response

Grow Academy Shafter believes that all students have a right to a safe and healthy school environment. The school and community have an obligation to promote mutual respect, tolerance, and acceptance.

Grow Academy Shafter will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions. Such behavior includes: direct physical contact, such as hitting or shoving; verbal assaults, such as teasing or name-calling; and social isolation or manipulation.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Grow Academy Shafter expects students and/or staff to immediately report incidents of bullying to the principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity.

To ensure bullying does not occur on school grounds, Grow Academy Shafter will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment. The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5) The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students.

Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

The Student Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or the parent of the student feels that appropriate resolution of the

investigation or complaint has not been reached, the student or the parent of the student should contact the principal or the Office of Student Services. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

The procedures for intervening in bullying behavior include, but are not limited, to the following:

- All staff, students and their parents will receive a summary of this policy prohibiting intimidation and bullying: at the beginning of the school year, as part of the student handbook and/or information packet, as part of new student orientation, and as part of the school system's notification to parents.
- The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.
- Staff who witness acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

Suicide Prevention

The Governing Board of Grow Academy Shafter recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth considers (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the school to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Suicide Prevention team shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and

behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (after school) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Suicide Prevention team shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

The Principal and Assistant Principal of Student Services shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention. Districts must work in conjunction with local government agencies, community-based organizations, and other community resources to identify additional services.

- West Kern Intensive (Shafter): 661-746-6734
- Shafter Police Department: 661-746-8500
- Crisis Hotline: 1-800-991-5272
- National Alliance for Mentally Ill (NAMI) National Helpline: 1-800-950-6264
- Suicide Prevention Hotline: 1-800-273-8255
- KCSOS Prevention Programs: 661-852-5661

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, the school shall appoint the Assistant Principal of Student Services to serve as the suicide prevention point of contact for Grow Academy Shafter. In addition, Grow Academy Shafter will identify at least one staff member to serve as the liaison to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, the Principal and Assistant Principal of Student Services along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

B. Suicide Prevention Training and Education

Staff Development Training shall be provided for all school staff members and other adults on campus (including substitutes, yard duty staff, tutors, learning lab aides, classroom aides, kitchen staff and afterschool staff.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary and secondary point of contact.
- All staff shall receive training annually on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- All staff shall receive training in QPR (Question, Persuade and Refer)
- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment.

Previously employed staff members shall attend a minimum of one-hour general suicide prevention training; core components of the general suicide prevention training shall include:

- Suicide risk factors, warning signs, and protective factors;
- How to talk with a student about thoughts of suicide;
- How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
- Emphasis on immediately referring (same day) to the School Psychologist or School Counselor any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.

In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:

- The impact of traumatic stress on emotional and mental health;
- Common misconceptions about suicide;
- School and community suicide prevention resources;
- Appropriate messaging about suicide (correct terminology, safe messaging guidelines)
- The factors associated with suicide (risk factors, warning signs, protective factors);
- How to identify youth who may be at risk of suicide;
- Appropriate ways to interact with a youth who is demonstrating emotional distress or is

suicidal.

- School-approved procedures for responding to suicide risk (including systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed
- School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- Responding after a suicide occurs (suicide postvention);
- Resources regarding youth suicide prevention;
- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;

The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:

- Youth affected by suicide;
- Youth with a history of suicide ideation or attempts;
- Youth with disabilities, mental illness, or substance abuse disorders;
- Lesbian, gay, bisexual, transgender, or questioning youth;
- Youth experiencing homelessness or in out-of-home settings, such as foster care;
- Youth who have suffered traumatic experiences;

C. Employee Qualifications and Scope of Services

School employees must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

D. Specialized Staff Training (Assessment)

Professional development in Applied Suicide Intervention Skills Training (Assist) and the Columbia Suicide Severity Rating Scale (CSSRS) suicide risk assessment and crisis intervention shall be provided to (Assistant Principal of Student Services, School Counselor, School Psychologist and School Nurse) employed by Grow Academy Shafter. In addition, staff will use a safety plan to help support the student which includes: recognizing the signs of crisis, identifying coping strategies, having social contacts who may distract from the crisis, contact friends and family for crisis support, and contact health professionals, including 911 or crisis hotlines. If a referral was made for a student, a staff member will verify with the parent/guardian/caregiver that follow-up treatment has been accessed and will be required to provide documentation of care for the student.

E. Parents, Guardians, and Caregivers Participation and Education

To the extent possible, parents/guardians/caregivers will be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the Grow Academy

Shafter suicide prevention policy and procedures. This suicide prevention policy will be prominently displayed on the Grow Academy Shafter Web page and included in the parent handbook. Parents/guardians/caregivers will be invited to provide input on the continued development and implementation of this policy. All parents/guardians/caregivers will have access to suicide prevention training that addresses the following:

- Suicide risk factors, warning signs, and protective factors;
- How to talk with a student about thoughts of suicide;
- How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

F. Student Participation and Education

Under the supervision of the Principal; the Assistant Principal of Student Services, the School Counselor, school psychologist and community mental health agencies, students shall: · Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress; Receive developmentally appropriate guidance regarding the school's suicide prevention, intervention, and referral procedures. The content of the education shall include:

- Coping strategies for dealing with stress and trauma;
- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Grow Academy Shafter will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention.

Intervention, Assessment, Referral

A. Staff

The School Social Worker, School Counselor, and School Psychologist who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

Under normal circumstances, the primary and/or secondary contact persons shall notify the Principal, or another school administrator if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently

available on school and district websites. **Primary:** Eliza Dyer, School Social Worker; **Secondary:** Adrianna Salazar, School Counselor.

The Principal, Assistant Principal, School Social Worker, School Counselor, School Psychologist (or Nurse) shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.
- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Assistant Principal shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.
- All staff members will be provided with names and numbers of people on campus trained to conduct risk assessments and safety planning; primary and secondary point of contact on campus regarding potential suicidal intentions, the local crisis hotline number, information about what to do and who to contact if someone is at-risk.

B. Parents, Guardians, and Caregivers

A referral process will be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources. Resource: Parents as Partners: A Suicide Prevention Guide for Parents that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

C. Students

Students will be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt. Below are prevention plans that will be implemented within the school:

- Classroom Presentations: The School Counselor will inform students on how to be advocates for each other, identifying warning signs when someone is in danger, coping strategies of dealing with stress, help seeking strategies for oneself and others, and

internet/social media safety.

- Counselor Box: Students are encouraged to write personal notes to meet with the school counselor for academic, career, personal/social assistance.
- WEB Leader Training: WEB leaders will receive training on how to be advocates for all students, find help when a student needs support, and who to go to if they identify a student is at risk. Students will also receive training on social media and what to do if someone posts an at-risk message.
- Advisory/Homeroom Class Councils: Through advisory and homeroom class councils' students will participate in suicide prevention discussions and create a safety web of peers and adults that they trust.
- Two-way student/teacher Communication: Students will also have access to two-way communication with teachers in their homeroom and advisory classes.

D. Parental Notification and Involvement

Grow Academy Shafter shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, the School Psychologist or School Counselor shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed.
- Families will be provided with a list of resources and the crisis hotline number to report if a student is an immediate danger. In addition, parents will be notified if their student is in danger and has been identified as at-risk.
- Parent contact will be documented in the school system and will be given resources for continued support for their student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care.
- If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services (CPS) to report neglect of the youth. (Phone Number: 661-631-6011)

E. Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
 - Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;

Parents/guardians/caregivers should be contacted as soon as possible;

- Do not send the student away or leave them alone, even if they need to go to the restroom; · Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of Grow Academy Shafter property the crisis management plan will be initiated. It is crucial that the Principal and Suicide Prevention Team protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented: Contact the parents/guardians/caregivers and offer support to the family; Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;

- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for reintegration to school.

G. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings; · Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following

the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment. The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers; Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or members of the suicide prevention team should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school reentry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at

http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

I. Postvention- Responding After a Suicide Death

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives. Suicide Postvention Response Plan shall include:

- Principal/Dean of Culture will confirm death and cause;
- Principal/Dean of Culture will contact deceased's family (within 24 hours);
- Dean of Culture will enact the Suicide Postvention Response Plan, include an initial meeting of the school Suicide Postvention Response Team;
- Dean of Culture will notify Kern Behavioral Health & Recovery Services, KCSOS Prevention Coordinator and additional school counselors in the surrounding areas for additional counseling support;
- Principal/Dean of Culture will notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).

**Coordinate an all-staff meeting, to include:
(Principal/Assistant Principal)**

- Notification (if not already conducted) to staff about death;
- Emotional support and resources available to staff;
- Notification to students about suicide death and the availability of support services (if

this is the protocol that is decided by administration);

- Share information that is relevant and that which you have permission to disclose.

Prepare staff to respond to needs of students regarding the following: (School Psychologist)

- School Psychologist will review protocols for referring students for support/assessment; Talking points for staff to notify students;
- Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior; · Communicate with the larger school community about the suicide death; · Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson skilled to cover a story without the use of explicit, graphic, or dramatic content. Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.

Utilize and respond to social media outlets: (School Counselor)

- Identify what platforms students are using to respond to suicide death
- Identify/train staff and students to monitor social media outlets

Include long-term suicide postvention responses: (School Counselor)

- Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
- Support siblings, close friends, teachers, and/or students of deceased. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Emergency Contacts (Shafter)

Emergency Services	911
Shafter Police Department	661-746-8500
West Kern Intensive	661-746-6734
Crisis Hotline	1-800-991-5272
National Alliance for Mentally Ill (NAMI) National Helpline	1-800-950-6264

Suicide Prevention Hotline	1-800-273-8255
Kern County Superintendent of Schools Prevention Programs	661-852-5661
Kern County Human Trafficking report line (CPS)	661-631-6011
National Suicide Prevention Lifeline	1-800-273-TALK
Kern Behavioral Health and Recovery Services	1-800-991-5272
AIDS/HIV Hotline	1-800-991-5272
AlaTeen	661-322-1102
Bakersfield Crisis Pregnancy Center	661-326-1907
Bakersfield Gay and Lesbian Center	661-843-7995
Boys Town National Hotline	1-800-448-3000
CA Youth Crisis Hotline	1-800-843-5200
Crisis Text Line	741-741
Domestic Violence Hotline	1-800-799-7233
Drug and Alcohol Hotline	1-800-662-4357
LGBTQ National Youth Talk Line	1-800-246-7743
National Runaway Switchboard	1-800-786-2929
Nineline Crisis Counseling Hotline	1-800-999-9999
Planned Parenthood	661-634-1000
Pregnant Minor/Cal-Safe	661-852-5651
Pregnant Teens	661-324-0293
Rape, Abuse, Incest Hotline	1-800-656-4673
Self-Injury Hotline	1-800-366-8288
STD Hotline	1-800-227-8922
Teen Crisis Line	1-800-852-8336

Opioid Protocol

California Senate Bill 10 requires site safety plans of schools that serve pupils in any grade, 7 - 12 inclusive, to include a protocol for what is to be done in the event a pupil is suffering, or is reasonably believed to be suffering, from an opioid overdose. Schools that serve pupils pre-school -

6th grade may also include this protocol.

The Chief of Schools or designee has allowed for naloxone hydrochloride, or another opioid antagonist, to be made available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. Naloxone hydrochloride is a drug approved by the Federal Food and Drug Administration to reverse an opioid overdose. Narcan is a brand name for this medication.

Staff Members Approved to Administer Naloxone:

The school nurse, or another designated employee who has volunteered and received training, will administer naloxone, or another opioid antagonist, by nasal spray.

Information regarding defense and indemnification has been provided for any and all civil liability for volunteers administering naloxone hydrochloride or another opioid antagonist for emergency aid.

School staff members have been trained on the following signs and symptoms of an opioid overdose:

Unconsciousness

Inability to awaken

Slow, shallow, or no breathing

Choking, gurgling, or snoring noises

Fingernails or lips turning blue or purple

Cold or clammy skin

The following protocol will be used in response to a suspected opioid overdose:

Call out loudly and vigorously, gently shake the person, and grind knuckles into the sternum.

If the person is unresponsive, administer naloxone intranasally:

Remove nasal spray from the box..

Hold nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.

Gently insert the tip of the nozzle into either nostril.

Press the plunger firmly with your thumb.

Remove the nasal spray device from the nostril.

Call 911, or have someone call 911, following your school's policy for involving the school office staff and alerting the district office.

If the person is still unconscious after 2 minutes, administer a second dose with a new device in the other nostril.

Provide rescue breathing if breathing is slow or has stopped.

Once breathing has resumed, place the person in the recovery position by rolling them onto their side.

Continue to monitor the individual until emergency medical services (EMS) arrives.

Procedure for Storage of Naloxone:

Keep naloxone in its box until needed.

Store at room temperature below 77 degrees F.

Do not freeze.

Excursions are permitted with temperatures up to 104 degrees F.

Protect from light.
Keep in a secure location.

In the event a pupil or adult on campus is suffering, or is reasonably believed to be suffering, from an opioid overdose, staff members are prepared to respond appropriately.

Storage and Administration of Emergency Epinephrine Auto-Injectors

Storage and restocking. An epinephrine auto-injector is a disposable drug delivery system with a spring activated needle that is designed for emergency administration of epinephrine to provide rapid, convenient first aid for persons suffering a potentially fatal reaction to anaphylaxis. This ready-to-use and easily transported system is designed to treat a single anaphylactic episode. It must be properly discarded (in compliance with applicable state and federal laws) after its use, or provided to the emergency medical responders.

A qualified supervisor of health, which may include but is not limited to a school nurse (or, if there is no qualified supervisor of health, an administrator) shall obtain from an authorized physician a prescription for each school for epinephrine auto-injectors that, at a minimum, includes one regular (or adult) and one junior epinephrine auto-injector for an elementary school, and one regular or adult (if there are no pupils requiring a junior) epinephrine auto-injector for a junior high school, middle school or high school (it is generally recommended that two epinephrine auto-injectors be kept on-hand, as back-up).

The qualified supervisor of health (or administrator) shall be responsible for stocking the epinephrine auto-injector and restocking it if it is used. If the epinephrine auto-injector is used it shall be restocked as soon as reasonably possible, but no later than two weeks after it is used. Epinephrine auto-injectors shall be restocked before their expiration date.

According to the manufacturer, epinephrine auto-injectors should be stored in a secure but accessible, well-marked location, at room temperature until the marked expiration date, at which time the unit must be replaced. Auto-injectors should not be refrigerated as this could cause the device to malfunction. Epinephrine auto-injectors should not be exposed to extreme heat or direct sunlight. Heat and light shorten the life of the product and can cause the epinephrine to degrade. To be effective, the solution in the auto-injector should be clear and colorless. If the solution is brown, the unit should be replaced immediately.

A state agency, the department, or a public school may accept gifts, grants, and donations from any source for the support of the public school carrying out the provisions of this section, including, but not limited to, the acceptance of epinephrine auto-injectors from a manufacturer or wholesaler. A pharmacy may furnish epinephrine auto-injectors to a school district, county office of education, or charter school for its exclusive use upon a physician's written order specifying the quantity to be furnished. The school district, county office of education, or charter school is responsible for monitoring the supply of epinephrine auto-injectors received from a pharmacy and ensuring that they are destroyed when expired.

Emergency use. A school nurse, or, if the school does not have a school nurse or the school nurse is not on-site or available, a trained volunteer may administer an epinephrine auto-injector to a person

exhibiting potentially life-threatening symptoms of anaphylaxis at school or a school activity when a physician is not immediately available. The following information on the emergency use of an epinephrine auto-injector is based on the manufacturer's instructions and represents the consensus recommendations of the organizations and providers consulted per EC Section 49414(e)(1). Once anaphylaxis symptoms are present, it is recommended that the first line of treatment of choice is an immediate intramuscular injection of epinephrine (epinephrine auto-injector) injected into the lateral (outer side) thigh, which is effective for five minutes (according to the manufacturer of epinephrine auto-injectors).

Steps in the Emergency Use of an Epinephrine Auto-Injector:

Determine if anaphylaxis is suspected. Anaphylaxis usually, but not always, occurs right after exposure to an allergen. Frequently, anaphylaxis occurs in individuals who have a history of a previous reaction. If there is uncertainty about the diagnosis, but there is a reasonable probability that it is anaphylaxis, then treat it as anaphylaxis.

If anaphylaxis symptoms occur, administer the epinephrine auto-injector then call 911 or activate the emergency medical system (EMS). Stay with the individual experiencing anaphylaxis. Have others notify the paramedics, school nurse, parents and school administrator immediately.

Dosage:

For students in second grade or below, or weighing 33-66 lbs., administer 0.15 mg., epinephrine auto-injector (Junior) (when in doubt-give the higher dose) by injecting it into the lateral (outer side) thigh.

For adults and students in third grade or above, or weighing 66 lbs. or more, administer 0.30 mg., epinephrine auto-injector (Adult) by injecting it into the lateral (outer side) thigh.

Stay with the individual and reassure them. Do not raise them to an upright position. Have the individual lie down if tolerated with lower extremities elevated. Roll the individual to their side if vomiting. Have them sit up if they have difficulty breathing.

Epinephrine auto-injector administration procedure:

Read the manufacturer's instructions regarding administration of epinephrine auto-injector.

Remove safety cap or cover of epinephrine auto-injector and place 'tip' ("active side of device") on outside of thigh—midway between hip and knee (follow instructions—may require pressure while placing on thigh)

Position device perpendicular (90 degree angle) to the thigh

It can be administered through clothing

Wait for click or other sound indicating medication is being administered

Hold in place for approximately 3 seconds (or as recommended by the manufacturer's instructions)

Many have a shield that covers the exposed needle

Keep epinephrine auto-injector until emergency personnel arrive. Per their direction, either give to them or place expended injector in sharps container

If the anaphylactic reaction is due to an insect sting, remove the stinger as soon as possible after administering the epinephrine auto-injector. Remove stinger quickly by scraping with a fingernail, plastic card, or piece of cardboard. Apply an ice pack to the sting area. DO NOT push, pinch, or

squeeze, or further imbed the stinger into the skin because such action may cause more venom to be injected into the individual.

Observe the affected individual for signs of shock. Cover them with a blanket, as necessary, to maintain body temperature and help to prevent shock

Monitor the affected individual's airway, breathing, and heart rate. Begin CPR immediately if the individual stops breathing or their heart stops beating.

If symptoms continue or worsen and paramedics have not arrived, use a second epinephrine auto-injector and re-inject no less than 5 minutes after initial injection. Continue to monitor the individual's airway and breathing.

After epinephrine is given, the individual should be promptly taken to the nearest emergency department by ambulance for evaluation and monitoring by physicians and nurses. A second delayed reaction may occur after the initial anaphylaxis and this second set of symptoms can also be severe and life-threatening. After evaluation and treatment in the emergency department, parents/guardians should be advised to monitor students according to recommendations of the treating healthcare provider(s) and staff should be informed by the treating healthcare provider on next steps for safe care.

Document the incident, complete and submit any required reporting forms to the appropriate staff. Include in the documentation the date and time epinephrine auto-injector was administered, the individual's response, and additional pertinent information.

Disaster Response

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (California Education Code § 35295 through § 35297, California Government Code § 8607, and Title 5 California Code of Regulations § 2400 through § 2450). To assist the Grow Academy Shafter (GA) schools in complying with these requirements, Grow Schools has adopted the *Model Safe School Plan, Emergency Procedures* for use as a template in the preparation of emergency procedures for each of the GA schools. The emergency management teams and procedures outlined in this plan are consistent with the Standardized Emergency Management System developed by the State of California. This plan presents specific procedures to be used in preparing for, and responding to, school emergencies.

The effective management of emergencies requires both adequate *emergency preparedness* and *emergency response* capabilities. This plan is organized into five sections:

- Emergency preparedness
- Emergency Planning
- Emergency Management Teams
- Emergency Response
- Emergency Procedures

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.

Emergency Preparedness Procedures

Management

- The School Administrator will annually conduct an Emergency Hazard Assessment to evaluate unique site characteristics and conditions in the adjoining community that could cause an emergency incident. The Emergency Hazard Assessment Summary (Form A, Appendix A) should be used for this purpose.

The School Administrator will designate primary and secondary Command Post locations and ensure that these locations are identified.

- The School Administrator will ensure effective communication between the Command Post and Team Section Chiefs during an emergency.
- The School Administrator will ensure that members of the Incident Command Team (Public Information Officer, Safety Coordinator, and Agency Liaison), and all other team leaders and members are aware of their responsibilities and assignments as defined in this section.
- The School Administrator will ensure that emergency response actions are properly documented as they occur, and that appropriate procedures are included in this plan.

Planning/Intelligence

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

Operations

- The School Administrator will ensure that this plan includes procedures for the following:
 - Administering first aid;
 - Activating and performing search and rescue operations;
 - Ensuring site security;
 - Conducting damage assessments;

- Evacuation; and
- Student release operations.
- The School Administrator will ensure appropriate training is provided for the following teams:
 - First Aid/Medical Team;
 - Psychological First Aid Team;
 - Custodian Team
 - Search and Rescue Teams; and
 - Assembly Area Team.
- The School Administrator will ensure that routine drills are conducted at the school to rehearse emergency response operations.
 - Drills will be conducted at elementary schools at least once per month.
 - Drills will be conducted at secondary schools at least twice per year.

Logistics

- The School Administrator will ensure this plan includes appropriate procedures for coordinating and assembling personnel and volunteers in the event of an emergency.
- The School Administrator will ensure that adequate emergency supplies are maintained and readily available for emergency use.

Finance/Administration

- The School Administrator will assure the following:
 - Purchase of all required emergency preparedness and response equipment and supplies;
 - Tracking of emergency expenditures, and recovery of records damaged or lost in an emergency.

Emergency Planning with SEMS

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

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 School Administrator, as the Incident Commander. The School Administrator is assisted in carrying out this function by a Public Information Officer, Safety

Coordinator, and Agency Liaison.

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, damage assessment, evacuations, and the release of students to parents. Within GA, these activities are performed by the following teams, under the direct supervision of the Incident Commander School Administrator, 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.

Finance/Administration

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

Emergency Management Team Assignments

Incident Command Team

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

Assignments

The Incident Command Team is led by the School Administrator and also includes the school's Public Information Officer and the Agency Liaison.

Incident Commander: **Lacie Harris**

Public Information Officer: **Katie Barton**

Agency Liaison: **Steve McClain**

Operations: **Shyanne Ledford or Darren Williams**

Management: **Marcela Ramirez**

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

Incident Commander

The Incident Commander School Administrator is responsible for directing emergency operations and

shall remain at the Command Post to observe and direct all operations. Specific duties of the Incident Commander may include:

- Periodically assessing the situation.
- Directing the Incident Command Team and all other emergency teams.
- Determining the need for, and requesting, outside assistance.
- Periodically communicating with the Grow Schools Chief Executive Officer.

Public Information Officer

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

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

Agency Liaison

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

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

Team Supplies and Equipment

- Copy of the school's Emergency Procedures
- Campus map
- Master keys

- Copies of staff and student rosters
- Hand-held radios
- Bullhorn
- Battery-operated AM/FM radio.
- First Aid kit
- Clipboard, Paper, Pens
- Hard Hat
- Vest or position identifier
- Large campus map

Team Assembly Location

Inside: GA Shafter Administrative Office-Conference Room

Outside: Basketball Courts

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

First Aid/Medical Team

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

Assignments

First Aid/Medical Team Leader: **Bonnie Ramos**

Alternate Team Leader: **Alyssa Gonzales**

First Aid/Medical Team Member: **Refugio Moreno**

First Aid/Medical Team Leader

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

- Assigning First Aid personnel and assessing available inventory of supplies & equipment.
- Designating and setting up First Aid/Medical treatment areas, with access to emergency vehicles.
- Determining the need for skilled medical assistance, and overseeing care, treatment, and

assessment of patients.

- Periodically keeping the Incident Commander informed of overall status.
- Completing the Injury and Missing Person's Report (Form D, Appendix A).

First Aid/Medical Team Members

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

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

Supplies and Equipment

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

Team Assembly Location

Inside: GA Shafter Administrative Office-Conference Room

Outside: Basketball Courts

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

Psychological First Aid Team

The Psychological First Aid Team is responsible for the caring and safety of all students on campus during an emergency. It also provides psychological first aid as needed during and immediately after an emergency, pursuant to the GA's Crisis Intervention Handbook.

Assignments

Psychological First Aid Team Leader: **Eliza Dyer**

Alternate Team Leader: **Brittany Millwee/Annie Salazar**

Psychological First Aid Team Member: **Jessica Alvarado**

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.

Supplies and Equipment

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

Team Assembly Location

Inside: **ESY Kitchen**

Outside: **MS Quad**

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

Search and Rescue Team

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

Assignments

Search and Rescue Team Leader: **Joshua Western**

Alternate Team Leader: **Shala Hodges**

SAR Team 2 Members: **Robert Garcia**

SAR Team 3 Members: **Vanessa Lara**

Search and Rescue Team Leader

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

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

Search and Rescue Team Members

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

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

Supplies and Equipment

- Vest or position identifier
- Hard hat
- Work and latex gloves
- Whistle with master keys on neck lanyard
- 2-way radio
- Clipboard with job duties
- Map indicating search plan
- CO2 fire extinguishers
- Water-type fire extinguishers
- Hoses
- Water bib keys
- Gloves
- Blankets
- Bolt cutters
- Shovels
- Ropes
- Triage tags
- Bucket or duffel bag
- Goggles

- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pencils
- Duct tape
- Caution tape
- Masking tape
- One member wears first aid backpack

Team Assembly Location

Inside: **Cafe**

Outside: **MS Basketball Courts**

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

Security/Utilities Team

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

Assignments

Security/Utilities Team Leader: **Humberto Torres**

Alternate Team Leader: **Darren Williams**

Security/Utilities Team Member: **Uriel Lopez**

Security/Utilities Team Member: **Emilio Gutierrez**

Security/Utilities Team Leader

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

Security/Utilities Team Members

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

- Locking all external gates and doors; unlocking gates when appropriate.

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

Supplies and Equipment

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

Team Assembly Location

Inside: **GA Shafter Administrative Office-Front Office**

Outside: **West Los Angeles Avenue Parking Lot**

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

Supply/Equipment Team

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

Assignments

Supply/Equipment Team Leader: **Carlos Garibay**

Alternate Team Leader: **Idelfonso "Fonzie" Chavez**

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 or accommodations for pupils with disabilities.
- Controlling conservation of water.

Supplies and Equipment

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

Team Assembly Location

Inside: **Administration Office**

Outside: **MS Basketball Court**

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

Assembly Area Team

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

Assignments

Assembly Area Team Leader: **Shyanne Ledford**

Alternate Team Leader: **Sandra Mord**

Assembly Area Team Member: **All Small Group Instructors**

Assembly Area Team Member: **All Unassigned Classroom Teachers**

Assembly Area Team Leader

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

Assembly Area Team Members

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

- Manage students during emergency.
- Obtaining reports of missing students from teachers or other personnel.
 - Gathering Injury and Missing Person's Report (Form D, Appendix A) from each teacher and submitting them to the Assembly Area Team Leader.
- Checking student emergency card for name of person(s) authorized to pick up student.
- Assisting the Reunion Gate Team as required.
- Ensure that any students with disabilities are assisted during the evacuation.

Supplies and Equipment

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

Team Assembly Location

Inside: **Cafe, Learning Lab**

Outside: **Field**

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

Request Gate Team

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

Assignments

Request Gate Team Leader: **Crystal Ramos**

Alternate Team Leader: **Alicia Mendez**

Request Gate Team Member: **Samantha Villasenor**

Request Gate Team Member: **Justin Juarez**

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.

Supplies and Equipment

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

Assembly Location

Outside: **Grass Field and Basketball Court Gate**

Reunion Gate Team

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

Assignments

Reunion Gate Team Leader: **Adrianna Gutierrez**

Alternate Team Leader: **Melody Meyers**

Reunion Gate Team Member: **Jordyn Richardson**

Reunion Gate Team Member: **Amanda Bloemhof**

Reunion Gate Team Member: **Manny Miranda**

Reunion Gate Team Leader

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

Reunion Gate Team Members

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

- Greeting parents, guardians, and designees at the Reunion Gate.
- Verifying the authenticity of the tags or other identifications.
- Dispatching Student Runners to Assembly Area to escort students whose parents have

come to claim them.

- Providing reassurance to parents, guardians, and designees and directing them to the Reunion Area to wait for their children.
- Confirming students recognize the authorized adults who come to claim them and requiring adult to sign student out of school.
- Completing Student Release Log (Form E, Appendix A) and submitting them to the Reunion Gate Team Leader.

Supplies and Equipment

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

Assembly Location

Outside: **Gate Entrance to Grass Field**

The team is to assemble at the Reunion Area.

Custodian Team

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

Assignments

Custodian Team Leader: **Darren Williams**

Custodian Team Leader

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

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

- Extinguishing fires on campus.
- Evaluating potential release of chemicals.
- Identifying damaged areas on the Damage Assessment Report Form (Form F, Appendix A). Reporting will be supplemented by pictures if appropriate.
- Locating and extinguishing small fires as appropriate.

- Checking gas meter and, if gas is leaking, shutting down gas supply.
- Shutting down electricity only if building has clear structural damage or advised to do so by Command Post.
- Posting yellow caution tape around damaged or hazardous areas.

Supplies and Equipment

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

Team Assembly Location

Inside: **Administration Office**

Outside: **Basketball Courts**

Documentation Position

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

Assignments

Documentation Staff Member: **Rebeka Saavedra**

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

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

Supplies and Equipment

- Hand-held radios

- File boxes
- Paper, pens

Assembly Location

The Documentation Staff Member will report to the Command Post.

Response to Emergencies

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

Identify Type of Emergency

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

- Aircraft Crash
- Animal Disturbance
- Armed Assault on or Near Campus
- Biological or Chemical Release
- Global Health Emergency (i.e., pandemic)
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion/Risk of Explosion
- Fire in Surrounding Area
- Fire On School Grounds
- Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food or Water
- Threat of Violence
- Unlawful Demonstration/Walkout

Identify Level of Emergency

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

- **Level 1 Emergency**: A *minor* emergency that is handled by school personnel without

assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

- **Level 2 Emergency:** A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”.
- **Level 3 Emergency:** A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Determine Immediate Response Actions

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

Duck and Cover
Shelter-In-Place
Lock Down/Lock Out
A.L.I.C.E
Evacuate Building
Off-Site Evacuation
All Clear

Duck and Cover

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

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

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

2. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.

3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.

4. Teachers and students should move away from windows.

Shelter-in-Place

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

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

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

Lock-Out/Lock Down

This action is taken when there is an **OFF-CAMPUS** threat of violence or gunfire identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering school grounds.

There are two types of possible Lock Down alerts:

1. **Lock-out** During a Lock-out, staff will secure the perimeter of the school, increase awareness of possible threats from within or outside school perimeter and be vigilant as to the whereabouts of their students. Classes continue as usual. All students should be taken inside a secure building and roll should be taken. Classes may continue as usual however students are not permitted to use the restroom or change classes at the end of the period. Visitors are not allowed on campus.
2. **Lock Down:** During a lockdown, students should be taken inside a secure building and instructed to take shelter out of sight. Classroom doors are to be locked and lights should be turned off. Students must remain silent and cell phones should be turned off. Visitors are not allowed on campus.
3. The School Administrator will make the following announcement on the telephone system. If the telephone system is not available, the School Administrator will use other means of communication, i.e., sending messengers to deliver instructions. The School Administrator should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION **OFF CAMPUS** AND NEED TO IMPLEMENT LOCK DOWN (LOCK-OUT) PROCEDURES. TEACHERS, PLEASE FOLLOW THE APPROPRIATE PROCEDURES UNTIL FURTHER NOTICE.” (Code word will be given)

A.L.I.C.E

This action is taken when there is an active shooter/threat **ON CAMPUS** and it is necessary for teachers and staff to respond in a proactive manner to keep students and staff safe.

1. In the event of an active shooter on campus, all staff members and students are encouraged to use a proactive response that is appropriate to the situation. It is at the discretion of the individual to determine whether a lock-down, barricade or evacuation is an appropriate course of action. Nothing in this plan should prohibit any member of the school community from using their best judgment to keep themselves and others safe.

In the case of an active shooter on campus, the announcement will clearly state that there is an active shooter on campus and the location of the shooter in order to allow individuals to make the best decision on next steps. When possible, regular announcements about the shooter’s location will be made school-wide.

2. Once the situation is cleared, the School Administrator will make the following announcement over the GA system:

“YOUR ATTENTION PLEASE, THE LOCK DOWN (LOCK-OUT) HAS ENDED. PLEASE RESUME REGULAR ACTIVITIES.” (Code word will be given)

Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building.

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

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.” (Code word Given)

2. The School Administrator will initiate a fire alarm.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Assembly Area*.
4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
5. Once assembled, teachers and students will stay in place until further instructions are given.

Off-Site Evacuation

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

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

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.” (Code Word Given)

2. The School Administrator will determine the safest method for evacuating the campus.

This may include the use of school buses or simply walking to the designated off-site

location. The off-site assembly areas are indicated on the Vicinity Map in Appendix C.

3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions
5. In the event clearance is received from appropriate agencies, the School Administrator may authorize students and staff to return to the classrooms.

All Clear

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

1. The School Administrator will make the following announcement on the PA system. If the PA system is not available, the School Administrator will use other means of communication, i.e., sending messengers to deliver instructions.

“YOUR ATTENTION PLEASE. IT IS NOW OK TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION.” (Code Word Given)

2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

EMERGENCY PROCEDURES

This section describes the specific procedures school staff will follow during the nineteen (19) emergencies listed below:

- Aircraft Crash
- Animal Disturbance
- Armed Assault Near Campus
- Armed Assault On Campus
- Biological or Chemical Release
- Global Health Emergency (i.e., pandemic)
- Bomb Threat
- Bus Disaster

- Disorderly Conduct
- Earthquake
- Explosion/Risk of Explosion
- Fire in Surrounding Area
- Fire On School Grounds
- Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food or Water
- Threat of Violence
- Unlawful Demonstration/Walkout

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

In the following procedures, the School Administrator or designee will be referred to as “School Administrator.”

Aircraft Crash

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

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in previous sections.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. Teachers will ensure that any students with disabilities are assisted during the evacuation.
4. The School Administrator will call “911” and Local Police’s Office (661) 854-3128 and will provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the Security/Utilities Team will secure the crash area to prevent

unauthorized access. If a crash results in a fuel or chemical spill on school property, refer to Section Biological or Chemical Release. If a crash results in a utility interruption, refer to Section Loss or Failure of Utilities.

6. The School Administrator will direct the Custodian Team to organize fire suppression activities until the Fire Department arrives.
7. The First Aid/Medical Team will check injuries to provide appropriate first aid.
8. The School Administrator will call the Grow Schools Director of Business Services. A member of this group will call the Office of Communications with information on this situation as appropriate.
9. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
10. The Psychological First Aid Team will convene on-site and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, as described if warranted by changes in conditions.

Animal Disturbance

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

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include LOCK DOWN or EVACUATE BUILDING
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the School Administrator will call "911," Local Police's Office (661) 854-3128, Animal Control and/or the Department of Fish and Game and provide the location of the animal and nature of emergency.
4. If a staff member or student is injured, the School Nurse, the parent, and Student Medical Services will be notified.
5. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by

changes in conditions at the school.

Armed Assault Near Campus

*An **Armed Assault Near Campus** involves one or more individuals who attempt to cause physical harm in a location off site and does not pose an immediate threat on campus. Such an incident may involve individuals who possess a gun, a knife or other harmful device, including “drive-by” shootings. This is typically initiated by the police department of community member*

Procedure

1. Upon first indication of an armed assault, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate the appropriate Immediate Response Action(s), which may include SHELTER-IN-PLACE, LOCK-OUT or LOCK DOWN.
3. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
4. Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.
5. The Security/Utilities Team will control all points of entry to the school.
6. All media inquiries will be referred to the designated Public Information Officer.
7. The School Administrator will debrief staff and Local Police officers.

Armed Assault on Campus

*An **Armed Assault on Campus** involves one or more individuals who attempt to cause physical harm to students and/or staff while on campus. Such an incident may involve individuals who possess a gun, a knife or other harmful device, including “drive-by” shootings.*

School Administrator Procedures

1. Upon Notification of an active shooter or armed intruder on campus, immediately direct staff to call 911 if it is unknown whether or not 911 notifications have already taken place. 911 call should provide the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on

- site security or law enforcement officers (e.g. DARE, School Resource Officer).
2. Caller will remain on the line to provide updates. Initiate ALERT protocols. Notification to the building occupants will be made using all available means. Notification shall provide any information regarding the on-going situation that will assist the building occupants in making a good decision as to their best survival response option. Typically, information that answers the basic questions of “Who? What? Where? When? How?” will provide the necessary details to make an informed decision.
 3. Secure the administration office as a command post and retrieve the critical information and data about the school’s emergency systems, including communications, staff and student’s locations, detailed floor plans and other important information, documents,
 - i. items, and supplies that are prepared and readily available for use during the incident. If the incident is occurring at the administration office, designate an alternate command post.
 4. Direct command post staff to maintain contact with teachers reporting pertinent emergency information via PA System, REMIND Messaging and Text messages. All information received via eye-witnesses or through the in-house surveillance camera system will be used to INFORM the building occupants of the event in as real-time as possible.
 5. Notify the Grow Schools Home Office and request activation of the communications plan for media and parent notification protocols.
 6. Staff and students outside the building will EVACUATE to an off-site relocation center /Rally Point Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives. Ensure that any buses in route to the school are redirected to a designated relocation site.

Teachers and Staff Procedures

1. The first person to note indication of an active shooter or armed intruder, as soon as it is safe to do so, should call 911, then notify the School Incident Commander/Principal.
2. If in close proximity to the danger, assess the situation for the best survival option. EVACUATE if at all possible. If not, gather assistance and engage in conducting an Enhanced LOCKDOWN of the area.
3. If the active shooter or armed intruder has made contact, immediately begin COUNTER strategies, and then EVACUATE or take control of the intruder.
4. Individuals who are not in the immediate danger area should gather information about their classroom’s immediate situation. Account for all students or other individuals sheltered in their room. Assess the ability to safely EVACUATE the building. If there is no
 - i. safe manner to EVACUATE the building, have others assist in conducting an Enhanced LOCKDOWN of the room.
5. Rooms in Enhanced LOCKDOWN shall pay attention to all announcements providing event details. If the circumstances change and EVACUATE becomes a viable option, a decision can be made to leave the location and EVACUATE to the RALLY POINT.
6. Unless evacuating, rooms in Enhanced LOCKDOWN, shall remain secured until personally given the “All Clear” by the Incident Commander or a law enforcement officer in uniform.
7. If an active shooter or armed intruder enters the classroom individuals are to use whatever COUNTER strategies necessary to keep the students safe. This may include

any and all forms of resistance to the threat.

8. If an active shooter or armed intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes, making noise, moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags) to interfere with the ability to shoot accurately, safely exiting out windows, and taking control of the intruder. Anyone not involved in COUNTER strategies should get out anyway possible and move to another location.

Procedures following an Active Threat on Campus

1. After the active shooter or armed intruder(s) has been subdued, the School Incident Commander/ Principal in consultation with the law enforcement Incident Commander will announce an ALL CLEAR and EVACUATION and relocation to an alternate site for FAMILY REUNIFICATION.
2. If staff or students are injured, assist them out of the building to the nearest emergency medical personnel.
3. The School Incident Commander will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
4. The School Incident Commander will request bus transportation or alternate transportation to the relocation site.
5. The School Incident Commander will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the relocation site.
6. Those who remained secured in an Enhanced LOCKDOWN, will EVACUATE the building using the designated exit routes and alternate routes to the assigned assembly areas, take attendance and move to the buses for transport.
7. The School Incident Commander will activate the crisis response team and active MENTAL HEALTH AND HEALING procedures and/or notify area mental health agencies to provide counseling and mental health services at the relocation site.
8. The School Incident Commander will debrief appropriate school personnel.

Biological or Chemical Release

A **Biological or Chemical Release** is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

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

Procedure

Scenario 1: Substance Released Inside a Room or Building

1. The School Administrator will initiate the EVACUATE BUILDING action. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The School Administrator will call “911” or the Local Police at (661) 854-3128 and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The School Administrator will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
4. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building’s air handling system.
5. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
6. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
7. The School Administrator will complete the Biological and Chemical Release Response Checklist (Form B, Appendix A).
8. The Psychological First Aid Team will convene on-site and begin the process of counseling and recovery.
9. Any affected areas will not be reopened until the Kern County County HazMat or appropriate agency provides clearance and the School Administrator gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING action
2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The School Administrator will call “911” or the Local Police at (661) 854-3128 and will provide the exact location and nature of emergency.
4. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
5. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on

potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.

6. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
7. The Psychological First Aid Team will convene on-site and begin the process of counseling and recovery.
8. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

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

Bomb Threat

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

Procedure

1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call “911” – telling the operator, **“This is [state name] from Grow Academy Shafter. We are receiving a bomb threat on another line. The number of that line is [state phone number].”**
2. The person answering the threat call should ask the following questions, record the answers and then immediately notify the School Administrator:
 - a. When is the bomb going to explode?
 - b. Where is it?
 - c. What will cause it to explode?
 - d. What kind of bomb is it?
 - e. Who are you?
 - f. Why are you doing this?
 - g. What can we do for you to avoid the bomb from exploding?
 - h. How can you be contacted?
3. The School Administrator will direct the Search and Rescue Team(s) to search for suspicious packages, boxes or foreign objects. While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many modern-day explosive devices can be triggered by radio frequencies.
4. If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area.
5. No attempt should be made to investigate or examine the object.
6. After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
7. When a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
8. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. Teachers will ensure that any students with disabilities are assisted during the evacuation.
9. The School Administrator will notify “911”, if not previously notified, and Local Police at (661) 854-3128 and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.

10. The Psychological First Aid Team will convene on-site and begin the process of counseling and recovery.
11. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The School Administrator will give the ALL-CLEAR signal when appropriate.
12. The School Administrator will initiate an OFF-SITE EVACUATION if warranted.
13. After the incident is over, the School Administrator will complete the Bomb Threat Report (Form C, Appendix A).

Bus Disaster

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

1. Grow Academy Shafter does not have school buses. When a bus is used or contracted, staff and students are directed to follow the procedures as determined by the Driver and the company used to contract the bus.

Disorderly Conduct

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

Procedure

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
2. Staff will immediately notify the School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
4. The School Administrator will call the Local Police at (661) 854-3128, and provide the exact location and nature of the incident. If determined to be appropriate, the School Administrator will call "911".
5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational

manner and request he or she leave the campus. Avoid any hostile situations.

6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)

Earthquake

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

Procedure

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

1. Upon the first indication of an earthquake, teachers should direct students to DUCK AND COVER.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. Teachers will ensure that any students with disabilities are assisted during the evacuation.
5. The School Administrator will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
6. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. The School Administrator will direct the Security/Utilities Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
9. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any

- injured or trapped students or staff.
10. The School Administrator will contact the GA Facilities Manager to ensure buildings are safe for reoccupancy. When safe to do so, the Custodian Team will conduct an inspection of school buildings. The Custodian Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
 11. Any affected areas will not be reopened until the Local GA Facilities provides clearance and the School Administrator gives authorization to do so.
 12. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions at the school.

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

1. The School Administrator will assess damages to determine any necessary corrective actions. The School Administrator may direct the Custodian Team to participate in the assessment.
2. If the school must be closed, the School Administrator will activate the Parent Alert System and School Personnel Alert System.

Explosion/Risk of Explosion

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

Procedure

Scenario 1: Explosion on School Property

1. In the event of an explosion, all persons should initiate DUCK AND COVER
2. The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION. Evacuation may be warranted in some

- buildings and other buildings may be used as shelter.
4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
 5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. Teachers will ensure that any students with disabilities are assisted during the evacuation.
 6. The School Administrator will call “911” and Local Police at (661) 854-3128 and will provide the exact location (e.g., building, room, area) and nature of emergency.
 7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
 8. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
 9. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
 10. The Security/Utilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
 11. When it is determined safe to enter affected areas, the School Administrator will advise the Search and Rescue Team to initiate search and rescue activities.
 12. The School Administrator will contact the GA Facilities Manager to ensure buildings are safe for reoccupancy. When safe to do so, the Custodian Team will conduct an inspection of school buildings. The Custodian Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
 13. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.
 14. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

Scenario 2: Risk of Explosion on School Property

15. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.

16. If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
17. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. Teachers will ensure that any students with disabilities are assisted during the evacuation.
18. The School Administrator will call "911" and Local Police at (661) 854-3128 and will provide the exact location (e.g., building, room, area) and nature of emergency.
19. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
20. The School Administrator will advise the Search and Rescue Team to initiate rescue operations.
21. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
22. All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
23. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
24. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

1. The School Administrator will initiate the SHELTER-IN-PLACE response action
2. The School Administrator will notify "911" and Local Police at (661) 854-3128 and will provide the exact location (e.g., building, area) and nature of emergency.
3. The School Administrator will take further actions as needed.
4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

1. The School Administrator will initiate the SHELTER-IN-PLACE

- response action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
 3. The School Administrator will notify "911" and Local Police at (661) 854-3128 and provide details on the area and personnel affected at the school.
 4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
 5. The Security/Utilities team will turn off the school's main gas supply (refer to the Site Plot Plan in Appendix C for gas supply shut off valve), local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
 6. The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.
 7. At the School Administrator's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
 8. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

Fire in Surrounding Area

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

Procedure

1. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
2. The School Administrator will notify "911" and Local Police at (661) 854-3128 and will provide the location and nature of emergency.
3. The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The Agency Liaison will contact the local fire department and will work with the fire department to determine if school

grounds are threatened by the fire, smoke, or other hazardous conditions.

5. If the School Administrator issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
6. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. Teachers will ensure that any students with disabilities are assisted during the evacuation.
7. The School Administrator will keep a battery-powered radio tuned to a local radio station for emergency information.
8. As appropriate, the School Administrator will activate the Parent Alert System.
9. The School Administrator will notify the Grow Public Schools Director of Business Services of the emergency situation. A member of this group will call the Office of Communications with information on this situation.
10. If needed, the School Administrator will request buses for staff and student evacuation.
11. The School Administrator will initiate an OFF-SITE EVACUATION, as described if warranted by changes in conditions.

Fire on School Grounds

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

Procedure

1. Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator.
2. The School Administrator will immediately initiate the EVACUATE BUILDING. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. Teachers will ensure that any students with disabilities are assisted during the evacuation.
4. The School Administrator will call "911" and Local Police at (661) 854-3128 and will provide the exact location (e.g., building, room, area) of the fire.

5. The Custodian Team will suppress fires and initiate rescue procedures until the local fire department arrives.
6. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
7. The Agency Liaison will direct the fire department to the fire and brief fire department official on the situation.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. If needed, the School Administrator will request busses for staff and student evacuation.
10. Any affected areas will not be reopened until the Kern County Fire Department or appropriate agency provides clearance and the School Administrator issues authorization to do so.
12. For fires during non-school hours, the School Administrator will determine if the school will open the following day.
13. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

Flooding

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

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. The School Administrator will notify "911" and Local Police at (661) 746-8500 and will describe the nature and extent of the flooding.
3. The School Administrator will keep a battery-powered radio tuned to a local radio station for information.
4. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. Teachers will ensure that any students with disabilities are assisted during the evacuation.

6. As appropriate, the School Administrator will activate the Parent Alert System.
7. The School Administrator will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Loss or Failure of Utilities

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

Procedure

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
3. The School Administrator will notify the Custodian Team between 6:30 am and 10:00 pm or Local Police (at all other days/hours) and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
4. Local Maintenance Area personnel, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.
5. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
6. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section Explosion/Risk of Explosion.
7. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

A. Plan for a Loss of Water:

Store bottled water in classrooms and in the administration office.

- Toilets: Use sinks in classrooms or trash can with plastic liner.
- Drinking Water: Bottled water in classrooms.
- Food Service: Store snacks in classroom
- Fire Suppression System (if applicable):

B. Plan for a Loss of Electricity:

- Ventilation: N/A
- Emergency Light: Flashlights
- Other:

C. Plan for a loss of Natural Gas

- Food Service: Snacks in classrooms
- Other:

D. Plan for a loss of Communication

- Telephone Service: Cell Phones and Intercom

Motor Vehicle Crash

This procedure addresses situations involving a **Motor Vehicle Crash** on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Section Biological or Chemical Release. If a crash results in a utility interruption, refer to Section Loss or Failure of Utilities.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students. Teachers will ensure that any students with disabilities are assisted during the evacuation.
4. The School Administrator will call "911" and Local Police at 661-746-8500 and will provide the exact location (e.g., building, area) and nature of emergency.
5. The Security/Utilities Team will secure the crash area to prevent unauthorized access.
6. The School Administrator will direct the Custodian Team to organize fire suppression activities until the Fire Department arrives.
8. The First Aid/Medical Team will check for injuries to provide appropriate first aid.
9. Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.

10. The School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in conditions.

Psychological Trauma

Crisis management specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Procedure

1. The School Administrator will establish a Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Psychological First Aid Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the Grow Public Schools Director of Business Services.
5. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.
7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central GA staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify "911", Local Police at (661) 854-3128 and the Environmental Health Department at (661) 862-8740. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
3. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
4. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
5. Local Police will notify members of the Serious Incident Response Team (SIRT), which will conduct an onsite review to determine necessary follow-up actions including the need to notify other potentially affected GA facilities.
6. The School Administrator and the SIRT will confer with Health and Human Services before the resumption of normal operations.
7. The School Administrator will notify parents of the incident, as appropriate.

Threat of Violence

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call. The School Administrator should ensure all threats are properly assessed in accordance with the Bulletin on threats.

Procedure

1. The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The School Threat Assessment Team will conduct the threat assessment in accordance with Bulletin N-18. A Local Police officer should be part of this team.

3. The School Threat Assessment Team will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk as described by the Police Department:
 - Category 1 – High violence potential; qualifies for arrest or hospitalization.
 - Category 2 – High violence potential; does not qualify for arrest or hospitalization.
 - Category 3 – Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.
 - Category 4 – Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.
 - Category 5 – Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.
4. In categorizing the risk, the School Threat Assessment Team will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
5. The School Threat Assessment Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
6. The School Threat Assessment Team will recommend appropriate action to the School Administrator.
8. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

Unlawful Demonstration/Walkout

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the

School Administrator.

2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The School Administrator will notify Local Police at (661) 746-8500 to request assistance and will provide the exact location and nature of emergency.
4. The Request Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.
7. The Documentation staff member should keep an accurate record of events, conversations and actions.
9. All media inquiries will be referred to the designated school's Public Information Officer.
10. The School Administrator should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.
11. The School Administrator will notify parents of the incident, as appropriate.

Emergency Phone Numbers

A listing of emergency phone numbers is provided below.

School Name	Grow Academy Shafter		
School Address	471 West Los Angeles Ave.		
	Shafter, CA 93263		
School Phone	661-630-7220	Location Code	
Principal/Incident Command	Lacie Harris	(661) 477-6569	
Dean of Culture/Operations	Marcela Ramirez	(831) 840-0265	
Assistant Principal/Management	Shyanne Ledford	(660) 900-3742	
Facilities Manager	Darren Williams	(661) 549-2265	
Grow Public Schools Chief of Schools	Ric Esquivel	(310) 595-0207	
Grow Public Schools Chief Business Officer	Steve McClain	(661)-333-3659	
Grow Public Schools Director of Business Services	Alan Blandon	(323) 629-3224	
Shafter Police Department	Chief Kevin Zimmermann Acting Chief Randy Milligan	(661) 746-8500	
Kern County Fire Department, Shafter			(661) 746-3933
Kern County Health Department			(661) 321-3000
Kern County Sheriff Department			(661) 868-5750
California Highway Patrol, Bakersfield Office			(661) 864-4444
Kern Medical Center			(661) 326-2000
Tel-Tec			(661) 397-5511
PG & E			(800) 743-5000

Appendix

Emergency Hazard Assessment Summary

School

Location

On-Site Hazard:

[List any unusual on-site hazards which are unique to the school, e.g., underground storage tanks, unusual chemicals]

Off-Site Hazards:

[List any unusual off-site hazards unique to the school, e.g. freeways, railroads, pipelines, power transmission lines, industrial facilities]

Completed by

Date

Biological and Chemical Release Response Checklist

School

Location

Yes No Note

Have students and staff been evacuated from area of contamination?

Have all students and staff been accounted for?

Has the area of contamination been cordoned off and secured?

Has the area of contamination been affixed with conspicuous signs reading: "DO NOT ENTER"?

Have the doors and windows to the area of contamination been closed and locked?

Have fans and ventilators serving the area of contamination been turned off?

Have staff, students, or other personnel who came in contact with the area of contamination cleaned their hands with soap and water?

Completed by

Date

Bomb Threat Report

School

Date of Call Time of Call a.m. p.m. Call Received by

Location (Phone Number)

The person answering the threat call should ask the following questions and record the answers below

When is the bomb going to explode? a.m. p.m. Where is it?

What will cause it to explode?

What kind of bomb?

Why are you doing this?

Who are you?

What can we do for you to avoid the bomb from exploding?

How can you be contacted?

Record the exact language of the threat:

Voice on the Phone: Man () Woman () Child () Age Intoxicated () Accent () Speech Impediment ()
Other ()

Background Noise: Music () Talk () Children () Machines () Airplane () Typing ()
) Traffic () Other ()

Completed by

Date

Injury and Missing Person's Report

School Room Number Teacher's Name Date

INJURED		
Name	Type of Injury	Location

MISSING PERSONS	
Name	Last Seen Location

Student Release Log

School _____

Date _____

Student Name	Release Time	Name of person released to	Signature

Damage Assessment Report

NOTE: Do not enter building unless the structural evaluation has been completed and the building is designated as safe to enter.

School/Site Name: _____ Location/Building
 Code: _____ District: _____ Date: ___/___/___ Time: (24:00
 Hours): ___:___

Damage Category	No Damage	Slight Damage	Severe Damage	Hazardous Condition	Location/Room #/Note
Electrical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Natural Gas Lines and Water Heater/Boiler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Sewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Hazardous Materials Custodial chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Chemical Type/Quantity spilled or leaking:</u> _____ _____
Lab chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Chemical Type/Quantity spilled or leaking:</u> _____ _____
Asbestos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Physical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Hazards Sink Holes					
Construction Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Damaged Bld. Matl.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Broken Glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Notes: (description of trouble, location, severity or hazardous materials):

Findings

- Building or room safe for reoccupancy
- Building or room closed due to hazardous condition

The following corrective measures need to be completed prior to reoccupancy:

Emergency Drill Record

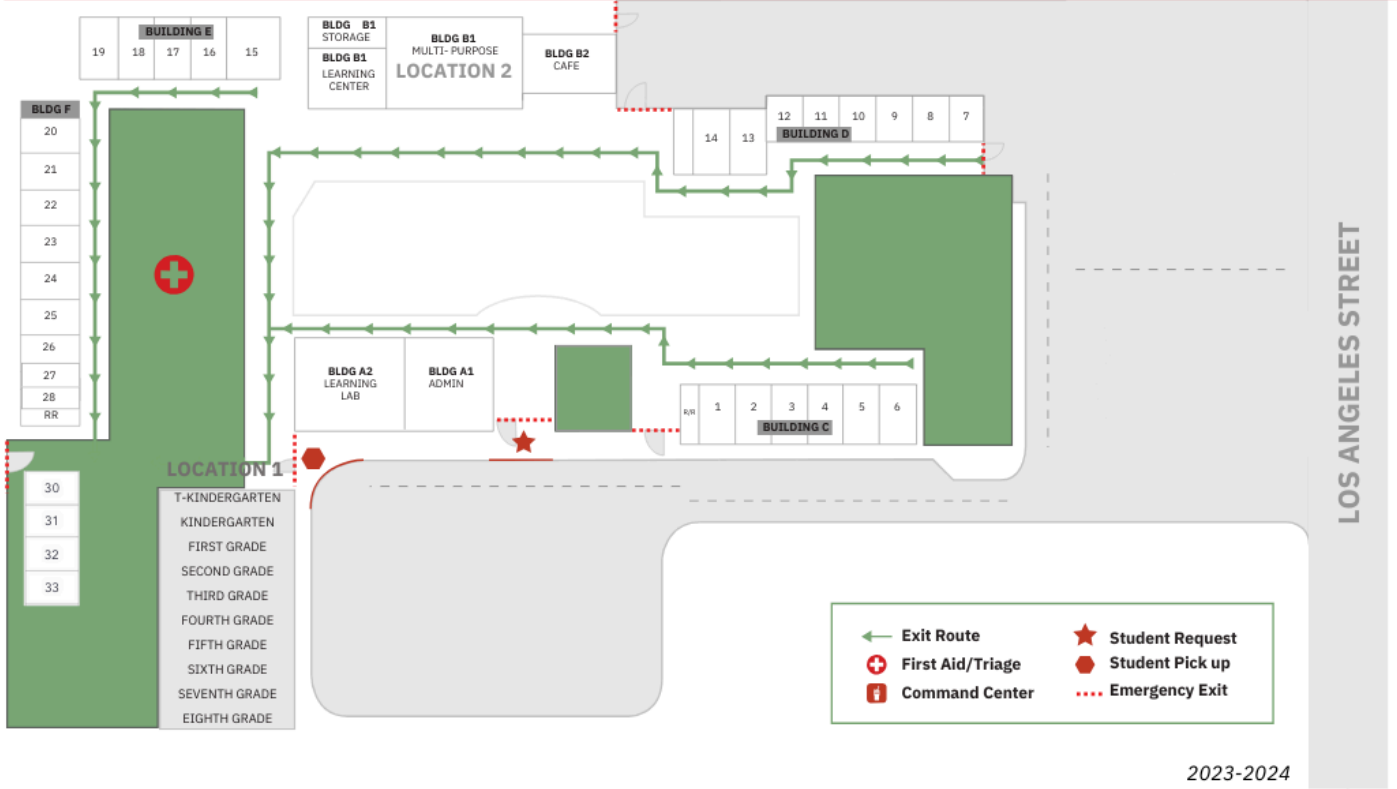
School

Type of Drill	Date Held	Time		Remarks	Recorded by
		Start	End		

Evacuation Plan

Grow Academy Shafter

471 W Los Angeles St, Shafter, CA 93263



Vicinity Map

