

# **Comprehensive School Safety Plan**

Sebastopol Independent Charter School  
Sebastopol Union School District

Chris Topham, Executive Director  
1111 Gravenstein Hwy N.  
Sebastopol, CA 95472  
707-824-9700

Plan Revised March 2019

Plan approved by  
Sebastopol Independent Charter School Board of Directors  
for review March 2019

## Forward

This plan is intended for use by Sebastopol Independent Charter School leadership personnel to assist them in responding to and preparing for a disaster or emergency situation. For the purposes of this plan, Emergency and Disaster Preparedness will be defined as the planning and testing of plans to minimize the loss of life and property in the event of natural or man-made disaster or other emergency.

This Safety Plan addresses hands-on EMERGENCY PROTOCOL coordination and resource allocation relative to an affected school site.

It is also the express intent of this document to comply with the National Incident Management System (NIMS) concepts that provide a common language and standard operating procedures for NUSD staff and first responders (e.g., police, fire, city, etc.). Adopting NIMS provides the structure for interagency cooperation and seamless management in crisis situations.

NIMS was adopted by the Board of Education.

# Emergency Phone Numbers and Resources

<u>Agency</u>		<u>Telephone Number</u>
<b>Sonoma County Sheriff's Office (Dispatch)</b>	<b>911</b>	<b>707-565-2121</b>
Sebastopol Police		707-829-4400
<b>Graton Fire Protection District</b>	<b>911</b>	<b>707-823-8400</b>
Sebastopol Fire Department		707-823-8061
Sebastopol Unified School District (Supt)		707-829-4570
Sonoma County Office of Education		707-524-2600
Sonoma West Medical Center		707-823-8511
Santa Rosa Memorial Hospital		707-525-5300
Kaiser Hospital Emergency Room		707-393-4000
Poison Control		800-222-1222
City of Sebastopol		707-823-1153
Sonoma County Emergency Management Division		707-565-1152
Sonoma County Public Information Hotline	211	707-565-3856
Sonoma County Public Health Information Line		707-565-4477
CalTrans Highway Conditions	511	800-427-7623
Weather Event Hotline		707-781-1283
California Highway Patrol		707-588-1400
American Red Cross (Sonoma County)		707-577-7600
Community Emergency Response Team (CERT)		707-577-7610
Pacific Gas & Electric (PG&E)		800-743-5000
Sonoma Water District		707-523-1070
Sonoma Humane Society		707-542-0882
Sonoma County Wildlife Rescue		707-526-9453

<b>School Site Roster</b>				
<b>First Name</b>	<b>Role</b>	<b>Cell Phone</b>	<b>Home Phone</b>	<b>Email</b>
<b>Administration</b>				
Chris Topham	Executive Director	707-246-8282	707-824-0814	ctopham@sebastopolcharter.org
John Azzizzi	Operations Director	707-387-6378	707-824-0834	jazzizzi@sebastopolcharter.org
Barbara Philipp	Office Administrator	707-953-6800		bphilipp@sebastopolcharter.org
Carrie Vazquez	Operations Manager	415-533-3627	707-634-6102	cvazquez@sebastopolcharter.org
Sarah Hill	Receptionist	512-825-3072	707-665-6125	shill@sebastopolcharter.org
<b>K-8 Faculty</b>				
Pamela Barlow	RK Teacher	<a href="tel:7075368280">707 536-8280</a>	707-823-8803	pbarlow@sebastopolcharter.org
Kimberly McCormick	RK Assistant	707-495-2498	707-829-2156	kmccormick@sebastopolcharter.org
Jana Lombardo	SK Teacher			jlombardo@sebastopolcharter.org
Linden Fye	SK Assistant	707-479-9506		lfye@sebastopolcharter.org
Lynne Struye	1st Grade	310-944-8209		lstruye@sebastopolcharter.org
Lisa Hale	2nd Grade	510-325-4105		lhale@sebastopolcharter.org
Shari Thierry	3rd Grade	818-618-4833		sthierry@sebastopolcharter.org
Antje Bojarsky	4th Grade	916-709-9251		abojarsky@sebastopolcharter.org
Heather Carpenter	5th Grade	<a href="tel:7073286406">707-328-6406</a>	707-861-9695	hcarpenter@sebastopolcharter.org
Ashley Radzat	6th Grade	707-570-9218		aradzat@sebastopolcharter.org
Autumn Rose Deason	7th Grade			ardeason@sebastopolcharter.org
Susan Sterns	8th Grade			ssterns@sebastopolcharter.org
<b>Specialty Teachers</b>				
Merry McIlroy	RSP Director	<a href="tel:7074780798">707-478-0798</a>		mmcilroy@sebastopolcharter.org
Rachael Grail	RTI Gr 3-8	707-292-8733	707-827-3952	rgrail@sebastopolcharter.org
Paul Scheffert	1st Gr. Asst	415-254-6029		pscheffert@sebastopolcharter.org
Sophia Wiebe	Aftercare	707-953-3693		swiebe@sebastopolcharter.org
Annamarie Craig	Educational Specialist			acraig@sebastopolcharter.org
Judith Thaxter	Spanish K-5			jthaxter@sebastopolcharter.org
Isabel Vallejo	Spanish 6-8			ivallejo@sebastopolcharter.org
Rebecca Davenport	Math Teacher gr 6-8	707-495-0341	707-823-4635	rdavenport@sebastopolcharter.org
Kristen McLaughlin	Handwork Teacher	707-280-0925	707-571-8528	kmclaughlin@sebastopolcharter.org
Ben Klocek	Woodwork Teacher	707-364-5285		bklocek@sebastopolcharter.org
Mary Schwall	Games Teacher	<a href="tel:7073262450">707-326-2450</a>	707-823-1569	mschwall@sebastopolcharter.org
Renate Lundberg	Eurythmy	707-328-7132		rlundberg@sebastopolcharter.org
Carl Sokol	Piano Accompanist	<a href="tel:7073284593">707-328-4593</a>		csokol@sebastopolcharter.org
Timothy Zieminski	Strings Teacher	707-217-3287		tzieminski@sebastopolcharter.org
<b>Charter Foundation</b>				
Essie Bishop	Office Manager	707-695-7378	707-538-4506	essie@thecharterfoundation.org
Jill Bottomley	Engmt & Dev'p Manager			jill@thecharterfoundation.org

## Fire Drill Schedule 2018-19

- Sep 19, 10:15, end of Main Lesson (Wednesday)
- Oct 18, 10:18, Great CA Shake Out (Thursday)
- Nov 9, 11:40 end of 1<sup>st</sup> period (Friday)
- Dec 10, 10:15 Lock Down Drill, end of Main Lesson  
(Monday)
- Jan 15, 12:30 end of 2<sup>nd</sup> period (Tuesday)
- Feb 13, 2:00 end of 3<sup>rd</sup> period (Wednesday)
- Mar 14, 2:50 end of 4<sup>th</sup> period (Thursday)
- Apr 5, 10:25 beginning of morning recess (Friday)
- May 13, 10:15 end of ML (Monday)

# *Sebastopol Charter School*

## Lock Down Drill Procedures

**The Signal:** will be an announcement from the intercom system and a call for “Lockdown drill!”

### **If students are in the classroom at the time of the signal**

#### **Teachers will:**

- Explain that there is a “lockdown drill” happening.
- Lock the classroom doors (have your keys handy).
- Shut and lock all windows. Pull draperies or close blinds.
- Turn off all lights.
- Have students get under their desks (like we do in an earthquake drill).
- Take roll and make sure all students are accounted for, notifying administration when they knock/check if anyone is missing.
- Remain locked in until advised to move personally by administration or public safety officer or you receive a verbal all clear signal.
- Keeping your emergency cell phone charged and handy – in a real emergency the office or safety personnel could call you in your classroom and give you instructions or you could reach us and still stay safely in your room.

### **If students are outside at the time of the signal**

#### **Teachers will:**

- Move students into the nearest safe room or building available.
- Lock doors of room (you have your keys handy).
- Shut and lock all windows. Pull draperies or close blinds.
- Turn off all lights.
- Move students away from windows and stay below the window line if possible.
- Remain with students to maintain order.
- Take roll and make sure all students are accounted for, notifying administration when they knock/check if anyone is missing.
- Keep students in a safe area until advised personally by administration or public safety personnel to move or that there is an all clear signal.
- Make sure the emergency cell phone in the room is charged and handy – in a real emergency the office or safety personnel could call you in your classroom and give you instructions or you could reach us and still stay safely in your room.

### **Administration and public safety personnel will:**

- Work with staff to move students into the nearest safe building available.
- Check locks on all exterior doors and classroom doors.
- Designate a person to coordinate with public safety personnel at their command post (if a real event).
- Make sure that a site map and key set are available to public safety personnel (if real event).
- Be available to deal with the media/press and bystanders to keep site clear of visitors (if real event).

**All-clear signal:** (a call of “all clear!”) will be given after consultation with the person in charge at the scene (usually Executive Director) or a senior public safety officer on the scene.

## Earthquake Drill

Explain to the students that a drill is a time to practice what we would do in the event of a real emergency and that an earthquake is one of the most likely emergencies we might experience in this part of the world.

### GUIDELINES FOR RESPONDING TO AN EARTHQUAKE, REAL OR DRILL:

At the first sign of shaking, instruct students to “drop, cover, and hold.”

1) They should cover the back of their head/neck with their hands and get under something sturdy such as a desk or table. If not near a piece of furniture, standing near a wall while covering the head is also an option. Students shouldn't move far to get where they are going. In other words, if near a wall when it starts to shake, stay there. If at their desks, they should get under them.

2) Falling objects cause most earthquake-related injuries: Stay away from windows, bookcases, pictures and mirrors, hanging plants, and other heavy objects that may fall. Be aware of falling materials such as plaster, ceiling tiles, and bricks that may come loose during the quake. Do **not** stand in the doorway.

3) Real earthquakes are noisy, so you may wish to count aloud together until the shaking stops. Counting aloud together keeps their minds off being scared and keeps them with you.

4) Stay under COVER until the shaking stops.

5) When the shaking stops, ask if everyone is OK.

6) For Drills only, Office Staff will come into the room to observe and release from the drill.

END OF DRILL INSTRUCTIONS. The rest of the procedure is for REAL EARTHQUAKES.

7) Assuming no one is hurt, proceed to the door and outside as for a fire drill.

8) In an actual earthquake, if someone is hurt, the teacher may wish to stay with that child and ask to children to lead the rest of the group down to the lawn, along with a message about who is injured and still in the classroom.

9) If a glass door were to jam (this could happen if the building shifts a bit in a real quake), then you would break the glass with a chair or some other heavy object, and step through the door.

10) If a stairway is blocked or appears damaged, the students would need to use the other one. Do NOT use the elevator.

If you are outdoors:

- Find a clear spot away from buildings, trees, and power lines.
- Drop to the ground until the shaking stops.

Explain that in a real emergency, everyone on campus would congregate in one spot, as for a fire drill to assess the situation and await instructions from the emergency team at our school.

## Sebastopol Charter School

### FIRE SAFETY & EMERGENCY EVACUATION PLAN

#### **Upon discovery of fire or smoke:**

1. Sound the building's fire alarm by pulling the nearest fire alarm station. If no fire alarm pull station is close, call 911 on the nearest phone.
2. Evacuate students and staff according to routes posted in the classroom. In all cases, select the safest route, not just the assigned (closest) route.
3. Close all classroom and office doors (DO NOT LOCK DOORS).
4. Teachers are responsible for accounting for all students. Teachers should take class roster with them when evacuating.
5. Teachers will lead their students quietly and in a straight line to the safety area, where they stand, in a line, assembled by grade (if possible).
6. Office Staff check bathrooms, cubby areas, and hallways for students.
7. Call the fire department by dialing 911. Director, Operations Coordinator or Designee is responsible for calling 911. The Director, Operations Coordinator or Designee shall meet the fire department in the main parking lot in front of the administration building. Building re-entry can occur when authorized by fire official in charge or it has been determined that no emergency exists.

#### **Please Note:**

- The students need to leave the buildings in an orderly fashion and in line.
- Students should leave their belongings in the classroom.
- Students should line up in the designated area (classroom or exterior deck/walkway) and remain there quietly until the teacher is ready to leave.
- Please be sure the students understand the importance of getting in line, staying in line and walking out to the Safety Area as quietly as possible.
- Please take a few moments to remind students that both a real situation and a practice drill should be taken with the same seriousness no matter how many times they occur.
- The first student to reach the classroom door should hold it open for others.
- The teacher should make sure that everyone is out of the room and close the classroom door.
- Teachers are responsible for students under their supervision and should take attendance.
- Teachers should notify the Operations Coordinator (or designate) of any unaccounted for students.

#### **Life Safety Strategies:**

1. Total Building Evacuation
2. Move population to "safest area" inside the building (only if all emergency exits are blocked)

#### **Evacuation:**

1. Upon activation of the fire alarm or discovery of smoke or fire, all persons shall evacuate in accordance with the fire evacuation plan.
2. The following staff should stay in the building to perform the functions listed as long as it is safe for them to do so:
  - Director or Designee
  - Operations Coordinator or Designee



### **The Following Have Special Evacuation Criteria:**

1. Disabled persons may be evacuated as outlined in the following section.

### **Evacuation of Disabled:**

1. Upon activation of the fire alarm system, disabled persons are to be moved outside the building or to "safest area" inside the building (only if emergency exits are blocked). [Note: All buildings on campus are single-story. All disabled persons should be moved outside the building.]
2. The following staff are assigned to stay with disabled students in the evacuation area:
  - Any teacher or staff that instructs, or is the primary caregiver for, a disabled child is required to assist that child to the evacuation area

### **Personnel Responsibilities:**

1. Teachers:
  - Review evacuation plan at beginning of school year with students.
  - Signal the students to evacuate upon hearing the fire alarm or seeing smoke or fire.
  - Bring class roster with you for student accountability.
  - Close doors to classrooms or offices upon evacuating (do not lock the doors).
  - Ensure that all students are evacuating (be sure to check restrooms and other contiguous rooms).
  - Assemble at designated point outside the building.
  - Account for all students.
  - Report any unaccounted for students to the Director or Designee.
2. Other Staff:
  - Evacuate building using the closest exit.
  - Perform other duties as specifically outlined in this plan or as directed by the Director or Designee.
    1. Principal / Administrator / Director:
      - Ensure activation of alarm.
      - Ensure evacuation of students and staff.
      - Ensure notification of fire department.
      - Ensure that staff are following the fire safety and evacuation plans.
      - Determine location of incident (from fire alarm system).
      - Meet fire department at main parking lot in front of the administration building.
      - Act as liaison with fire department.
      - Provide access to all areas for firefighters.

### **Emergency Plan Information:**

Contact: Carrie Vazquez, Operations Coordinator (707) 824-9700  
Last Revised: August 9, 2018

# Incident Command System

## Management/Command Section Roster

### Incident Commander/EOC Director

Primary:	Contact Info:
Chris Topham	824-0814/246-8282
Alternate 1:	Contact Info:
Antje Bojarsky	916-709-9251
Alternate 2:	Contact Info:
John Azzizzi	824-0834/387-6378

### Public Information Officer

Primary:	Contact Info:
Sarah Hill	512-825-3072

### Liaison Officer

Primary:	Contact Info:
Barbara Philipp	953-6800

### Safety Officer

Primary:	Contact Info:
Carrie Vazquez	634-6102/415-533-3627

# School Incident Response Management Guide

## Step 1: Gather the Facts

- Survey situation or dispatch personnel to survey
- Follow the School Incident Response Flow Chart to notify the appropriate authorities if necessary

## Step 2: Determine Level of Response

- The Incident Commander (IC) shall determine the level of response required

### o Readiness - Minimal Standby Activation

Readiness is typically a “monitoring” phase. Notification and briefing will be made to Incident Command Post (ICP) staff and management teams. This might occur if the incident occurs nearby, not on campus, but may have the potential to affect the campus.

### o Local Emergency - Partial Activation of the ICP

Local Emergency is a site level response, the extent of which is determined by the IC. This level might be appropriate when an incident directly impacts the school site and outside resources are needed. The incident may be managed either by the school site’s ICP or by the District’s Emergency Operations Center (EOC). The ICP shall inform the District if they need assistance, and the EOC Director at the District will determine the level of activation at the EOC.

### o Local Disaster or Major Disaster - Full Scale Activation of the ICP and EOC

Local Disaster or Major Disaster is a full scale response throughout all local government levels and possibly the state level. This type of response occurs in response to a major event such as an earthquake. All staff at the school site, the ICP, and at the district level, the EOC, will be fully activated. SCOE will be notified by the EOC during a Local Disaster or Major Disaster.

- The IC will activate the ICP as appropriate to the incident. The IC, management staff and section chiefs will evaluate the problem and determine the degree of impact on the school. The IC will determine response priorities and initiate response activities. The section chiefs will ensure that those activities proceed.
- Request assistance from the District as needed by contacting the District EOC.
- Re-evaluate level of response as the incident progresses.

## Step 3: Document the response

- Ensure that **all** sections are keeping appropriate documentation
- Information and response documentation should be used to record response activities, information received, decisions made and justifications for those decisions

## Step 4: Manage the flow of information

- Determine what information will be shared with the school community
- Prepare emails, letters, messages, press releases or other forms of communication to distribute to staff, students, parents, and the media.

## Step 5: Release and Debrief Staff

- Release staff according to a previously established release priority list.
- Ensure all records are collected.
- Team Leaders shall debrief with their team just prior to release
- Section Chiefs shall debrief with their Team Leaders just prior to release
- IC shall debrief with Section Chiefs just prior to release

## Step 6: Prepare for Recovery

- Create a recovery action plan to return to learning as soon as possible

Consider future response to anniversaries or other events that may trigger reactions from the staff/students

## Incident Commander Position Description

### Chris Topham, Executive Director

The Incident Commander (IC) is the person responsible for coordinating emergency operations on a school site. One of the primary responsibilities is to activate the Incident Command Post (ICP). During the emergency or disaster, the IC will oversee and direct response activities until relieved by an alternate, is dismissed by the District Superintendent or replaced by someone of higher authority (e.g., law enforcement, fire department). The IC is responsible for developing the Incident Action Plan (IAP) and the After Action Report (AAR) in cooperation with the Planning/Intelligence Chief.

#### **Action Checklist**

- Identify yourself as the Incident Commander
- Read this entire checklist
- Sign in with Liaison Officer
- Open Go-Kit and check contents
- Assess nature and scope of emergency, determine if ICP activation is necessary
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log. If you are not able to keep up with the recordkeeping, request a Scribe from the Documentation Team
- Determine level of threat to people and facilities
- Implement emergency actions/plan as appropriate to situation
- Activate and brief Section Chiefs and teams as needed
- Meet with Management/Command Staff and Section Chiefs
- Fill in the staffing form as positions are filled
- Work with Planning/Intelligence Chief to begin development of IAP
- Locate or designate an alternate IC
- Monitor response activities by staying in communication with Section Chiefs
- Issue regular updated status reports to the district office
- Continue working with Planning/Intelligence Chief to plan the overall response by developing new IAPs for upcoming operating periods and revising plans as the situation develops
- Authorize PIO to release information to appropriate agencies
- Assign/re-assign personnel as needed
- Terminate response activities after making the determination that the incident has been resolved or at the direction of the Superintendent or First Responders
- Authorize the deactivation of teams as appropriate and ensure that any pending actions will be completed after deactivation
- Return all equipment and reusable supplies to Logistics
- Complete and send all logs, reports, and response related documentation to the Documentation Team
- Sign out and leave contact information in case you need to be reached
- After the incident, work with Planning/Intelligence Chief to develop AAR

#### **Go-Kit**

- School site EOP
- Incident Commander position description
- Campus map with locations of exits, phones, shut-off valves, emergency supplies and assembly areas
- School ICS Organizational Chart
- Normal Operations Template
- Staff and student rosters
- Emergency Contacts

- Whistle
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- *School Incident Response Flow Chart*
- *School Incident Response Management Guide*
- Forms:
  - o Section Activity Log
  - o Section and Team Rosters
  - o Incident Action Plan
  - o Situation Status Report

**Other Supplies/Equipment on Site** (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlight (w/batteries)
- AM/FM radio (w/batteries)
- Table and chairs

## School Incident Response Management Guide

### Step 1: Gather the Facts

- Survey situation or dispatch personnel to survey
- Follow the School Incident Response Flow Chart to notify the appropriate authorities if necessary

### Step 2: Determine Level of Response

- The Incident Commander (IC) shall determine the level of response required

- o Readiness - Minimal Standby Activation

Readiness is typically a “monitoring” phase. Notification and briefing will be made to Incident Command Post (ICP) staff and management teams. This might occur if the incident occurs nearby, not on campus, but may have the potential to affect the campus.

- o Local Emergency - Partial Activation of the ICP

Local Emergency is a site level response, the extent of which is determined by the IC. This level might be appropriate when an incident directly impacts the school site and outside resources are needed. The incident may be managed either by the school site’s ICP or by the District’s Emergency Operations Center (EOC). The ICP shall inform the District if they need assistance, and the EOC Director at the District will determine the level of activation at the EOC.

- o Local Disaster or Major Disaster - Full Scale Activation of the ICP and EOC

Local Disaster or Major Disaster is a full scale response throughout all local government levels and possibly the state level. This type of response occurs in response to a major event such as an earthquake. All staff at the school site, the ICP, and at the district level, the EOC, will be fully activated. SCOE will be notified by the EOC during a Local Disaster or Major Disaster.

- The IC will activate the ICP as appropriate to the incident. The IC, management staff and section chiefs will evaluate the problem and determine the degree of impact on the school. The IC will determine response priorities and initiate response activities. The section chiefs will ensure that those activities proceed.
- Request assistance from the District as needed by contacting the District EOC.
- Re-evaluate level of response as the incident progresses.

### Step 3: Document the response

- Ensure that **all** sections are keeping appropriate documentation

- Information and response documentation should be used to record response activities, information received, decisions made and justifications for those decisions

#### Step 4: Manage the flow of information

- Determine what information will be shared with the school community
- Prepare emails, letters, messages, press releases or other forms of communication to distribute to staff, students, parents, and the media.

#### Step 5: Release and Debrief Staff

- Release staff according to a previously established release priority list.
- Ensure all records are collected.
- Team Leaders shall debrief with their team just prior to release
- Section Chiefs shall debrief with their Team Leaders just prior to release
- IC shall debrief with Section Chiefs just prior to release

#### Step 6: Prepare for Recovery

- Create a recovery action plan to return to learning as soon as possible

Consider future response to anniversaries or other events that may trigger reactions from the staff/students

## Public Information Officer Position Description Sarah Hill, Receptionist

The Public Information Officer (PIO) is the school site's official spokesperson during emergency operations. The PIO releases information about the incident and response activities to the media until the District Office PIO is available. If the school site does not have a designated PIO, refer all requests for information to the District PIO.

### Action Checklist

- Wait to be activated by the Incident Commander (IC)
- Sign in with Liaison Officer
- Read this entire checklist
- Open Go-Kit and check contents
- Meet with IC for a briefing
- Designate a media reception area, with IC approval
- Advise on site media of the time of the first press release or press conference
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log. If you are not able to keep up with the recordkeeping, request a Scribe from the Documentation Team
- Keep updated on response activities
- Request additional PIO staff if necessary
- Schedule regular press conferences, if appropriate
- Get approval from IC for all press releases/statements (see *Guidelines for Speaking to the Media* on the following page)
- Remind staff and volunteers to refer all parent and/or media questions to the PIO
- Arrange for the translation of announcements and response-related information, when appropriate
- Monitor news broadcasts and correct any misinformation as soon as possible
- Make sure IC is aware of all media-related activities
- Release and sign out PIO staff and volunteers when directed by IC

- Return all equipment and reusable supplies to Logistics
- Complete and send all logs, reports, and response related documentation to the Documentation Team
- Sign out and leave contact information in case you need to be reached

### **Go-Kit**

- PIO position description
- Campus map, regional/neighborhood maps
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Sharpies, dry erase markers
- Masking tape/duct tape
- List of media contacts

- *Guidelines for Speaking to the Media*
- *Sample Press Release*
- Forms:
  - o Section Activity Log

### **Other Supplies/Equipment on Site** (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- AM/FM radio (w/batteries)
- Newsprint or dry erase board and portable easel
- Scissors

## Guidelines for Speaking to the Media

When speaking to the media about campus emergencies, it is extremely important to adhere to the following guidelines:

- **Read** all press statements
- Restate the nature of the incident; its cause and time of origin
- Describe the size and scope of the incident
- Report on the **current** situation
- Speak about the resources being utilized in response activities
- Reassure the public that everything possible is being done
- **DO NOT release any names**
- When answering questions be truthful; but consider the emotional impact the information could have upon listeners
- **Avoid speculation**; do not talk “off the record”
- Do not use the phrase “no comment”
- Set up press times for updates
- Control media location

### **\*\*SAMPLE PRESS RELEASE\*\***

Event:                      Earthquake  
 Date/Time:              March 1, 2008/8:00 AM  
 Release #:                001

Title of Release: Large Earthquake Causes Moderate Damage To ABC Elementary School in Sonoma County

FOR IMMEDIATE RELEASE

**EXAMPLE** At 5:25 AM on March 1, 2012, an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the ABC Elementary School located at 1234 Anywhere Blvd. in Santa Rosa, CA. There are no reports of injuries available. Search and Rescue crews are searching the building at this time. Roadways leading to the school site have been damaged and an overpass on Highway 101 leading to the school has been damaged and is closed. The public is asked to remain clear of the area to allow emergency responders to access the site. Parents are asked to NOT go to the school as this will hamper response efforts.

School Districts throughout the county are instructed to call in to the SCOE office, (707) 524-2603, to report any damage or injuries to their own buildings or their school sites following established school closure procedures.

Due to the magnitude of the earthquake and the damage throughout the county, the Sonoma County Operational Area Emergency Operations Center has been activated. Additional information can be obtained by calling the Operational Area Public Information Hotline at (707) 565-3856.

Further details will be provided when available.

Next Scheduled Release: As needed

### Safety Officer Position Description

The Safety Officer (SO) is responsible for ensuring that all response activities are conducted safely. The SO has the authority to stop any response activity that would create an unsafe situation or put anyone at risk. The SO is responsible for communicating any possible safety hazards in the Incident Action Plan. The SO is responsible for the well-being of all staff and can implement shift changes, reassignments, breaks, and meals as necessary.

#### Action Checklist

- Wait to be activated by the Incident Commander (IC)
- Sign in with Liaison Officer
- Open Go-Kit and check contents
- Read this entire checklist
- Meet with IC for a briefing
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Monitor emergency response activities for safe practices
- Request additional SO staff if necessary
- Identify and mitigate on-site hazards and unsafe situations whenever possible
- Stop or modify any unsafe activities or operations
- Ensure that school response teams are using appropriate personal protective equipment
- Anticipate future hazards
- Work with Maintenance/Fire/Site Security Team to determine if buildings are safe to enter; pass information to Ops Chief
- Create safety message to communicate any hazards in the Incident Action Plan



- Release and sign out SO staff and volunteers when directed by IC
- Return all equipment and reusable supplies to Logistics
- Complete and send all logs, reports, and response related documentation to the Documentation Team
- Sign out and leave contact information in case you need to be reached

### **Go-Kit**

- School site EOP
- SO position description
- Campus map with locations of exits, phones, shut-off valves and emergency supplies
- Regional/neighborhood maps
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Personal protective equipment
- o Eye protection (goggles, safety glasses, meeting ANSI Z87.1-1989)
- o Face masks
- o Hard hat (meeting ANSI Z89.1-1986)
- o Leather palm work gloves
  - Flashlight (w/batteries)
  - Handheld radio
  - Forms:
- o Section Activity Log

## **Liaison Officer Position Description**

**Barbara Philipp, Office Manager**

The Liaison Officer is the point of contact for outside agency representatives offering organizational assistance during school site emergency response. The Liaison Officer coordinates the efforts of these outside agencies while on-site to ensure the proper flow of information. This person is also responsible for initiating and maintaining the Management/Command Section sign-in/sign-out portion of the Section Activity Log. They must ensure that every person assigned as Management/Command Section staff and Section Chiefs sign in when they are assigned and sign out when they are released.

### **Action Checklist**

- Wait to be activated by the Incident Commander (IC)
- Initiate sign-in/sign-out procedures for Management/Command Section and Section Chiefs. Sign yourself in.
- Open Go-Kit and check contents
- Read this entire checklist
- Meet with IC for a briefing
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log
- Greet arriving organizations and orient them to the status of the situation, response priorities, and the Incident Action Plan
- Request additional Liaison Officer staff if necessary
- Ensure the coordination of efforts by keeping the IC informed of agency action plans
- Provide periodic updates to agency representatives as necessary
- Release and sign out Liaison Officer staff and volunteers when directed by IC
- Return all equipment and reusable supplies to Logistics
- Complete and send all logs, reports, and response related documentation to the Documentation Team

- Complete sign-in/sign-out portion of the Section Activity Log and provide to Documentation Team. Leave contact information in case you need to be reached

#### **Go-Kit**

- School site EOP
- Liaison Officer position description
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Forms:
  - o Section Activity Log

#### **Other Supplies/Equipment on Site** (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio

## Operations Section Chief Position Description

The Operations Section Chief is responsible for initiating and directing the “hands-on” response to the school’s emergency/disaster through the activities of the Operations Section Teams (Ops Teams).

#### **Action Checklist**

- Wait to be activated by the Incident Commander (IC)
- Sign in with Liaison Officer
- Read this entire checklist
- Open Go-Kit and check contents
- Meet with IC for a briefing
- Activate Ops Teams as needed, assume lead of all Ops Teams until staffed
- Meet with Ops Team Leaders and assist them in initiating their team’s response activities
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log. If you are not able to keep up with the recordkeeping, request a Scribe from the Documentation Team
- Monitor emergency response activities through contact with Ops Team Leaders
- Keep IC and Planning/Intelligence Chief informed of field activities and any developments
- Request additional staff or supplies from Logistics, when requested by Ops Teams
- Keep Ops Teams informed of shifting tasks/priorities as dictated by the situation or the Management/Command Section staff
- Ensure that all Ops Teams are documenting their activities and utilizing proper safety protocols
- Return all equipment and reusable supplies to Logistics
- Collect, complete and send all logs, reports, and response related documentation to the Documentation Team
- Release all Ops Teams and volunteers when directed by IC
- Sign out with Liaison Officer and leave contact information in case you need to be reached

#### **Go-Kit**

- School site EOP
- Operations Section Chief position description
- Campus map with locations of exits, phones, shut-off valves, emergency supplies and assembly areas
- Regional/neighborhood maps
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier

- Personal protective equipment
- o Eye protection (goggles, safety glasses, meeting ANSI Z87.1-1989)
- o Face masks
- o Hard hat (meeting ANSI Z89.1-1986)
- o Leather palm work gloves
- Flashlight (w/batteries)
- Handheld radio
- Campus supply storage lists
- Forms:
- o Section Activity Log
- o Operations Section Roster
- o Operations Section Team Rosters

## Assembly & Shelter Team Leader Position Description

1. Kimberly McCormick
  
2. Linden Fye
  
3. Kristen McLaughlin

The Assembly & Shelter Team is responsible for providing for the safe sheltering and care of students and staff while on-site during an emergency. The team is also in charge of facilitating campus evacuation when the school site is deemed to be unsafe by the Incident Commander or first responders. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

### Action Checklist

- Wait to be activated by the Operations Section Chief (Ops Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Assembly & Shelter Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Ops Chief and passes pertinent information to Assembly & Shelter Team members
- Open Go-Kit and check contents
- Team Leader makes appropriate assignments
- If designated assembly or shelter site is destroyed or inaccessible, consult with Ops Chief and determine alternate location
- Gather supplies and initiate shelter set-up or, if evacuating, confirm that assembly area and routes to it are safe
- Conduct initial population assessment and request up-to-date student roster from the Student Release & Staff Accounting Team
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log
- Request additional Assembly & Shelter Team staff and/or supplies, if necessary
- Ensure initial record of all students and staff in shelter area is made and that it is updated regularly during the incident

- Monitor safety and well-being of students and staff in shelter area and send to First Aid or Crisis Intervention as needed. If possible, request that Safety Officer assist person(s) to First Aid or Crisis Intervention area.
- Procure and distribute food and water
- Set up sanitary facilities
- Work with Student Release Team to facilitate parent/student reunion procedures
- Break down, clean up, and close shelter when directed by Ops Chief
- Return all equipment and reusable supplies to Logistics
- Complete and send all logs, reports, and response related documentation to the Ops Chief
- Team Leader shall release and sign out Assembly & Shelter Team members and volunteers when directed by Ops Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Ops Chief

### **Go-Kit**

- Assembly & Shelter Team Leader position description
- Campus map
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Campus supply storage lists
- Forms:
  - o Section Activity Log
  - o Assembly & Shelter Team Roster
  - o Student and Staff Roster

### **Other Supplies/Equipment on Site** (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries) or portable lighting
- Bullhorn
- Whistles
- Tarps or black poly sheeting (rolls)
- 5-gallon buckets (for toilets)
- Toilet bucket liners
- Toilet paper
- Stainless steel clamps
- Sanitation supplies (disposable hand wipes, hand sanitizer)
- Blankets
- Duct tape
- EZ-up tents or poles for build shelters

## Communications Team Leader Position Description

1. Pam Barlow
2. Autumn Rose Deason
3. Susan Sterns

The Communications Team is responsible for establishing, coordinating, and directing verbal and written communications both on-site and with the district office. The team is in charge of setting up communications systems and ensuring that communication devices are functioning properly. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

### **Action Checklist**

- Wait to be activated by the Operations Section Chief (Ops Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Communications Team members, including yourself
- Team Leader is briefed by the Ops Chief and passes pertinent information to Communications Team members
- Open Go-Kit and check contents
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log
- Locate supplies or contact Ops Chief for additional supplies
- Team Leader makes appropriate assignments
- Establish communications center in a quiet location near the Incident Command Post (ICP)
- Set up and test communications equipment
- Team Leader shall advise Ops Chief when communications center is operational
- Request additional Communications Team staff if needed
- Coordinate all communications between the ICP and the district office
- Coordinate all communications on the school site and provide communications assistance to response teams when requested
- Team Leader shall periodically check that all communication systems are functioning and that logs are being maintained
- Establish other forms of communication as needed (e.g., message relay via runners)
- Refer all media requests to the Public Information Officer

Monitor radio and television station(s) and radio scanner for local emergency news:

o Radio:

§ KZST 100.1FM

§ KSRO AM1350

§ KCBS AM740

§ KBBF 89.1FM

o Television:

§ KFTY Ch50

§ KTVU Ch2

§ NBC11 Ch3

§ KRON Ch4

§ KPIX Ch5

§ KGO Ch7

- Break down and close communications center when directed by Ops Chief
- Return all equipment and reusable supplies to Logistics
- Team Leader shall release and sign out Communications Team members and volunteers when directed by Ops Chief
- Complete and send all logs, reports, and response related documentation to the Ops Chief

- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Ops Chief

### **Go-Kit**

- Communications Team Leader position description
- Campus map
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Communications equipment (e.g., handheld radios, mobile and landline phones, fax, computer)
- Contact list for district office
- Phone book
- Forms:
  - o Section Activity Log
  - o Communications Team Roster

### **Other Supplies/Equipment on Site** (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- AM/FM Radio
- Flashlights (w/batteries)
- Tables and chairs
- File boxes
- Power strip with surge protection and extension cords

## **Crisis Intervention Team Leader Position Description**

1. Merry McIlroy
2. Mary Goodenough
3. Lynne Struye

The Crisis Intervention Team monitors and supports the mental health needs of students, staff, parents, and volunteers involved or affected by a school emergency. The Team Leader is also in charge of assessing the immediate and long-term mental health needs of persons affected by a school emergency. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Refer to the *School Crisis Response and Recovery Resource Guide* and the System of Support (available on the Resources page of the Safe Schools Program website [www.scoe.org/safeschools](http://www.scoe.org/safeschools)) for more information and direction.

### **Action Checklist**

- Wait to be activated by the Operations Section Chief (Ops Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Crisis Intervention Team members, including yourself
- Team Leader is briefed by the Ops Chief and passes pertinent information to Crisis Intervention Team members
- Open Go-Kit and check contents

- Locate supplies or contact Ops Chief for additional supplies
- Team Leader makes appropriate assignments
- Determine immediate need for mental health support/intervention
- Identify appropriate location on campus for intervention and counseling
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section

#### Activity Log

- Implement components of the *School Crisis Response and Recovery Resource Guide*
- Request additional Crisis Intervention Team staff if needed
- Set up and staff intervention and counseling site(s)
- Monitor well-being of staff, students, parents, and volunteers
- Escort parents, to First Aid or Morgue as needed
- Determine need for outside assistance and activate System of Support if necessary
- Provide information to the Public Information Officer for dissemination
- Request student emergency contact cards from Student Release Team if needed
- Close intervention and counseling sites when directed by Ops Chief
- Return all equipment and reusable supplies to Logistics
- Team Leader shall release and sign out Crisis Intervention Team members and volunteers when directed by Ops Chief
- Complete and send all logs, reports, and response related documentation to the Ops Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Ops Chief

#### Go-Kit

- Crisis Intervention Team Leader position description
- Campus map
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Tissues
- Rubber gloves
- *School Crisis Response and Recovery Resource Guide* and System of Support information, available on the Resources page of SCOE's Safe Schools Program ([www.scoe.org/safeschools](http://www.scoe.org/safeschools))
- Student and Staff Roster
- Forms:
  - o Section Activity Log
  - o Crisis Intervention Team Roster

#### Other Supplies/Equipment on Site (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Privacy screen
- Phones and phone book

## First Aid Team Leader Position Description

1. Rachael Grail

2. Jana Lombardo

The First Aid Team is responsible for safely providing on-site emergency medical response and first aid during response activities. The Team is responsible for recording accurate treatment notes for all victims. The Team Leader is also responsible for determining when the scope of an emergency exceeds the capabilities of the team and requesting outside assistance. The Team Leader may also be charged with directing the establishment of an on-site morgue. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

### **Action Checklist**

- Wait to be activated by the Operations Section Chief (Ops Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Crisis Intervention Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Ops Chief and passes pertinent information to Crisis Intervention Team members
- Open Go-Kit and check contents
- Locate supplies or contact Ops Chief for additional supplies
- Team Leader makes appropriate assignments
- Determine if medical needs exceed the scope of the First Aid Team. Notify Ops Chief if outside assistance is needed
- Set-up first aid treatment area in a location away from the media center and student release site, but in an area accessible to emergency vehicles
- Set-up a triage station adjacent to the first aid treatment area to re-assess and process incoming victims
- Team Leader will consult with Crisis Intervention Team Leader regarding the need to establish an intervention and counseling area
- Set-up areas for "Immediate" and "Delayed" victims in the first aid treatment area
- Use appropriate personal protective equipment
- Request additional First Aid Team staff if needed
- Maintain open lines of communication with Ops Chief
- Use the following procedure in the treatment area for each victim:
  - o Greet injured party, reassess triage category, tag is to remain with victim;
  - o Direct injured party to the appropriate area (Immediate or Delayed);
  - o Conduct head to toe assessment of injured party;
  - o Provide appropriate first aid;
  - o Fill out Medical Treatment Form (on opposite side of Triage Tag)
- Assist Light Search and Rescue Team with field first aid treatment if requested
- Maintain Medical Treatment Log including information for all victims
- Monitor/assess patients for changes in conditions at regular intervals
- Report deaths immediately to Team Leader and then Ops Chief (**NOT** by radio)
- Determine need to establish a morgue and choose an appropriate location, away from the media center, student release site, and not in view of the first aid treatment area
- Monitor situation for communicable diseases
- Work with Ops Chief to monitor the health care needs of students and staff with known medical conditions, all personal medical information should be securely stored
- Request student emergency contact cards from Student Release Team if needed
- When transportation becomes available, facilitate patient evacuation and note status on back of triage tag; DO NOT send any original campus records off-site with patient



- If injured student is transported off campus, send a copy of student emergency contact card with him/her
- Clean up and break down first aid treatment areas when directed by Ops Chief
- Properly dispose of hazardous waste
- Return all equipment and reusable supplies to Logistics
- Team Leader shall release and sign out First Aid Team members and volunteers when directed by Ops Chief
- Complete and send all logs, reports, and response related documentation to the Ops Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Ops Chief

### **Go-Kit**

- First Aid Team Leader position description
- Campus map
- Writing utensils (incl. permanent markers), paper, clipboard
- Vest and/or ID badge/signifier
- Rubber gloves
- Face masks
- Student and Staff Roster
- Quick reference medical guides
- Forms:
  - o Section Activity Log
  - o Medical Treatment Log
  - o Medical Treatment Form (on opposite side of Triage Tags)
  - o First Aid Team Roster
  - o List of Staff with First Aid and CPR Certification

### **Other Supplies/Equipment on Site** (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Duct tape
- Site first aid kit
- Tarps
- Stretchers
- Blankets
- EZ-up tents or poles for build shelters

## Light Search & Rescue Team Leader Position Description

1. Mary Schwall
2. Paul Scheffert
3. Rebecca Davenport

The Light Search & Rescue Team is responsible for safely conducting all on site search and rescue efforts. The Team Leader is in charge of identifying search and rescue priorities and responsible for ensuring the safety of his/her teams while they are in the field. The Team Leader is responsible for having all team

members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

### **Action Checklist**

- Wait to be activated by the Operations Section Chief (Ops Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Light Search & Rescue Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Ops Chief and passes pertinent information to Light Search & Rescue Team members
- Open Go-Kit and check contents
- Locate supplies or contact Ops Chief for additional supplies
- Team Leader makes appropriate assignments into search teams of at least two and gives each team specific assignments and a campus map
- Search teams should don appropriate equipment, visually inspect each other's gear, flashlights and perform a radio check before going to the field
- Consult with Maintenance/Fire/Site Security Team Leader and Safety Officer to determine if buildings are safe to enter for search
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log
- Team Leader will not perform any search functions, unless no Team Members are available
- Search the campus from areas of high priority to areas of low priority
- Conduct Search & Rescue operations according to the following procedure:
  - o Inspect the exterior of each building for structural integrity before entering
  - o Notify the Team Leader of the location of any gas leaks, fires, or structural damage. The Team Leader will pass this information on to the Ops Chief and the Maintenance/Fire/Site Security Team Leader
  - o Mark unsafe areas with caution tape; **DO NOT** enter unsafe buildings, search only structurally sound buildings
  - o Search assigned areas using established search protocols
  - o When entering a room, place a chalk mark or duct tape strip on the front of the door. When exiting, place a second chalk mark or duct tape strip through the initial mark to form an X. The X indicates that the room has been searched.
  - o Notify the Team Leader when injured persons are found; **DO NOT** mention any names over the radio. The Team Leader will pass this information on to the Ops Chief and the First Aid Team Leader
  - o Rescue lightly trapped victims first
  - o Triage all victims and fill out a triage card for each victim; the card shall stay with the victim
  - o Provide rapid treatment if practical
  - o Transport victims to the first aid treatment area. Remember to use proper lifting techniques to avoid back strain
  - o As searched rooms have been cleared, call in report to Team Leader
- Request additional Light Search & Rescue Team staff if needed
- Team Leader will maintain contact with all dispatched search teams and pass any pertinent information to the Ops Chief
- Team Leader will monitor each search team's progress and record it in the Section Activity Log and on the site map. Keep triage tally on the map
- Return all equipment and reusable supplies to Logistics
- Team Leader shall release and sign out Light Search & Rescue Team members and volunteers when directed by Ops Chief
- Complete and send all logs, reports, and response related documentation to the Ops Chief

- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Ops Chief

### **Go-Kit**

- Light Search & Rescue Team Leader position description
- Campus map with locations of exits, phones, shut-off valves and emergency supplies
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Personal protective equipment
- o Eye protection (goggles, safety glasses, meeting ANSI Z87.1-1989)
- o Face masks
- o Hard hat (meeting ANSI Z89.1-1986)
- o Leather palm work gloves
- Handheld radio
- Flashlights (w/batteries)
- Whistles
- Markers
- Caution tape
- Duct tape
- Small first aid kit
- Chalk
- Student and Staff Roster
- Forms:
- o Section Activity Log
- o Triage Tags (and string)
- o Light Search & Rescue Team Roster

### **Other Supplies/Equipment on Site** (may be requested from Logistics)

- Table and chairs
- White board or newsprint flipchart
- Fire extinguishers
- Tarps
- Stretchers
- Blankets
- Bolt cutters
- Crowbars
- Shovels
- Rope
- Cribbing supplies

## Maintenance/Fire/Site Security Team Leader Position Description

1. Tim Zieminski

2. Lisa Hale

3. Shawn-Paul O'Dell/Paul Archibald

The Maintenance/Fire/Site Security Team is responsible for assessing, identifying and mitigating on-site hazards during and immediately following an emergency. The Team is responsible for site security for the duration of the incident, or until first responders assume the responsibility. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

### **Action Checklist**

- Wait to be activated by the Operations Section Chief (Ops Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Maintenance/Fire/Site Security Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Ops Chief and passes pertinent information to Maintenance/Fire/Site Security Team members
- Open Go-Kit and check contents
- Locate supplies or contact Ops Chief for additional supplies
- Team Leader makes appropriate assignments and distributes maps showing areas of responsibility
- Check flashlights and radios
- Team Leader surveys on-site hazards and prioritizes response
- Work with Safety Officer to determine if buildings are safe to enter
- Request additional Maintenance/Fire/Site Security Team staff if needed
- Team Leader will regularly report on progress or status to the Ops Chief
- Shut off utilities as necessary; shut off gas ONLY if you smell gas
- Determine integrity of on-site water system and report to Ops Chief
- Suppress small fires
- Notify the Team Leader of any existing or potential hazards. The Team Leader will pass this information on to the Ops Chief
- Facilitate emergency vehicle access
- Monitor campus security, implement perimeter control if necessary
- Secure site from unauthorized access
- Return all equipment and reusable supplies to Logistics
- Team Leader shall release and sign out Maintenance/Fire/Site Security Team members and volunteers when directed by Ops Chief
- Complete and send all logs, reports, and response related documentation to the Ops Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Ops Chief

### **Go-Kit**

- Maintenance/Fire/Site Security Team Leader position description
- Campus map with locations of exits, phones and utility shut-off valves
- Campus supply storage lists
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Personal protective equipment
- o Eye protection (goggles, safety glasses, meeting ANSI Z87.1-1989)
- o Face masks
- o Hard hat (meeting ANSI Z89.1-1986)
- o Leather palm work gloves
- Handheld radio
- Flashlights (w/batteries)

- Markers
- Caution tape
- Duct tape
- Forms:
  - o Section Activity Log
  - o Maintenance/Fire/Site Security Team Roster

**Other Supplies/Equipment on Site** (may be requested from Logistics)

- Fire extinguishers
- Bolt cutters
- Crowbars
- Shovels
- Rope
- Wrenches
- First aid kit

### Preliminary Structure Evaluation Criteria

It is important to conduct an initial inspection of a building (called a size-up) before entering, particularly after an earthquake. Some possible conditions have been listed below and the appropriate way to respond to them. Please keep in mind that more than one condition may apply to a building.

Conditions	Action
Building has collapsed, partially collapsed, or moved off its foundation.	DO NOT OCCUPY. Tag DANGEROUS. Prevent access.
Building or any story is leaning significantly.	DO NOT OCCUPY. Tag DANGEROUS. Prevent access.
Obvious severe damage to primary structure, severe leaning of walls or other signs of severe stress.	DO NOT OCCUPY. Tag DANGEROUS. Prevent access.
Large cracks in the ground, massive ground movement, or slope displacement present that are under or near the building and are a hazard to the building.	DO NOT OCCUPY. Tag DANGEROUS. Prevent access.
Obvious parapet, chimney, or other falling hazard present.	Barricade to prevent access to the area. Rescuers may enter with proper safety equipment.
Other hazard present (i.e., toxic spill, asbestos contamination, broken gas line, fallen power lines).	Barricade to prevent access to the area. Once area is made as safe as possible, rescuers may enter with proper safety equipment.

Air duct terminals, ductwork, light fixtures, lenses and fluorescent bulbs fallen or dislodged. Suspended ceiling system grid fallen or dislodged. Broken windows. Overhead mechanical equipment supports or bracing dislodged.	Barricade to prevent access to the area. Rescuers may enter with proper safety equipment.
No damage is apparent; however, areas with overhead elements such as above that may fall in an aftershock, are potentially hazardous.	Barricade to prevent access to the area. Rescuers may enter with proper safety equipment.

FEMA 154 Rapid Visual Screening of Buildings for Potential Seismic Hazards, is available at <http://www.fema.gov/library/viewRecord.do?id=3556> for a more in-depth look at post earthquake building evaluation.

## Student Release & Staff Accounting Team Leader Position Description

1. Shari Thierry
2. Heather Carpenter
3. Sophia Wiebe

The Student Release & Staff Accounting Team is responsible for the orderly and secure reunion of students and their parents or an authorized adult. This team is also responsible for accounting for all staff and visitors on site at the time of the incident. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

### Action Checklist

- Wait to be activated by the Operations Section Chief (Ops Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Student Release & Staff Accounting Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Ops Chief and passes pertinent information to Student Release & Staff Accounting Team members
- Open Go-Kit and check contents
- Locate supplies or contact Ops Chief for additional supplies
- Team Leader makes appropriate assignments
- Check with main office personnel to determine staff absences and procure list of substitutes or visitors on site at the time of the incident. Determine if there are any staff or visitors unaccounted for; the Team Leader will pass this information on to the Ops Chief
- Collect classroom rosters to account for all students
- Provide up-to-date student roster to Shelter & Assembly Team Leader

- Set up secure areas for student request and release gates
- Place traffic cones and signs to direct parking
- Clearly mark location of Student Request and Student Release areas
- Post alphabetize signage on request table(s), such as A-F, G-L, M-R, S-Z
- Have Student Request Forms available on clipboards with pens/pencils
- Team Leader shall collect the Emergency Contact Cards from their secure storage area and give them to Team members staffing the release gate
- Request additional Student Release & Staff Accounting Team staff if needed
- Team Leader will regularly check each gate to ensure that the process is flowing smoothly
- Team Leader will regularly report on progress or status to the Ops Chief
- Work with the Ops Chief to locate missing students, staff or visitors
- Team Leader will provide information regarding missing persons to the Ops Chief, Crisis Intervention Team Leader and the Light Search & Rescue Team Leader
- Request gate procedures:
  - o Distribute Student Emergency Contact Cards according to table signage
  - o Instruct parent or authorized adult to fill out one Student Request Form per student and assist parents as needed
  - o Verify ID of requesting parent or authorized adult, not of Form
  - o Give Student Request Form to a runner
  - o Direct parent or authorized adult to wait at the release gate for their student(s)
- Runner procedures:
  - o Take verified Student Request Form from the request gate staff to classroom or assembly area
  - o Retrieve student(s)
  - o Take student to release gate and wait as the release gate staff processes the student
  - o If student is absent, missing, or receiving first aid, make a note on the Student Request Form and consult with the Team Leader to determine next steps. Options may include escorting the parent or authorized adult to the First Aid area or the Crisis Intervention area
  - o Return to the request gate for another Student Request Form
- Release gate procedures:
  - o Match student to the requesting parent or authorized adult
  - o Reverify ID and have the requestor countersign the Student Release Log
  - o Release student to parent or authorized adult
  - o Release runner back to the request gate
- Close request and release gates when directed by Ops Chief
- Return all equipment and reusable supplies to Logistics
- Team Leader shall release and sign out Student Release & Staff Accounting Team members and volunteers when directed by Ops Chief
- Return Emergency Contact Cards to a secure location
- Complete and send all logs, reports, and response related documentation to the Ops Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Ops Chief

### **Go-Kit**

- Student Release & Staff Accounting Team Leader position description
- Campus map
- Lots of pens and clipboards
- Vest and/or ID badge/signifier
- Duct tape
- Scotch tape
- Markers
- Student and Staff Roster
- Alphabet Signage (e.g., A-F, G-L, M-R, S-Z)

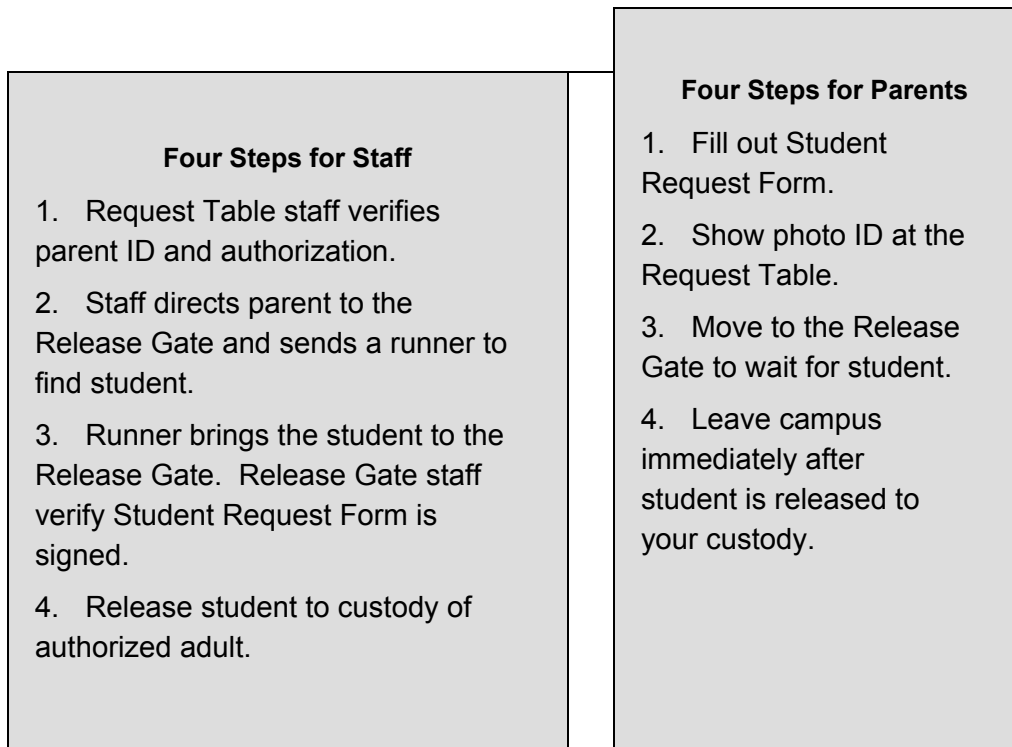
- *Student Release Actions*
- *Student Release Flow Chart*
- Forms:
  - o Section Activity Log
  - o Student Request Form
  - o Student Release Log
  - o Student Release & Staff Accounting Team Roster

**Other Supplies/Equipment on Site** (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Easel and paper or white board
- Stanchions and/or barricades
- Student Emergency Contact Cards
- Caution tape

**Student Release Actions**

Some emergency situations may warrant the release or relocating of students at a time when parents expect their children to be at the school site. Student release will be initiated by a school administrator, and many staff members (even those not on the Student Release team) will be involved.



**Incident Commander (Principal/Site Administrator) Actions:**

- Set up Incident Command Post (ICP).



- Notify staff of school evacuation and communicate that this is not a drill.
- Designate the Student Assembly Area or direct teachers to a pre-designated spot. Analyze situation; evaluate evacuation spot to determine if students should be moved.
- For schools without parent parking or a turnaround, develop a procedure that enables students to be released directly to the authorized adult's vehicle.
- Determine medical, search and rescue or other needs after population assessment.
- Reassess situation on a regular basis. Reassign emergency teams as needed.
- Keep staff informed as to status of missing students.

**Teacher/Staff Actions:**

- Evacuate students to designated area, take roll.
- Report population assessment. On roll, mark student status beside name:

*A = Absent*

*M = Medical; student taken to the First Aid station*

*U = Missing/Unaccounted*

- Monitor students' medical and emotional condition.
- Partner with other staff for assigned duties; report to team when activated.

**Student Release Team Actions:**

- Take supplies to designated Request Table and Release Gate locations.
- Set up Student Request Table, Student Release Gate, and appropriate signage to direct parents.
- For a large student body, establish several lines at the Request Table for speedier processing.
- Post signs and set out file boxes of Student Emergency Cards for each line.
- Distribute clipboards with Student Request Forms to parents in line.
- Pull cards of absent, injured and missing students. Note status on those cards and file at back of box.

**Runner (staff, students, parent volunteers) Actions:**

- Take Student Request Form to Student Assembly Area to find requested student.
- Retrieve student and escort him/her to Student Release Gate
- If student cannot be found, alert Team Leader and request further direction.

**Maintenance/Site Security Team Actions:**

- Place signs to guide parents to preferred parking area.
- Establish an access point for emergency vehicles and place traffic cones to discourage parents from blocking the area.
- Maintain order in parking areas; direct cars away from areas for emergency vehicles.
- Report crowd control issues on school grounds to Operations Chief, request assistance if necessary.

**Crisis Intervention Team Actions:**

- Calm agitated parents and students.
- Facilitate delivery of information to parents of students with special circumstances (e.g. missing, injured, deceased).
- Escort parents to First Aid Station to reunite with injured students.

## Logistics Section Chief Position Description

Chris Topham

Alternate 1: Barbara Philipp

The Logistics Section Chief is responsible for ensuring that all sections have the materials, equipment, personnel, services, and facilities that they need in order to fulfill their responsibilities during an emergency.

### **Action Checklist**

- Wait to be activated by the Incident Commander (IC)
- Read this entire checklist
- Sign in with Liaison Officer
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log. If you are not able to keep up with the recordkeeping, request a Scribe from the Documentation Team
- Open Go-Kit and check contents
- Meet with IC for a briefing
- Activate Logistics Teams as needed and assume lead of all Logistics Teams until staffed
- Meet with Logistics Team Leaders and assist them in initiating their team's response activities
- Open supply containers and facilities
- Ensure that ICP and other facilities are properly equipped
- Monitor emergency response activities through contact with Logistics Team Leaders
- Oversee the distribution of supplies, equipment and personnel
- Maintain security of stored supplies and equipment
- Ensure that all Logistics Teams are documenting their activities
- Oversee the return of all equipment and reusable supplies from other sections
- Ensure that all equipment is properly stored or returned to its original location
- Collect, complete and send all logs, reports, and response related documentation to the Documentation Team
- Release all Logistics Teams and volunteers when directed by IC
- Sign out with Liaison Officer and leave contact information in case you need to be reached

### **Go-Kit**

- School site EOP
- Logistics Section Chief position description
- School ICS Organizational Chart
- Campus map with locations of emergency supplies
- Regional/neighborhood maps
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Copies of vendor agreements, contracts, or MOUs (if available)
- Campus supply storage lists
- Forms:
  - o Section Activity Log
  - o Logistics Section Roster
  - o Logistics Section Team Rosters

### **Other Supplies/Equipment on Site**

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Table and chair
- Computer
- Phone
- Phone book

# Supplies & Staffing Team Leader Position Description

## 1. Office staff

The Supplies & Staffing Team is responsible for filling all requests for personnel, facilities, equipment, supplies, and materials necessary to support response efforts. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

### **Action Checklist**

- Wait to be activated by the Logistics Section Chief (Logs Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Supplies & Staffing Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Logs Chief and passes pertinent information to Supplies & Staffing Team members
- Open Go-Kit and check contents
- Open storage facility or storage containers and inventory supplies, if time allows
- Team Leader makes appropriate assignments
- Team Leader maintains contact with Logs Chief regarding the needs of other sections and teams
- Develop method for tracking resources
- Locate and provide additional personnel (staff, volunteers, or students as appropriate) to teams that request assistance. Track the deployment of these personnel
- Procure and distribute supplies and equipment as requested
- Facilitate the return of all equipment, unused and reusable supplies from other sections and teams
- Properly store all equipment or return to its original location
- Re-inventory equipment and supplies and create list of materials that need to be replaced
- Complete and send all logs, reports (including list of materials that need to be replaced), and response related documentation to the Logs Chief
- Team Leader shall release and sign out Supplies & Staffing Team members and volunteers when directed by Logs Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Logs Chief

### **Go-Kit**

- Supplies & Staffing Team Leader position description
- School ICS Organizational Chart
- Campus map with locations of emergency supplies
- Regional/neighborhood maps
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Copies of vendor agreements, contracts, or MOUs (if available)
- Campus supply storage lists
- Forms:
  - o Section Activity Log
  - o Supplies & Staffing Team Roster
  - o Student and Staff Roster

- o List of volunteers (if available)

### **Other Supplies/Equipment on Site**

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Computer
- Phone
- Phone book

## **Transportation Team Leader Position Description**

### **1. Office staff**

The Transportation Team is responsible for facilitating the use of vehicles, buses or other modes of transportation during school emergencies. This may include directing buses or trucks to areas where they are needed. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

### **Action Checklist**

- Wait to be activated by the Logistics Section Chief (Logs Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Transportation Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Logs Chief and passes pertinent information to Transportation Team members
- Open Go-Kit and check contents
- Determine and gather transportation equipment and resources needed
- Team Leader makes appropriate assignments
- Maintain contact with Logs Chief regarding the needs of other sections and teams
- Secure transportation as requested
- Direct the safe movement of vehicles on campus
- Return all equipment and reusable supplies to the Supplies & Staffing Team
- Return vehicles to pre-incident locations
- Complete and send all logs, reports, and response related documentation to the Logs Chief
- Team Leader shall release and sign out Transportation Team members and volunteers when directed by Logs Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Logs Chief

### **Go-Kit**

- Transportation Team Leader position description
- Campus map, regional/neighborhood maps
- Writing utensils, paper, clipboard

- Vest and/or ID badge/signifier
- List of available vehicles and equipment
- Copies of any agreements or MOUs
- Copy of bus routes and schedules
- Forms:
  - o Section Activity Log
  - o Transportation Team Roster

**Other Supplies/Equipment on Site** (available from the Supplies and Staffing Team)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Computer
- Phone
- Phone book

## Planning/Intelligence Section Chief Position Description

**Chris Topham**

**Alternate 1:** Antje Bojarsky

The Planning/Intelligence Section Chief is responsible for overseeing the collection, evaluation, documentation and use of information about the development of the incident and the status of resources, as well as maintenance of accurate records and site maps. The Section Chief works with the Incident Commander (IC) to develop and update the Incident Action Plan (IAP) and to complete the After Action Report (AAR).

### Action Checklist

- Wait to be activated by the IC
- Read this entire checklist
- Sign in with Liaison Officer
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Open Go-Kit and check contents
- Meet with IC for a briefing
- Activate Planning/Intelligence Teams as needed and assume lead of all Planning/Intelligence Teams until staffed
- Meet with Planning/Intelligence Team Leaders and assist them in initiating their team's response activities
- Develop IAP in cooperation with IC. Update IAP with IC at regular intervals to reflect the current situation
- Monitor emergency response activities through contact with Section Chiefs and relay information to Situation Status Team
- Request scribes from Documentation Team if they are needed by Management/Command or Section Chiefs
- Return all equipment and reusable supplies to Logistics

- Ensure that the Documentation Team has collected and completed all logs, reports, and other response related documentation.
- Release and sign out all Planning/Intelligence Teams and volunteers when directed by IC
- Submit all documentation to the Recordkeeping Team
- After Recordkeeping Team has added final financial and time records and has compiled a final report, work with IC to complete the After Action Report
- Sign out with Liaison Officer and leave contact information in case you need to be reached
- After the incident work with Incident Commander to development AAR

**Go-Kit**

- School site EOP
- Planning/Intelligence Section Chief position description
- Campus map with locations of exits, phones, utility shut-off valves and emergency supplies
- Regional/neighborhood maps
- Normal Operations Template (see IC position description)
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Campus supply storage lists
- Forms:
  - o Section Activity Log
  - o Incident Action Plan
  - o Situation Status Report
  - o Planning/Intelligence Section Roster
  - o Planning/Intelligence Section Team Rosters

**Other Supplies/Equipment on Site** (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Table and chair
- Easel and paper or white board

**Documentation Team Leader Position Description**

1\* Office staff

The Documentation Team is responsible for the collection and organization of all completed emergency related forms just before the end of the Operational Period. The Documentation Team may provide scribes to assist Management/Command Section or Section Chiefs in documenting all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log. The team may also be involved in the reproduction and distribution of the Incident Action Plan, After Action Report and other documents as requested. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

## Action Checklist

- Wait to be activated by the Planning/Intelligence Section Chief (Plans Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Documentation Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Plans Chief and passes pertinent information to Documentation Team members
- Open Go-Kit and check contents
- Locate supplies or contact Plans Chief for additional supplies
- Team Leader makes appropriate assignments
- Scribes assigned to specific personnel will create a record of all radio and verbal conversations, actions taken and decisions made (with justifications) by that person on the Section Activity Log (see The Scribe's Role on the following page)
- Maintain contact with Plans Chief regarding the needs of other sections
- Documentation Team members will regularly update the Team Leader. The Team leader will share key information with the Situation Status Team Leader
- File all reports as they are turned in. Although a permanent log may be typed up at a later date, all original notes and records MUST be kept as they are legal documents
- Collect and complete all logs, reports, and response related documentation from each section
- Return all equipment and reusable supplies to Logistics
- Team Leader shall release and sign out Documentation Team members and volunteers when directed by Plans Chief
- Team Leader signs out and leaves all completed paperwork and the Section Activity Log, including contact information, with the Plans Chief

## Go-Kit

- Documentation Team Leader position description
- Campus map
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Campus supply storage lists
- Forms:
  - o Section Activity Log
  - o Documentation Team Roster

## Other Supplies/Equipment on Site (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Computer
- Paperwork organization accessories (e.g., file folders, file boxes, accordion files)

## The Scribe's Role

It is vital to document and communicate information about the disaster situation and resource status. Efficient flow of information makes it possible for resources to be deployed effectively and for professional emergency services to be applied appropriately. Depending on the situation, Section Chiefs and the Incident Commander may request assistance of a scribe to document:

- important events
- communications
- analyses
- decisions and justifications for those decisions

The scribes shadow and create records of the incident from the vantage point of the Section Chief or Incident Commander. Scribes may use the Section Activity Log to record information. The role of the scribe is important because these documents are crucial for the school district to receive reimbursement from the state or federal government.

## Situation Status Team Leader Position Description

Ashley Radzat & Antje Bojarsky

The Situation Status Team is responsible for collecting, evaluating, and documenting situation information regarding the incident. The Situation Status Team will maintain situation status boards detailing the development of the incident, the status of resources, and an accurate campus map. The team will also provide ongoing analysis of situation and resource status. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

### Action Checklist

- Wait to be activated by the Planning/Intelligence Section Chief (Plans Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Situation Status Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Plans Chief and passes pertinent information to Situation Status Team members
- Open Go-Kit and check contents
- Locate supplies or contact Plans Chief for additional supplies
- Team Leader makes appropriate assignments
- Record updates from each section and the Documentation Team Leader on Situation Status Boards
- Keep Situation Status Boards in a location visible or easily accessible by the ICP
- Update campus map throughout the response
- Team Leader will assess and analyze information and relay it to the Plans Chief
- Anticipate situations and potential problems and develop contingency plans
- Return all equipment and reusable supplies to Logistics
- Complete and send all logs, reports, and response related documentation to the Documentation Team Leader
- Team Leader shall release and sign out Situation Status Team members and volunteers when directed by Plans Chief
- Team Leader signs out and leaves all completed paperwork and the Section Activity Log including contact information with the Plans Chief



### **Go-Kit**

- Situation Status Team Leader position description
- Large campus map, regional/neighborhood maps
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Campus supply storage lists
- Forms:
  - o Section Activity Log
  - o Situation Status Team Roster

### **Other Supplies/Equipment on Site** (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Situation Status Boards (can be whiteboards, chalkboards, easels, etc)

## Finance/Administration Section Chief Position Description

John Azzizzi

Alternate 1: Carrie Vazquez

Alternate 2: Essie Bishop

The Finance/Administration Section Chief is responsible for overseeing the financial tracking, procurement, cost analysis related to the disaster or emergency, as well as maintenance of financial records, tracking and recording staff hours. The Section Chief is also responsible for submitting all final paperwork, logs and other documentation to the Incident Commander (IC) and Planning/Intelligence Chief (Plans Chief) for inclusion in the After Action Report.

### **Action Checklist**

- Wait to be activated by the IC
- Read this entire checklist
- Sign in with Liaison Officer
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Open Go-Kit and check contents
- Meet with IC for a briefing
- Coordinate recordkeeping procedures with the Plans Chief
- Activate the Recordkeeping Teams when needed and assume lead of the team until staffed
- Meet with Recordkeeping Team Leader and assist in initiating the team's response activities
- Periodically ensure that all procedures are in place to accurately track time and expenditures
- Return all equipment and reusable supplies to Logistics
- Close logs. Collect, file and secure all final logs, reports, and response related documentation
- Compile final financial and time records and prepare a final report
- Release and sign out Recordkeeping Team and volunteers when directed by IC
- Submit all documentation and final report to IC and Plans Chief to complete the After Action Report
- Sign out with Liaison Officer and leave contact information in case you need to be reached

**Go-Kit**

- School site EOP
- Finance/Administration Section Chief position description
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Copies of vendor agreements/contracts
- Copies of any agreements or MOUs
- Student and Staff Roster
- List of volunteers (if available)
- Forms:
  - o Section Activity Log
  - o Finance/Administration Section Roster
  - o Finance/Administration Section Team Rosters

**Other Supplies/Equipment on Site** (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Table and chair
- Computer
- Calculator
- Paperwork organization accessories (e.g., file folders, file boxes, accordion files)

## Recordkeeping Team Leader Position Description

1\* Office staff

The Recordkeeping Team is tasked with the maintenance of records for tracking personnel costs, volunteer hours, payroll, materials and supplies purchased, insurance claims, and cost recovery in support of response activities. The team is also responsible for compiling all final paperwork, logs and other documentation collected by the Documentation Team and submitting it to the Finance/Administration Section Chief. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

**Action Checklist**

- Wait to be activated by the Finance/Administration Section Chief
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Recordkeeping Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Finance/Administration Section Chief and passes pertinent information to Documentation Team members
- Open Go-Kit and check contents
- Locate supplies or contact Finance/Administration Section Chief for additional supplies
- Team Leader makes appropriate assignments

- Track staff and volunteer hours
- Track response-related requests and purchases
- Process purchase requests from the Logistics Section Chief
- File all reports as they are turned in. Although a permanent log may be typed up at a later date, all original notes and records MUST be kept as they are legal documents
- Return all equipment and reusable supplies to Logistics
- Close logs. Collect, file and secure all final logs, reports, and response related documentation from Documentation Team. Compile final financial and time records and prepare a final report
- Team Leader shall release and sign out Recordkeeping Team members and volunteers when directed by Finance/Administration Section Chief
- Team Leader signs out and leaves all completed paperwork, final report, and the Section Activity Log, including contact information, with the Finance/Administration Section Chief

**Go-Kit**

- Recordkeeping Team Leader position description
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Copies of vendor agreements/contracts
- Copies of any agreements or MOUs
- Student and Staff Roster
- List of volunteers (if available)
- Forms:
  - o Section Activity Log
  - o Recordkeeping Team Roster

**Other Supplies/Equipment on Site** (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Computer
- Calculator
- Paperwork organization accessories (e.g., file folders, file boxes, accordion files)

## CHILD ABUSE AND MANDATED REPORTING

**IMPORTANT NOTE:** With the passage of [AB 1432](#) in September, 2014, all school districts, county offices of education, and charter schools are required to:

1. Annually train, using the [online training module](#) provided by the State Department of Social Services, or other training, employees and persons working on their behalf who are mandated reporters, as defined in [Penal Code 11165.7](#), on the mandated reporting requirements.
2. Develop a process for all persons required to receive training under the bill to provide proof of completing this training within the first 6 weeks of each school year or within 6 weeks of that person's employment.

To comply with state law, Sebastopol Charter school requires all employees to complete Mandated Reporter training either within 6 weeks of the school year or within 6 weeks of employment. The Operations Manager tracks the completion of training and collects certificates annually.

### *Excerpt from Staff Orientation Manual*

As a school employee, by law you are a mandated reporter for child abuse. If you suspect child abuse, it is required that the suspicion is reported within 24 hours. Often the nature of what we see in our community with respect to abuse is not obvious as to whether to call CPS. If you suspect abuse, you must report it, but we encourage you not to feel alone in this process. A written report must be made after a CPS call. See the Executive Director for details and assistance.

How to report:

- 1) Call the Child Protection Hotline 24/7 to make the verbal report: 707-565-4304 or 800-870-7064
- 2) Within 36 hours, file a written report. Complete the California Suspected Child Abuse form (SS 8572).
- 3) Email the confidential completed form to [FYSCAR@schsd.org](mailto:FYSCAR@schsd.org), or fax to 707-565-4324.

# SUSPECTED CHILD ABUSE REPORT

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

CASE NAME: \_\_\_\_\_

PLEASE PRINT OR TYPE

CASE NUMBER: \_\_\_\_\_

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

SS 8572 (Rev. 12/02)

### DEFINITIONS AND INSTRUCTIONS ON REVERSE

**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

## 2017-18 Attendance Data

### CALPADS Certified Data

Total # of Students Enrolled

298

Total # of Students Absent < 5%

209 - 70.13%

Total # of Students Absent < 10%

72 - 24.16%

Total # of Students Absent < 20%

16 - 5.37%

Total # of Students Absent > = 20%

1 - .34%

## 2017 -18 Suspension and Expulsion Rates

3 CALPADS Reported Suspensions

0 CALPADS Reported Expulsions

## Suspension Procedure

The Sebastopol Independent Charter School follows the policies and regulations of the California Education Codes 48900-48927 related to student discipline, suspension and expulsion. Some examples of behaviors that cannot be tolerated are hitting, spitting, kicking, inappropriate use of language, harassment or intimidation, sexually-oriented behaviors, stealing, bringing a dangerous weapon to school, etc. A child may be suspended from class for the remainder of the day or longer if s/he displays such poor behaviors or is defiant/disobedient despite efforts by adults to rectify the situation. Where health or safety issues are involved, such as biting, kicking, hitting, threats, or other forms of abuse, swift action will be taken.

There is a new procedure being added to the law of student suspension going into effect January 1, 2018, which applies to charter schools too. The new procedure is something we typically have already been doing, namely having an informal conversation with the student prior to being sent home and letting the student know about reminders the teacher gave the student about expected behavior prior to reaching the point of suspension. This procedure, that we have been regularly doing, is now legally required.

Clarification of procedure:

- Fill out suspension form.
- Find Executive Director (or designee if not available) to discuss why you think a student should be suspended.
- Meet with Executive Director (or designee if not available) and student before sending student home.

During the meeting:

- o Make clear to the student why he/she is suspended.
- o Make sure you tell the student about what reminders you have given about expected behavior.

Example: warnings and review of rules.

- o State the evidence against the student (after having conducted an investigation, if necessary).
- o The student is given an opportunity to share his/her version and evidence as defense.

The law says: *“At the conference, the pupil shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required under Section 48900.5, and the evidence against him or her, and shall be given the opportunity to present his or her version and evidence in his or her defense.”*

- Make sure the suspension form is filled out, including required signatures and give to receptionist to send a copy to the parents.
- You can call or you can ask the front desk person to call parents to pick up the student. Or, you call the parents about the student being suspended for the following day.

Please note that in order for a student to be suspended, an administrator or designee has to approve it. If I'm not available, you can have the Operations Manager to sign the suspension form (attached). If neither are available, Antje Bojarsky, Director of Curriculum, is the designee. If no administrator is available, a certificated designee is required.

**SEBASTOPOL INDEPENDENT CHARTER SCHOOL**

*Suspension Form*

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Description: \_\_\_\_\_  
\_\_\_\_\_

Teacher in Charge \_\_\_\_\_

Class Teacher \_\_\_\_\_

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

**Reason(s) (Pursuant to Ed. Code 48900): Check as many as applicable, but choose one as a Primary Behavior (P)**

- |   |   |
|---|---|
| <input type="checkbox"/> Caused Physical Injury               | <input type="checkbox"/> Obscene acts / Profanity |
| <input type="checkbox"/> Attempted/Threatened Physical Injury | <input type="checkbox"/> Disruption / Defiance    |
| <input type="checkbox"/> Used force or violence               | <input type="checkbox"/> Property Damage / Theft  |
| <input type="checkbox"/> Harassment / Intimidation            | <input type="checkbox"/> Bullying (incl. online)  |
| <input type="checkbox"/> Possession of a Weapon               | <input type="checkbox"/> Possession of a Drug     |

Other (please be specific): \_\_\_\_\_

**Action(s) Taken Prior to Notice Being Sent to Parents:**

- |  |   |
|--|---|
| <input type="checkbox"/> Had Conference with Student | <input type="checkbox"/> Had Meeting with Parents                       |
| <input type="checkbox"/> Telephoned Parent           | <input type="checkbox"/> Used Classroom Discipline Plan to Handle Issue |
| <input type="checkbox"/> Other: _____                |   |

**Recommendation(s):**

- Parent Conference
- Meeting with Parents, Teacher and Principal Requested
- Change Plan or Behavior Plan Scheduled/In Progress
- Contractual Agreement made with Student and Family
- Student Reparation Recommended (written apology, replace/repair property, etc.)
- Other: \_\_\_\_\_

**Number of days (including partial days) suspended:** \_\_\_\_\_

**Date student may return to school** \_\_\_\_\_ (Discuss with Principal)

\_\_\_\_\_  
Signature of Teacher Date

\_\_\_\_\_  
Signature of Principal Date

Office Use Only:

- |   |  |
|---|--|
| <input type="checkbox"/> Original to student's file | <input type="checkbox"/> Copy to Discipline Data Reporting file    |
| <input type="checkbox"/> Copy to parent(s)          | <input type="checkbox"/> Copy to Special Ed Director if applicable |



**Notification of Dangerous Pupils to Teachers**  
(Pursuant to Education Code 49079)

The school shall inform the staff/teachers annually of students who were engaged in, or reasonably suspected to have engaged in, for the previous three school years, any of the acts described in:

- Education Code 48900 subdivision [except subdivision (h)]
- Education Code 48900.2 (sexual harassment)
- Education Code 48900.3 (hate violence)
- Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)
- Education Code 48900.7 (terrorist threat)

The staff/teacher shall keep this information in confidence and must not further disseminate. The Governing Board desires to provide a safe, orderly working environment for all employees. As part of the schools comprehensive school safety plan, the Executive Director shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation. The Executive Director shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

**Sebastopol Public Waldorf School**  
**Discipline Policy and Guidelines**  
**Includes Discrimination, Harassment, Rules and Procedures on School Discipline**  
 School Year 2018-2019

**Classic Classroom Management**

- Eye Contact, Pause in teaching, The teacher “look”
- Physical proximity, Touch or gesture
- Praise appropriate behavior observed in others
- Use humor (but never sarcasm, kids don’t understand and feel shamed)
- Reminder, “if you \_\_\_\_\_ we will have time for \_\_\_\_\_.”
- Ask class for response that ends inappropriate behavior (“Take out scratch paper and list...raise your hand if..close your eyes and imagine...”
- Gentle verbal correction (quiet, quick, calm)
- Ignoring
- Alternative Academic Task
- Owed Time (lunch, recess, etc.) in which the student Restore and Repair the Environment (Community Service)
- Loss of privileges
- Discussions, conference with student
- Class Meetings to learn about social inclusion
- Parent contact

**Possible Community Service Recommendations**

*Ideally 4th-8th grade students would come up with a consequence to fit the behavior*

Restoration to School  
Community

- Cleaning trash cans/taking out the trash for the whole campus
- Washing windows
- Cleaning desks
- Cleaning mugs in all classrooms
- Sweeping classrooms and decks
- Watering plants
- Cleaning cobwebs

Restoration to Peer Community

- Work with another class
- Write a letter of apology to class about actions
- Help students during study hall
- Work with S.I.T. team at recess
- Write letter of apology to student
- Make a handmade gift for student
- Leads class discussion about how to do well in class/be a good friend

**Definition of Lateral Send** (w/buddy): Reflection Form filled out & signed by student, will come with work provided, parent and teacher- Send hard copy home for parent signature, email copy as well, cc Admin and Class Teacher (make up classwork)

Restorative Discipline Questions:

<p><b>When challenging behavior:</b></p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking of at the time?</li> <li>• What have you thought about since?</li> <li>• Who has been affected by what you have done?</li> <li>• In what way have they been affected?</li> <li>• What do you think you need to do to make things right?</li> </ul>	<p><b>To help those affected:</b></p> <ul style="list-style-type: none"> <li>• What did you think when you realized what had happened?</li> <li>• What impact has this incident had on you and others?</li> <li>• What has been the hardest thing for you?</li> <li>• What do you think needs to happen to make things right?</li> </ul>
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**Level I Behaviors Yellow \*after a clear signal\***

Teacher- Classroom	Restorative Justice	Administration	Community Building
<ul style="list-style-type: none"> <li>• Talking out</li> <li>• Disruption</li> <li>• Failing to follow rules/direction</li> <li>• Inappropriate language/comment</li> <li>• Dress code infractions</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative Discipline questions asked at the moment or at a break.</li> <li>• <b>After 1 reminder:</b> LATERAL Send, reflection form and work provided. Email sent home</li> </ul>	Admin is not notified	Note home with homework to write a letter to the class about behavior

**Level I Behaviors**

Peer - Peer	Restorative Justice	Administration	Community Building
<ul style="list-style-type: none"> <li>• Violating other people's space (bodies &amp; belongings)</li> </ul>	Fill out a <u>Reflective Form</u> and do lateral send. Form must be filled out fully and with accountability. Complete missed work.	Admin is not notified	Note home with homework to write a letter to the class about behavior

Processing and Returning to Class - The most important step is when the teacher processes (talks about the behavior) with the student before they return to normal classroom activities. This is important because children need to feel a sense of forgiveness, that all is forgotten, and that they can start fresh. If they feel shamed or disliked, it is likely that you will see continued and escalating behavior because the feelings of rejection begin to shape their identity, "I am a bad boy." Because children have difficulty generalizing learned behaviors, it is recommended that you have them reenact or role play the situation that went wrong and this time do it the 'right way.'

### Level 2 Behaviors - Orange

Teacher-Classroom	Restorative Justice	Administration	Community Building
<ul style="list-style-type: none"> <li>● Repeated Level 1 behaviors</li> <li>● Defiance</li> <li>● Cheating (5-8)</li> <li>● Plagiarism (6-8)</li> <li>● Use or display of personal electronic equipment at school</li> </ul>	-Meeting with RJ team, deciding on accountability plan -If needed, "No Blame meeting"	Notified of meeting. If Sent to Office: answer <u>Reflection form</u> , when done return to class Discipline form emailed to parents, CC class teacher, admin and Mr. Topham	2 hours community service during or after school hours.
<ul style="list-style-type: none"> <li>● Repeated tardiness K-8 (Start of Day)</li> </ul>		After 4 times Admin will send a letter home to parents. After 5th time, meeting with parents.	
<ul style="list-style-type: none"> <li>● Repeated tardiness 1-8 (During School)</li> </ul>		After 2 times Admin will have a meeting with the student and the parents. After 3rd time community service.	Community service inside of school day <i>See possible community service ideas</i>

Peer to Peer	Restorative Justice	Administration	Community Building
<ul style="list-style-type: none"> <li>● Pushing/Shoving</li> <li>● Spitting</li> <li>● Put-downs</li> <li>● Teasing</li> <li>● Mean or rude behavior</li> <li>● Gossiping</li> </ul>	-Meeting with RJ team, deciding on accountability plan -If needed, "No Blame meeting"	Admin is notified- no action required	Owed time participating in-school community service/ Restorative plan

<ul style="list-style-type: none"> <li>● Intimidation</li> <li>● Exclusion</li> </ul>			
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**Homework Tardy:** After 2 tardy slips, student is required to make up the missing work during recess study hall (proctored by a teacher). Study hall will be used until missing work is made up.

**Level 3 Behaviors • RED**

Teacher-Classroom	Restorative Justice	Administration	Community Building
<ul style="list-style-type: none"> <li>● Unsafe behavior (including, but not limited to, throwing furniture, aggressive communication or threats to teacher)</li> <li>● Leaving supervised area or cutting class</li> <li>● Petty theft</li> <li>● Minor vandalism</li> <li>● Repeated defiance</li> </ul>	RJ “No Blame Meeting” with all affected as well as parents. Communication home to parents. Accountability plan.	Student is suspended for the day, possible additional day is added. Admin is notified and record is kept in students file. Decision made about upcoming field trip.	4 hours of weekend parent supervised community service on campus. Weeding, cleaning, etc..  Student not allowed to participate in after school team sports for 1 week.

Peer - Peer	Restorative Justice	Administration	Community Building
<ul style="list-style-type: none"> <li>● Persistent intimidation, exclusion, threatening, bullying, harassing, retaliation for reporting harassment, sexual harassment</li> </ul>	R.J. team: Peer to Peer mentor Teacher- No Blame meeting with all parents and all students that are affected. Restorative Meeting- “No Blame Meeting” facilitated by S.I teacher with “harmed” and “harmer”. Sexual Harassment (TBD)	Admin attends a meeting with student and parents. Documentation is kept in students file.  Sexual Harassment (TBD)	Action plan is executed as determined by No Blame meeting.  Sexual Harassment (TBD)
<ul style="list-style-type: none"> <li>● Student emotionally hurts again</li> </ul>	R.J. team: Peer to Peer mentor Teacher- No Blame meeting with all parents and all students that are affected. Restorative Meeting- “No Blame	Admin attends a meeting with student and parents. Documentation is kept in students file.	Action plan is executed as determined by No Blame meeting

	Meeting” facilitated by S.I teacher with “harmed” and “harmer”.		
<ul style="list-style-type: none"> <li>Student does not hold “No Blame Meeting” agreements</li> </ul>		Admin is notified- Suspension	Community Service one weekend working at the school with parent: weeding, washing, cleaning etc Suggestion of 10 week accountability course at R.R.
<ul style="list-style-type: none"> <li>Inflicts physical harm including, fighting, hitting, kicking, throwing objects, etc. (not severe assault which is Level 4)</li> </ul>	RJ meeting is scheduled between parents and teachers. RJ accountability plan is made.	Admin is notified- Suspension	4 hours of weekends community service supervised by parent.  Student not allowed to participate in after school team sports

### Level 4 Behaviors

Teacher-Classroom	Restorative Justice	Administration	Community Building
Illegal activities: drugs, alcohol, weapons, assault, sexual abuse, significant theft or vandalism		Calling law enforcement, Suspension, and/or expulsion	Suggestion of Working with Restorative Resources Santa Rosa
Student does not change behavior from level 3 interventions	Restorative Conference with Restorative Resources Santa Rosa (Middle School)	Possible Expulsion	

## Dress Code Guidelines

The Sebastopol Charter School is dedicated to offering the most that an education can give. The scope of this education does not stop with academics, but extends into consideration of the physical and cultural environment of the School.

The desire for individuality in clothing is strong in the modern culture and seeps down to the youngest ages due to the effectiveness of advertising. Yet within the Waldorf approach, the unfolding of the child's individuality is best marked in the student's work and relations with classmates. It is our humanness that needs development, not our responsiveness to advertising, slogans, sports allegiances, etc. Clothing fads, competitiveness, precocious behavior, and self-absorption can contribute to unnecessary conflict between students, between students and teachers, and between children and parents, undermining a productive learning atmosphere.

The School asks that clothing remain simple and functional. Movement is a part of every school day. The student's clothing should be appropriate for running, bending, jumping, etc. Shoes should be appropriate for participation in our physical education classes.

Children are unable to learn well if they are cold and their circulation is poor. Our foggy mornings necessitate layers of clothes that can be peeled off as the children warm up. Coats are necessary during cold weather and legs must be covered.

Please label everything your child wears or brings to school: footwear, lunch baskets, backpacks, sweaters, sweatshirts, bags, hats, etc. Remember to check the lost and found baskets for missing items. The lost and found baskets are periodically emptied and donated to charity.

**Class teachers and school staff reserve the right to ascertain when clothing or appearance is unacceptable** (regardless of whether the attire conforms to the "letter of the law.") Anything that might become a distraction to learning should be avoided. Class teachers may have additional guidelines for their classes. Disregard for any of these standards may result in the parents being contacted to bring other clothes to school. Repeated offenses may result in disciplinary action and/or the student being provided with other clothing by the school.

Please observe the following dress code standards:

- Closed-toe shoes
- No see-through clothing
- No bare midriff
- No strapless shirts
- No graphics that are inappropriate
- Shorts with adequate coverage
- Skirts/dress with reasonable length and/or shorts underneath
- No make-up
- No fingernail polish
- No perfume
- Jewelry should not prevent participation in any school activities
- Watches can be worn after instruction of reading time
- No devices that make noise
- No internet connected devices
- No hair coloring
- No extreme hair styles that are distracting (such as mohawk)

Dress Code Allowances for 7<sup>th</sup> & 8<sup>th</sup> Grades:

- Light make-up
- Fingernail polish
- Natural hair color

## Safe Ingress and Egress

### Parking, Arrivals and Departures

The Traffic Management Plan serves as the working document in support of these essential goals:

- to ensure the safety and efficiency of student arrival to and departure from school
- to ensure the safety of users of the West County Trail at our school's crossing of that trail
- to avoid school traffic impact on neighbors
- to reduce car traffic to the school through the support of carpooling, biking and walking, and use of public transportation

Each of these goals is supported both by the physical design of the school campus, and by school operations and the training of our community.

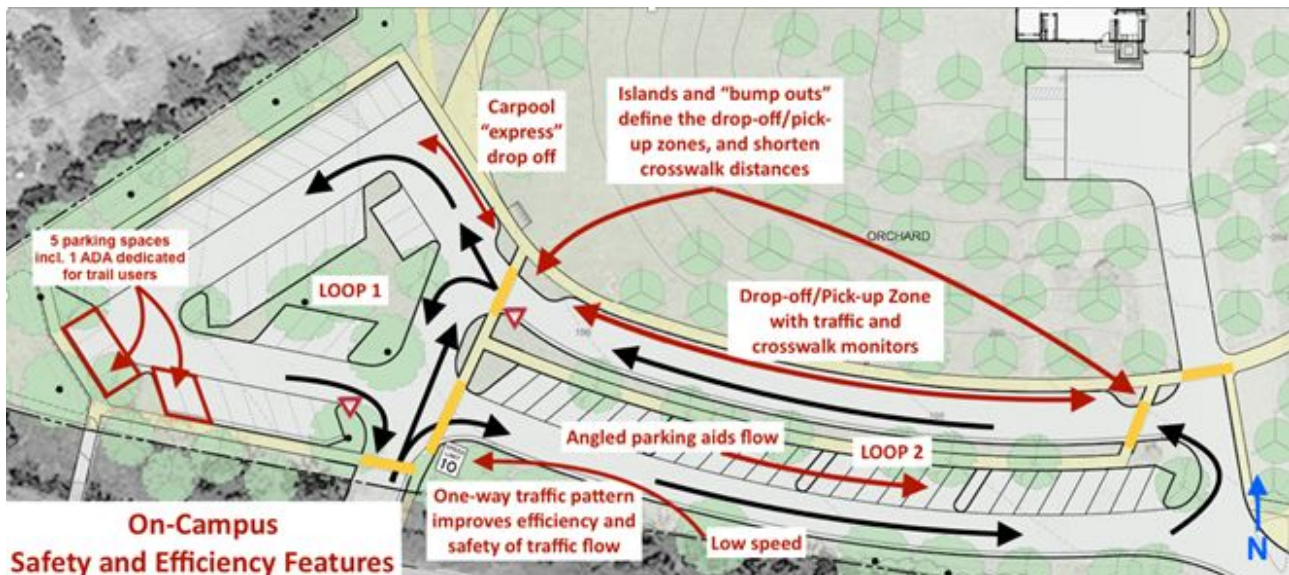
## SAFETY AND EFFICIENCY OF STUDENT ARRIVAL AND DEPARTURE

### Design Features:

The campus design includes a number of on-campus and off-campus design features to enhance the safety and efficiency of student arrival to and departure from school.

The school's car circulation and parking lot includes two designated drop-off/pick-up zones that are removed from the flow of traffic. Sidewalks surround the parking lot, and a central walking island leads to crosswalks at either end. Pedestrian islands and "bump outs" shorten the crossing distance.

Two one-way traffic loops increase the efficiency of circulation. Loop 1 primarily serves families in younger grades who tend to park and walk their students to class as well as serving as the carpool "express lane" for cars dropping off or picking up three or more students. Loop 2 provides additional parking along with a well-identified and generous student drop-off/pick-up zone and extensive on-site queuing. The drop-off/pick-up zone will be denoted with pavement striping and signage.



Off-campus pedestrian improvements include a continuous sidewalk connecting the eastern side of Hwy 116 at the south side of the Mill Station Road intersection to the campus. A new sidewalk and access path connects the existing crosswalk at the north side of the Hwy 116/Mill Station Road intersection to the West County Trail. A new crosswalk with pedestrian-activated warning lights is planned for the intersection of Hwy



116 and Danmar Drive but will not be ready for the start of school in September 2018. See “Operations and Training” below for interim conditions pending the completion of this crosswalk.

Two pedestrian paths, along with the sidewalk adjacent to the school driveway, provide access from the West County Trail to the school campus. The West County Trail itself as a Class 1 traffic-separated trail runs immediately adjacent to the campus, providing a protected path of travel for walking and biking to school. Per recorded easement agreement with Regional Parks, 5 parking spaces including 1 ADA are reserved for public trail users.

No student access is provided or permitted from Hurlbut Avenue or Apple Blossom Lane.

### **Operations and Training:**

The school will provide staff and volunteer monitors at the parking lot to direct traffic and to provide additional protection for students in crosswalks during drop-off and pick-up times. Drivers will be instructed never to block the drive aisles should the drop-off or pick-up zone be full; because of the on-site circulation loops, drivers will be instructed to make another circuit through the lot if required, preventing any off-site queuing back-up onto the driveway.

The maximum allowed speed on the off-campus driveway and the on-campus parking lot will be 10 m.p.h.

The school will provide a crossing guard at the crosswalk across Hwy 116 at the Mill Station intersection during school peak arrival and dismissal times for grades 1 through 8.

Pending the construction of the pedestrian-activated crosswalk at Hwy 116 and Danmar Drive, crossing of Hwy 116 at that location shall be prohibited. To enforce this rule, the school will provide a crossing monitor on the west side of Hwy 116 during before-school arrival time and on the east side of Hwy 116 during after-school dismissal hours. The crossing monitor will direct any students to cross Hwy 116 at the existing lighted traffic signal at Hurlbut Avenue and to use the existing sidewalk on the east side of Hwy 116 from Hurlbut Avenue to Mill Station Road. The crossing monitor will *not* escort students across Hwy 116 at Danmar Drive.

As part of the initial enrollment process, families joining the school will meet personally with the school’s Executive Director to review the school’s Traffic and Safety Guidelines. Formal signed agreement to the Traffic and Safety Guidelines will be required as part of the enrollment process.

School staff will enforce student and parent/adult compliance with the school’s Traffic and Safety Guidelines. (Attached below.) A first violation will result in a written warning issued to the parent. A second violation will result in a meeting with school’s Traffic Monitor. A third violation will result in a meeting with the school’s Executive Director or a member of the Board of Directors.

The school will communicate regularly through the school newsletter and class meetings to remind the parent community about various traffic safety and efficiency issues.

Sebastopol Charter will continue to be an active participant in the Safe Routes to School program and will provide in-class instruction to students in safe pedestrian and bicycling practices.

### Visitor Badge Required

You’ll notice several signs on the campus to help you find classrooms. On most signs, you’ll also notice a request to check in at the office for your “visitor badge.” This will be necessary if you’re on campus besides during drop-off and pick-up times. We want to make sure that we can identify all adults on the campus during the school day. So, if you’re volunteering during the school day, please check in at the office for your badge. On the signs you’ll also notice a few other requests: no dogs, no smoking, no vaping, no skateboards and a few other items.

**SUPERVISION SCHEDULE – SEBASTOPOL CHARTER – 2018/19 SCHOOL YEAR  
Latest Version**

<b>Time</b>	<b>Areas of Supervision</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>10:30 - 11:00 am Morning Recess Supervision</b>	Area A Valley/restrooms	Paul	Paul	Paul	Paul	Paul
	Area B Hill	Lynne	Lynne	Lynne	Lisa	Lynne
	Basketball Court "AIR"	Autumn Rose	Kristen	Heather	Ashley	Kristen
	Assembly Hall "SUN"	Antje	Antje	Antje	Autumn Rose	Antje
	Bathrooms "WATER"	Judith	Tim	Judith	Tim	Judith
	Open Field "EARTH"	Heather	Heather	Tim	Ben	Heather
	Study Hall	Rebecca	Rebecca	Rebecca	Susan	Rebecca
<b>12:50 - 1:20 pm Lunch Recess Supervision</b>	Area A Valley/Restroom	Lisa	Lisa	Lisa		
	Area B Hill	Rachael	Rachael	Rachael		
	Basketball Court "AIR"	Ben	Autumn Rose	Kristen		Mary
	Assembly Hall "SUN"	Mary	Mary	Mary		Autumn Rose
	Bathrooms "WATER"	Rebecca	Rebecca	Rebecca		Rebecca
	Open Field "EARTH"	Shari	Shari	Shari		Shari
	Study Hall	Ashley	Susan	Susan		Ashley