

OAKLEY UNION ELEMENTARY SCHOOL DISTRICT

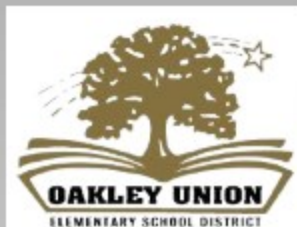
CONTRA COSTA
HEALTH SERVICES

COMPREHENSIVE SCHOOL SAFETY PLAN



OAKLEY
ELEMENTARY SCHOOL

OSHA
Occupational Safety
and Health Administration



2025-2026

Comprehensive School Safety Plan

LEA: Oakley Union Elementary School District

School: Oakley Elementary School

CDS: 07617626004428

Principal: Marco A Franco

Contact Person: Principal

E-mail Address: mfranco@ouesd.k12.ca.us

Phone Number: (925) 625-7050

School Year: 2025-2026

Public Hearing Date(s): October 23, 2025 and Dec 17, 2025

X The school certifies completion of this safety plan.

School Site Council Approval: October 23, 2025

Board of Education Approval: March 11, 2026

Introduction

The Comprehensive School Safety Plan shall be used to provide details regarding each school's strategies, programs and procedures to support a safe school environment. The California Education Code sections **32280-32289** outline the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school. Requirements are:

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

The information contained in a school's safety plan may be supplemented by information not specified in the California Education Code sections **32280-32289**.

Table of Contents

Superintendent's Message	5
School's Vision Statement EC 32282 (a)(2)(H)	6
Safety Plan Development and Review Committee EC 32282(e)	7
Safety Plan Annual Training and Review Log BP 0450; BP 3516	8
School Climate	8
Current Status of School Crime	8
Assessment of the Current Status of School Crime EC 32282(a)(1) Assessment of the Current Status of School Crime EC 32282(a)(1) with Parent, Teacher, and Student Input.....	9
Provide and Maintain a High Level of School Safety EC 32282(a)(2)	10
School Interventions and Support Systems BP 5144	10
Ensuring a Safe and Orderly Environment AR 0450	12
Component I: The Social Climate, People and Programs	12
Component II: Physical Environment	13
School-wide Dress Code BP/AR 5132.....	14
School Discipline, Rules and Consequences BP 5131; BP 5144.....	16
Child Abuse Reporting Procedures (EC 35294.2 [a][2]; PC 11166)	17
Procedures to Notify Teachers of Dangerous Pupils (EC 49079)	22
Hate Crime Reporting Procedures and Policies	23
GENERAL EMERGENCY PREPAREDNESS (No Content)	23
Disaster Procedures (EC 35295-35297; GC 8607 and 3100)	23
Emergency Response Drills	30
Emergency Communications	31
Recovery	32
Types of Emergencies & Specific Procedures	33
Aircraft Crash	33
Animal Disturbance	33
Armed Assault on Campus.....	33
Biological or Chemical Release	36

Bomb Threat/ Threat Of violence	37
Disorderly Conduct	40
Earthquake.....	40
Explosion or Risk Of Explosion	43
Medical Emergencies.....	43
Fire in Surrounding Area.....	44
Fire on School Grounds.....	44
Flooding	45
Loss or Failure Of Utilities	45
Motor Vehicle Crash	46
Pandemic	46
Psychological Trauma/Suicide	46
Suspected Contamination of Food or Water	47
Tactical Responses to Criminal Incidents.....	47
Unlawful Demonstration or Walkout	48
Site Emergency Preparedness Plan	56
Safety Plan Timeline and Checklist	56
Emergency Alarm and Drill Log AR 3516.1.....	58
Emergency Contact Numbers	59
Campus Disturbances and Disruptions BP/AR 5131.4; BP/AR 3515.2	60
Access to School Campus by Visitors BP/AR 1250	61
Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)	61
Incident Command Structure.....	65
Instructional Continuity Plan	66
Overview	66
Staff Work Days & School Reopening Timeline.....	66
Emergency Home Learning Plan	66
Dates: through	66
Student Access	67

Home Learning Guidelines by Grade Level 67

 TK/Kinder 67

 1st–2nd Grade 67

 3rd–4th Grade 68

 5th–6th Grade 68

 7th- 8th Grade 68

Digital Tools & Resources.....68

Students Unable to Return After 69

Access to Campus Materials 69

Student & Staff Safety.....69

Looking Ahead 70

Opioid Prevention and Life-Saving Response Procedures 71

Maps 73

Appendix A: Active Shooter Event Quick Reference Guide.....82

Appendix B: ABC’s – Three Steps to Protect Your Child During Emergencies in The School Day. 84

Appendix C: Board Policies and Administrative Rules 88

Appendix D: Notice of Public Hearing Letter 89

Appendix E: Assurances 92

Superintendent's Message

Dear Oakley Union Elementary School District Community,

Thank you for your partnership in serving the students of Oakley. Nothing is more important than the physical and emotional safety of our students and staff. In order to fulfill our commitment to school safety, OUESD has partnered with the Oakley Police Department in a comprehensive effort to provide emergency preparedness training drills for all students, and all staff throughout our District.

We know that partnership with our families, our police department, and the broader community is essential for us to protect our students and staff while at school and that school safety is the responsibility of the whole community. If you have any questions regarding school safety, please contact your school principal or contact me at either (925-625-5050) or jpalmquist@ouesd.k12.ca.us. Thank you for your continued efforts to support the students of Oakley!

Sincerely,
Jeff Palmquist Superintendent
Oakley Union Elementary School District

School's Vision Statement EC 32282 (a)(2)(H)

To ensure a safe campus for all students, staff, parents, and visitors. This Emergency Plan outlines the Oakley Union Elementary Schools' planned response to emergencies and/or disasters. It is designed to be read, understood, and exercised before an emergency, and integrated into the Standardized Emergency Management System (SEMS). This plan has been written to encompass most potential emergencies on a school campus. Situations may occur where standard methods and practices may be modified for such circumstances. Nothing contained in this plan should be interpreted as an obstacle to the experience, initiative, and/or ingenuity to adapt to the complexities that exist under emergency conditions.

School Mission Statement:

At Oakley Elementary, our mission is to make every student shine. We encourage curiosity, kindness, and respect for self and others, while inspiring students to dream big and build a bright future.

School Vision Statement:

Oakley Tigers are active problem solvers who try their best each day, collaborate, while making responsible and respectful choices.

School Motto:

Oakley Tigers show their PAWS!

Principal's Message:

Schools today face various safety challenges and concerns, such as safe structures, cyberbullying, peer pressure, peer violence, and the potential risks of Artificial Intelligence. However, many of these challenges can be addressed through a comprehensive safety approach. As such, Oakley Elementary and the entire District prioritize school safety by focusing on two key categories: preparedness and prevention.

Preparedness and prevention involve implementing a robust instructional program, fostering relationships between students and staff, prioritizing student well-being, conducting emergency procedures, and maintaining a working Safety Plan. Additionally, the school maintains a close partnership with local law enforcement agencies, including the Oakley Police Department and the Contra Costa Fire Department.

Marco Franco

Principal, Oakley Elementary School

2025-2026 Goals:

1. Successfully hold required monthly emergency drills in order to be prepared for any emergency
2. Maintain closed campus and ensure all visitors are vetted and visibly carry school badges
3. Inform parents and community about the school's safety plan, and the parents responsibilities and expectations during an emergency.
4. Maintain collaboration with the Oakley Police Department

Safety Plan Development and Review Committee EC 32282(e)

School Site Council EC 32281(b)(1) or Delegated School Safety Planning Committee EC 32281(2)(A-E) Members		Principal or Designee	Other School Staff	Law Enforcement	Parent	Community Member	Student	Other
		(B)	(E)	(F)	(G)	(H)	(I)	
1.	Julie Swenson, SSC Chair					X		
2.	Christine Dugan-Ihm		X					
3.	Sara Lacaba		X					
4.	Michelle Ayala		X					
5.	Ana Logan		X					
6.	Marco A Franco	X						
7.	Miguel Orozco				X			
8.	Leticia Padilla				X			
9.	Sandra Barbosa				X			
10.	Xochil Altamirano				X			
11.	Rosalba Barbosa				X			
12.	Dian Brennan-Mayor		X					
13.	Chief Beard			X				
14.								
15.								
16.								
17.								
18.								
19.								
20.								

Safety Plan Annual Training and Review Log BP 0450; BP 3516

School Year 2025-2026

Meeting Type	Meeting Date			Comments
	Month	Day	Time	
SSC Meeting	August	28	9:00am	
SSC Meeting	October	23	9:00am	Safety Plan approved
Public Hearing	August	28	9:00am	ELAC
Faculty Meeting	September	15	3:15pm	Instructional Leadership Team (ILT)
Faculty Meeting	October	20	3:15pm	ILT
Public Hearing	December	17	1:45pm	With Oakley Police Department and teachers

Meeting agendas, sign in sheets and minutes for all meetings listed on this log are maintained at the school as evidence of compliance.

Complete texts of Board Policies (BP) and Administrative Regulations (AR) are accessed via the District website.
<https://www.ouesd.k12.ca.us/>.

School Climate

Current Status of School Crime

Each school is required to assess the current status of school crime committed on the school campus and at school-related functions. You may accomplish this by reviewing the following type of information: Local law enforcement crime data; suspension/expulsion data; behavior referrals; counseling referrals; attendance rates; SART/SARB data; CHK Survey data; SPSA data; property damage/vandalism data; or any other data pertinent to your assessment.

Data Source	2022-23	2023-24	2024-25	2025-26
Suspensions (number of incidents)	21	33	20	6
- Violence	19	32	15	6
- Drugs/Alcohol	0	0	2	
- Weapons	2	0	2	
Expulsions	0	0	0	0
Attendance (%)	91.77	92.62	93.96	94.78
SART (number of referrals)		0	1	
SARB (number of referrals)		0	0	
SARB (number referred to Court)		0	0	
SST (number referrals)		25	24	8

Vandalism Reports	0	0	0	10
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Assessment of the Current Status of School Crime EC 32282(a)(1) Assessment of the Current Status of School Crime EC 32282(a)(1) with Parent, Teacher, and Student Input

Your assessment conclusions should reflect input from staff, students, parents and community members, as appropriate. Data collected from parent and staff surveys conducted in early 2025 and from the annual Healthy Kids Survey, indicate parents and staff feel generally safe at school. A considerable amount of students and parents feel there is a bullying problem. Oakley staff feels there is a need to further define the term bullying with our students and parents, as many of these responses alluded to a single incident or an incident of a minor nature. However, there is consensus that Oakley students continue to need SEL and counseling support.

Our parents and staff support the school's efforts to maintain a safe and secure learning environment. Some of these efforts include having a closed campus, shutting down the Duarte Gate to restrict access, maintaining a viable safety plan and holding monthly emergency drills, including lockdown drills in case of a school intruder. The school was recently equipped with multiple high-resolution cameras to help monitor and record activity in every part of the campus, including the parking lot and the front street.

Feedback from parents and community members indicate there is a high level of concern with crime around the neighborhood, including gang activity, drug sales, and petty crimes such as theft and vandalism.

Provide and Maintain a High Level of School Safety EC 32282(a)(2)

Oakley Union SD | BP 0450 Philosophy, Goals, Objectives, and Comprehensive Plans

Adopted: August 17, 2016

1. The Board of Trustees recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.
2. The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)
3. The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.
4. Each school shall forward its comprehensive safety plan to the Board for approval. (Education Code 32288)
5. By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

1. Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate.
2. When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in the open session following the closed session. (Education Code 32281)

Public Access to Safety Plan(s)

1. The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)
2. However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Identify appropriate strategies and programs that provide and maintain a high level of school safety.

Programs and strategies to maintain high level of school safety: closed campus; new high-resolution cameras covering all of the campus; new security access locks for main door and parking lot gate; monthly emergency drills; newsletter topic to keep parents informed; review and approval of safety Plan each year; annual Health & Safety Fair in spring; collaboration with Oakley Police Department; safety discussions and planning with staff

2025-2026 Goals:

1. Successfully hold required monthly emergency drills in order to be prepared for any emergency
2. Maintain closed campus and ensure all visitors are vetted and visibly carry school badges
3. Inform parents and community about the school's safety plan, and the parents responsibilities and expectations during an emergency.
4. Maintain collaboration with the Oakley Police Department

School Interventions and Support Systems BP 5144

OUESD BP 5144

Discipline

List and describe interventions and support systems that are in place as a deterrent to suspension and expulsion. Full-time counselor provides Tier I and Tier II SEL support to individuals and groups of students, including classroom presentations and discussions on relevant topics; teachers implement their own classroom discipline plans and hold classroom meetings regularly to discuss SEL topics/concerns; SSTs and 504s to help support at-risk students

Describe the guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, counselors, school resource officers and police officers on your campus. Community partners must adhere to OUESD policy and procedures when coming onto campus. Oakley Elementary maintains a working relationship with a number of community agencies and organizations.

See Appendix A

Ensuring a Safe and Orderly Environment AR 0450

Component I: The Social Climate, People and Programs

Identify proposed changes to or the addition of curriculum, strategies and programs that ensure a safe and orderly environment.

All parents are notified, and they become informed about the school's Safety Plan, including how the school prepares students and staff to respond to emergencies, and a description of the parent responsibilities during an emergency and/or school evacuation.				
Action	Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and Evaluate
Activities				
1.0 Maintain a viable and current safety plan	Principal and SSC	Safety Plan approved on October 23, 2025		Administration, SSC, ELAC and ILT will monitor and evaluate the safety plan and its implementation
2.0 Include description of the different emergency drills (Fire, earthquake, lockdown, etc) in the monthly newsletter.	Principal	Monthly		Principal will monitor and evaluate
3.0 Create QR Code of the current safety plan, so parents have easy access to it	Principal	QR Code to be created by November 15, 2025		SSC will monitor and evaluate; parent feedback
4.0 Create an informational brochure in English and in Spanish describing parent responsibilities and expectations during a school emergency.	Principal	Brochure to be created by November 15, 2025		SSC will monitor and evaluate; parent feedback

Component II: Physical Environment

Identify proposed changes to or the addition of strategies and programs that ensure a safe and orderly environment.

Ensure all of the school's safety systems and mechanisms are working properly, including our security doors, cameras, and locks.

Action	Who will take the Lead	Completion Date and Budget	Resources Needed	How We Will Monitor and Evaluate
Activities				
1.0 Enter proper work orders when needed	Office Manager	Enter orders as they come in		Admin team can look at work orders; coordinate with Building and Grounds.
2.0 Frequently monitor systems and mechanism to ensure they are working properly	Admin team	Drills can help us determine if our alarms are working, office staff monitoring cameras		Observation and participation in emergency drills
3.0 Coordinate with custodians and district personnel on safety matters related to infrastructure	Admin team	Ongoing conversations and check ins		Observation, ensuring follow up

School-wide Dress Code BP/AR 5132

OUESD BP 5132

Dress and Grooming

School Dress Code

In cooperation with teachers, students and parents/guardians, the principal or designee shall establish school rules governing student dress and grooming which are consistent with law, Governing Board policy and administrative regulations. These school dress codes shall be regularly reviewed.

Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals must have heel straps. Flip flops or backless shoes are unsafe and therefore not acceptable.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, weapons, violence, drugs or which advocate racial, ethnic or religious prejudice or which an administrator determines to be inappropriate.
3. Hats shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, crop tops, tube tops, off-the-shoulder or low-cut tops, bare midriffs, thin or spaghetti straps shall not be worn. Straps must be at least two-fingers in width and bra straps must be covered at all times. Shirts with straps must be worn under tops with cut-outs or oversized arm holes to conceal undergarments and/or bare skin.
5. Short shorts are not allowed, they must be at least 3 inches from the inseam. Inappropriately short skirts or dresses are also not allowed.
6. Boy's undershirt tank tops are not allowed.
7. No baggy style pants that expose undergarments are allowed. Wallet chains and bandanas are also not allowed.
8. Pajamas, nightgowns, curlers and slippers are not allowed unless as part of spirit week or other such school activity approved by the site administrator.
9. Long dangling earrings may not be worn as they get easily caught in hair.
10. Do not send your child to school with expensive/unnecessary jewelry.

Site administrators reserve the right to determine the appropriateness of student attire. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

The principal and staff at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Gang-Related Apparel

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

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

Students who participate in a nationally recognized youth organization shall be allowed to wear organization uniforms on days when the organization has a scheduled meeting. (Education Code 35183)

See Appendix A

School Discipline, Rules and Consequences BP 5131; BP 5144

OUESD BP 5131

Conduct

School, Discipline, Program, Rules and Consequences.

OUR PHILOSOPHY

Our discipline philosophy at Oakley School has two main goals. First, we want to maintain a safe, fair, and respectful environment for all students by stopping inappropriate behavior. Second, we want to help children learn self-responsibility for choosing appropriate behavior.

School personnel recognize their responsibility in helping children learn and grow not only academically, but socially and emotionally too. Every attempt is made to resolve behavioral difficulties children may be having by providing guidance for their acceptance of responsibility for their behavior. The classroom teacher and Principal (if necessary) will keep you informed through phone calls, notes, weekly reports, etc. of your child's behavior.

In the event of misbehavior, time is taken to discuss with a child his/her actions, why they are inappropriate, and what actions might be taken to correct the behavior. Consequences are made as appropriate to the misbehavior as possible.

All students are expected to follow the campus rules and school behavior standards. Students not following the rules may be issued a discipline referral. Discipline referrals may be issued by any employee of the school district and processed through the school office. Discipline referrals will be sent home to inform parents of the problem and resulting action.

Suspension and expulsion

- A student may be recommended for suspension or expulsion for the following reasons:

1. Caused/attempted/threatened physical injury to another person (includes fighting).
2. Willfully used force or violence upon the person of another, except for self-defense.
3. Possessed/sold/furnished firearm/knife/explosive/dangerous object without written permission from school principal.
4. Possessed/sold/furnished or been under influence of any controlled substance/alcoholic beverage/intoxicant.
5. Offered/arranged/negotiated to sell a controlled substance/alcoholic beverage/intoxicant and then sold/delivered/furnished a liquid/substance/material represented to be a controlled substance/alcoholic beverage/intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused/attempted to cause damage to school/private property including but not limited to electronic files and databases.
8. Stole/attempted to steal school/private property.
9. Possessed/used tobacco.
10. Committed obscene act or engaged in habitual profanity/vulgarity.
11. Possessed/ordered/arranged/negotiated to sell any drug paraphernalia (Section 11364, Health and Safety Code).
12. Disrupted school activity/defied valid authority.
13. Knowingly received school/private property.
14. Possessed an imitation firearm.
15. Committed/attempted to commit a sexual assault.
16. Harrassed, threatened or intimidated a pupil who is a witness in a school disciplinary action.
17. Possessed/sold/offered/ furnished prescription drug SOMA.
18. Aid or abet the infliction or attempted infliction of physical injury to another person (Penal Code section 31). Committed sexual harrasment (Education Code 48900.2). Intentionally create a hostile or intimidating educational environment directed at either school district personnel or pupils (Education Code section 48900.4).
19. Caused/attempted to cause/threatened to cause/participated in an act of hate violence (Education Code 48900.3).
20. Made terrorist threats against school officials and/or school property (Education Code 48900.7).

Any student possessing, furnishing, selling, using or who is under the influence of any illegal drug or alcohol will automatically be referred to the Oakley Union School District Board of Trustees for possible expulsion.

See Appendix A

Child Abuse Reporting Procedures (EC 35294.2 [a][2]; PC 11166)

Oakley Union SD | BP 5141.4 Students

Child Abuse Prevention And Reporting

1. The Board of Trustees is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall

develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

2. The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

1. The district's instructional program shall include an age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.
2. The district's program also may include an age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)
3. The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

1. The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.
2. Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan.
3. District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.
4. The Superintendent or designee shall provide training regarding the duties of mandated reporters.

Oakley Union SD | AR 5141.4 Students

Regulation 5141.4: Child Abuse Prevention And Reporting

Original Adopted Date: 08/17/2016 | Last Revised Date: 06/29/2022 | Last Reviewed Date: 06/29/2022

Status: Adopted

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, *reasonable suspicion* does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166) Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166) Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Contra Costa County
Children and Family Services Bureau 40 Douglas Drive
Martinez, CA 94553
(877) 881-1116

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

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

Child Abuse Reporting Number:

- (1) Contra Costa CFS: (877) 881-1116
- (2) Oakley Police Department: (925) 625-8050

Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

Teachers will be notified of Dangerous Students following the guidelines of Education Code Section 49079.

EC 49079 Providing information to teachers for students engaged in acts described in 48900.

- (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that

the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

- (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
- (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.
- (d) For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years.
- (e) Any information received by a teacher under this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Amended by Stats 2000, Ch. 345, Sec. 2)

Hate Crime Reporting Procedures and Policies

The school and the district promote programs that ensure non-discriminatory practices in all activities. The school and district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected individual or group identified under Board Policy, Education Code, California Code of Regulations, Penal Code, or Government Code including actual or perceived sex, sexual orientation, gender, gender identity, gender expression, ethnicity, race, ancestry, national origin, religion, color, mental or physical disability, age, or based on a person's association with a person or group with one or more of these actual or perceived characteristics in any school or district program or activity that receives or benefits from state financial assistance. Uniform complaint forms can be picked up at the district office.

GENERAL EMERGENCY PREPAREDNESS (No Content)

Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan

The Basic Plan

The Basic Plan addresses the Oakley Union Elementary School District's responsibilities in emergencies associated with natural disasters, human-caused emergencies, and technological incidents. It provides a framework for the coordination of response and recovery efforts within the District in coordination with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

1. Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS), and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
2. Establishes response policies and procedures, providing clear guidance for planning purposes.
3. Describe and detail procedural steps necessary to protect lives and property.
4. Outlines coordination requirements.
5. Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of Contra Costa County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Objectives

1. Protect the safety and welfare of students, employees and staff.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
6. Provide for interface and coordination between sites and the County or city EOC in which they reside.
7. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives and should be planned and arranged for in advance.

Authorities and References State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency, or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

1. When a local emergency is proclaimed.
2. When a state of emergency is proclaimed.
3. When a federal disaster declaration is made. The law has two ramifications for School District employees:
 - a. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
 - b. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of the state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

California Civil Code, Chapter 9, Section 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042.

Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan

Promulgated by the Governor, and published by the California Emergency Services Act, it provides overall statewide authorities and responsibilities and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Definitions: Incidents, Emergencies, Disasters

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources. Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and a limited population. Usually, a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

1. State of War Emergency
2. State of Emergency
3. State of Local Emergency

Disaster

A disaster is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments, and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expected, if not predictable, events. Every occupant and developer in Contra Costa County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted the San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have a high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures are issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with the Oakley Union School District to respond. The affected Cities and the County of Contra Costa will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of Contra Costa will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 and the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost-effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require the education of parents, students, and teachers.

While it is not possible to eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. Planning for recovery should be a part of the response phase.

First Things First

Each staff member needs the following items to prepare their family and home for earthquakes and other emergencies:

5. A 72-hour supply kit for the home
6. A Car Kit, including comfortable clothes/shoes and medications
7. To develop a plan to reunite with their family
8. A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross, Contra Costa County Office of Emergency Services, school district website, www.redcross.org, www.prepare.org or www.ready.gov.

If the disaster occurs during school time, Emergency Management recommends the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your Family Plan without you.

Disaster Service Worker Status: California Government Code

Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term public employees includes all persons employed by the state or any county, city, city & county, state agency, or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

1. When a local emergency has been proclaimed,
2. When a state of emergency has been proclaimed, or
3. When a federal disaster declaration has been made.

District and Parent Responsibilities for Students

District Responsibility

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

1. Until regular dismissal time and released only then if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.
 - a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
 - b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized persons may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted on the site to keep parents informed.

Parent Responsibility

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision. Students mustn't have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

Emergency Communications

When emergencies occur, communication is critical to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Emergencies within a school:

Internal communications will be via:

- Public address systems. VOP system utilized.
- Emails.
- Message runner.
- District telephone, cell phone and/or radio to administration offices.

External communications will be via:

- The main communications network.
- News bulletins, as needed, by appointed personnel only.

Emergencies affecting two or more schools:

In-district communications will be via:

- Telephone or cell phone, if operable.
- District internal radio communications.
- Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins.
- A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

When using the District radio system:

Set the radio to - Oakley Union Elementary School District Walkie Talkie System-set to station 1.

Firmly push down the button to transmit, wait several seconds, and then speak calmly and clearly into the mouthpiece. State numbers singly, such as "five-one," not "fifty-one."

- Unit to Base
- Identify yourself: "This is NAME. POSITION, from SITE.
- Base will respond.
- Give message, after the transmission is complete. The base will end with (base number)
- Clear

Unit to Unit

- Use unit number to begin and end transmissions.
- School Bus to Unit
- Use Unit number to begin and end transmissions.

DO NOT interrupt when someone is transmitting exception for emergency information.

- Portable units should remain in the charger when not in use.
- Portable units keep a usable charge for two hours.

Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open.

- Use established communication channels to keep employees, students, parents, essential communicators, and the community informed.
- Keep secretaries briefed on situation changes and what to tell people who phone the School District.
- Hold briefings with employees, labor association leaders, Board President student leaders, and other key communicators.
- Enact telephone tree to communicate updates.
- Prepare bulletins to distribute to employees, students, parents, and essential communicators, as needed.
- Provide the Superintendent's office and public information offices with a copy of each bulletin

Working with the news media:

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas.

Staff are to report any news media personnel that appear elsewhere on campus.

Emergency Response Drills

Overview

In the event of an emergency, school personnel must be aware and familiar with their emergency response roles and responsibilities. School personnel emergency response roles are identified and described in this section. In those incidences involving localized emergencies normally concerning one school, a Crises Response Team (CRT), may be activated.

Emergency Response Team (ERT)

The Site Emergency Response Team (ERT) is responsible for coordinating emergency response by all staff and students at the school site. The ERT organization, which is consistent with the statewide Standardized Emergency Management System (SEMS), is composed of the Command, Operations, Planning, Logistics, and Administration/Finance Sections. ERT functions will be activated to the extent required by the situation, and within the limits of available staff to fulfill each function. When necessary, available personnel may assume more than one role until additional personnel are able to respond. ERTs will remain in charge of the incident until relieved by first responders (police, fire, etc.).

Non-Instructional Staff

Non-Instructional staff members not assigned as ERT members will assist with emergency response duties as assigned by the School Administrator or designee. Teachers and staff not assigned as ERT members are responsible for providing care and supervision of students; directing students in appropriate emergency procedures; sending students in need of first aid to the first aid station; calming frightened students; helping restore order; taking attendance; reporting missing students and their last known location to the Search and Rescue Team; and assisting other staff and students as needed.

School Administrator

The School Administrator or their designee implements the School Site Emergency Plan when notified of a declared emergency by the District or when deemed necessary; establishes a Site Command; orders evacuation from building and/or site as deemed appropriate; directs ERT response to life safety threats (fires, fallen electrical lines, hazardous material spill, etc.); collects, analyzes, and reports status and damage information to the Divisional Coordinator at the District DOC; and determines the need for and requests public safety assistance when necessary.

During off-hours, and upon notification of the DOC Commander, or the occurrence of an obvious disaster, the School Administrator or their designee reports immediately to the school site to conduct damage survey. Those sites pre-designated as American Red Cross shelters will prepare to receive evacuees when requested to do so by the Superintendent or the DOC Commander. The School Administrator or their designee will initiate a recall to duty of additional site personnel as warranted by the situation.

Emergency Communications

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Emergencies within a school

Internal communications will be via:

1. Public address systems.
2. Emails.
3. Message runner.
4. District telephone/emergency radio to administration offices.

External communications will be via:

1. The main communications network.
2. News bulletins, as needed, by appointed personnel only.

In-district communications will be via:

1. Telephone, if operable.
2. District internal communications.
3. Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins.

A Crisis Communications Center will be established to collect and release information if the emergency is continuing.

When using the District Radio System:

1. Set radio to Channel 2
2. Firmly push down button to transmit, wait several seconds, then speak calmly and clearly into the mouthpiece. State numbers singly, such as "five-one," not "fifty-one."
3. Unit to Base
4. Identify yourself: " This is NAME .
5. Base will respond. POSITION , from SITE .
6. Give a message, after the transmission is complete. The base will end with (base number) clear.

Unit to Unit

1. Use unit number to begin and end transmissions.
2. School Bus to unit
3. Use Unit number to begin and end transmissions.
4. DO NOT interrupt when someone is transmitting exception for emergency information.
5. Portable units should remain in charger when not in use.
6. Portable units keep a usable charge for to hours.

Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open.

1. Use established communication channels to keep employees, students, parents, essential communicators and the community informed.
2. Keep secretaries briefed on situation changes and what to tell people who phone the School District.
3. Hold briefings with employees, labor association leaders, Board President student leaders, and other key communicators.
4. Enact telephone tree in order to communicate updates.
5. Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed.
6. Supply the Superintendent's office and public information offices with a copy of each bulletin. Working with the News

Media

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas. Staff are to report any news media personnel that appear elsewhere on campus.

Recovery

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed.

Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, Contra Costa County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the Contra Costa County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase within the Contra Costa County through Memorandums of Understanding with agencies who would provide crisis responses. The M.O.U. would include the followings:

1. Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the Contra Costa County Mental Health Department before reporting to their assigned campuses.
2. In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the Contra Costa County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).
3. The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.
4. The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.
5. In police, fire or district debriefings with school staff, parents and impacted students, a representative from the Contra Costa County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.
6. In keeping with research on the predictable response to crisis situations, call center numbers will be provided in order that members of the community can access necessary support in the days, weeks and months beyond the event.

Types of Emergencies & Specific Procedures

Aircraft Crash

Aircraft incidents can occur at any place and at any time. Proximity to an airport does not necessarily increase the risk of an aircraft incident occurring. When an event like this occurs, the principal may direct either a "Shelter-in-Place" or sound the fire alarm to cause an evacuation of the school's buildings. If the incident does not involve or threaten the campus, Shelter-in-Place should be the initial action taken.

Situation: An aircraft has crashed on or near a school campus

1. The Principal determines if the crash poses an imminent threat to the school campus.

a. If there is an imminent threat:

Activate the fire alarm and follow the procedures for a fire alarm.

b. If there is not an imminent threat:

Activate the procedures for "Shelter-in-Place"

2. Call 911 and provide an update on the status of the campus

3. Notify the District Office

Animal Disturbance

Keep staff and students indoor.

Call Contra Costa Animal Services

4800 Imhoff Place, Martinez

Main Desk Phone: 925-608-8400 24 Hour Emergency Line: 925-646-2441

Email: asdweb@asd.cccounty.us

Web: www.ccasd.org

Armed Assault on Campus

Emergency Procedure: Mass Casualty

ALERT "LOCKDOWN"

Over Campus PA System

A mass casualty event may occur on or in the neighborhood immediately surrounding the school campus. A mass casualty event is an event where a large number of individuals need medical assistance and overwhelm available resources.

1. Determine what the problem is and call 9-1-1 for local emergency services.
2. Identify the problem and give the school address.
3. Determine if the problem will continue or if it is over.
4. Notify the Superintendent's Office.
5. The school representative will meet Incident Command Officer (Fire Department or Police Official) who will determine the exact nature of the incident.
6. Keep calm and reassure students.

Emergency Procedure: Intruder on Campus

When there is an intruder on campus, the most critical thing to do is get all of the staff and children to safety. By quickly activating a full-campus lockdown, we can significantly improve the safety of our campus. Announcing a "Lockdown" is the first priority, then calling the police.

1. Signal "Lockdown" - Announce "Lockdown", "Lockdown", and "Lockdown" repeatedly on the PA System.
2. Call 911 (if feasible, use a landline) if you witness an "Intruder," "Active Assailant," or threatening situation. Specify if "Intruder" or "Active Assailant."
3. Contact the Superintendent's Office to initiate a phone tree and update the status as needed.

4. Post a sign on the front door notifying the public of the lockdown. (i.e., "We are in a lockdown for safety, return to your car and leave our school).
5. If students are in classrooms (Office staff should lockdown in a safe area of the office area with computer):
 - a. Everyone stays where you are.
 - b. Quickly scan the hallway for students and staff who are nearby and get them into the classroom. Close and lock classroom doors, close and lock windows and close window treatments, turn off room lights.
 - c. Once the Lockdown has started, teachers should not, under any circumstance, open their doors until the end of the lockdown
 - d. Teaching activities are to be stopped.
 - e. Silence all mobile telephones; keep the classroom computer turned on.
 - f. Assemble students in one area on the floor. The best position may be against the wall that is nearest the shooter, so he/she cannot see the children in the classroom. Keep students quiet and away from doors and windows. Maintain a calm environment.
 - g. Continue to check email for updates.
 - h. If a gunshot(s) or an explosion is heard, "Run, Hide, Fight."
 - i. Take roll and prepare a list of missing students.
 - j. Email attendance information to the office, after the threat is contained
6. Move away from danger and help students with disabilities. ***Students located in classrooms 15 (Kniss) and 17 (Maves) will require immediate support in the event of an intruder on campus/ active shooter. Classroom teachers and aides will remain with students, but these two classrooms will require additional police support to escort students safely during an emergency evacuation. See the school map for the location.
7. If students are not in the classroom:
 - a. Go to the safest and closest area or room. DO NOT try to go to your classroom. Instead, enter any available room.
 - b. Physical Education students should be taken to the nearest room and held there until the end of the lockdown.
 - c. Follow steps "a-i" above.
8. Follow the direction of law enforcement and/or other competent authority upon their arrival.
9. Do not react to class bells or fire alarms. Announcements via the PA system will give evacuation directions if appropriate or possible.
10. Faculty and students should know that it is okay to fight back if it becomes necessary to save lives.
11. If an evacuation is ordered, law enforcement will escort students from classrooms to the evacuation point.
12. Principal debriefs staff, parents/community, and students.

Access to Students During Lockdowns

During a school lockdown, parents are strongly encouraged not to come to the school, due to the heightened risk and should only attempt to arrive at the school after a lockdown has been lifted. Should an emergency response be called for, it's important that emergency vehicles be able to reach the campus quickly and easily. Parents who attempt to come to the school may obstruct emergency vehicles' access and even endanger themselves, or their children.

From the Police Department

Room Numbers. For officers to quickly locate a room, they need to be able to easily read the number from both inside and outside. We need each campus to ensure that each door is marked with the correct door number and that door numbers are in the same place throughout the campus.

Immediate actions should include:

1. Students and staff go into classrooms/buildings or run to off-site evacuation areas.
2. LOCKDOWN includes building door barricades, and internal barricades, covering windows and turning off/dimming lights.
3. Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.
4. Physical education classes being held in the gym should move into a locker room, lock all doors, and find a safe area.
5. Any students in the cafeterias should move to the nearest classrooms.
6. If students and teachers are outside the school building, they should stop, drop, and remain still. You will be directed where to relocate depending on the situation.
7. If teachers and students are in the bathrooms, they should move to a stall, lock it and stand on the toilet.

Lesson Learned

Teachers should text the principal with accountability information and any missing students.

Note: Some threats, such as a confirmed fire or intruder within a classroom, may override lockdown procedures. Also, lockdowns may be initiated in non-threatening circumstances to keep people away from areas where there may be a medical emergency or other disturbance.

Emergency Procedure: Hostage Situation

ALERT "LOCKDOWN" Over Campus PA System

Staff and students should sit quietly if the situation is in their presence. Try to remain calm. Staff should set an example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gunfire starts, staff and students should seek cover or use escape routes.

Do not engage in a conversation or try to persuade the intruder to leave your classroom or school.

1. Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/ herself as being sane.
2. If the intruder speaks to you or to your students, then answer him or her. Do not provoke him or her. Don't try to take matters into your own hands. Students should be told not to whisper to one another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
3. Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside and unable to find access to a room, they should, depending on the situation, initiate the Action "TAKE COVER" position or run in a zig-zag fashion to the staging areas and STAY CALM.
4. If and when possible, call Administration and/or 9-1-1.

From the Police Department

These types of situations are very dangerous. When officers arrive, they will try to make contact with the suspect. At the same time, we will be working to isolate the area where the suspect is. Once the suspect is isolated, officers will then begin working to evacuate the remaining students from the campus. We will likely evacuate students to another campus and begin reunification procedures. Staff and students who are with the suspect should follow the instructions of the offender and try to remain calm.

Emergency Procedure; Lockdown

An Active Shooter / Lockdown Alert may be sounded for a variety of conditions. Events such as a dangerous intruder, a drive-by shooting, a riot, a dangerous weapon on campus, or any other criminal activity near the school campus. Staff members have a very limited amount of time in which to commit to a course of action. Staff members must immediately assess both the situation and the surrounding environment. They should then respond to the situation based upon their training and drills.

1. Signal "Lockdown" - Announce "Lockdown", "Lockdown", and "Lockdown" repeatedly on the PA System.
2. Call 911 (if feasible, use a landline) if you witness an "Intruder," "Active Assailant," or threatening situation. Specify if "Intruder" or "Active Assailant."
3. Contact the Superintendent's Office to initiate a phone tree and update the status as needed.
4. Post a sign on the front door notifying the public of the lockdown. (i.e., "We are in a lockdown for safety, return to your car and leave our school)."
5. If students are in classrooms (Office staff should lockdown in a safe area of the office area with computer):
 - a. Everyone stays where you are.
 - b. Quickly scan the hallway for students and staff who are nearby and get them into the classroom. Close and lock classroom doors, close and lock windows and close window treatments, turn off room lights.
 - c. Once the Lockdown has started, teachers should not, under any circumstance, open their doors until the end of the lockdown.
 - d. Teaching activities are to be stopped.
 - e. Silence all mobile telephones; keep the classroom computer turned on.
 - f. Assemble students in one area on the floor. The best position may be against the wall that is nearest the shooter, so he/she cannot see the children in the classroom. Keep students quiet and away from doors and windows.

Maintain a calm environment.

- g. Continue to check email for updates.
- h. If a gunshot(s) or an explosion is heard, "Run, Hide, Fight."
- i. Take roll and prepare a list of missing students.
- j. Email attendance information to the office, after the threat is contained
6. Move away from danger and help students with disabilities.
7. If students are not in the classroom:
 - a. Go to the safest and closest area or room. DO NOT try to go to your classroom. Instead, enter any available room.
 - b. Physical Education students should be taken to the nearest room and held there until the end of the lockdown.
 - c. Follow steps "a-i" above.
8. Follow the direction of law enforcement and/or other competent authority upon their arrival.
9. Do not react to class bells or fire alarms. Announcements via the PA system will give evacuation directions if appropriate or possible.
10. Faculty and students should know that it is okay to fight back if it becomes necessary to save lives.
11. If an evacuation is ordered, law enforcement will escort students from classrooms to the evacuation point.
12. Principal debriefs staff, parents/community, and students.

Access to Students During Lockdowns

During a school lockdown, parents are strongly encouraged not to come to the school, due to the heightened risk and should only attempt to arrive at the school after a lockdown has been lifted. Should an emergency response be called for, it's important that emergency vehicles be able to reach the campus quickly and easily. Parents who attempt to come to the school may obstruct emergency vehicles' access and even endanger themselves, or their children.

Immediate actions should include:

1. Students and staff go into classrooms/buildings or run to off-site evacuation areas.
2. LOCKDOWN includes building door barricades, and internal barricades, covering windows and turning off/dimming lights.
3. Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter, or if you need medical direction for a victim.
4. Physical education classes being held in the gym should move into a locker room, lock all doors, and find a safe area.
5. Any students in the cafeterias should move to the nearest classrooms.
6. If students and teachers are outside the school building, they should stop, drop, and remain still. You will be directed where to relocate depending on the situation.
7. If teachers and students are in the bathrooms, they should move to a stall, lock it, and stand on the toilet.

Lesson Learned

Teachers should text the principal with accountability information and any missing students.

Note: Some threats, such as a confirmed fire or intruder within a classroom, may override lockdown procedures. Also, lockdowns may be initiated in non-threatening circumstances to keep people away from areas where there may be a medical emergency or other disturbance.

Biological or Chemical Release

ALERT

"Shelter-In-Place" (Repeated)

Over Campus PA System

A hazardous material spill may include one or more of the following:

- Natural gas leak,
- Science lab spill,
- Chemical release from a nearby facility,
- A collision or accident involving a tank truck railroad car, or
- An unknown powder or substance received in a letter or package.

Warning: Location, quantity, concentration, and other factors affect how a spill will be handled. Do not try to clean up the spill unless you are familiar with the material, risks and specific clean-up procedures.

Priority is the student and staff safety, then the environment, and the property.

1. If the spill is on campus or you become aware of a chemical incident nearby, notify the Principal Immediately.
2. The office will notify the fire/law enforcement agency and district office.
3. The BEST first action in this type of situation is to initiate a "Shelter-in-Place" Order for the entire school. Get students and staff away from the affected area. Get everyone to a safe interior location.
4. Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention. If students start to show symptoms, consider an evacuation of the campus.
5. Isolate, identify, and get names of students and staff that could have been exposed or contaminated.
6. Account for all students and staff.
7. The principal will direct other actions as required.
8. Remain in the designated area until contacted.

POISONING:

If a student ingests a poisonous substance:

1. Call the Poison Control Center Link Line at 1-800-222-1222. Take appropriate first aid measures.
2. Call parents.
3. Notify the Health Services Office.

If a Chemical Spill occurs at the school campus:

1. Evacuate the immediate area of personnel.
2. Determine whether to initiate the Shelter-In-Place Protocol.
3. Secure the area (block points of entry).
4. Identify the chemical and follow the procedures for that particular chemical.
5. Notify the District Office.

Hazardous Substances include the following, but is not limited to the following:

- Gasoline
- Lacquer Thinner
- Solvents
- Paint
- Motor Oil
- Agricultural Spray
- Diesel Fuel
- Paint Thinner
- Kerosene
- Stain
- Anti-Freeze
- Brake Fluid
- Airborne Gases/Fumes

Bomb Threat/ Threat Of violence

Most likely, threats of a bomb or other explosive device will be received by telephone.

1. If the threat is received by a phone call, attempt to keep the caller on the line and complete the form entitled "Bomb Threat Report" (see attached).
2. Call 911 - Do not use Cell Phones or radios to communicate waves they release radios which may set off the device.
3. Principal notifies (or assigns a designee to notify) assistant principals, campus supervisors, support staff, and on-campus childcare. begin immediate evacuation.
4. Request all staff members perform a visual inspection of their classrooms and work areas for suspicious packages or devices.
5. Coordinate with Law Enforcement. When the police arrive, the Principal and the police will evaluate the threat. The Principal will make decisions related to evacuation or search for the device. If a search for the device is done, staff and police will search areas of the campus for suspicious packages and items. Have extra school maps and keys available for law enforcement.

6. The principal activates the SEMS Plan (Standardized Emergency Management System), as needed.
7. Secure the campus perimeter.
8. If evacuation is necessary, make sure students with disabilities receive assistance and the campus is checked for students. Teachers take a role in verifying that all students are accounted for.
9. If an evacuation is ordered, initiate the parent notification system and advise parents they need to pick up their children.
10. Take roll and alert the Principal of any student not accounted for (telephone, intercom, or runner).
11. All clear will be signaled by the Principal.
12. The Principal debriefs staff, parents/community, and students via available notification systems.
13. "Student Release Procedures" (only send students home before the end of the day if directed by the Superintendent);
14. Use signs to designate "Request Student Pick-Up Area (or Gate)" and "Release Students Area (or Gate)".
15. Use signs to direct parents on how to line up.
16. Release younger students first.
17. Use the "Student Emergency Release" form to document each student release and use "Emergency Cards" to verify authorized adults who can pick up students. (RETAIN RECORDS)
18. Provide escort for parent/guardian to Crisis Response Team, Search/Rescue Team, or Medical area; if necessary.

The person who received the bomb threat will:

1. Attempt to gain as much information as possible when the threat is received.
2. Do not hang up on the caller.
3. Use the "bomb threat checklist" form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.
4. The most important information is:
 - a. When will the bomb explode and where is the bomb located?
 - b. Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
 - c. Turn off cellular phones and/or walkie-talkie radios (transmits radio waves-- could trigger a bomb).

From the Police Department

One of the concerns that we have when responding to a bomb threat is the method the bomb could be detonated. A signal from a cell phone or a radio could emit enough power to cause the device to explode.

When officers arrive, they typically turn off their portable radios and leave their cell phones in their cars because of this. Officers will first meet with the Principal. The Principal will need to determine if the school will be evacuated or students will be left in class.

When searching for a suspected device, staff members will be needed to assist in the search.

Deciding to Evacuate:

- Type of warning, specific or nonspecific
- Prevalence of bomb threats in the community within a recent time frame, and any previous publicity.
- The possibility of carrying out an effective search without evacuation.

When Searching for Bomb

- Do Not Touch a suspected device
- Immediately report a suspected bomb device to the Police!
- Do Not Assume it is the only device planted in the area.
- Do Not Change the Environment: Do not turn on or off water, gas, or anything with electricity.
- Contact the supervisor in charge and the Police.

From the Police Department

The individual who receives the call is the one who is going to give the most information to officers. Having the exact language used by the caller is very important. The precise words used by the suspect are what our investigators are looking for. Asking questions of the caller is perfectly OK.

If There Is an Explosion:

1. Take cover under sturdy furniture, or leave the building if directed to do so by emergency responders.
2. Stay away from windows.
3. Do not light matches.
4. Move well away from the site of the hazard to a safe location.

5. Use stairs only; do not use elevators.

Emergency Procedure: Evacuation

There may be incidents that occur where an immediate evacuation of students from the school campus is the best course of action to take immediately.

Examples include:

- Fire
 - Hazardous Materials Incident
 - When directed by fire or law enforcement
1. Activate the Fire Alarm. Help students with disabilities. Close, but do not lock doors. The office staff takes student emergency cards to the evacuation area.
 2. Call 911.
 3. The principal notifies (or assigns a designee to notify) assistant principals, campus supervisors, support staff, on-campus childcare, and the District Office.
 4. If students are in classrooms:
 - a. Evacuate
 - b. Close, but do not lock doors.
 - c. Teacher takes roll sheets and office staff takes student emergency cards to the evacuation area.
 - d. Teacher takes roll and alerts command center of any student not accounted for (telephone, intercom, radio, runner, or e-mail).
 - e. Attempt to calm students. Students who need medical treatment should be cared for and evacuated as soon as possible.
 5. If students are not in classrooms:
 - a. Reunite with students in the evacuation area.
 - b. Teacher takes roll and alerts command center of any student not accounted for (telephone, walkie-talkie, or runner).
 6. Follow the directions of law enforcement and/or other competent authority upon their arrival. Have extra school maps available for law enforcement.
 7. All Clear will be signaled by the Principal.
 8. Principal debriefs staff, parents/community (Connect Ed message, etc), and students.

Emergency Procedure: Student Release

ALERT

"Student Release" (Repeated)

Over Campus PA System

A situation may be created that forces the school to release children from the campus early. In this situation, students will be released to parents or other guardians, much as is done during normal afternoon release. Students will be held at the campus until they can be released to an authorized adult.

1. Determine that a student release is the appropriate action to be taken.
2. If an emergency situation, call 911.
3. Notify the District Office that a student release is being performed.
4. Notify parents that children will be released early.
5. Notify staff members that they will need to assist with supervising the student release.
6. Dismiss all classes.
7. Account for students using normal release procedures.

Emergency Procedure: Directed Transportation

ALERT

"Directed Transportation" (Repeated)

Over Campus PA System

There may be situations where public safety manages an evacuation of the school campus by evacuating students to another school campus. In this situation, classrooms will be evacuated individually and students will be escorted to transportation resources. An example of this would be following an Active Shooter incident. The remaining staff and students will be escorted from their classrooms to busses and then moved to another campus.

Situation: Students and Staff are in a "Lockdown", "Lockout" or "Shelter-in-Place" condition.

1. When law enforcement or fire directs that students will be transported from the campus, they will organize the transportation.
2. Notify the District that this is being considered and ensure the receiving campus has been alerted.
3. Upon the arrival of transportation resources, a member of the school administration will accompany law enforcement officers to a classroom.

Once at the classroom, the administrator will make contact with the staff members through the door and unlock the door.

4. Staff inside the classroom will be advised to gather role documents and organize children to move in a single file. Staff will notify an administrator of any students that are missing or are unaccounted for. Students will be instructed to leave all belongings behind, taking only their jackets.
5. Once ready to move, The students will be instructed to follow the lead police officer, keeping together. The teacher will be the last person in the line, following the officer. The administrator will then fall in behind the teacher and the students, following the lead officer. The trail officer will check the interior of the classroom to make sure that everyone is out and then falls in behind the administrator.
6. Upon arrival at the awaiting transportation, the lead officer will direct students onto the bus, along with the staff member who was with the children.
7. The administrator will report any missing students and the classroom that was evacuated to the CP.
8. If there is more room on the bus, the bus will remain awaiting the arrival of another escort group.
9. Once the bus is filled, the bus will be escorted to the receiving campus. Students and staff will be unloaded and the bus will return to the original campus for more students.
10. Students will not be released from the receiving campus until authorized by law enforcement

Disorderly Conduct

Disorderly conduct may involve a student or staff member exhibiting threatening or irrational behavior. Procedure:

1. Upon witnessing Disorderly Conduct, staff will immediately notify the School Administrator.
2. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
3. The School Administrator will call Oakley Police Department (925) 625-8855 and provide the exact location and nature of the incident. If determined to be appropriate, the School Administrator will call "911."
4. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
5. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
6. The School Administrator will notify the District Superintendent of the situation.

Earthquake

ALERT

"DROP, COVER, HOLD" Over Campus PA System

DRILLS REQUIRED 1 PER QUARTER

Earthquake Drill

The earthquake emergency procedure system shall contain, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff.
2. A Drop Procedure. "Drop Procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

3. Protective measures to be taken before, during, and following an earthquake.
4. A program to ensure students and staff are aware of, and properly trained in the earthquake emergency procedure system. (Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers, and other employees shall immediately begin Duck, Cover, and Hold procedures:

1. DROP down on the floor.
2. Take COVER under a sturdy desk, table, or other furniture with backs to the windows. Protect the head and neck with arms.
3. HOLD onto the furniture and be prepared to move with it.
4. Stay in this position for at least one minute or, in a real situation, until the shaking stops.

Evacuation:

An evacuation should NEVER be automatic. There may be more dangers outside the building than there are inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards, and removed from potential danger spots (covered walkways, large gas mains, chain-linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate nonhazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area, and be prepared to identify missing students to administrators and first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report Form and file a copy with the Superintendent/designee.

I Standards for a Successful Earthquake Drill:

1. The Earthquake Alarm can be heard by all staff and students.
2. Immediately after the earthquake alarm sounds, all students, teachers, and other employees shall:
3. DROP down on the floor.
4. Take COVER under a sturdy desk, table, or other furniture with backs to the windows. Protect the head and neck with arms.
5. HOLD onto the furniture and be prepared to move with it. I
6. Evacuations shall occur when directed over the loudspeaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non-hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc., shall be utilized by staff and students in order to reach the designated evacuation areas.
7. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
8. Upon sounding the all-clear students and staff return to their appropriate classroom and the | | teacher takes roll once more. Missing students are reported to the attendance office.

Emergency Procedure: Earthquake

ALERT

"Drop, Cover, Hold "(Repeated^
Over Campus PA System

Earthquakes can occur at any time.

Being prepared for the inevitable is the best business practice that we can adopt daily. When an earthquake does occur, staff are needed to remain calm and take action.

Warning: Earthquakes usually strike without warning. The following actions, as time permits, will be accomplished:

Inside the school building:

1. At the first indication of ground movement, you should DROP to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.
2. The teacher, or staff member in authority, will implement the "Drop Procedure". Tell others to get down.
3. Try to avoid glass and falling objects, areas where there are large panels of glass, and/or heavy suspended light fixtures. If in the library, move away from book stacks that may fall over.
4. If in a hallway or stairwell where there is no cover, move to an interior wall.
5. If in a laboratory, extinguish all burners and stay away from hazardous materials areas.
6. You should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.
7. You should HOLD onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.
8. You should remain in the DROP position until the ground movement ends. Be prepared to DROP, COVER, and HOLD during aftershocks.
9. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.
10. Consider evacuating the building if necessary. Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways. Go to an open area away from trees, power poles, etc.
11. If in the multi-media room, take cover under tables or move close to interior walls away from windows.
12. Maintain control of students. Do not run!
13. Avoid touching electrical wires and metal objects such as chain link fences.
14. Render first aid if necessary.
15. Take roll and issue student name tags.
16. If possible, the school office will immediately notify appropriate agencies/offices as per the fire drill.
17. Do not return to the building for any reason until they have been declared safe by an authorized official(s).
18. The principal will determine the advisability or necessity of "Student Release". Prior approval must be obtained by the superintendent.

Earthquake procedures in other parts of the building

1. At the first indication of ground movement, you should DROP to the ground.
2. Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.
3. After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

On school grounds:

1. The staff member in authority implements Action "Drop - Take Cover".
2. The safest place is in the open. Stay there until the earthquake is over.
3. Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires, and wet areas.
4. Do not run!
5. Follow procedures c) through i) under "Inside school building".
6. If on a bus, stop the bus away from power lines, overpasses, bridges, and buildings. Students should remain on the bus in their seats and hold on.

Earthquake procedures while outside

1. At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.
2. If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.
3. While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

After the Earthquake

Staff

1. Evacuate students from the building. Take class roster, emergency supplies, and student emergency supplies. Check to make sure all the students have been removed from the building.
2. Students are not to be left unattended at any time during the evacuation process. Students must remain quiet during the evacuation.
3. Upon arrival at the safe site, take roll and report attendance.

Principal or Designee

1. Set up the Emergency Operations Center (EOC).
2. Notify police and fire.
3. Organize the other Emergency Response Teams, a First Aid Team, and Security and Damage Assessment Teams.

Explosion or Risk Of Explosion

In the event of an explosion:

1. Get down on the floor and take cover.
2. If the explosion occurred within the building, or threatened the building, teachers will be advised to immediately implement evacuate students to the destination site per emergency exit map.
3. Take possession of the classroom emergency pack.
4. Upon directions from the administration, evacuate students to the destination site per the emergency exit map.
5. Take a roll as soon as possible.

IN THE EVENT FIRE/SMOKE IS DETECTED WITHIN A SCHOOL BUILDING, THE FOLLOWING PROCEDURES WILL BE FOLLOWED:

1. Sound the school fire alarm.
2. Report visual confirmation and fire location immediately to the office.
3. Take possession of the classroom emergency pack.
4. Upon directions from the administration, evacuate students to the destination site per the emergency exit map.
5. Take roll as soon as possible

Medical Emergencies

ALERT

None - Telephone or Tell

All Staff on Campus

Medical emergencies can occur at any time. Proper training and the use of that training can have a significant impact on the survivability of the victim. Quick action can make a difference.

Warning: Medical emergencies usually occur without warning.

1. If a medical emergency occurs during school hours, the following emergency actions will be accomplished:
 - a. Evaluate the scene of the injury or illness. isolate and secure the area.
 - b. Notify the school office.
 - c. Call (Access Code) 9-1-1, as appropriate.
 - d. If indoors, determine the need to evacuate (affected classroom only) so that students are not unnecessarily exposed to trauma or danger.
 - e. Stabilize the victim, and administer first aid.
 - f. Use standard precautions as outlined in the District's "Blood-borne Pathogens Exposure Control Plan."
 - g. Rejoin students as soon as possible.
 - h. Account for all students and remain with them.
 - i. Remain calm and reassure students that all possible actions are being taken to care for the injured or ill person and to protect others.

Rescue Breathing

1. Gently tilt the head back and lift the chin to open the airway.
2. Pinch the nose closed.
3. Give two slow breaths into the mouth.
4. Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.

To Stop Bleeding

1. Apply direct pressure to the wound.
2. Maintain the pressure until the bleeding stops.
3. If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
4. If the limb appears to be broken, minimize any movement, but take whatever measures are necessary to stop the bleeding.

Treat for Shock

1. Do whatever is necessary to keep the person's body temperature as close to normal as possible.
2. Attempt to rule out a broken neck or back.
3. If no back or neck injury is present, slightly elevate the person's legs.

Fire in Surrounding Area

The warning of fire is the alarm signal and/or smoke and flames. The school is surrounded by woodland areas, which pose a potential fire threat to the school site.

ACTIONS:

1. Contact an administrator and call 911.
2. Determine the situation and location and potential threat of fire
3. Be ready to evacuate if necessary
4. Wait for directions from the administration unless in immediate danger

Fire on School Grounds

There are a variety of causes of a fire alarm on one of our school campuses.

Alarms may be caused by a fire, by the activation of a manual alarm controller, or by the School Principal. When an alarm occurs, evacuation should not be delayed to reduce the risk of injury or death to students and staff members.

When an Alarm Sounds:

1. The Principal will notify the District Office.
2. If smoke is seen, dial 911 and advise that there is a fire at the school.
3. Staff will direct students to leave their belongings and begin to exit the classroom in an orderly manner.
4. Staff should gather roll materials and close the door to the classroom upon exit.
5. Upon arrival at the designated evacuation location, staff should take a roll to make sure that all students are accounted for.
6. Missing students should be reported to the administration immediately.
7. Maintain control of students at the designated site. If any children are injured, care for their injury and report this to the school administration.
8. Watch and await additional instructions.

ALERT

FIRE ALARM Sounding from Alarm System

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all students, teachers, and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area, and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

Standards for a Successful Fire Drill:

1. The Fire Alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
5. Upon sounding the all-clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Flooding

Emergency Procedure: Windstorm

There may be times when inclement weather suddenly affects our community. If an incident such as a windstorm were to occur, we would have limited notification of the impending emergency. The critical action is to get children and staff inside and away from windows.

1. The principal will be alerted of the impending weather condition by the School District Office, Staff, or Emergency Services Personnel.
2. The Principal should notify staff of the possibility of rapidly changing weather conditions and the possible need for a Shelter-in-Place Order. Staff may choose to cancel outdoor activities.
3. When alerted, the Principal initiates a "Shelter-in-Place" Announcement, repeating it multiple times.
4. Staff members move children inside of buildings. Students are directed to rest against an inside wall, away from windows and doors. Staff closes windows and draws blinds.
5. Staff take role and account for all children. Children who are unaccounted for are reported to the Principal.
6. Students are directed to the "Drop" position during times of increase winds.

Loss or Failure Of Utilities

The District intends that schools will remain open during a power outage.

There may be several stages of alerts that are being broadcast over the public radio:

1. STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
2. STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.
3. STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible- affected sites will be contacted as soon as practicable. Once notified, schools should turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. Despite everyone's best effort to communicate, an outage may occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

Preparing for an Outage

1. Update each student's emergency card.
2. Determine the availability of portable lighting at the site, i.e. flashlights & batteries.
3. Find out that when power is lost, do emergency lights go on, and do the "Exit" signs remain lit?
4. Clear away materials and boxes from hallways and pathways.
5. Check the school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
6. Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
7. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
8. Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
9. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
10. Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
11. Ask your staff and students to have seasonal warm clothing available.
12. Use surge protectors for all computer equipment, major appliances, and electronic devices.

13. If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

During an Outage

1. Contact maintenance and operations immediately if your site is experiencing a power outage.
2. According to AT&T (Telephone Company), phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
3. If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
4. Use a buddy system when going to the restrooms.
5. DO NOT USE barbeques, Coleman-type stoves, hibachis, and other outdoor-cooking devices indoors.
6. DO NOT USE candles or gas lanterns.
7. Turn off PCs, monitors, printers, copiers, major appliances, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
8. Shut off lights in unoccupied rooms.
9. The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Access to Students During a Power Outage

During a power outage, school staff may or may not be able to communicate with parents. This may lead some parents to come to the school to check on the welfare of students. Because there is no risk, children should be released to parents who come to the school and request that they be released.

PG&E Contacts

Outage Maps: <https://pge.com/#outtages>

24-hour Power Outage Information Center: 1-800-743-5002

Motor Vehicle Crash

ACTIONS:

1. Contact the office or call 911 if in immediate danger.
2. Provide first aid and immediate support as appropriate.
3. Based upon on-site assessment and conversation with public safety officials, decide next steps
4. Consult with local officials and the District Office about whether the school will be directly affected
5. If the campus will be affected, evacuate immediately; inform the police and the District Office
6. If the campus is not directly affected but transportation disruptions are likely, establish a Command Post; activate needed emergency management personnel or field teams

Pandemic

Oakley Union Elementary School District will adhere to established guidelines and protocols from official departments of health, including OSHA. Oakley Elementary will also adhere to any district policies surrounding pandemic.

Psychological Trauma/Suicide

ALERT

None - Telephone or Tell

All Staff on Campus

Individuals of any age may become so despondent that they may threaten or perform an act that could cause harm to themselves or others. Suicidal individuals are not rational, this is important when trying to talk with them. While awaiting the arrival of first responders, you may be called upon to communicate with the individual.

1. Remain calm and keep yourself safe.
2. Notify School Administrators.
3. Notify 911
4. Consider actions to keep the remainder of the students safe from the suicidal individual.
5. Try to contain the subject in one area.

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do's:

1. Listen to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.
2. Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
3. Ask whether the person is thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
4. GET HELP by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.
5. STAY with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts:

1. Don't leave the person alone for even a minute. Don't act shocked or be sworn to secrecy.
2. Don't underestimate or brush aside a suicide threat ("You won't do it; you're not the type"), or shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.
3. Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.
4. Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

Suspected Contamination of Food or Water

ACTIONS:

1. Contact the office or call 911 if in immediate danger.
2. Provide first aid as necessary.
3. Based upon conversation with public safety officials, determine the next steps.
4. Consult with local officials and the District Office about whether the school will be directly affected
5. If the campus is affected, take the next appropriate action such as sending students home.
7. If the campus is not directly affected but transportation disruptions are likely, establish a Command Post; activate needed emergency management personnel or field teams
8. Resume school after consultation with local officials and after buildings have been inspected and determined safe by proper authorities

Tactical Responses to Criminal Incidents

Emergency Procedure: Shelter-In-Place

ALERT

Shelter-In-Place" (Repeated)
Over Campus PA System

A "Shelter-In-Place" may be directed when there is a danger in the community or on the campus. The purpose of the order is to keep everyone inside, away from threats that may be outside the classroom or campus. This is not

typically done in response to a criminal threat or intruder on the campus.

Shelter-in-place has proven to be a very successful tactic in keeping people safe from dangers in the environment that are outside. These situations generally last minutes to hours.

Incidents that could normally trigger a "Shelter-in-Place" include:

An industrial accident A natural gas leak in the community.

Chemical incidents that could impact the campus. Threatening animals in the area of the campus.

Criminal events in the area of the school, but far enough not to pose a direct threat.

From the Police Department

There are a few ways that a Shelter-In-Place message will be delivered to the campus:

1. Dispatch
2. Community Warning System
3. OPD Officers

The message intends to restrict the exposure of individuals to a threat.

SHELTER. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.

1. **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
2. **LISTEN.** Remain quiet to hear critical instructions from school officials. If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

Additional steps for teachers and staff if appropriate:

1. Advise students to cover their mouth and nose while outside and moving inside to protect them from any airborne hazards (hazmat incident).
2. Staff should be alert for students who may be experiencing a medical emergency.
3. A school official (or student if no official is present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.
4. Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.
5. Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Access to Students During a Shelter-In-Place

For many parents, your first instinct will be to come to the school to check on your child or take him or her home. However, to ensure the safety of our students during the brief Shelter-In-Place period, we will not be opening our doors to anyone. As a parent, we recognize how hard this would be. Please know that this action is based on the best advice and counsel we have from all local, state, and national officials. So, as you plan to shelter yourself at home or at work, please know that we will be taking good care of your child by doing the same.

Unlawful Demonstration or Walkout

1. Report the situation to the office.
2. Contact public officials as necessary and if there is any immediate danger.
3. Take steps to ensure adequate supervision of all children on site.
4. Report to the district office.
5. Determine next steps.

EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

EVACUATION PROCEDURES

EVACUATION ALARM SYSTEM

A crisis or emergency may warrant an evacuation of the school building(s). Once notified of an emergency situation, the **Incident Commander**, will carry out the initial response actions delineated in the ***Emergency Preparedness and Crisis Response Plan***. In consultation with members of the **Incident Command Team**, the principal will determine whether an evacuation is warranted or is the safest action given the character of the emergency.

Incident Command Team members will immediately assume their designated response duties as activated by the **Incident Commander**. The **Disaster Response Officer** will ensure, during the evacuation itself, that all evacuation assistance personnel are operative and performing their respective duties as assigned.

When a decision is made to evacuate, the **Assembly /Shelter and Care Team** leader will immediately report to the assembly area and inspect the area for hazards. The **Assembly /Shelter and Care Team** leader will notify the **Disaster Response Officer** immediately if the area is safe. If not, the **Assembly /Shelter and Care Team** will advise that the evacuation be done to the alternate assembly location.

This evacuation may be a partial evacuation of only portions of the building in a localized emergency [e.g., a small chemical spill] or it may be a general evacuation of all building. When an evacuation is ordered, students and staff will be notified according to the site's ***Preparedness and Crisis Response Cliff Notes***.

If deemed appropriate and safe, the school's fire alarm will sound in the event of a general building evacuation. If neither mechanical system is operable, the Incident Commander will utilize office, custodial or student personnel to notify classrooms of the need to evacuate.

COORDINATING THE EVACUATION

Upon receiving the order to evacuate, staff will assume their designated positions in the school. They will then monitor the evacuation procedures and assure that all persons have left the building. Staff are also responsible to ensure that all disabled persons in the building are assisted as necessary.

1. Take emergency backpack, and attendance information.
2. Teachers evacuate with current class. If evacuation occurs outside of a class period: teacher returns to classroom
3. Upon exit radion or text OM or admin to indicate room is all clear and lock door. Keep unlocked if victim is inside.
4. Check with buddy teacher. Assist/evacuate both classes if needed.
5. If on prep or don't have a class: teacher goes to prep room to collect students
6. Check common areas while evacuating.
7. Evacuate to primary location via assigned route, adjust as needed.
8. At evacuation location, line up, and take attendance.
9. Hold up GREEN card if all students are accounted for. RED card if missing students or assistance required. If not used, describe alternate practice:
10. Stay with class unless you are released to assume other duties.

11. Release from drill will be announced by admin
12. Communicate with your students and maintain control.

EVACUATION ASSEMBLY AREAS

When ordered to evacuate, students and staff will follow the evacuation route prescribed for their respective areas and exit the building in an orderly and controlled manner. Any volunteers or visitors to the classroom should be advised to go with the classroom to the assembly area.

ALL students and staff must report to the assembly area and remain there until the **Incident Command Team**, via the **Assembly /Shelter and Care Team**, notifies them it is clear to return to the building. Under no circumstances are students to leave the area unless released by the teacher in strict accordance with the school's **Student Release Procedures** as outlined in the site's **Preparedness and Crisis Response Cliff Notes**. This will not be done unless it is authorized by the **Incident Command Team**.

Teachers **MUST** take a head count of all persons under their care to ensure that all students, volunteers and visitors are present. This will be reported to the **Assembly /Shelter and Care Team** as outlined in the site's **Preparedness and Crisis Response Cliff Notes**. If someone is deemed missing, the teacher is to immediately report this fact to the **Assembly /Shelter and Care Team** as outlined in the site's **Preparedness and Crisis Response Cliff Notes**.

ACCESS CONTROL PERSONNEL

Whenever an evacuation is called, the designated **Security/Traffic** response team (designated prior to an emergency) will automatically assume duties as traffic controllers to prevent unauthorized public vehicles or persons access to the school campus and building(s). They will function according to the duties delineation shown in the **Emergency Preparedness and Crisis Response Plan**.

EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

STUDENT EARLY DISMISSAL AND EMERGENCY SCHOOL CLOSURE

During school hours, all students are considered under the care and supervision of school staff. In all circumstances, and especially in the event of emergency incidents or circumstances, the safety of the students and the school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and school employees.

Thus, in the event of a major emergency incident or disaster during school hours, school will not be dismissed without the expressed and clear authorization of the District Superintendent or a designee, and children will remain under the supervision of school authorities. Students will only be released from school and District responsibility in strict accordance with the procedures outlined in the District's Early Release Policy as described below. Parents/guardians or designated emergency contacts who come to the school to pick up students must properly identify themselves in order for their children to be released.

RELEASE OF STUDENTS FROM SCHOOL

OUESD and this school want to reunite parents with their children at the earliest time possible after an emergency situation or major disaster event. However, if it is not possible for parents to pick up their children or make arrangements for others to do so, students will be held at the school or other area until such time as they can be safely

released. Each year the school will notify all parents of the procedure for reuniting parents with children in the event of an emergency at school. Parents are encouraged to print out and complete the **ABC's – Three Steps to Protect Your Child during Emergencies in the School Day (Appendix B)**

In the event students are held at a school, they may be released only to the student's own parent(s) or a person authorized beforehand by the parent. As a part of annual registration, sites collect emergency contact information in AERIES. From AERIES, **Emergency Cards** shall be printed and used for this purpose. It is recommended sites print copies for teachers to have on hand in their emergency packs along with roll information. Office shall also print out the **Emergency Student List** or **Emergency Cards** and maintain that in the office emergency evacuation kits.

Parents or others must check with this school's **Student Release** team at the emergency **Student Release Location** prior to pick up of their children. Teachers will release students according to the procedure outlined under the **Emergency Student Release Procedures** described below.

EMERGENCY RELEASE PLAN PROCEDURES

Teachers will utilize the following procedures to properly release students from their care to a parent, legal guardian or person authorized in writing to pick up the student:

1. At time of emergency, students remain with their current classes. Teacher takes roll on an Accountability Form and await direction from **Incident Commander** via **Student Release** team.
2. **Incident Command** will communicate with district office for dismissal directive. Students will report to (first period or other) classes, upon **Student Release** team directive.
3. Adults picking up students will identify self at designated **Student Release Location**: Primary On-Site Grassy field or Alternate On-Site basketball courts. If campus must be evacuated, Off-Site City Park or Alternate Off-Site St. Anthony's Church
4. Students will be released only to authorized adults listed on the **Emergency Card** or **Emergency Student List**. Adults picking up students must sign **Student Release Log** and indicate destination. Unless otherwise directed by **Incident Commander** via **Student Release officer**, a runner takes message to teacher with name of student being released and name of adult picking up student. Teacher double-checks sign-out sheet, stamps/marks student and releases.
5. Students may go home with people listed on **Emergency Card** or **Emergency Student List** if parent can't be reached.
6. Periodically, as students are released, remaining students will be consolidated.
7. Teacher takes attendance after each consolidation, informs **Assembly/Shelter and Care** team as well as the **Student Release** team, and keeps all documentation.

EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

TRAINING

The key to effective and coordinated emergency response efforts is the proper training of school response personnel as to their duties in an emergency or disaster. Proper training is mandated under the SEMS requirements for District staff and students and by Cal/OSHA for employees of the District.

ALL DISTRICT RESPONSE STAFF AND STUDENTS

All non-response District staff, as well as all students, will receive training in the following areas:

- Brief overview of the District Emergency Operations Center (EOC) plan and its coordination with School Crisis Response plans.

- Brief overview of the School Crisis Response Plans and its coordination with the District EOC plan.
- Responder positions within each plan and the duty to follow instructions of the response team personnel.
- Use of drills and exercises to provide hands-on instruction to staff and students.

SCHOOL CRISIS RESPONSE TEAM PERSONNEL

All school staff will receive training and detailed information on the **Incident Command System** and its use at a school crisis or disaster response. This will include but is not limited to:

- Initiation and functioning of the ICS Command Post.
- ICS response positions, their responsibilities, and the use of position checklists.
- Development of site Incident Action Plans and the utilization of, and coordination with, EOC actions at the District level.
- Importance of documentation of site ICS activities and damage assessment information.
- Demobilization procedures for down-sizing and closing the ICS Command Post.

DRILLS AND EXERCISES

Because emergencies occur without warning, life-protecting actions must be taken immediately at the first indication of emergency conditions. There may be no time to think through all of the options for what must be done. Emergency drills will be conducted periodically to help familiarize everyone with basic procedures and to help students and staff learn how to react immediately and appropriately.

Exercises and drills will be conducted at the school site level. The essential components of school site emergency drills are classroom training and discussions, demonstrations and exercises designed to help staff and students learn and practice where to seek shelter and how to protect themselves based on the kind of emergency they are facing.

EMERGENCY PREPAREDNESS AND CRISIS RESPONSE PLAN

RECOMMENDED EMERGENCY SUPPLIES

The school shall maintain a quantity of emergency supplies that will be utilized by trained personnel in the event of a school crisis or a district-wide disaster. Some materials should be stored in a central location on campus as a means of providing ready access to assist any area in the school.

Each classroom should also have its own supply of first aid and other equipment to facilitate each teacher in helping the students they are responsible for.

CENTRAL SCHOOL EMERGENCY SUPPLIES

Central School Emergency Supplies are recommended to include at least the following items:

- Two first aid kits (see below)
- Two tool kits (see below)
- Radio (battery-operated) wrapped in plastic bag
- Batteries (left in original packages; replaced in years ending with 0, 3, or 7)
- 5 gallon buckets to be used as water carrier
- Water packets (2-per student)
- Toilet paper
- Hard hats- assembled and ready to use
- Blankets (4 wool, 5 space blankets)
- Large plastic tarps
- Sheets for medical use (slings) or to signal for specific help. (Sheets will be spread out on the lawn as needed. (Colored or labeled depicting triage type- Red/ Yellow/Green)

TEACHER EMERGENCY KITS

Teacher Emergency Kits are located in each classroom. It is recommended they contain at least the following:

- Class lists (updated by the teacher as necessary) with a place for parent signatures when releasing students and to assist in the taking of roll.
- Student Accountability Forms
- List of Special Needs students and Medication(s) Information
- Disaster Emergency Cards (one for each student)
- Simple first aid supplies
- Orange/ ID arm band and name card with teacher's name to be worn by the teacher
- Copy of the Campus Response Plan and the District Disaster Plan (Cliff Notes/Summary of plan)
- Water - 2 packets per student
- Flashlight
- Work gloves
- 40 Plastic garbage bags to be used as rain gear
- Clip board
- Pens/pencils/permanent markers (at least one permanent marker to use for triaging student emergency needs)
- Pad of paper

Each employee should have a personal survival kit available at all times containing prescription medicines, extra eye glasses, change of clothes, toiletries, comfortable shoes, jacket and other necessary items.

FIRST AID KITS

School First Aid Kits are recommended to contain at least the following items:

- First aid manual
- Disposable gloves
- Face masks
- 3 triangular bandages
- 6 stretch gauze bandages
- 2 instant ice packs
- 1 after-burn treatment spray
- 2 packages long bandages
- 30 boxes sterile pads for small wounds (120 pads)
- 2 bottles liquid soap
- 6 bottles aspirin
- Hydrogen peroxide
- Paper towels
- Felt pens to identify injured children sent elsewhere for treatment. Write name on child's arm; non-water soluble
- Sheets
- Needle nose pliers for removal of glass
- 6 sanitary napkins (for severe bleeding)
- A zip lock bag containing:
 - 1 tube medicated ointment
 - 5 smelling salts (ammonia inhalant)
- 2 rolls tape
- Tweezers
- Scissors

TOOL KIT(S)

The school Tool Kit(s) is recommended to contain at least the following items:

- Work gloves
- Goggles
- Flashlight (batteries in package)
- Lantern (batteries in box)
- Duct tape
- Masking tape
- Utility knives
- Hammer
- Blade screwdrivers (small, medium, large)
- Crowbar (a longer crowbar is stored in custodian's office)
- Waterproof matches
- Rope
- Nails
- Sheets (to signal for help)
- Spray paint (used to identify "Condition of Search" X)

- Radio
- Large shovel located in custodian's office

LIST OF STAFF WITH SPECIAL SKILLS

Each Central School Emergency Kit and each Teacher Emergency Kit will also contain a list of school staff members with specialized emergency skills. These include, but are not limited to:

- Medical or first aid experience
- Search and rescue experience
- Fire-fighting, chemical spill containment experience
- Communications equipment experience (indicate type)
- Emergency vehicle (indicate type)
- Multilingual Speakers

Site Emergency Preparedness Plan

Safety Plan Timeline and Checklist

The timeline and checklist will assist in addressing mandates and determining that the Incident Command System portion of your comprehensive safety plan is in place and functional.

2024-2025 OUESD ANNUAL SAFETY PLAN TIMELINE		
MONTH	ACTIVITY	PERSON(S) RESPONSIBLE/DATE
August	Facility Hazard Assessment Update School Map(s) Inventory and Replace Supplies Update Staff Roster and Buddy Lists Update Incident Command System (ICS) Assignments and Procedures Staff Review of Safety Plan Mandates ¹ Calendar all Safety Drills Student Instruction on Safety Drills First Fire Drill within 10 days of start of school Parent Advisement Re: Plan	Principal and Office Manager are responsible for the August list - July 2025
August/September	Staff Review of ICS Procedures Staff Review of Safety Drill Procedures First Aid Review Conduct Survey of Staff Skills Survey Parents for Emergency Volunteers Update List of Resources	Principal - August/September 2025
August - June	* Fire Alarm (EC 32001): All principals shall cause the fire alarm to be sounded at least once every month * Fire Drills (Title 5 TS 550, EC 32001): Elementary and Middle - at least once a month High schools - at least once per semester. Fire Alarm to be sounded in months without a drill * Intruder Drills: all levels at least once per semester * Earthquake Drills (E.C. 35297): Elementary and Middle - once per quarter High schools - once per semester * Shelter in Place Drills: at least once a year (Typically part of county-wide drill first Wednesday of November)	Principal - Fire drill: 8/8/2025, 10/29/2025, 11/14/2025, 1/16/2026, 3/11/26, 4/17/2026, 5/15/26; EQ Drill: 11/21/2025, 3/6/2026; Lockdown Drill: 12/17/25, 2/12/2026
November	Shelter-in-Place	Principal - 12/12/2025 and 2/20/2026
January - February	Assessment of Crime Related Data by Staff, Students, SSC, Parents Safety Plan Goals Reviewed/Updated Updated Safety Plan Approved by SSC	This year, we are moving approval to October 2025 in order to have a viable plan early in the year. SSC will still review crime statistics and amend the safety plan as needed.

		Meeting with OPD and public is on Dec 17, 2025.
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Emergency Alarm and Drill Log AR 3516.1

School Year 2025-2026

School: Oakley Elementary School

Principal: Marco Franco

Type	Month	Day	Time of Day	Comments (Include length of fire drills)
Fire Drill	August	9	9:00am	15 mins - These times include admin prep time before the alarm and the debriefing after drill concludes. For fire drills, it takes classes an average of 3-4 minutes to get to the evacuation area.
Intruder Alert Drill	September	11	9:00am	15 mins
Fire Drill	October	29	9:00am	15 mins
Fire Drill	November	14	9:00am	15 mins
Earthquake Drill	November	21	9:00am	15 mins
Shelter-in-Place Drill	December	15	9:00am	15 mins
Fire Drill	December	17	9:00am	
Fire Drill	January	16	9:00am	
Shelter-in-Place Drill	February	20	9:00am	
Earthquake Drill	March	6	9:00am	
Fire Drill	March	11	9:00am	
Fire Drill	April	17	9:00am	
Fire Drill	May	15	9:00am	

- * **Fire Alarm Testing:** All principals shall cause the fire alarm to be sounded at least once every month
- * **Fire Drills (Title 5 TS 550, EC 32001):**
Elementary and Middle - at least once a month
High schools - at least once per semester. Fire Alarm to be sounded in months without a drill
- * **Intruder Drills:** all levels at least once per semester
- * **Earthquake Drills (E.C. 35297):**
Elementary and Middle - once per quarter
High schools - once per semester
- * **Shelter-in-Place:** at least once a year (Typically part of county-wide drill first Wednesday of November)

The Fire Marshall requires that a fire drill log be maintained at the school site for two years and presented during an inspection or by request of the Fire Department.

See Appendix A

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	All Emergencies	911	
Law Enforcement/Fire/Paramedic	Oakley PD	925.625.8855	
Law Enforcement/Fire/Paramedic	Fire Department	925.634.3200	
Law Enforcement/Fire/Paramedic	Ambulance (AMR)	925.602.1300	
Public Utilities	PG&E	800.743.5000	
City Services	Oakley City Offices	925.625.7000	
School District	District Office	925.625.0700	
American National Red Cross	Concord Office	925.603.7400	
Local Hospitals	Kaiser Antioch	925.813.6500	
Local Hospitals	Sutter Delta Antioch	925.779.7200	

Campus Disturbances and Disruptions BP/AR 5131.4; BP/AR 3515.2

OUESD AR 5131.4

Campus Disturbances

Campus Disturbance Plan.

During a campus disturbance, the appropriate emergency protocol will be executed. In order to prepare for a campus disturbance, part of the plan includes planning and conducting monthly emergency drills. Continue to maintain a closed campus and to monitor cameras and exit doors.

See Appendix A

Access to School Campus by Visitors BP/AR 1250

OUESD BP 1250

Visitors/Outsiders

Visitor Registration Procedure:

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all

parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to

the school office upon departure to sign out. Oakley Elementary is a closed campus. Visitors must come to the front door and ring the bell. Admittance will be granted accordingly.

See Appendix A

Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Safe Ingress and Egress

Describe the procedures for safe passage when students and adults are entering and leaving school grounds. Identify your site's access points. Describe the utilization of campus supervisors, security personnel, and security equipment.

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. Schools must include plans for:

1. Identifying the population of people with disabilities
2. Determining proper signage and equipment
3. Training staff to assist individuals with disabilities
4. Coordinating with emergency response personnel

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

When to Use:

Staff members and volunteers should use the alternate assembly area when evacuating the school campus. If danger is present at the campus and students / staff / volunteers are outside the campus, they should move to the closest alternate assembly area. Those who move the alternate sites should remain there until administrators release them.

Primary Off-Campus Assembly Area

Oakley Civic Center Park

Secondary Off-Campus Assembly Area

Parking Lot of St. Anthony's Church

Supervision of Students

As students arrive on campus each morning, staff and administrators are strategically placed on campus to monitor student behavior. When students are dismissed at the end of the day, campus staff and administrators ensure students either travel to afterschool activities or leave campus in a safe and orderly manner.

Visitors

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to

the school office upon departure to sign out.

Newly adopted Emergency Egress Plan (Jan 2025):

Teacher Emergency Dismissal Procedural Steps:

1. Only the superintendent, in consultation with emergency officials, can call for an emergency early release from school. The principal is the site incident lead; AP and clerk in charge of student release; and Office Manager is communications lead.
2. Office calls 911 and makes an announcement to teachers and staff informing them of the emergency situation. The office will then notify the superintendent.
3. Notification to parents/guardians is sent by the school including an email and posts to ClassDojo/Thrillshare. If the school is unable to send out the electronic communication due to connectivity to a computer, the DO will send instead.
4. There are two evacuation and release areas – the basketball courts and the blacktop/field. Teachers and staff will turn on radios and listen for directions regarding which evacuation and release area to take the students.
5. LCM teachers, SLPs, psychologists, OTs, PTs, Behaviorists and other support staff will split and help supervise gates. Listen for
6. Teachers take radios and use cell phones as back up. Communication may come through the radios or over the PA system.
7. Teachers grab red emergency backpacks. Make sure there is a current class list, with phone numbers in the backpack. Highlight names of students who have an alternate way to get home and students who attend EDLC.
8. Teachers walk their class in an orderly manner to the identified evacuation and release area. Teachers remain with their classes during emergency evacuation until all students are released. Even if all of the teacher's students have been picked up, the teacher remains to help support other staff.
9. As students are picked up, teachers mark them on their class lists. Once the last student from a class is picked up, the teacher dates and adds the time to class list to then give to Irene. Note: Teachers MUST remain with their classes
10. Should parents be unable to pick up or arrange transportation, the Principal or designate will develop a plan to keep students at school, including arrangements for medically fragile students, providing meals or possibly accommodate students overnight, should the situation arise.

Teachers:

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to evacuation and release areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location. Use the class list in the red backpack to take attendance. Attendance is taken immediately after arriving at the assembly area.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the administration.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff will be encouraged to complete training and certify in first aid and CPR.

Instructional Assistants Responsibilities include assisting teachers as directed: supervise gates, may be assigned to a particular class, help direct parents, help with student release, etc.

Custodians/Maintenance Personnel Responsibilities include:

- Survey and report building damage to the administration.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep administration informed of the condition of school.

School Secretary/Office Staff Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers. ? Provide for the safety of essential school records and documents.
- Execute assignments as directed by the administration.
- Monitor radio emergency broadcasts.

- Assist with health incidents as needed, acting as messengers, etc.

Parent/Guardian Emergency Dismissal Procedural Steps:

1. Only the superintendent, in consultation with emergency officials, can call for an emergency early release from school. The principal is the site incident lead; AP and clerk in charge of student release; and Office Manager is communications lead.
2. Parents will receive information from the school, including instructions for pick up. Please adhere to these instructions to make for a smoother release process.
3. There are two evacuation and release areas – the basketball courts and the blacktop/field

Basketball Courts-

1. If picking up by car, please follow directions from staff and remain in the car line and inside the car. Once you get to the front, display your placard or tell the staff member the name of the student (s) and name of teacher(s).
2. Parents wait in the car until the student is delivered
3. If picking up on foot, give to the staff at the gate, the name of the student and the name of the teacher. Please do not walk onto the basketball court to take your student, as we need to keep an accurate count of all of our students.

Blacktop/Field-

1. If picking up by car, head to basketball courts via parking lot (like regular pick up), please follow directions from staff and remain in the car line and inside the car.
2. Once you get to the front, display your placard or tell the staff member the name of the student (s) and name of teacher(s). A staff member will bring the student to the basketball court.
3. The Duarte or back gate may be opened for pick up for such emergencies. Monitor your phones for information.
4. If picking up on foot, head to the front door. A staff member will be at the front. Give this staff member the name of the student(s) and the name of the teacher(s). A staff member will bring the student to the parent. Please do not walk onto the campus court to take your student, as this may cause a disruption. We must keep an accurate count of all of our students.

Tips for Parents during an Emergency-

Stay calm: Remain calm and closely monitor school communication for updates and instructions.

Don't rush to the school: Rushing to the school can make it harder for emergency personnel and school staff to do their job.

Provide contact information: Give the school up-to-date contact information for people who can pick up your child if you're unavailable.

Know the plan: Learn about the school's emergency response plan, including reunification plans and meet-up locations.

Advise the school if your child has special needs during a crisis or drill. This may include the need for assistance with mobility or communication during an evacuation or additional support due to anxiety or prior traumatic experiences.

Prepare for a longer stay: If your child needs to stay at school for a longer period of time, you can provide extra medication or other items.

Designate people to pick up your child: If you're unable to pick up your child, designate people who can.

Schools prepare for emergencies by conducting drills and exercises, such as fire drills, lockdown drills, and shelter-in-place drills. Please see below for evacuation drill Routes A and B.

Evacuation Area A - Blacktop

Evacuation Area B - Basketball Courts

Students, Staff and Visitors with Disabilities

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

- A. Schools must include plans for:
 - 1. Identifying the population of people with disabilities
 - 2. Determining proper signage and equipment
 - 3. Training staff to assist individuals with disabilities
 - 4. Coordinating with emergency response personnel

In compliance with the Americans with Disabilities Act (ADA), the school has procedures in place to support students, staff, and visitors who are deaf or hard of hearing, blind or visually impaired, have mobility limitations, or have cognitive or emotional disabilities. Campus planning includes:

Identifying individuals who may require assistance during evacuation or relocation

Ensuring appropriate signage, accessible routes, and necessary safety equipment are in place

Training staff to assist individuals with disabilities during emergencies

Coordinating response efforts with emergency service personnel

Evacuation Areas

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On campus evacuation/assembly location:

Grassy field

Primary Off campus evacuation/assembly location:

Park in front of City Hall on Main

Secondary Off campus evacuation/assembly location:

St. Anthony's Church

Supervision of Students

Describe the supervision plan for before school, during the school day, and after school.

Before School

Campus supervisors and teachers have supervisory duties before school. Teachers supervise before school on a rotating schedule.

During School

Teachers and administrators supervise the morning recess. The lunch and lunch recess is supervised by campus supervisors and administrators.

After School

Teachers have dismissal duty on a rotating schedule. After school programs are supervised by teachers. Paraprofessionals supervise EDLC.

Oakley Elementary School Incident Command Structure

Incident Commander
Marco Franco, Principal
Provides overall direction of response at school site; determines level of staffing; communicates with local public safety and District EOC

Public Information Officer
Irene Grimaldo, Office Manager
Media liaison, official spokesperson for school; coordinates information for parent community

Disaster Response Officer
Kaylyn Lumsden, Asst Principal
Ensures activities are conducted in safe manner, assures safety of personnel (staff, students, volunteers and responders)>

Agency Liaison
Assists in establishing and coordinating outside agencies that provide services or resources (E.G. Red Cross)

Operations
Supports on-scene response at school site; develops Incident Action Plan with Incident Commander, coordinates After Action Report with section chiefs

Planning
Collects, evaluates and documents information about incident, including status of students staff and facilities, coordinates demobilization of ICS response

Logistics
Provides services, personnel and supplies in support of incident response.

Finance/Administration
Provides financial tracking, procurement and cost accounting of incident response, administers incident-related compensation and claims

Search and Recovery
Ben Buckman & Custodian
Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression

First Aid
Jusamia Gomez
Provides triage and medical care; establishes morgue, if needed.

Security/Traffic
Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates ire/HazMat

Assembly/Shelter and Care
Provides accounting and long-term care for all students until reunited with parents caretakers; manages food and sanitation needs of students.

Crisis Intervention
Provides onsite counseling and intervention; determines need for outside mental health support

Student Release
Provides for systematic and efficient reunification of student with parents/caretakers; maintains records of student release

Situation
Processes and organizes all incident information, including staff student and facility status, maintains ICS status boards and school site map

Documentation
Collects and archives all incident documents

Resources/Staffing
Tracks equipment and personnel assigned to the incident, checks in all resources (incoming equipment, personnel and volunteers).

Demobilization
Coordinates orderly and safe release of assigned resources and deactivation of incident response at the site

Food and Supplies
Alma Magana, Kaylyn Lumsden
Assesses supply resources at site, including food and water, procures supplies and provides personnel, as requested, including volunteers.

Transportation
Arranges transportation for staff, students and supplies.

Facilities
Coordinates site repairs and use of school facilities; arranges for debris removal

Communications/IT
Maintains all communication equipment, including radios; provides services to support information technology functions.

Time
Maintains incident time logs for all personnel.

Procurement
Tracks and maintains complete records of site expenditures and purchases made by Logistics; manages vendor contracts

Cost
Provides cost estimates, analysis and recommendations for cost savings

Compensation/Claims
Processes compensation/injury claims related to incident

Instructional Continuity Plan

Overview

In response to a significant disruption that has impacted many students and staff in the Oakley Union Elementary School District (OUESD), this Instructional Continuity Plan ensures that students have uninterrupted access to learning. Our primary goal is to return to **in-person instruction as quickly and safely as possible** once the conditions for reopening are met. For students who are unable to return to campus immediately due to housing instability, transportation barriers, or health-related issues, OUESD will provide access to an **Emergency Home Learning Plan**.

(Please note that this plan is subject to change pending updated conditions, site readiness, and approval by the OUESD Governing Board.)

Staff Work Days & School Reopening Timeline

Date	Event
Mon–Tues,	Staff Work Days (classroom prep, lesson planning, communications)
	Target Date for Schools to Reopen for In-Person Instruction
Wednesday,	

OUESD staff will report to campuses on to prepare for the reopening of schools. This includes classroom setup, updating emergency contact lists, and preparing independent work for home learners.

Students who are able to safely return are expected to attend in person. OUESD emphasizes that **in-person instruction remains the primary method** for delivering education.

Emergency Home Learning Plan

Dates: through .

This plan is designed for students who cannot attend school in person due to displacement, health risks, or access issues. Families must contact the school office to notify the district of the student’s temporary absence. Attendance will be tracked, and participation in home learning will be documented.

Student Access

- All students will access digital learning via **Google Classroom**.
- Students in grades TK-6 will receive developmentally appropriate assignments and activities aligned with essential grade-level standards.
- Internet access and device support will be provided to families as needed. Please contact .

Home Learning Guidelines by Grade Level

TK/Kinder

- **Reading (20 min):** Read aloud with an adult or listen to online storybooks.
- **Math (20 min):** Practice counting, number recognition using manipulatives or online games.
- **Writing (10 min):** Practice writing letters and name.
- **Enrichment:** Drawing, puzzles, block play, crafts.

1st–2nd Grade

- **Reading (30 min):** Independent or read-aloud with adult. Use platforms like *Storyline Online*.
- **Math (30 min):** Practice math facts using Classlink or print packets.
- **Writing (20 min):** Journal entries (suggested prompts provided).
- **Enrichment:** Coloring, building, free play with educational focus.

3rd–4th Grade

- **Reading (45 min):** Read independently or listen to audiobooks.
- **Math (45 min):** IXL, Khan Academy, or workbook review.
- **Writing (30 min):** Keep a reflective journal. Prompts available.
- **Enrichment:** Educational games, science exploration, creative arts.

5th–6th Grade

- **Reading (60 min):** Use district online resources.
- **Math (60 min):** Online practice and problem-solving sets.
- **Writing (45 min):** Opinion pieces or daily reflections.
- **Enrichment:** Research projects, coding platforms ([Code.org](https://code.org)).

7th- 8th Grade

- **Reading (60 min):** Use district online resources.
- **Math (60 min):** Online practice and problem-solving sets.
- **Writing (45 min):** Opinion pieces or daily reflections.
- **Enrichment:** Research projects, coding platforms ([Code.org](https://code.org))

Digital Tools & Resources

Students may access learning tools through the **OUESD ClassLink Portal** at:
<https://launchpad.classlink.com/ouesd>

If login issues arise, submit a tech request at .

Students Unable to Return After

Students who remain displaced or face continuing challenges beyond may qualify for a **Short-Term Independent Study Plan** (up to 15 school days). Please contact your school's attendance clerk to begin the process.

- For TK–8th students: Contact the school secretary or attendance office.
- Learning packets and digital support will be provided.
- Assignments will be reviewed and graded by classroom teachers.

Access to Campus Materials

Students who need to retrieve personal belongings or school supplies can schedule access to campus through the school office, provided safety conditions are met.

Student & Staff Safety

Reopening is dependent on:

- Safe air and water quality
- Restored utilities
- Transportation access
- Facility readiness

OUESD will provide masks and sanitizing supplies upon return. Staff and students may pick up PPE from the front office if needed.

Looking Ahead

The district will monitor ongoing developments including environmental conditions, community resources, and student needs. We remain committed to **flexibility, communication, and equitable learning access**.

For updates, visit:

For tech support:

For general inquiries: .

Opioid Prevention and Life-Saving Response Procedures

School Administrators, and staff volunteers, are trained annually to recognize symptoms of an overdose and administer Naloxone. All schools are provided with free Naloxone in the event of a suspected overdose.

Rescue steps include:

- Step 1: Checking for signs of overdose
 - o Loss of consciousness
 - o Fingernails or lips blue/ purplish black
 - o Can't rouse - unable to speak
 - o Face pale or clammy
 - o Limp body
 - o Vomiting
 - o Breathing/heartbeat slow or stopped
 - o Choking sounds or snore-like gurgling
- Step 2: Call 911
- Step 3: Administer Naloxone and rescue breathing
- Step 4: Monitor and administer Naloxone again, if necessary

Naloxone lasts for 30 to 90 minutes and may wear off before the effects of opioids wear off, resulting in another overdose. If possible, stay with the person for several hours to ensure they don't overdose again. If the person cannot walk and talk well after waking up, it is very important that they are taken to the hospital for additional medical support.

Overdose is common among persons who use illicit opioids such as heroin and among those who misuse medications prescribed for pain such as oxycodone, hydrocodone, methadone, buprenorphine, and morphine. The incidence of opioid overdose is rising nationwide. In 2016, more than 42,000 of the drug overdose deaths in the United States involved some type of opioid, including heroin.

1) To address the problem, emergency medical personnel, health care professionals, people who use drugs, and other community members who may witness and respond to an overdose are being trained in the use of the opioid antagonist medication naloxone, which can reverse the potentially fatal respiratory depression caused by opioid overdose.

(Note that naloxone has no effect on nonopioid overdoses, such as those involving cocaine, benzodiazepines, or alcohol.

2) The steps outlined in this section are recommended to reduce the number of deaths resulting from opioid overdoses.

STEP 1: EVALUATE FOR SIGN OF OPIOID OVERDOSE

Signs of OVERDOSE, which often results in death if not treated, include:

- Unconsciousness or inability to awaken.
- Slow or shallow breathing or breathing difficulty such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened.
- Fingernails or lips turning blue/purple.

If an opioid overdose is suspected, stimulate the person:

- Call the person's name.
- If this doesn't work, vigorously grind knuckles into the sternum (the breastbone in middle of chest) or rub knuckles on the person's upper lip.
- If the person responds, assess whether he or she can maintain responsiveness and breathing
- Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- If the person does not respond, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: CALL 911 FOR HELP AN OPIOID OVERDOSE NEEDS IMMEDIATE MEDICAL ATTENTION

If the person overdosing does not respond within 2 to 3 minutes after administering a dose of naloxone, administer a second dose of naloxone. Naloxone should be administered to anyone who presents with signs of opioid overdose or when opioid overdose is suspected. Naloxone is approved by the Food and Drug Administration (FDA) and has been used for decades by EMS personnel to reverse opioid overdose and resuscitate individuals who have overdosed on opioids.

STEP 4: SUPPORT THE PERSON'S BREATHING

Ventilatory support is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support.

- Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
- Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
- Place your mouth over the person's mouth to make a seal and give two slow breaths.
- Watch for the person's chest (but not the stomach) to rise.
- Follow up with one breath every 5 seconds.
- Chest compressions for adults involve the following steps:
- Place the person on his or her back.
- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: MONITOR THE PERSON'S BREATHING

All people should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of the naloxone infusion. People who have overdosed on long-acting opioids should have more prolonged monitoring.

DO'S AND DON'TS WHEN RESPONDING TO OPIOID OVERDOSE

- DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- DO administer naloxone and utilize a second dose, if no response to the first dose.
- DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- DO stay with the person and keep the person warm.
- DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum (center of the chest or rib cage), or light pinching, the person may be unconscious.
- DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- DON'T inject the person with any substance (e.g., saltwater, milk, stimulants). The only safe and appropriate treatment is naloxone. Comprehensive School Safety
- DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into the lungs can cause a fatal injury.

Maps

Insert labeled site maps that contain the following information:

1. Ingress and egress patterns.



District Comprehensive School Safety Plan Oakley Elementary School

Oakley Elementary School - Daily Ingress / Egress Routes

Supervision of Students

As students arrive on campus each morning, staff and administrators are strategically placed on campus to monitor student behavior. When students are dismissed at the end of the day, campus staff and administrators ensure students either travel to afterschool activities or leave campus in a safe and orderly manner.

Visitors

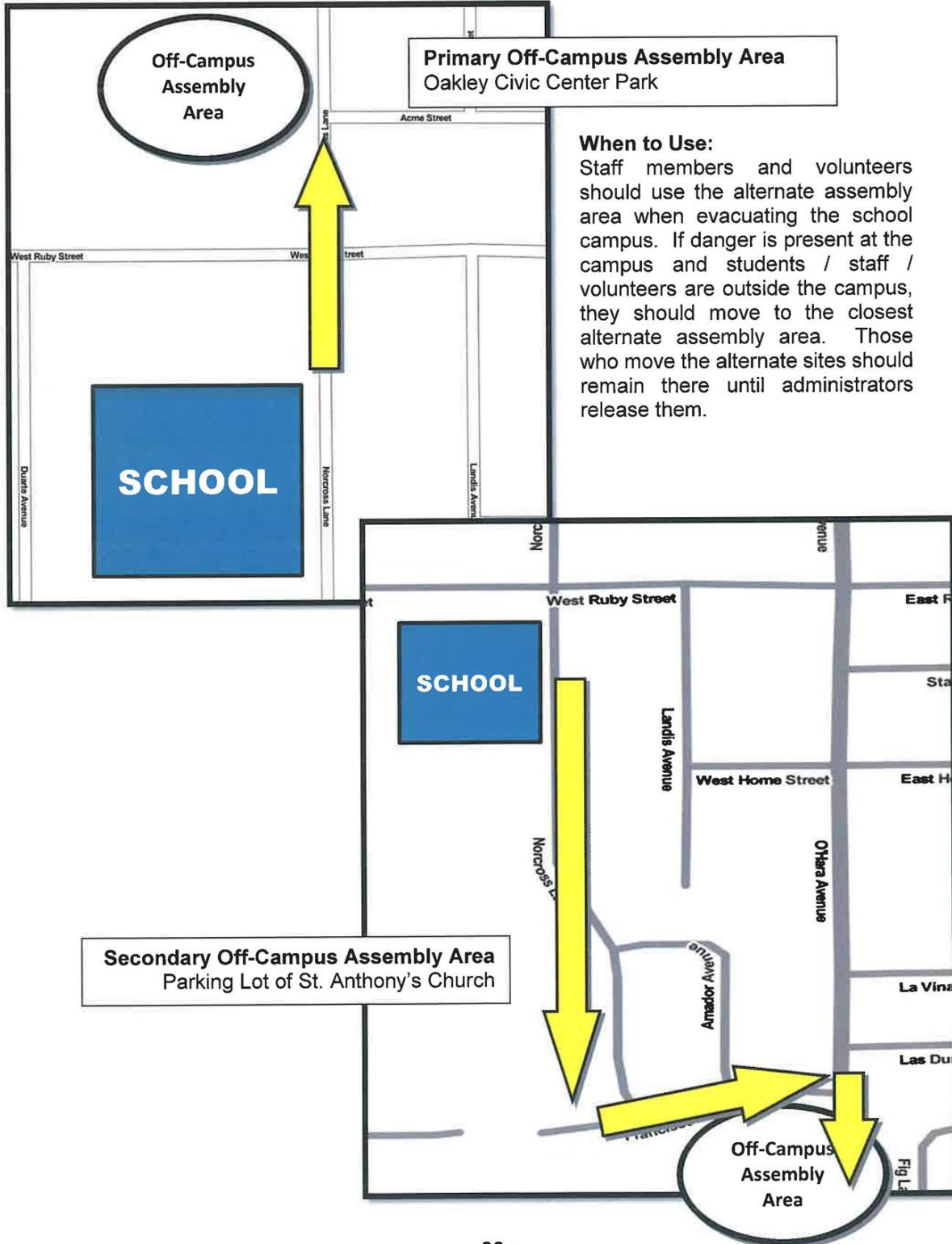
Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.



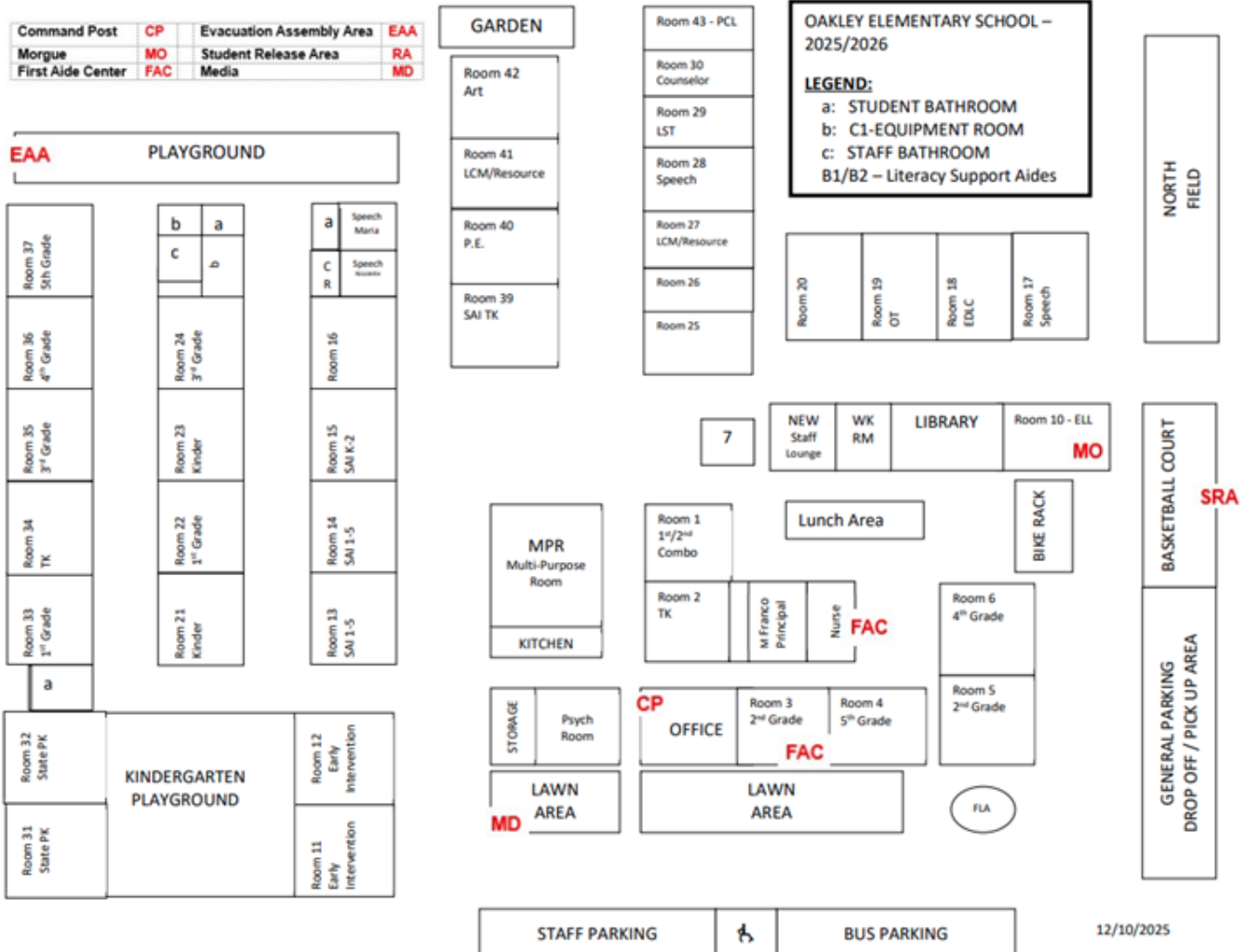
2. Evacuation routes.



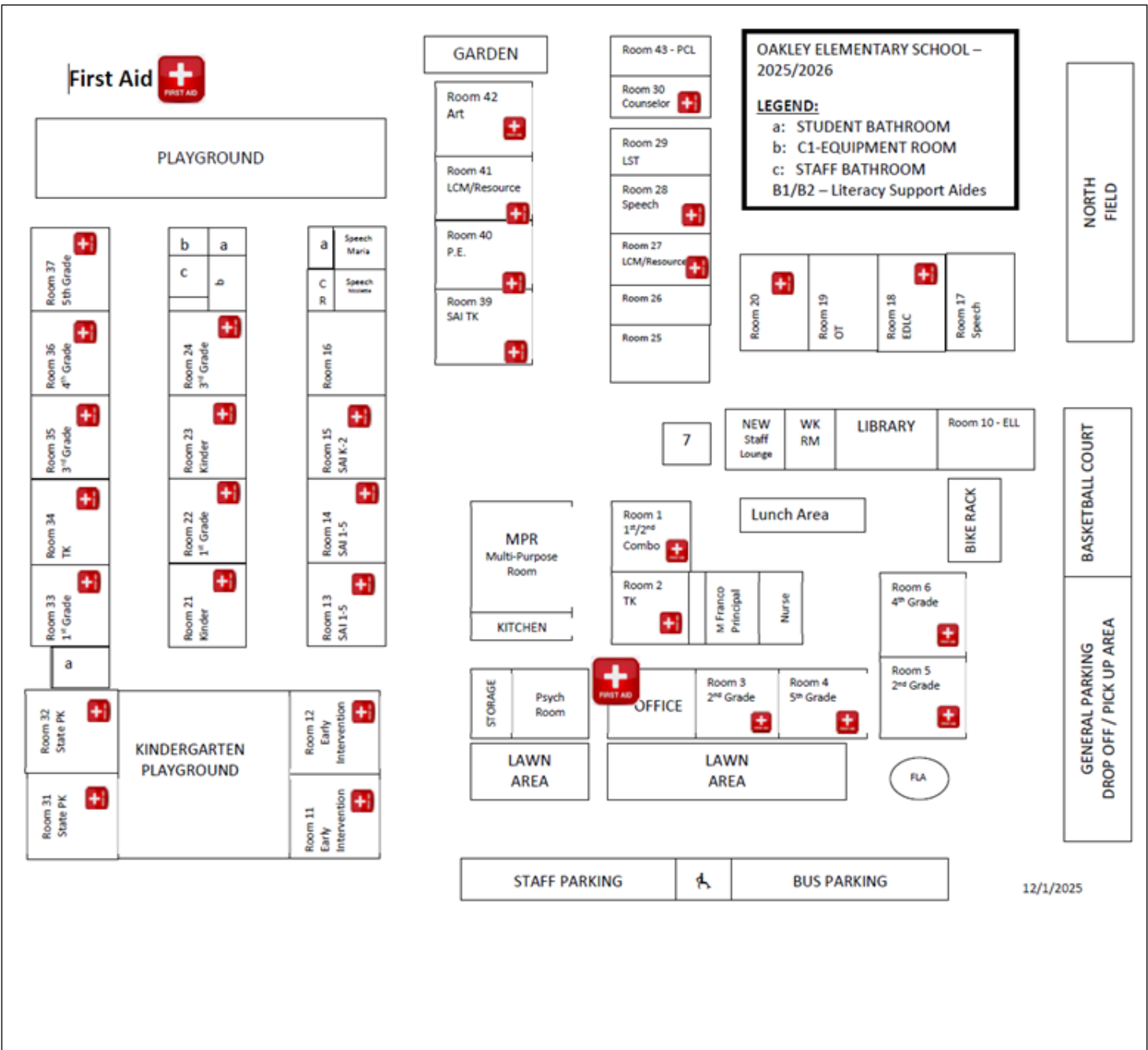
Evacuation Plan – Oakley Elementary School Off-Campus Assembly Area (Primary / Secondary)



3. Incident Command System locations: command post, morgue, first aid center, evacuation assembly area, student release area, media area.

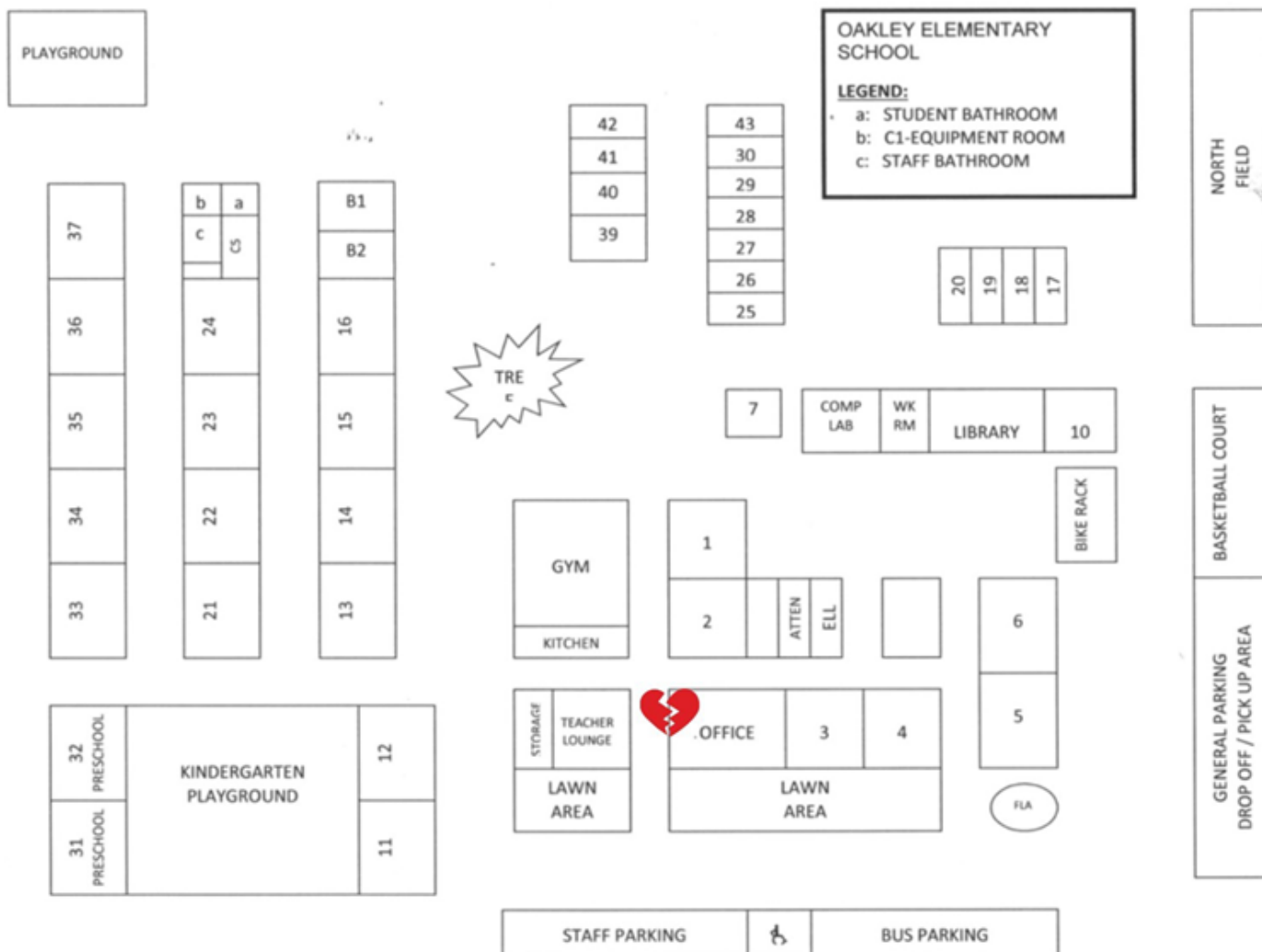


4. Emergency and first aid supply locations, and school tool kit(s) locations.



5. Location of AEDs.

AED Location



Appendix A: Active Shooter Event Quick Reference Guide

When law enforcement arrives:

- Remain calm and follow instructions
- Drop items in your hands (e.g., bags, jackets)
- Raise hands and spread fingers
- Keep hands visible at all times
- Avoid quick movements toward officers, such as holding on to them for safety
- Avoid pointing, screaming or yelling
- Do not ask questions when evacuating

Information to provide to 911 operations:

- Location of the active shooter
- Number of shooters
- Physical description of shooters
- Number and type of weapons shooter has
- Number of potential victims at location

For questions or additional assistance contact:

Your local law enforcement authorities or FBI Field office:
Oakley Police Department - (925) 625-8060

Department of Homeland Security
3801 Nebraska Ave, NW
Washington, DC 20528

ACTIVE SHOOTER EVENT

QUICK REFERENCE GUIDE

An “active shooter” is an individual who is engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims.

- Victims are selected at random
- Event is unpredictable and evolves quickly
- Knowing what to do can save lives

ACTIVE SHOOTER EVENTS

When an Active Shooter is in your vicinity, you must be prepared both mentally and physically to deal with the situation.

You have three options:

- Have an escape route and plan in mind
 - Leave your belongings behind
 - Evacuate regardless of whether others agree to follow
 - Help others escape, if possible
 - Do not attempt to move the wounded
 - Prevent others from entering an area where the active shooter may be
 - Keep your hands visible
 - Call 911 when you are safe
-
- Hide in an area out of the shooter's view
 - Lock door or block entry to your hiding place
 - Silence your cell phone (including vibrate mode) and remain quiet

- Fight as a last resort and only when your life is in imminent danger
- Attempt to incapacitate the shooter
- Act with as much physical aggression as possible
- Improvise weapons or throw items at the active shooter
- Commit to your actions . . . your life depends on it

The first officers to arrive on scene will not stop to help the injured. Expect rescue teams to follow initial officers. These rescue teams will treat and remove injured.

Once you have reached a safe location, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave the area until law enforcement authorities have instructed you to do so.

EASY AS ABC

THREE STEPS TO PROTECT YOUR CHILD DURING EMERGENCIES IN THE SCHOOL DAY

ASK how you would be reunited with your child in an emergency or evacuation

BRING extra medications, special food, or supplies your child would need if you were separated overnight

COMPLETE a backpack card and tuck one in your child's backpack and your wallet

ASK how you would be reunited with your child in an emergency or evacuation

How would you find your child if an emergency happened during the school day?

If students had to evacuate, where should parents/guardians go for pick up?

Parents will be notified where to pick up their children. Pick-up site may or may not be at the school site.

Parents will be notified where to pick up their children.

How would the school notify you in the event of emergency?

Class Dojo, Thrillshare and E-mail District Office may also send out information.

BRING extra medications, special food, or supplies your child would need if you were separated overnight

An emergency might require a sudden sleepover. Tell school administrators about any extra supplies your child may need to safely make it through a night away from home.

What essential supplies would your child need if separated from you overnight? (Medications? Inhaler? Milk? Diapers? Battery pack for special equipment?)
Medications, snacks and comfort item

Does the school have an emergency stockpile of these items? **Yes NoX**

If your child has special medications, can extras be kept at the school? **YesX No**

What is the school policy for how and when medicine can be administered to your child?
School policy is to follow medical plans for administering any type of medication.

COMPLETE a backpack card and tuck one in your child's backpack and your wallet

Emergencies are chaotic! Make sure your child or their school knows how to reach you, and who should be called if your phone isn't working.

Complete an emergency contact card to make sure you and your child know how to get in touch quickly.

Cut Here

Fold Here

BACKPACK EMERGENCY CARD	
Child's Name: Date of Birth: Home Phone: Cell Phone: School Name: Oakley Elementary School School Phone Number: Special needs, medical conditions, allergies, important information:	Parent/Guardian/Caregiver Name: E-mail: Cell Phone: Alternative Phone: Text Okay: Yes No Employer: Name: E-mail: Cell Phone: Alternative Phone: Text Okay: Yes No Employer: Out of Town Contact Name: E-mail: Cell Phone: Alternative Phone:
DIAL 911 FOR EMERGENCIES	DIAL 911 FOR EMERGENCIES

For more information on steps you can take now to protect children during emergencies and disasters visit: emergency.cdc.gov/children

Appendix C: Board Policies and Administrative Rules

The Oakley Union School District Board Policies and Administrative Regulations listed below can be found on our district website <https://www.ouesd.k12.ca.us/>.

Policies in Alphabetical Order

Bomb Threats AR 3516.2
Bullying BP 5131.2
Campus Security AR 3515
Child Abuse Reporting Procedures BP/AR 5141.4
Conduct BP 5131
Discipline BP 5144
Disruptions BP/AR 3515.2
Dress and Grooming BP/AR 5132
Earthquake Emergency Procedure System AR 3516.3
Emergency and Disaster Preparedness Plan BP/AR 3516
Employee Security BP/AR 4258
Employee Security BP/AR 4358
Fire Drills and Fires AR 3516.1
Hate Motivated Behavior BP 5145.9
Media Relations BP 1112 (Emergency Communications)
Nondiscrimination / Harassment BP/AR 5145.3
Philosophy, Goals, Objectives and Comprehensive plans BP 0450
Sexual Harassment BP/AR 4119.11
Sexual Harassment BP/AR 5145.7
Student Disturbances BP/AR AR 5131.4
Suspension and Expulsion/Due Process (Students with Disabilities) AR 5144.2
Suspension and Expulsion/Due Process BP/AR 5144.1
Visitors/Outsiders BP/AR

Appendix D: Notice of Public Hearing Letter

Mayor:



Dear Mayor Shaw and Chief Beard,

Each year California public schools are required to prepare and/or update a Comprehensive School Safety Plan per California Education Code Section 32286. The Comprehensive School Safety Plan should include, but is not limited to, the following:

- Identification of appropriate strategies and programs that will ensure a high level of school safety
- Child Abuse reporting procedures
- Disaster procedures
- Policies that lead to student suspension and/or expulsion
- Procedures to notify teachers of dangerous students
- Discrimination and Harassment policies
- Provisions of a school-wide dress code that prohibits pupils from wearing gang-related apparel
- Procedures for safe ingress and egress of pupils
- Assurance of a safe and orderly school environment conducive to learning
- Rules and procedures regarding school discipline
- Hate crime reporting procedures

Before the Comprehensive School Safety Plan is adopted, the School Site Council shall hold a public meeting at the school site in order to allow members of the community the opportunity to express an opinion about the school's safety plan. The School Site Council shall notify, in writing, the following persons or entities, if available, of this public meeting:

- The local mayor
- The Chief of Police

- A representative of the school employee organization(s);
- A representative of each parent organization at the school site, including the parent/teacher association and parent/teacher clubs;
- A representative of the student body government; and
- All persons who have indicated that they want to be invited.

The date of our school's public meeting at which the school safety plan will be discussed is **December 1, 2025 at 1:45pm in the cafeteria at Oakley Elementary School**. You are invited to attend this meeting. The meeting will be an excellent opportunity for you to become familiar with the school's safety plan and to provide input.

Please contact me at mfranco@oucsd.k12.ca.us or at (925) 625-7050 if you are planning to attend this meeting or if you have questions regarding this matter.

Sincerely,

Marco A Franco, Principal

End of document

OUTA:



Dear Local 1 Rep,

Each year California public schools are required to prepare and/or update a Comprehensive School Safety Plan per California Education Code Section 32286. The Comprehensive School Safety Plan should include, but is not limited to, the following:

- Identification of appropriate strategies and programs that will ensure a high level of school safety
- Child Abuse reporting procedures
- Disaster procedures
- Policies that lead to student suspension and/or expulsion
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Please contact me at mfranco@oquesd.k12.ca.us or at (925) 625-7050 if you are planning to attend this meeting or if you have questions regarding this matter.

Sincerely,

Marco A Franco, Principal

End of Document

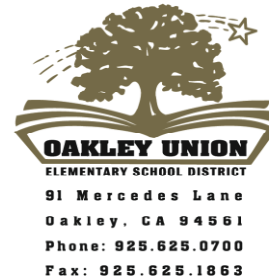
Parent Club:

Other:

Appendix E: Assurances

Directions: Use the mouse to sign your signature in the appropriate areas.

Method for Communicating Plan and Notifying Public: <i>Ed Code 32288</i>	Date of Public Hearing: October 23, 2025 and Dec 17, 2025 The School site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting: - Local Mayor - Representative of the local school employee organization - A representative of each parent organization at the school site, including parent teacher association and parent teacher clubs - A representative of each teacher organization at the school site - A representative of the student body government - All persons who have indicate they want to be notified		
	The School site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting: - A representative of the local churches - Local civic leaders - Local business organizations - In order to ensure compliance with this article, each school District or County Office of Education shall annually notify the State Department of Education by October 15 of any schools that have not complied with <i>Ed Code 32281</i>		
Review of Progress for Last Year			
Category	Name	Signature	Date
Law Enforcement Review	Garrett Wayne		Date: 2/27/2026
Site Council Approval	Julie Swenson, SSC President		Date: 12/18/2025



Student Escort Policy: Office and Restroom Procedures

Purpose:

To ensure the safety and supervision of all students when traveling within the school building, this policy outlines procedures for escorting students to and from the office and restroom areas.

Grades K–3 Procedures

1. Office Visits:

- Students in grades K–3 **must not be sent alone** to the office for any reason.
- A staff member, classroom aide, or designated student escort (approved by the teacher) must accompany the student to and from the office.
- If a staff escort is unavailable, the teacher should call the office to request assistance or notify the office that an escort is being sent.

2. Restroom Use:

- Kindergarten through third-grade students should use restrooms in **small supervised groups** when possible (e.g., class restroom breaks).
- If an individual student needs to use the restroom outside of scheduled times, another student should accompany them (buddy system).
- Teachers must ensure both students return promptly.

3. General Safety:

- At no time should a K–3 student be left unsupervised in hallways, restrooms, or other common areas.
- Teachers are responsible for confirming that students have returned safely to the classroom.

Grades 4–5 Procedures

1. Office Visits:

- Students in grades 4–5 may go to the office **unaccompanied**; however, the teacher must **notify the office** prior to sending the student.
- The office will confirm receipt and may request that the student wait or return at a later time if the office is busy.

2. Restroom Use:

- Fourth- and fifth-grade students may use the restroom independently.
- Teachers should maintain awareness of students' whereabouts by using a **restroom sign-out sheet**
- Students are expected to return promptly and should not loiter in hallways or restrooms.

3. General Safety and Conduct:

- Students are to travel quietly and responsibly when moving through hallways.
- Staff should periodically monitor hallway activity to ensure appropriate behavior.
- Any student exhibiting unsafe, disruptive, or concerning behavior while unsupervised should be referred to the administration.

Additional Guidelines for All Grades

- **Emergency or Illness:** If a student appears ill or injured, the teacher should **call the office** to request assistance rather than sending the student unaccompanied.
- **Documentation:** Teachers are encouraged to maintain brief notes of student movement (sign-in/out sheets) for accountability.
- **Special Circumstances:** Students with specific safety, medical, or behavioral plans may have individualized escort procedures outlined in their IEP, 504 Plan, or Behavior Intervention Plan.
- **Substitute Teachers:** Substitute plans should include a reminder of this policy and identify available escorts or procedures for requesting assistance.

Teacher Emergency Dismissal Procedural Steps:

1. Only the superintendent, in consultation with emergency officials, can call for an emergency early release from school. The principal is the site incident lead; AP and clerk in charge of student release; and Office Manager is communications lead.
2. Office calls 911 and makes an announcement to teachers and staff informing them of the emergency situation. The office will then notify the superintendent.
3. Notification to parents/guardians is sent by the school including an email and posts to ClassDojo/Thrillshare. If the school is unable to send out the electronic communication due to connectivity to a computer, the DO will send instead.
4. There are two evacuation and release areas – the basketball courts and the blacktop/field. Teachers and staff will turn on radios and listen for directions regarding which evacuation and release area to take the students.
5. LCM teachers, SLPs, psychologists, OTs, PTs, Behaviorists and other support staff will split and help supervise gates. Listen for
6. Teachers take radios and use cell phones as back up. Communication may come through the radios or over the PA system.
7. Teachers grab red emergency backpacks. Make sure there is a current class list, with phone numbers in the backpack. Highlight names of students who have an alternate way to get home and students who attend EDLC.
8. Teachers walk their class in an orderly manner to the identified evacuation and release area. Teachers remain with their classes during emergency evacuation until all students are released. Even if all of the teacher's students have been picked up, the teacher remains to help support other staff.
9. As students are picked up, teachers mark them on their class lists. Once the last student from a class is picked up, the teacher dates and adds the time to class list to then give to Irene. *Note:* Teachers **MUST** remain with their classes
10. Should parents be unable to pick up or arrange transportation, the Principal or designate will develop a plan to keep students at school, including arrangements for medically fragile students, providing meals or possibly accommodate students overnight, should the situation arise.

Teachers:

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise. Responsibilities include:

- ♣ Supervise students under their charge.
- ♣ Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- ♣ Direct students in their charge to evacuation and release areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- ♣ Take attendance when class relocates to an outside or inside assembly area or evacuates to another location. Use the class list in the red backpack to take attendance. Attendance is taken immediately after arriving at the assembly area.
- ♣ Report missing students to the Incident Commander or designee.
- ♣ Execute assignments as directed by the administration.
- ♣ Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- ♣ Render first aid if necessary. School staff will be encouraged to complete training and certify in first aid and CPR.

Instructional Assistants Responsibilities include assisting teachers as directed:
supervise gates, may be assigned to a particular class, help direct parents, help with student release, etc.

Custodians/Maintenance Personnel Responsibilities include:

- ♣ Survey and report building damage to the administration.
- ♣ Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- ♣ Provide damage control as needed.
- ♣ Assist in the conservation, use, and disbursement of supplies and equipment.
- ♣ Keep administration informed of the condition of school.

School Secretary/Office Staff Responsibilities include:

♣ Answer phones and assist in receiving and providing consistent information to callers. ♣
Provide for the safety of essential school records and documents.

♣ Execute assignments as directed by the administration.

♣ Monitor radio emergency broadcasts.

♣ Assist with health incidents as needed, acting as messengers, etc.

Parent/Guardian Emergency Dismissal Procedural Steps:

1. Only the superintendent, in consultation with emergency officials, can call for an emergency early release from school. The principal is the site incident lead; AP and clerk in charge of student release; and Office Manager is communications lead.

2. Parents will receive information from the school, including instructions for pick up. Please adhere to these instructions to make for a smoother release process.

3. There are two evacuation and release areas – the basketball courts and the blacktop/field

Basketball Courts-

1. If picking up by car, please follow directions from staff and remain in the car line and inside the car. Once you get to the front, display your placard or tell the staff member the name of the student (s) and name of teacher(s).

2. Parents wait in the car until the student is delivered

3. If picking up on foot, give to the staff at the gate, the name of the student and the name of the teacher. Please do not walk onto the basketball court to take your student, as we need to keep an accurate count of all of our students.

Blacktop/Field-

1. If picking up by car, head to basketball courts via parking lot (like regular pick up), please follow directions from staff and remain in the car line and inside the car.

2. Once you get to the front, display your placard or tell the staff member the name of the student (s) and name of teacher(s). A staff member will bring the student to the basketball court.

3. The Duarte or back gate may be opened for pick up for such emergencies. Monitor your phones for information.

4. If picking up on foot, head to the front door. A staff member will be at the front. Give this staff member the name of the student(s) and the name of the teacher(s). A staff member will bring the student to the parent. Please do not walk onto the campus court to take your student, as this may cause a disruption. We must keep an accurate count of all of our students.

Tips for Parents during an Emergency-

- **Stay calm:** Remain calm and closely monitor school communication for updates and instructions.
- **Don't rush to the school:** Rushing to the school can make it harder for emergency personnel and school staff to do their job.
- **Provide contact information:** Give the school up-to-date contact information for people who can pick up your child if you're unavailable.
- **Know the plan:** Learn about the school's emergency response plan, including reunification plans and meet-up locations.
- **Advise the school** if your child has special needs during a crisis or drill. This may include the need for assistance with mobility or communication during an evacuation or additional support due to anxiety or prior traumatic experiences.
- **Prepare for a longer stay:** If your child needs to stay at school for a longer period of time, you can provide extra medication or other items.
- **Designate people to pick up your child:** If you're unable to pick up your child, designate people who can.

Schools prepare for emergencies by conducting drills and exercises, such as fire drills, lockdown drills, and shelter-in-place drills.

Please see below for evacuation drill Routes A and B.

Evacuation Area A - Basketball Courts



Evacuation Area B - Blacktop



