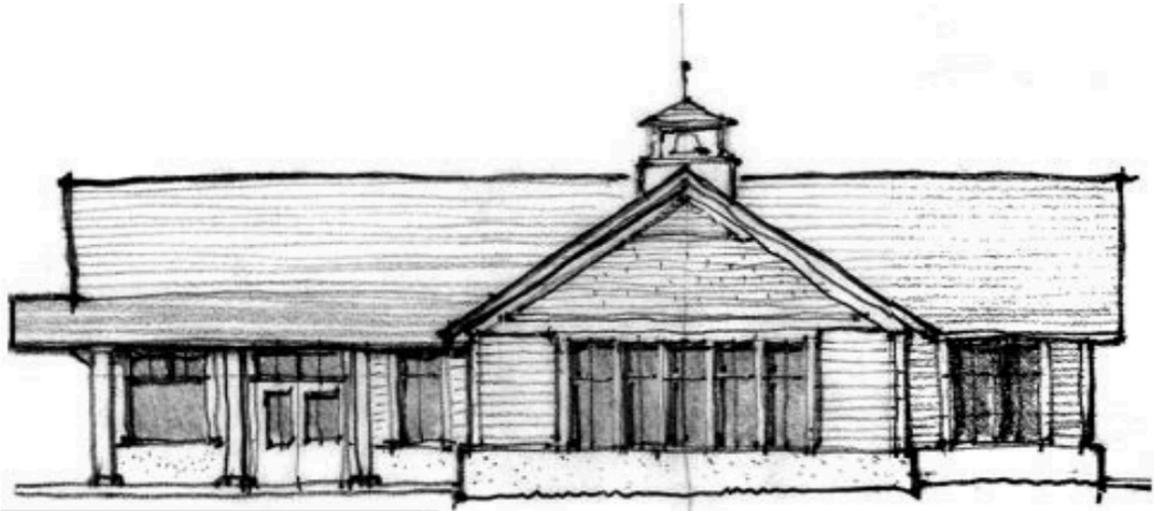




## 2025-2026 Emergency Response Protocol

# The Big Five Emergency Response Protocol



Woodside Elementary School District  
3195 Woodside Road, Woodside, CA 94062  
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*Under the ICS functions, the communication setup can occur anywhere as conditions permit. The turf field has been designated as the safest location under "normal" conditions. If it is determined that the safest location is to be indoors, students will gather in the Community Gym. If students must evacuate the school site, they will relocate to the Woodside Church or the Woodside Library, whichever is deemed safe.*

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# **THE BIG FIVE:**

## **Section 1:**

### **SCHOOL EMERGENCY GUIDELINES**

#### **CALLING 911:**

When calling 911 be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

#### **WHEN REPORTING AN EMERGENCY:**

- Remain calm and speak slowly and clearly
- Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency
- Although caller ID information may transfer immediately to the 911 Dispatcher, it is **not** available in all locations.
- The 911 Dispatcher will confirm and verify the phone number and address for every call received
- Answer all questions asked by the 911 Dispatcher, even those that seem repetitive
- Do not hang up until the Dispatcher says to do so

#### **CALLING 911 FROM A CELL PHONE:**

- 911 calls from cell phones may need to be transferred to another agency because cell phone calls are often sent to a 911 answering point based on cell radio coverage.
- Cell coverage areas don't always match political boundaries Know your cell phone number and be prepared to give the dispatcher an exact address
- Call the San Mateo Sheriff or Woodside Fire Department at 911 from a landline or 650-363-4911 from a cell phone.

**When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time he/she asks for it.**

## **The Big Five: Immediate Action Response**

An Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

### **IMMEDIATE ACTION RESPONSES: The Big Five Definitions**

1. **SHELTER IN PLACE:** Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents and shut down air conditioning/heating units.
2. **DROP, COVER, & HOLD:** Implement during an **earthquake** or explosion to protect building occupants from flying and falling debris.
  - **SECURE CAMPUS** Initiate for a **potential threat of danger** in the surrounding community. All classroom/office doors are closed and locked and all students and staff remain inside until otherwise directed.
  - Instruction continues as planned.
  - **LOCKDOWN/BARRICADE:** Initiate for an **immediate threat of danger** to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implemented, no one is allowed to enter or exit rooms for any reason unless directed by law enforcement.
  - **EVACUATION:** Implement when conditions outside the building or off site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a predetermined safe location.

## **The Big Five: Think on your Feet**

In the event of an emergency, quick thinking is imperative for survival. During a crisis, an individual must think on their feet to determine the best course of action.

These choices may include:

- Get off campus
- Hide
- Go into Lockdown/Barricade
- Protect/defend against an assailant in the most extreme circumstances

Understanding and practicing these options can help an individual respond decisively and in so doing, best ensure the safety and survival of self and others.

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions, and shouting. It is not uncommon for people experiencing a dangerous situation to first deny or rationalize the possible danger rather than respond. Quality training can help individuals think clearly and quickly during a chaotic scene. Proper training should include helping staff recognize the sounds of danger. Train staff and students to act decisively and remain flexible with a "think on your feet" approach.

### **LOOK, LISTEN AND LEAVE: FIRE ALARM**

The **LOOK, LISTEN, AND LEAVE** protocol is an important action to practice when training the "think on your feet" mindset. At the sound of a fire alarm, staff and other leaders should take a moment to assess the scene before evacuating. The three steps of **LOOK, LISTEN, AND LEAVE** are:

- **LOOK** - open the classroom door and look out. Do you see or smell smoke or fire? Is the path to the pre-planned evacuation spot clear of obstacles? Do you notice anything out of the ordinary?
- **LISTEN** - in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?
- **LEAVE** - having determined it is safe to do so, direct students to leave the room toward the predetermined evacuation spot.

## **The Big Five: Shelter In Place**

**SHELTER IN PLACE** is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents, shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

**SHELTER IN PLACE** is considered appropriate for, but is not limited to, the following types of emergencies:

- External Chemical Release
- Fire in the Community
- Hazardous Material Spills
- Tsunami
- Medical Emergency

**During a Shelter-in-Place response as a result of air contamination, the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the room until directed by fire officials, law enforcement, or site administration.**

### **SHELTER IN PLACE - GENERAL ACTIONS:**

- Requires an understanding that all heating, air conditioning, and ventilation systems may be shut down immediately
- Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- Requires an understanding that any gaps around doors and windows may need to be sealed
- Allows for free movement within classrooms or offices

### **SHELTER IN PLACE - STAFF ACTIONS:**

## *Immediate Action Response: The Big Five*

- ❑ Immediately clear students from the halls.
- ❑ Stay away from all doors and windows.
- ❑ Keep all students in the classroom until further instructions are received.
- ❑ Support those needing special assistance.
- ❑ Secure individual classrooms:
  - ❑ close doors and windows.
  - ❑ shut down the classroom HVAC system.
  - ❑ turn off fans.
  - ❑ seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by the School Incident Commander.
  - ❑ Take attendance and call or email status to School Incident Command, according to site protocol.
  - ❑ Wait for another action or, if **ALL CLEAR** announcements are issued, return to normal class routine.

## **The Big Five: Drop, Cover, and Hold On**

**DROP, COVER AND HOLD ON** is the immediate action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies:

- Earthquake
- Explosion

In the event of an explosion, earthquake, or other event causing falling debris, immediately "DROP, COVER, and HOLD ON." Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can remain in the chair if mobility is limited. Move the wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

### **DROP, COVER, AND HOLD ON - GENERAL ACTIONS:**

- Must be practiced for immediate and automatic response
- Is the single most useful action to protect oneself in an earthquake
- In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- Requires an awareness that most injury in earthquakes is caused by breaking glass or falling objects
- Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Requires alert attention to aftershocks
- Requires that staff and students assist those with special needs to ensure safe cover for all
- Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone

### **DROP, COVER AND HOLD ON - STAFF ACTIONS (Inside):**

- At first recognition of an earthquake, instruct students to move away from windows
- Initiate DROP, COVER AND HOLD ON procedures. Immediately drop to the

## *Immediate Action Response: The Big Five*

floor under desks, chairs, or tables.

- ❑ With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm
- ❑ Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them to shelter against an interior wall and turn away from windows and other glass
- ❑ Any person in a wheelchair should shelter against an interior wall.
- ❑ Turn back to the windows, lock the wheels, and if possible, protect head and neck with arms
- ❑ Each time an aftershock is felt, DROP, COVER AND HOLD ON. Aftershocks frequently occur minutes, days, even weeks following an earthquake
- ❑ When it appears safe to release from Cover, assess any injuries and/or damage and report status to School Incident Commander according to site communications protocol.
- ❑ Be prepared to call 911 directly if necessary
- ❑ Wait for further instructions from School Incident Commander or First Responders or if that seems unlikely and building is compromised, evacuate students to predetermined Evacuation Assembly Area

### **DROP, COVER AND HOLD ON - STAFF ACTIONS (Outside):**

- ❑ Find a clear spot and drop to the ground. (Stay away from buildings, power lines, trees and streetlights, etc.)
- ❑ Commence DROP AND COVER in the DROP, COVER AND HOLD ON procedures
- ❑ Place head between the knees; cover back of neck with arms and hands
- ❑ Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees; cover back of neck with arms and hands
- ❑ Remain in place until shaking stops or for at least 20 seconds
- ❑ Each time an aftershock is felt, DROP AND COVER. Aftershocks frequently occur minutes, days, even weeks following an earthquake.
- ❑ When it appears safe to move, report location, injuries and/or any damage to School Incident Commander according to site communications protocol
- ❑ Wait for further instructions from School Incident Commander or First Responders, or if that seems unlikely, evacuate students to predetermined Evacuation Assembly Area

## **The Big Five: Secure Campus**

**SECURE CAMPUS** is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of the event**. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN/ BARRICADE** in which case instruction immediately ceases and students and staff follow **LOCKDOWN/BARRICADE** procedures.

**Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.**

### **SECURE CAMPUS - GENERAL ACTIONS:**

- Is intended to prevent a potential community threat from entering **campus**
- Heightens school safety while honoring instructional time
- Requires that all exterior classroom/office doors are locked and remain locked
- Is intended to prevent intruders from entering occupied areas of the building
- Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander.

**SECURE CAMPUS - STAFF ACTIONS:**

- ❑ Move to the door and instruct any passing students to return to assigned classroom immediately
- ❑ Close and lock the door
- ❑ Continue the class instruction or activity as normal
- ❑ Enforce the no entrance and no exit protocol. Remain in the classroom or secured area and wait for further instructions
- ❑ Be alert to the possibility that the response may elevate to **LOCKDOWN/BARRICADE**
- ❑ Do not call the office to ask questions; School Incident Commander will send out periodic updates
- ❑ Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

**SECURE CAMPUS - STAFF ACTIONS (If students are engaged in class activities on an outlying field - PE or other activity):**

- ❑ Gather students together and organize into an orderly formation
- ❑ Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a predetermined classroom location
- ❑ Proceed to predetermined classroom location as quickly as possible
- ❑ Once inside, take attendance to ensure all students are accounted for
- ❑ By classroom phone, cell phone, walkie-talkie, or other means, contact School Incident Commander to report class location and any absent or missing students
- ❑ Implement all classroom policies and procedures for **SECURE CAMPUS** status
- ❑ Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

## **The Big Five: Lockdown/Barricade**

**LOCKDOWN/BARRICADE** is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **LOCKDOWN/BARRICADE**, students are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until the room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

- Gunfire
- Threat of extreme violence outside the classroom
- Immediate danger in the surrounding community

**Lockdown/Barricade is a protective action against human threat while Shelter in-Place protects against environmental threat.**

**Lockdown/Barricade requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by Law Enforcement or School Incident Commander.**

**Shelter-in-Place calls for closed, unlocked doors and allows for the free movement of staff and students within the classroom or office.**

### **LOCKDOWN/BARRICADE - GENERAL ACTIONS:**

- Is a response to an immediate danger; it is not preceded by any warning
- Demands quick action; an active shooter, for example, can fire one round per second
- Requires common sense thinking under duress; do what must be done to best ensure survival of both students and staff If it is possible to safely **get off campus** with students, take that action immediately **(Run)**
- If it is not possible to get off campus, **quickly lockdown** inside a safe **room and barricade** the entrance **(Hide)**
- Once a room is secured, no one is allowed to enter or exit under any circumstances In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back **(Fight)**

### **LOCKDOWN/BARRICADE - “THINK ON YOUR FEET”:**

In the event of a Violent Intruder on campus, quick thinking is imperative for survival. Especially when an active threat of violence is present, an individual will have to think on his/her feet to quickly determine the best course of action. These choices may include getting off campus, hiding, implementing Lockdown/Barricade or even in the most extreme of situations, fighting an assailant. Understanding and practicing these options can help an individual respond decisively and in so doing, best ensure the safety and survival of self, students, and other staff.

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions and shouting. It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. Quality training can help individuals think clearly in the midst of a chaotic scene. Proper training should include helping staff recognize the sounds of danger and teaching them to forcefully communicate and take necessary action. These actions would likely include:

### **RUN: Escape/Get Off Campus:**

Only attempt this if you are confident the suspect(s) is not in the immediate vicinity. Safely get off campus; find a position of cover or safe place for assembly. Guide/instruct others you encounter on the way to follow you to safety. Call 911 immediately to report location and request emergency services if necessary. Once in a safe place – stay there.

### **HIDE: Lockdown/Barricade:**

- ❑ Clear all hallways; get students and staff inside immediately
- ❑ Once locked and barricaded inside a room, follow all protocols for Lockdown/Barricade as practiced
- ❑ Direct all those in the room to remain still and quiet; turn off/silence cell phones
- ❑ If unable to find cover inside a secure room, quickly seek out a hiding place on campus

### **FIGHT:**

If confronted by an assailant, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs. There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker. Fighting back is NOT an expectation, merely one option for a last resort response.

### **LOCKDOWN/BARRICADE - STAFF ACTIONS (Class In Session):**

- Immediately** move to the door and check for passing students.
- Divert as many students as possible into the classroom.
- Lock and close the door and barricade with heavy objects.
- Close blinds and turn off lights. If the door has a window, cover with a pre-cut piece of heavy black construction paper.
- Instruct students to stay quiet and out of sight.
- Relocate against the wall least visible to the outside and most out of the line of harm.
- Turn off devices, projectors, document cameras, etc. The room should be dark and quiet.
- Silence all cell phones.
- DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or School Incident Commander will use keys to unlock doors and clear the room.
- Only If** there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door.
- If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized.
- If safe to do so, locate the emergency packet and attendance roster.
- Remove the staff ID placard and put it on.
- If safe to do so, take attendance and document in appropriate form.
- Remain in the classroom or secured area until further instructions are provided by the School Incident Commander or law enforcement.
- DO NOT call the office to ask questions; School Incident Command will send out periodic updates.
- In the extreme instance that a Violent Intruder is able to enter a room,

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occupants should be prepared to fight back (**Fight**).

- ❑ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for a lengthy stay of 2-4 hours.

### **LOCKDOWN/BARRICADE - STAFF ACTIONS (Class not in session):**

- ❑ Move students to the nearest available safe building or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option.
- ❑ Do not chase students that run. Let them go.
- ❑ Do not go into rooms that cannot be secured and offer no way out.
- ❑ If secure inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to relocate against the wall least visible to the outside and most out of the line of harm.
- ❑ Instruct students to stay quiet and out of sight.
- ❑ Silence all cell phones.
- ❑ Turn off devices, projectors, document cameras, etc.
- ❑ Remain calm.
- ❑ If safe to do so, attempt to maintain separation between students and the perpetrator.
- ❑ Only if there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door.
- ❑ If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized.
- ❑ If safe to do so, locate emergency packet and remove staff ID placard and put it on
- ❑ If safe to do so, take attendance and document on appropriate form
- ❑ If safe to do so and according to site communications protocol, contact School Incident Commander or designee to document your whereabouts as well as any students/staff under your supervision.
- ❑ In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (**Fight**).
- ❑ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for a lengthy stay of 2-4 hours.

**LOCKDOWN/BARRICADE - STAFF ACTIONS (Class in session - outside):**

- ❑ Gather students together and organize into an orderly formation.
- ❑ Inform students that as part of **LOCKDOWN/BARRICADE** procedures, the class will evacuate off-campus to a predetermined Off Site Evacuation Location
- ❑ Follow pre-arranged evacuation route to evacuation location
- ❑ Should the group be confronted by the intruder who is intent on doing harm, consider taking defensive measures to run, hide or fight the assailant
- ❑ Upon arrival at the pre-arranged location, take attendance
- ❑ By radio communication or cell phone, contact School Incident Commander or designee or 911 Dispatcher to report class location and any absent or missing students
- ❑ Maintain order in all areas of shelter or assembly. Do not release students to parents/guardians until instructed by the School Incident Commander or law enforcement.

## **The Big Five: Evacuation**

**EVACUATION** is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

**EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Fire
- Earthquake

**In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION will be preceded by a “DROP, COVER and HOLD ON” protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.**

### **EVACUATION - GENERAL ACTIONS:**

- Requires exit from the building to a designated safe site, on-campus (Turf Field) or off-site
- May require that students and staff rely on district bus transportation
- May require staff to exit via alternate routes based on circumstances
- Requires that students remain with assigned teachers unless circumstances prohibit that
- Requires that staff and students assist those with special needs to ensure for safe egress of all

### **EVACUATION - STAFF ACTIONS:**

- Prepare students to leave all belongings and calmly exit the building.
- Gather emergency supplies/materials (Go Pack) including the student roster for current class and that of "Buddy Teacher."
- Remove the staff ID placard from emergency materials and put it on.

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- Ensure that the door is closed, but **unlocked**.
- Check with "Buddy Teacher(s)" to determine each other's health status, need to assist with injuries, need to stay with injured students, responsibility to ICS duty, etc.
- If necessary, one "Buddy Teacher" will evacuate both classrooms.
- Take care to ensure the safety and address the unique needs of students or staff with disabilities according to site protocol.
- Emphasize that the class stays together en route to the Evacuation Assembly Area.
- Appoint a responsible student to lead class while the teacher brings up the rear, seeing that everyone has cleared the room. Follow closely with the class, actively monitoring safe egress.
- Give clear direction for all students to go to the designated Evacuation Assembly Area.
- Use the designated evacuation routes and reassemble in the assigned Evacuation Assembly Area According to site protocol, take attendance once class is safely in assembly location.
- According to site protocol, report missing students.
- Remain in the Evacuation Assembly Area until further instructions.
- Wait for another action or, if **ALL CLEAR** announcements are issued, return to school buildings and normal class routine.

### **EVACUATION - HOW TO ASSIST THOSE WITH DISABILITIES:**

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

#### **To alert visually-impaired individuals:**

- Announce the type of emergency
- Offer arm for guidance
- Tell person where you are going, obstacles you encounter
- When you reach safety, ask if further help is needed

#### **To alert individuals with hearing limitations:**

- Turn lights on/off to gain person's attention - OR-

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- Indicate directions with gestures -OR-
- Write a note with evacuation directions

### **To evacuate individuals using crutches, canes or walkers:**

- Evacuate these individuals as injured persons.
- Assist and accompany to evacuation site, if possible -OR-
- Use a sturdy chair (or one with wheels) to move person -OR-
- Help carry individuals to safety.

### **To evacuate individuals using wheelchairs:**

- Give priority assistance to wheelchair users with electrical respirators.
- Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options.
- Reunite a person with the wheelchair as soon as it is safe to do so.

## **The Big Five: Hazards - Chemicals and Gas**

Knowledge of the location of existing pipelines near or on school property is essential for preparedness in the event of a hazardous chemical or gas leak. Pipeline markers are generally yellow, black, and red and can vary in shape and size. Excavation is a leading cause of pipeline damage, so it is important to follow strict on-site protocol prior to digging on school property. The facilities supervisor should call 811 to confirm the planned dig location is safe.

All school personnel, including cafeteria managers and custodians, shall immediately report any hazardous chemical or gas odor or leak to the School Incident Commander. Design school bus routes and student pick-up/drop off locations to avoid contact with pipelines and pipeline rights-of-way. This helps to ensure evacuation routes are safe in a pipeline emergency.

### **How To Detect a Gas Leak**

**Smell, listen, and always be alert to signs of a gas leak. A gas leak can be detected by a sulfur-like odor, a hissing, whistling, or roaring sound coming from underground or a gas appliance, dirt spraying into the air, or the appearance of dead vegetation in an otherwise moist area.**

### **SCHOOL INCIDENT COMMANDER - SITE ADMINISTRATOR ACTIONS (Inside):**

- Assume Incident Command role and call 911 from a safe location.
- Must be ready to provide location, status of campus, and all available details of the situation.
- If a gas leak is discovered inside the building, evacuate the affected building **immediately** to an area that is upwind of the suspected leak.
- Follow EVACUATION Protocol.
- Do not use a telephone of any kind until in a safe area.
- Do not take any action to cause heat or sparks. Consult with emergency personnel and utility companies to determine next steps.

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- ❑ When able, alert the Superintendent's Office.
- ❑ Deploy Incident Command System (ICS) Safety Team to isolate and restrict access to potentially contaminated areas.
- ❑ The School Incident Commander will coordinate further action with representatives from fire and police commanders and utility companies.
- ❑ A Unified Command Post will be established at a safe location away from the building to determine any further action.
- ❑ The Fire Department Incident Commander or other emergency personnel will assume responsibility of the scene and determine the appropriate actions to further mitigate the emergency.
- ❑ In consultation with the Fire Department Incident Commander and utility company, the School Incident Commander will make a determination to implement procedures to cancel school or resume normal building operations In the event of a suspected hazardous chemical or gas odor or leak, immediately notify School Incident Commander.
- ❑ At the direction of the Incident Commander, evacuate students from the immediate vicinity of danger. If odor is severe, leave the area immediately; do not wait for Incident Command.
- ❑ Follow Evacuation protocol and use designated routes or other alternate safe routes to an assigned Assembly Area located upwind of the affected room or building
- ❑ Leave any equipment or machinery as is.
- ❑ Do not switch lights on or off. Leave doors open. Do not operate lights or any electrical equipment, including cell phones.
- ❑ At the designated Assembly Area take student attendance and report any missing students to the School Incident Commander.

### **SCHOOL INCIDENT COMMANDER - SITE ADMINISTRATOR ACTIONS (Outside:**

- ❑ Assume Incident Command role and instruct designee to call 911 to provide the exact location and nature of the emergency.
- ❑ If it is determined that a hazardous chemical or gas leak has occurred away from the school campus, initiate SHELTER-IN-PLACE with a public address announcement.
- ❑ Clearly instruct teachers and staff to immediately follow SHELTER-IN-PLACE protocol.
- ❑ Once SHELTER-IN-PLACE is implemented, direct Incident Command Safety

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(ICS) Officer or Security/Utilities Team to turn off fans in the area; close doors and windows; shut down all air handling systems, and turn off sources of ignition.

- ❑ When able, alert the Superintendent's Office.
- ❑ In accordance with the SHELTER-IN-PLACE protocol, students and staff who are outdoors should proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium).
- ❑ Teachers who assemble their classes in a location other than their assigned SHELTER-IN-PLACE assembly point should communicate their locations to the School Incident Commander via standard communication channels without leaving the building.
- ❑ The School Incident Commander will coordinate further action with representatives from fire and police commanders and utility companies.
- ❑ **The SHELTER-IN-PLACE** protocol will remain in effect until the appropriate agency or Site Administrator declares the emergency is **resolved**.

### **STAFF ACTIONS - OUTSIDE SCHOOL BUILDINGS:**

- ❑ Initiate **SHELTER-IN-PLACE** immediately by clearing students from the hallways and grounds. Stay away from all doors and windows
- ❑ Secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system; c) turn off fans; d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by Incident Command Keep all students in the classroom until further instructions are received.
- ❑ Support those needing special assistance.
- ❑ Take attendance and call or email status to School Incident Command staff, according to site protocol.
- ❑ Wait for another action or, if **ALL CLEAR** announcements are issued, return to normal class routine.

## **The Big Five: Hazards - Fire (Off Site):**

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, whether it is a wind-driven or chemical-driven fire, and how the surrounding terrain might influence the flames. Responding to a fire in the surrounding community requires “think-on-your feet” alertness.

### **SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS:**

- Assume Incident Command role.
- Contact the local fire department (call 911) to determine the location of fire and the correct action for the school site.
- Access the School “Emergency Response Box” that includes site maps, keys, rosters, etc.
- If appropriate, **SHELTER-IN-PLACE** or begin **EVACUATION** to off site evacuation location according to site emergency plan.
- Contact bus dispatch to inquire about the possibility of transportation for those with limited mobility by bus to the evacuation location. (In case of fire other than wildfire)
- In order to ensure that all students and staff have left the building and are free from injury, direct Operations Chief to engage the Search and Rescue team using a list of missing persons from the student assembly team.
- Monitor radio stations and other public information sources for current status reports.
- Determine if Student Release should be implemented. If so, notify staff, students and parents.

### **STAFF ACTIONS:**

- If students are to be evacuated and it is safe to do so, take attendance prior to leaving the building site.
- Remove the staff ID placard from the emergency packet and put it on.
- Evacuate immediately to the assembly area. DO NOT STOP** to collect belongings. Be sure to bring the classroom “Go Pack” which should include attendance roster and emergency supplies.
- Leave windows and doors closed behind you, but unlocked.

## *Immediate Action Response: The Big Five*

- ❑ Stay calm.
- ❑ Maintain control of the students at a safe distance from the fire and fire fighting equipment.
- ❑ Take attendance at the assembly area.
- ❑ Report any missing students to the School Incident Commander/site administrator and emergency response personnel.
- ❑ Remain with students until Incident Command has determined it is safe to return.
- ❑ Follow school emergency protocols for return to school.

## **The Big Five: Hazards - Fire (On Site):**

An on-site fire necessitates quick and decisive action to prevent injuries and further spread of fire. All doors leading to the fire should be closed. Do not re enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor close to walls to enable easier breathing and provide direction. Before opening any door, place the back of your hand on the door, starting at the top and working your way all the way down the door to feel if there is any heat. If heat is felt, this is the level of where the heat and smoke bank is because heat rises. Test the door knob before opening. Be prepared to close the door quickly at the first sign of fire. All fires extinguished on-site by school staff, regardless of size, require that the Fire Department be notified.

### **SCHOOL INCIDENT COMMANDER - SITE ADMINISTRATOR ACTIONS (Inside):**

- ❑ First, sound the fire alarm to implement **EVACUATION** of the building **ONLY AFTER hearing the announcement over the PA system to evacuate.**
- ❑ Assume Incident Command role.
- ❑ Put on an emergency IC/Admin vest and continue as Incident Commander until relieved by emergency personnel.
- ❑ Next, instruct the designer to call 911. Designee must be ready to provide location, status of campus, all available details of the situation.
- ❑ Access the school "Emergency Response Box" in order to provide emergency responders with maps, keys, rosters, etc.
- ❑ Immediately **EVACUATE** the building or the school using the primary or alternate fire routes.
- ❑ When able, alert the Superintendent's Office.
- ❑ To ensure that access roads are kept open for emergency vehicles, direct Safety Officers to open gates and clear pathways.
- ❑ To ensure that all students and staff have left the building and to locate injured students/staff, direct Operations Chief to engage the Search and Rescue team or communicate to Unified Command.
- ❑ Have the Safety Officer report to the Incident Command Post.
- ❑ To ensure injured students and staff members receive medical attention, direct Operations Chief to engage the Medical Team.

## *Immediate Action Response: The Big Five*

- ❑ If needed, notify bus dispatch for off-site evacuation or communicate with Unified Command to engage SAMTRANS.
- ❑ Do not allow staff and students to return to the building until the Fire Incident Commander declares that it is safe to do so.

### **STAFF ACTIONS - FIRE WITHIN SCHOOL BUILDING:**

- ❑ Evacuate immediately to the assembly area.
- ❑ DO NOT STOP to collect belongings, but be sure to bring attendance roster and emergency supplies.
- ❑ Leave the windows and doors closed, but unlocked.
- ❑ Stay calm; maintain control of the students at the designated assembly area.
- ❑ Take attendance.
- ❑ Report missing students to the School Incident Commander/Site Administrator and emergency response personnel.
- ❑ Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

**THE BIG FIVE:  
Section 2:  
EMERGENCY TEAMS - OPERATIONS  
ASSIGNMENTS**

**COMMAND POST:**

School Incident Commander	Superintendent Steve Frank
Public Information Officer	Superintendent Steve Frank/Michelle Ahlstrom
Safety Officer	Patrick Hurley/Jenn Pedersen
Liaison Officer	John Bartfield
Chief Operations	Patrick Hurley/Jenn Pedersen
Planning and Intelligence	Harlin Hansen/Sandeep Tulachan
Logistics	Michelle Ahlstrom or designee
Finance and Administration	Hanwool Kim
Office	Carly Rivera

## **The Big Five - OPERATIONS TEAMS:**

### **Crisis Intervention**

- John Bartfield, Supervisor
- Kate Morton
- Mena Lam
- Suzanne Drysdale
- Lauren Fritts

### **Location**

- Inside: School Office
- Outside: Turf Field/Student Assembly Area

### **Functions**

- Provide psychological first aid
- Coordinate with crisis counseling for staff, students, and families
- Document activities
- Monitor student assembly area and student release area

### **First Aid**

- Abbe Keane, Leader
- James Haddon, back-up leader
- Jenn Mitchell
- Sharon LaCrosse
- Jonathan Schneider
- Adam McManis
- Jennifer Minihan

### **Location**

- Inside: Science Classroom, Room 24
- Outside: Between Upper Grade Playground and Community Gym

### **Functions**

- Report to Incident Command to determine medical needs and plan.
- Set up a first aid area and get supplies.
- Assess injuries and provide first aid as indicated.
- Determine need for skilled medical assistance and request from Incident Command.
- Tag each of the injured with name, address, injury and any treatment rendered.
- Establish priorities for the transport of the injured to hospitals, when transport is available.
- Complete the Injury and Missing Persons Report found in the first aid kit.

## The Big Five - OPERATIONS TEAMS (cont.):

<p><b><u>Student Assembly/Field Supervisor</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Kathy Jones, PE, Supervisor</li> <li><input type="checkbox"/> Nadia Sokolova, Co-Leader</li> <li><input type="checkbox"/> Brian Myrtetus, Co-Leader</li> </ul>	<p><b><u>4<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anneke Osborne</li> </ul>
<p><b><u>Preschool</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Jen Adolph</li> <li><input type="checkbox"/> Lisa Dayeh</li> <li><input type="checkbox"/> Kellie Moore</li> <li><input type="checkbox"/> Alex Furner</li> <li><input type="checkbox"/> Kem Smith</li> <li><input type="checkbox"/> Reese Cullen</li> </ul>	<p><b><u>5<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lauren Baumgartner</li> </ul>
<p><b><u>Transitional Kindergarten</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sonja Virgallito</li> <li><input type="checkbox"/> Stacey McNamara</li> <li><input type="checkbox"/> Pam Nessi</li> <li><input type="checkbox"/> Liz Shane</li> <li><input type="checkbox"/> Luz Frias</li> </ul>	<p><b><u>6<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Chelsea Card</li> </ul>
<p><b><u>Kindergarten</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tracy Reilly</li> <li><input type="checkbox"/> Geraldine Lau</li> <li><input type="checkbox"/> Nohemy Godinez</li> </ul>	<p><b><u>7<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Amy Borges</li> </ul>
<p><b><u>1<sup>st</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Kathy McAdams</li> </ul>	<p><b><u>8<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Kristina Valentine</li> </ul>
<p><b><u>2<sup>nd</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Linette Griffith</li> <li><input type="checkbox"/> Isla Drysdale</li> </ul>	<p><b><u>SDC</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mychel Navales</li> <li><input type="checkbox"/> Christine Jones</li> <li><input type="checkbox"/> SDC paras</li> </ul>
<p><b><u>3<sup>rd</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Katie Lippert</li> </ul>	<p><b><u>Functions</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> To secure the safety of the children.</li> <li><input type="checkbox"/> All teachers should complete the class emergency status report and hand it to the grade level student supervisor before moving on to other duties.</li> <li><input type="checkbox"/> Grade level supervisors should turn all cards in to the Field Supervisor, and the Field Supervisor will give the cards to the</li> </ul>

	<p>Operations Manager for prioritization of need.</p> <ul style="list-style-type: none"><li>❑ Monitor the release of the children to the release runners (do not release a child without a release form) per student release procedure.</li></ul>
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## **The Big Five - OPERATIONS TEAMS (cont.):**

### **Utilities**

- ❑ Eucadio Martinez, Supervisor (days)
- ❑ Lupe Chavez/Francisco Martinez (nights)

### **Functions**

- ❑ Turn off all utilities and secure water system
- ❑ Extinguish small fires if possible
- ❑ Assure that emergency vehicles have access to school

### **Light Search and Rescue**

- ❑ Jenn Parker, Supervisor
- ❑ Emma Hoffacker
- ❑ Alicia McLaughlin
- ❑ Esther Kim
- ❑ Carrie Koutoumanis
- ❑ Amber Alvarez
- ❑ Yani Piedra
- ❑ Laura Carlone
- ❑ Amar Kshetrapal

### **Location**

- ❑ Inside: School Office
- ❑ Outside: Back Playground

### **Functions (Always done in teams of no fewer than two people)**

- ❑ Check in with the supervisor.
- ❑ Be sure that you have the proper equipment.
- ❑ Check the exterior of the building.
- ❑ Turn in a building status report to Incident Command.
- ❑ Develop a plan of attack.
- ❑ Select a safe entrance.
- ❑ Interior search.
- ❑ Mark the entry door with a chalk slash - /.
- ❑ Initiate a sweep of the area in a pre-assigned sweep pattern.
- ❑ Upon entering an area, call out and wait for an answer.
- ❑ Remove lightly trapped victims FIRST.
- ❑ Remove trapped victims, if possible.
- ❑ When exiting complete original / making an X and write pertinent information on the door.
- ❑ Report to the supervisor and describe the situation.

## *Immediate Action Response: The Big Five*

- When duties are done, teachers should return to assist with Student Assembly/Field Supervision.

### **Student Release**

- Elvira Ramirez, Supervisor/Greeter
- Amy Harmon, Supervisor/Greeter
- Nessa Hessami, Last names A-F
- Dorothy Glusker, Last names G - M
- Ellen Bertine, Last names N - Z

### **Location**

- Inside: Sellman
- Outside: Sellman Parking Lot

### **Functions**

- Set up student release tables and signage
- Greeters meet parents, hand out reunification cards, and make sure parents understand the process before getting in line at the tables
- At tables, pull student emergency cards when a parent/guardian arrives
- Check IDs if you do not recognize the person to be sure that they are authorized on the child's emergency form to pick the child up
- Check that parent has filled out reunification card, give the reunification card to runner
- When the student is brought up, sign off on their release and file the reunification card
- Manage roster by marking students who are released
- Check in with incident command for lists of injured/missing students

### **Runners**

- Beth Dameron, Supervisor
- Annie Brown
- Stephanie Lucas
- Marc Spangner
- Student Council Cabinet members (selected by supervisor)

### **Location**

- Inside: Sellman
- Outside: Sellman Parking Lot

### **Functions**

- Account for all students and staff. Get Injury and Missing Persons Report from Incident Command.
- Follow the student release procedure.
- Take student emergency card from student release after the pick up person is verified.
- Release students only to an authorized person.
- Get students from student assembly area and walk them to the student release area to connect with their authorized pick up person.
- Return student emergency card to student files.

### **Emergency Team – Set Up**

- Liza Lazzari, Supervisor
- Danielle Webber
- Liya Cao

## *Immediate Action Response: The Big Five*

- Francisco Martinez
- Hanwool Kim
- Student Council Members as necessary (selected by supervisor)

### **Functions**

- Roll out and deliver emergency bins from the key room to each team across campus.
- Open supply sheds.
- Set up tables for the incident command system. (see set up map in appendix)
- Retrieve first aid kit, student release materials and any other necessary equipment from the supply shed.
- When duties are complete, head to student release area to assist with running, greeting, and student release
- Deliver a walkie talkie to each group supervisor

### **Food, Water, and Supply Management**

- Carly Rivera, Supervisor
- Nikkie McManis
- Veronika Rohleder

### **Location**

- Inside: School Office
- Outside: Upper School side parking lot

### **Functions**

- Assist with parking lot management to prevent parent parking and allow emergency vehicles access to the black top.
- Assess food preparation facilities.
- Estimate number of persons requiring shelter and for what period of time.
- Assess adequacy of available water, food, blankets and other supplies.
- Control conservation of water and food.
- Establish a list of all persons in shelter and determine any special needs.
- Report additional equipment and supply needs to Incident Command.

## THE BIG FIVE: Section 3: APPENDIX

### TEACHER BUDDY LIST

Adolph, J. Dayeh Cullen	McNamara Virgallito Shane Nessi Frias	Webber McAdams Reilly Rohleder	Myrtetus Griffith Kshetrapal I. Drysdale
Moore Smith Furner	Borges Valentine Schneider McLaughlin	K. Jones Haddon Sokolova Dameron	Cao SDC Paras C. Jones Brown
Harmon Baumgartner Kim, E. Hoffacker	Bertine Lippert LaCrosse	Osborne Koutoumanis Parker Tulachan Hansen	Navales SDC paras Hessami Lau Frias
Rivera Ramirez Martinez Ahlstrom Keane Lazzari Alvarez Substitutes	E. Martinez Chavez (pm) F. Martinez (pm)	Card McManis	Carlone Glusker Lam Piedra-Maguina
Hurley Pedersen Bartfield Frank Kim, H.	Woodside Foundation	Morton Mitchell S.Drysdale Davis Soffrin Lucas Fritts	

#### **Note:**

- Teachers: account for your classroom aides.
- Teacher buddies check with each other to determine each other's health status.
- Teachers' responsibility is to do the greatest good for the greatest number.
- If a students' condition requires him/her to remain in the classroom, one teacher stays with the student and the other takes the class to evacuate.

## DISASTER ASSIGNMENTS

<b>Staff Name</b>	<b>Job Title</b>	<b>Disaster Assignments</b>
Adolph, Jen	Preschool Teacher	Preschool Student Assembly
Ahlstrom, Michelle	Digital Communication/Executive Asst. to the Superintendent	Supports Communication/Logistics
Alvarez, Amber	Office Assistant	Light Search and Rescue
Bartfield, John	Student Services Coordinator	Liaison Officer/Crisis Intervention
Baumgartner, Lauren	5th Grade Teacher	5th Grade Student Assembly
Bertine, Ellen	3 <sup>rd</sup> Grade Teacher	Student Release
Borges, Amy	Upper School ELA Teacher	7th Grade Student Assembly
Brown, Annie	Upper School Spanish Teacher	Runner
Cao, Liya	Upper School Mandarin	Emergency Team Set Up
Card, Chelsea	Upper School Teacher, Math	6th Grade Student Assembly
Carlone, Laura	Resource Specialist	Light Search, Rescue
Chavez, Lupe	Maintenance	Utilities
Cullen, Reese	Preschool Paraeducator	Preschool Student Assembly
Dameron, Beth	3rd-8 <sup>th</sup> Grade Teacher, Music	Runner Supervisor
Dayeh, Lisa	Preschool Director	Preschool Student Assembly
Drysdale, Isla	Paraeducator	2nd Grade Student Assembly
Drysdale, Suzanne	Reading Specialist	Crisis Intervention
Frank, Steve	District Superintendent	Incident Commander, Public Information Officer, and Finance and Administration
Frias, Luz	Paraeducator	TK Student Assembly
Fritts, Lauren	Resource Teacher	Crisis Intervention
Furner, Alex	Preschool Paraeducator	Preschool Student Assembly
Glusker, Dorothy	ELD Teacher	Student Release
Godinez, Nohemy	Paraeducator	Kindergarten Student Assembly
Griffith, Linette	2 <sup>nd</sup> Grade Teacher	2nd Grade Student Assembly
Haddon, James	Upper School Teacher, P.E.	First Aid, Back-Up Supervisor
Hansen, Harlin	Director of Technology	Planning/Intelligence
Harmon, Amy	K-8 <sup>th</sup> Grade Teacher, Art	Student Release
Hessami, Nessa	Kindergarten Teacher	Student Release
Hoffacker, Emma	4th Grade Teacher	Light Search, Rescue
Hurley, Patrick	Lower School Principal	Safety Officer/Chief Operations
Jones, Christine	Upper School SDC	SDC Student Assembly
Jones, Kathy	Lower School Grade Teacher, P.E.	Student Assem./Field Supervisor (Lead)
Keane, Abbe	School Nurse	First Aid, Supervisor
Kim, Esther	5 <sup>th</sup> Grade Teacher	Light Search, Rescue
Kim, Hanwool	CBO	Finances/Emergency Team Setup
Koutoumanis, Carrie	4 <sup>th</sup> Grade Teacher	Light Search, Rescue
Kshetrapal, Amar	Paraeducator	Light Search, Rescue
LaCrosse, Sharon	Librarian/Upper School	First Aid
Ladd, Spencer	Paraeducator	SDC Student Assembly
Lam, Mena	School Counselor	Crisis Intervention
Lau, Geraldine	Paraeducator	Kindergarten Student Assembly

## *Immediate Action Response: The Big Five*

Lazzari, Liza	Accounting Technician	Emergency Team Setup
Lippert, Katie	3 <sup>rd</sup> Grade Teacher	3rd Grade Student Assembly
Lucas, Stephanie	3rd Grade Teacher	Runner
Martinez, Elvira	Student Data Coordinator	Student Release
Martinez, Eucadio	Maintenance Supervisor	Utilities Supervisor/Emergency Setup
Martinez, Francisco	Maintenance	Utilities/Emergency Setup
McAdams, Kathy	1 <sup>st</sup> Grade Teacher	1st Grade Student Assembly
McLaughlin, Alicia	5th Grade Teacher	Light Search, Rescue
McManis, Adam	Paraeducator	First Aid
McManis, Nikkie	Upper School Teacher, Math	Food, Water, Supplies
McNamara, Stacey	TK Teacher	TK Student Assembly
Minihan, Jennifer	Paraeducator	First Aid
Mitchell, Jenn	Speech Resource Specialist	First Aid
Moore, Kellie	Preschool Paraeducator	Preschool Student Assembly
Morton, Kate	School Psychologist	Crisis Intervention
Myrtetus, Brian	2nd Grade Teacher	Assembly Supervision/Field Supervisor
Navales, Michelle	Lower School Special Day Class	SDC Student Assembly
Nessi, Pam	Paraeducator	TK Student Assembly
Osborne, Anneke	4th Grade Teacher	4th Grade Student Assembly
Parker, Jennifer	Upper School Teacher, Science	Light Search, Rescue, Supervisor
Pedersen, Jenn	Upper School Principal	Safety Officer/Chief Operations
Piedra-Maguina, Yani	Paraeducator	Light Search, Rescue
Ray, Jerniece	Paraeducator	SDC Student Assembly
Reilly, Tracy	Kindergarten Teacher	Kinder Student Assembly
Rivera, Carly	Office Coordinator	Food, Water, Supplies, Supervisor
Rohleder, Veronika	Paraeducator	Food, Water, Supplies
Schneider, Jonathan	Upper School Teacher	First Aid
Shane, Elizabeth	Paraeducator	TK Student Assembly
Smith, Kem	Preschool Teacher	Preschool Student Assembly
Sokolova, Nadia	K-2 <sup>nd</sup> Grade Teacher, Music	Student Assembly/Field Supervision
Spangner, Marc	Upper School Teacher, Science	Runner
Tulachan, Sandeep	Network Support	Planning and Intelligence
Valentine, Kristina	Upper School ELA Teacher	8th Grade Student Assembly
Virgallito, Sonja	TK Teacher	TK Student Assembly
Webber, Danielle	1 <sup>st</sup> Grade Teacher	Emergency Team Setup
Werner, Peter	Paraeducator	SDC Student Assembly

## INCIDENT COMMAND SYSTEM STRUCTURE

<b>Mr. Steve Frank, Incident Commander/Public Information Officer</b>					
<b>Patrick Hurley &amp; Jenn Pedersen</b> Operations Chief & Safety Officer				<b>Michelle Ahlstrom</b> Logistics/Communication	<b>John Bartfield</b> Crisis Intervention Supervisor/ Liaison Officer
<b>Field Supervisor</b> Kathy Jones  <b>Co-Leaders</b> Nadia Sokolova Brian Myrtetus	<b>Student Release Supervisors</b> Elvira Ramirez Martinez  Amy Harmon	<b>Search &amp; Rescue Supervisor</b> Jenn Parker	<b>Emergency Set Up Supervisor</b> Liza Lizzari	<b>Utility Supervisor</b> Eucadio Martinez  Lupe Chavez Francisco Martinez (nights)	<b>Planning &amp; Intelligence</b> Harlin Hansen
<b>Field Supervision Leads</b> Lisa Dayeh Sonja Virgallito Tracy Reilly Kathy McAdams Linette Griffith Katie Lippert Anneke Osborne Chelsea Card Amy Borges Kristina Valentine Mychel Navales	<b>Runners Lead</b> Beth Dameron	<b>Food, Water, Supplies Sup/Lead</b> Carly Rivera	<b>First Aid Lead Supervisor</b> Abbe Keane		<b>Office Lead</b> Carly Rivera

<b>Crisis Team</b>
<b>Crisis Team Supervisor</b> John Bartfield
<b>Crisis Intervention Team</b> Kate Morton Suzanne Drysdale Lauren Fritts Mena Lam

**ALL PERSONNEL should complete a CLASS EMERGENCY STATUS REPORT and submit it to the FIELD SUPERVISOR BEFORE reporting to other assignments. Once assignments are completed and reported, all personnel should report back to the OPERATIONS CHIEF for next steps.**

*Immediate Action Response: The Big Five*

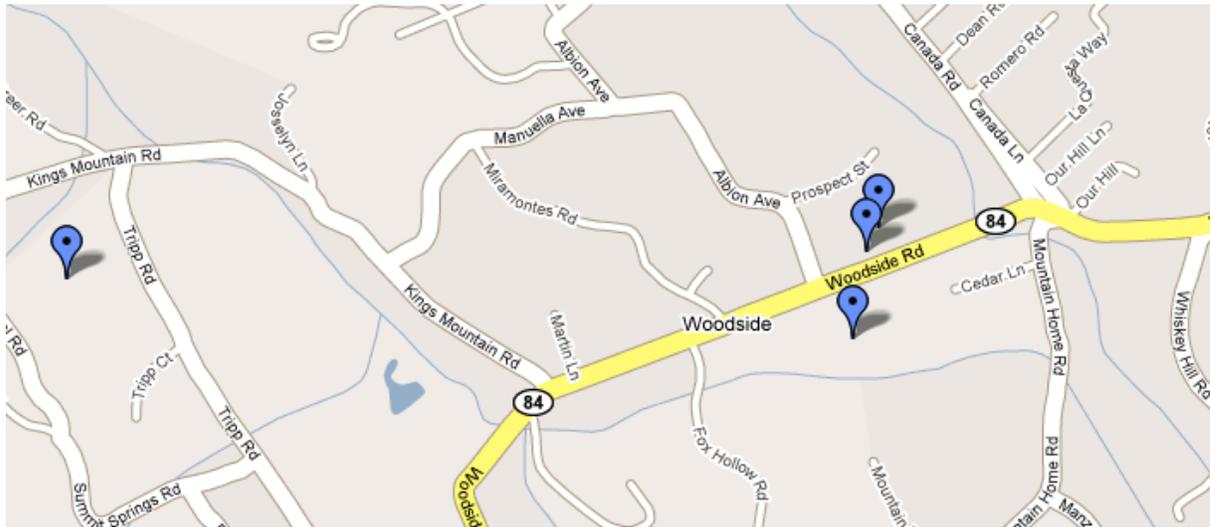
## **EMERGENCY & EVACUATION STUDENT LINEUP**

**Note:** The Upper Grade Turf Field will be used as an emergency staging area in the case of damage to buildings. If there is no damage to buildings, the emergency staging area and evacuation will be held in Sellman, the Community Gym, or the turf field.

**Student Release Tables will be located near the Sellman parking lot.**

<b>BLACKTOP</b>		
<b>SDC</b>		<b>3A</b>
<b>2s Preschool</b>		<b>3B</b>
<b>3s Preschool</b>		<b>3C</b>
<b>TK A</b>		<b>4A</b>
<b>TK B</b>		<b>4B</b>
<b>KA</b>		<b>4C</b>
<b>KB</b>		<b>5A</b>
<b>1A</b>		<b>5B</b>
<b>1B</b>		<b>5C</b>
<b>2A</b>		
<b>2B</b>		
<b>8B 8A 7B 7A 6B 6A</b>		

# Shelter Locations



**WES Village Church Town Library**

## Woodside Classroom Safety Guidelines

The following work practices as mandated by safety legislation SB198 of CAL OSHA are an information item for you. Following these work practices will:

- Provide a safe environment for incoming students
- Alleviate injuries to staff members while performing daily activities
- Help keep the building clean and safe

Here are some helpful guidelines when situations arise at school. Any of these items can be reported directly to the maintenance administration or emailed to Building Maintenance personnel through a Help Desk request.

- Please report all work related injuries to the administration as soon as you become aware of an injury.
- Please do not try to lift any heavy objects (boxes, etc.). Please seek assistance from administrators or custodians.
- Personal tools, equipment, extension cords, chemicals or electric heaters should not be brought to school. If the heater does not work, do not bring any heating device from home. The school administration will do its best in correcting the problem. Contact an administrator or custodian in the event that you need an electrical connection.
- All fire extinguishers throughout the building should be mounted. Contact an administrator or custodian if you see an extinguisher that is not secured properly. In addition, all extinguishers are recharged yearly and are maintained by Building Maintenance personnel.
- When you become aware of a defect in a piece of equipment or a facility, please contact us immediately. Failure to report the faulty condition could result in an injury.
- In the event of small liquid or food spills, please clean up spills immediately to avoid an injury. If you need assistance, please contact the maintenance administrator or custodian.
- Never attempt to repair electrical outlets or equipment.
- Improperly used cabinets can result in injury. Please close all cabinets after use. Please do not open more than one file cabinet at a time. Check to see if bookcases and cabinets are securely bolted to the wall. If not, please contact the maintenance administrator or custodian.
- Do not stack boxes with more than one layer on top of your cabinets. Any heavy objects should be placed on a low-level shelf. In case of an earthquake, this will minimize impact and avoid injury.

## *Immediate Action Response: The Big Five*

- ❑ Defective furniture, carpets, cabinets or other items should be reported immediately to reduce injury. If possible, remove the object from service. No one should have a paper cutter in his or her room. They are to be used in the staff workroom only.
- ❑ Everyone should familiarize themselves with all disaster procedures. Your knowledge and role in a disaster is critical for the safety of staff and the children.
- ❑ Please do not use scotch tape on classroom or hallway walls. Tape removes the paint from the walls and makes cleaning the hallways in the summer difficult.
- ❑ Please do not bring cleaning supplies from home and store them under the sink. Cleaning supplies from the custodial staff are permitted.

Please Sign\_\_\_\_\_

Date\_\_\_\_\_