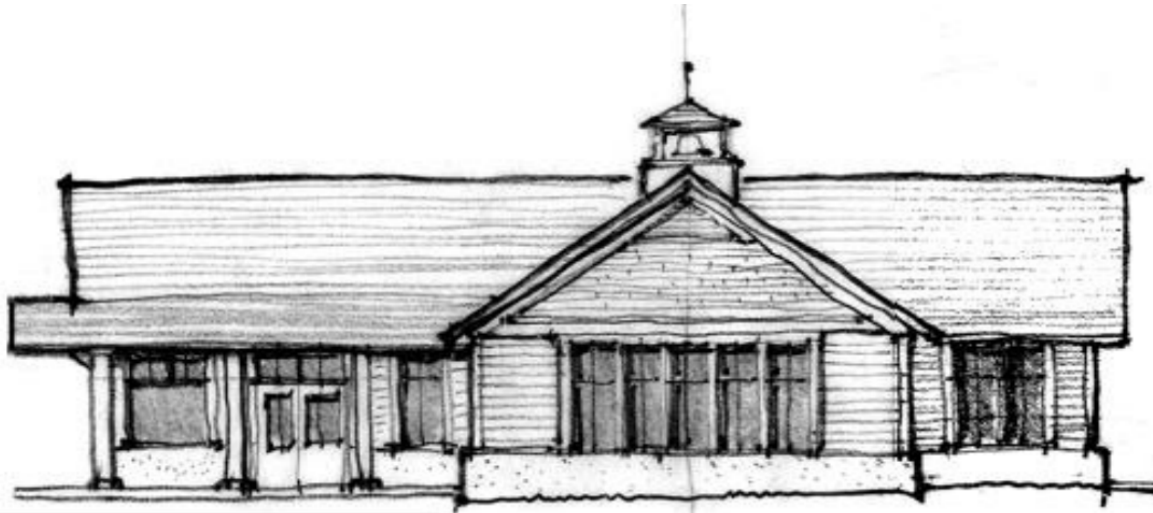




## 2022-2023 Emergency Response Protocol

# The Big Five Emergency Response Protocol



Woodside Elementary School District  
3195 Woodside Road, Woodside, CA 94062  
650-851-1571 – fax: 650-851-5577  
<http://www.woodsideschool.us/>

*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: 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

**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:**

- Immediately clear students from the halls.
- Stay away from all doors and windows.

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- ❑ 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

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out periodic updates.

- ❑ 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 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



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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.
- If needed, contact bus dispatch for transportation by bus to the evacuation location.
- 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 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.
- Stay calm.
- Maintain control of the students at a safe distance from the fire and fire



## *Immediate Action Response: The Big Five*

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 a hand an inch from the door near the top to see if it is hot. 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.
- 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

## *Immediate Action Response: The Big Five*

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.

## **Woodside School District Response to Pandemic/Widespread Illness:**

In response to the 2019 Covid-19 pandemic, Woodside School formulated a Pandemic Task Force that consisted of all stakeholder groups: Administration, teachers, parents, and medical professionals. The Task Force created, presented and had approved, and implemented a district-wide pandemic response document outlining protocols, procedures, and best practices. Please find the entire document and the powerpoint presentations in the electronic form in the Appendix. The links can be accessed through the digital copy of this document.

**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	Marta Batlle
Chief Operations	Patrick Hurley/Jenn Pedersen
Planning and Intelligence	Harlin Hansen/Sandeep Tulachan
Logistics	Cathy Stienstra or designee
Finance and Administration	Waly Ndiaye
Office	Carly Rivera

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

### **Crisis Intervention**

- Marta Batlle, Supervisor
- Allison Brunner
- Mena Lam
- Suzanne Drysdale
- Lauren Fritts
- Joane Nelson
- Laura Carlone
- Christine Jones
- Michelle Navales
- Dorothy Glusker

### **Location**

- Inside: School Office
- Outside: Upper Grade Field

### **First Aid**

- Abbe Keane, Leader
- James Haddon
- Jenn Mitchell
- Sharon LaCrosse
- Jonathan Schneider

### **Location**

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

### **Functions**

- Report to EOC 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 the EOC.
- 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 in the shed

## 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"/> Kara D'Ambrosio, 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"/> Carrie Koutoumanis</li> <li><input type="checkbox"/> Ashley Miller</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"/> Edith Alvarado</li> <li><input type="checkbox"/> Lisa Dayeh</li> <li><input type="checkbox"/> Sandra Foley</li> <li><input type="checkbox"/> Angie Glynn</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> <li><input type="checkbox"/> Amber Alvarez</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"/> Pam Nessi</li> </ul>	<p><b><u>6<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Alicia McLaughlin</li> </ul>
<p><b><u>Kindergarten</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Stacey McNamara</li> <li><input type="checkbox"/> Liz Shane</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> <li><input type="checkbox"/> Isla Drysdale</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> </ul>	<p><b><u>6<sup>th</sup>-8<sup>th</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Yani Piedra</li> </ul>
<p><b><u>3<sup>rd</sup> Grade</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Katie Simkins</li> </ul>	<p><b><u>SDC</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Natalie Daveggio</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 Operations Manager for prioritization of need.</li> <li><input type="checkbox"/> 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>	

## **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
- Tracy Reilly
- Chelsea Card
- Esther Kim

### **Location**

- Inside: School Office
- Outside: Back Playground

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

- Check in with the Team Leader.
- Be sure that you have the proper equipment.
- Check the exterior of the building.
- Turn in a building status report.
- 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.
- Secure the building from re-entry after the search.
- Report to the team leader and describe the situation.
- When duties are done, teachers should return to assist with Student Assembly/Field Supervision.

### **Student Release**

- Elvira Ramirez, Supervisor, Table "A"
- Amy Harmon, Supervisor, Table "B" and Preschool
- Nessa Hessami, Last names A-F
- Kem Smith, Last names G - M
- Ellen Bertine, Last names N - Z



# *Immediate Action Response: The Big Five*

## **Runners**

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

## **Location**

- Inside: Sellman
- Outside: Primary Blacktop

## **Functions**

- Account for all students and staff. Get Injury and Missing Persons Report from planning.
- Follow the student release procedure.
- Check the student emergency card for the name of the person(s) authorized to pick up the student.
- Release students only to an authorized person.
- If in doubt, ask for identification.
- Complete Student Release Log

## **Emergency Team – Set Up**

- Liza Lazzari, Supervisor
- Katie Tucker
- Hui Liu
- Francisco Martinez
- Waly Ndiaye
- Student Council Members as necessary (selected by supervisor)

## **Functions**

- 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.

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

- Nikkie McManis, Supervisor
- Carly Rivera
- Lauren Fritts
- Veronika Rohleder

## **Location**

- Inside: School Office
- Outside: Back Playground

## **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 the EOC.

## THE BIG FIVE: Section 3: APPENDIX

### TEACHER BUDDY LIST

Alvarado Adolph, J. Dayeh Shane	Hessami McNamara Reilly Virgallito	Tucker McAdams I.Drysdale	Myrtetus Griffith Fritts
Foley Glynn Smith	Borges Valentine LaCrosse Brown	K. Jones Haddon D'Ambrosio Dameron	Liu Piedra-Maguina Daveggio C. Jones
Harmon Baumgartner Kim	Bertine Simkins	Miller Koutoumanis Parker Schneider	Nelson Nessi Perez
Rivera Ramirez Martinez Stienstra Keane Lazzari Substitutes	E. Martinez Chavez (pm) F. Martinez (pm)	Card McManis McLaughlin	Carlone Glusker Alvarez Lam
Hurley Pedersen Batlle Frank Ndiaye	Ramos-Rojas Mitchell S.Drysdale Navales	Hansen Tulachan	Woodside Foundation

**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	Supports Communication
Alvarado, Edith	Preschool Teacher	Preschool Student Assembly
Alvarez, Amber	Paraeducator	5th Grade Student Assembly
Battle, Marta	Director of Student Services	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 Teacher	7th Grade Student Assembly
Brown, Annie	Upper School Spanish Teacher	Runners Support
Card, Chelsea	Upper School Teacher, Math	Light, Search, Rescue
Carlone, Laura	Resource Specialist	Crisis Intervention
Chavez, Lupe	Maintenance	Utilities
D'Ambrosio, Kara	K-4 <sup>th</sup> Grade Teacher, Music	Student Assembly/Field Supervision
Dameron, Beth	4 <sup>th</sup> -8 <sup>th</sup> Grade Teacher, Music	Runners Supervisor
Daveggio, Natalie	Paraeducator	6th-8th Student Assembly
Dayeh, Lisa	Preschool Asst. Director	Preschool Student Assembly
Drysdale, Isla	Paraeducator	1st Grade Student Assembly
Drysdale, Suzanne	Reading Specialist	Crisis Intervention
Foley, Sandra	Preschool Teacher	Student Assembly
Frank, Steve	District Superintendent	Incident Commander, Public Information Officer, and Finance and Administration
Fritts, Lauren	Resource Teacher	Crisis Intervention
Glusker, Dorothy	ELD Teacher	Crisis Intervention
Glynn, Angie	Preschool Teacher	Preschool Assembly
Griffith, Linette	2 <sup>nd</sup> Grade Teacher	2nd Grade Student Assembly
Haddon, James	Upper School Teacher, P.E.	First Aid
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
Hurley, Patrick	Lower School Principal	Safety Officer/Chief Operations
Jones, Christine	Upper School Resource	Crisis Intervention
Jones, Kathy	Lower School Grade Teacher, P.E.	Student Assem./Field Supervisor (Lead)
Keane, Abbe	School Nurse	First Aid
Kim, Esther	5 <sup>th</sup> Grade Teacher	Light, Search, Rescue
Koutoumanis, Carrie	4 <sup>th</sup> Grade Teacher	4th Grade Student Assembly
LaCrosse, Sharon	Librarian/Upper School	First Aid
Lam, Mena	School Counselor	Crisis Intervention
Lazzari, Liza	Office Assistant	Emergency Team Setup
Liu, Hui	Upper School Teacher	Emergency Team Setup
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	Upper School Teacher	6th Grade Student Assembly

## *Immediate Action Response: The Big Five*

McNamara, Stacey	Kindergarten Teacher	Kinder Student Assembly
McManis, Nikkie	Upper School Teacher, Math	Food, Water, Supplies
Miller, Ashley	4th Grade Teacher	4th Grade Student Assembly
Mitchell, Jenn	Speech Resource Specialist	First Aid
Myrtetus, Brian	2nd Grade Teacher	Assembly Supervision/Field Supervisor
Navales, Michelle	Special Day Class	Crisis Intervention
Ndiaye, Waly	CBO	Finances/Emergency Team Setup
Nelson, Joane	K-5 <sup>th</sup> Grade Resource Teacher	Crisis Intervention
Nessi, Pam	Paraeducator	1st Grade Student Assembly
Parker, Jennifer	Upper School Teacher, Science	Light, Search, Rescue
Pedersen, Jenn	Upper School Principal	Safety Officer/Chief Operations
Piedra-Maguina, Yani	Paraeducator	6th-8th Student Assembly
Ramos-Rojas, Norisa	School Psychologist	Crisis Intervention
Ray, Jerniece	Paraeducator	2nd Grade Student Assembly
Reilly, Tracy	Kindergarten Teacher	Light, Search, Rescue
Rivera, Carly	Office Coordinator	Student Release
Rohleder, Veronika	Paraeducator	Food, Water, Supplies
Schneider, Jonathan	Upper School Teacher	First Aid
Shane, Elizabeth	Paraeducator	Kinder Student Assembly
Simkins, Katie	3 <sup>rd</sup> Grade Teacher	3rd Grade Student Assembly
Smith, Kem	Preschool Teacher	Student Release
Stienstra, Cathy	Executive Assistant	Logistics
Tucker, Katie	1 <sup>st</sup> Grade Teacher	Emergency Team Setup
Tulachan, Sandeep	Network Support	Planning and Intelligence
Valentine, Kristina	Upper School Teacher	8th Grade Student Assembly
Virgallito, Sonja	TK Teacher	TK 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>Cathy Stienstra</b> Logistics	<b>Marta Batlle</b> Crisis Intervention Supervisor/ Liaison Officer
<b>Field Supervisor</b> Kathy Jones  <b>Co-Leaders</b> Kara D'Ambrosio Brian Myrtetus	<b>Student Release Supervisors</b> Elvira Ramirez Martinez  Bev Iverson	<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 Stacey McNamara Kathy McAdams Linette Griffith Katie Simkins Carrie Koutoumanis Alicia McLaughlin Amy Borges Kristina Valentine Yani Piedra	<b>Runners Lead</b> Beth Dameron	<b>Food, Water, Supplies Sup/Lead</b> Nikkie McManis	<b>First Aid Lead Supervisor</b> Abbe Keane		<b>Office Lead</b> Carly Rivera

<b>Crisis Team</b>
<b>Crisis Team Supervisor</b> Marta Batlle
<b>Crisis Intervention Team</b> Norisa Ramos-Rojas Suzanne Drysdale Dorothy Glusker Lauren Fritts Joane Nelson Mena Lam Michelle Navales Christine Jones Laura Carlone

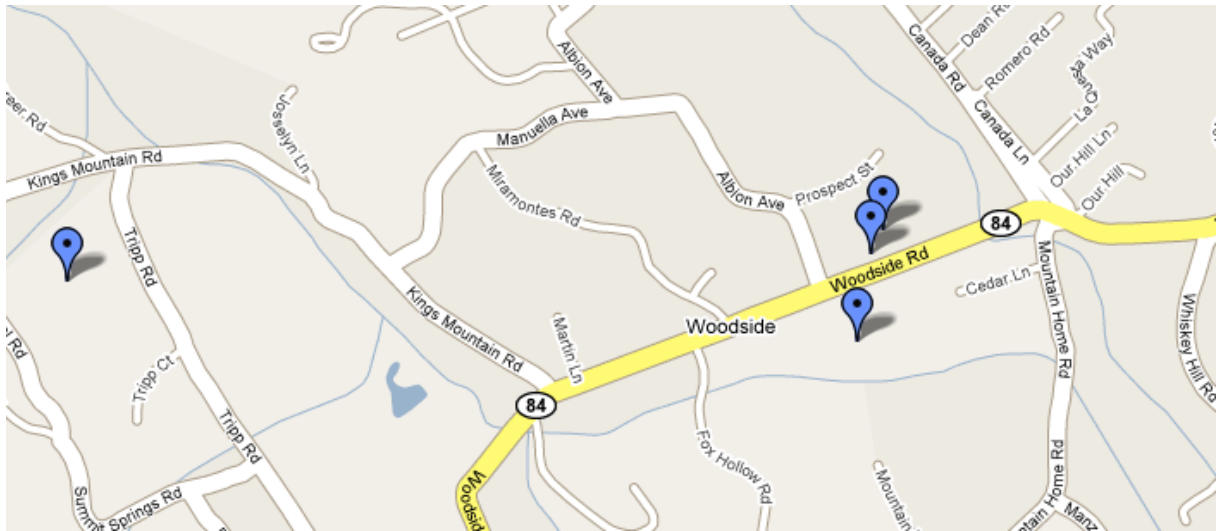
**ALL PERSONNEL should complete a CLASS EMERGENCY STATUS REPORT and submit it to the FIELD SUPERVISOR BEFORE reporting to other assignments. Once assignments are completed and reported, all personnel should report back to the OPERATIONS CHIEF for next steps.**



## Woodside Elementary School Emergency Drill Schedule 2022-2023

Month	Date & Time	Drill	Notes
September	September 9 @ 9:00	<b>Evacuate</b> Drill	Fire Drill indicated by alarm, Muster on field or alternate safe area, close doors
October	October 10 @ 9:50	<b>Drop Cover and Hold On</b> Drill	Use during an earthquake, indicated by an announcement and/or building/ground shaking, evacuate to field if an Evacuation notice is broadcast, open doors if you evacuate
November	November 15 @ 10:45	<b>Secure Campus</b> Drill	Close and lock doors, pull students inside, carry on instruction
December	December 12 @ 11:30	<b>Evacuate</b> Drill	Fire Drill indicated by alarm, Muster on field or alternate safe area, close doors
January	January 11 @ 1:50	<b>Drop Cover and Hold On</b> Drill	Use during an earthquake, indicated by an announcement and/or building/ground shaking, evacuate to field if an Evacuation notice is broadcast, open doors if you evacuate
February	February 9 @ 1:35	<b>Secure Campus</b> Drill	Close and lock doors, pull students inside, carry on instruction
March	March 9 @ 2:20	<b>Evacuate</b> Drill	Fire Drill indicated by alarm, Muster on field or alternate safe area, close doors
April	April 24 @ 9:00	<b>Drop Cover and Hold On</b> Drill	Use during an earthquake, indicated by an announcement and/or building/ground shaking, evacuate to field if an Evacuation notice is broadcast, open doors if you evacuate
May	May 25 @ 2:00	<b>Secure Campus</b> Drill	Close and lock doors, pull students inside, carry on instruction
		<b>Lockdown/Barricade</b>	<i>Done with Staff only</i>

## Shelter Locations



**Mounted Patrol**  
521 Kings Mountain Rd  
Woodside, CA 94062

**WES Library Church**



## 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\_\_\_\_\_

## SCHOOL CLOSURE EMERGENCY PHONE TREE

**Mr. Steve Frank is the only person who begins the phone tree. In his absence either Patrick Hurley or Jenn Pedersen will begin the phone tree. Do not call anyone on the phone tree until you hear from either Steve Frank, Patrick Hurley, or Jenn Pedersen.**

Mr. Steve Frank - Superintendent				
Sheriff (650) 363-4000 (650) 363-4100	Patrick Hurley Jenn Pedersen	Cathy Stienstra	Jenny Hayden Board President	Carly Rivera
	PG&E (800) 743-5000 KGO (415) 954-8100 KCBS (415) 478-3300 Marta Batlle Harlin Hansene	Eucadio Martinez (650) 906-0233	School Board Members  PTA President Melody Westervelt	Las Lomas Transportation Dept. (650) 854-6311 (ext. 4030)  Town of Woodside (650) 359-4959 (650) 740-9293