

Comprehensive Safe School Plan



Ross School District
2019-2020

Board Approved: September 11, 2019

Ross School Emergency Operations Plan

PURPOSE

This plan is designed to provide a framework for the actions to be taken by school staff for protecting students, staff and school facilities from a wide range of emergency and disaster situations that may occur. Such situations include, but are not limited to, fire, earthquake, bomb threat, and hazardous material spills.

In the event of a widespread disaster such as an earthquake, it is recognized that available government resources may be overtaxed and thus be unable to respond to all requests for assistance. Therefore, this plan assumes that Ross School must be self-sufficient for a time and further, may be asked to provide shelter to the outside community by City, fire department, or Red Cross representatives.

ANNUAL DISASTER PREPAREDENESS PROCEDURES

A. Hazard Assessment

Before the beginning of each school year, the principal and maintenance personnel will undertake a physical survey of school facilities and grounds for the purpose of identifying and correcting potential hazards.

B. Floor Plan

A floor plan of the school buildings and grounds, which indicates the location of all exits, utility shut-offs, and emergency equipment and supplies will be maintained and updated as necessary.

C. Plan Review

This plan will be reviewed, and revised as necessary, on an annual basis by the principal and school staff.

D. Plan Orientation

All school staff will be oriented to this plan at the beginning of each school year.

E. Message to Parents

At the beginning of each school year, pertinent components of this plan will be included in the Family Handbook. All parents will be asked to sign an emergency medical release form for their child and to designate other persons who are authorized to pick up their child in the event of a disaster.

Incident Command and Staff Assignments

The Incident Command System (“ICS”) is a multi-hazard, flexible management system that coordinates the activities of an incident. An adaptation of ICS has been established for the school setting allowing for staff and faculty to perform tactical functions during an emergency. The six functions of this adapted system are:

1. Command
2. Operations
3. Safety/ Security
4. Communications
5. Planning; and
6. Student Release.

The Incident Commander (“IC”) is ultimately responsible for managing the incident activities. All members of the staff should be able to serve in this role if called upon. Once an incident has been declared and IC established, the IC coordinates and assigns tasks to staff based upon incident priorities. The IC determines evacuation strategy. The IC should use the Incident Command worksheet and Emergency Operations Plan (EOP) to facilitate the response effort. At the time of an incident, the IC should:

1. Call 911
2. Establish Incident Command (IC)
 - a. Set up Command Post in safe location
3. Use IC worksheet
 - a. Sheet is located in plan / Use check-offs
4. Evacuation
 - a. Evaluate if it is safe to stay, or if required to leave school grounds
5. Assign Duties as needed. Need to assign:
 - a. Operations (at least 3 people)
 - b. Safety and Security (at least 3 people)
 - c. Planning (at least 2 people)
 - d. Communications (at least 2 people)
 - e. Student release (at least 2 people)

Employees are to familiarize themselves to the specific functions of ICS. Assignment tags have been created to assist faculty with tactical objectives during an emergency. These tags have been placed in the emergency backpacks for use during an emergency. If a faculty member is assigned a particular function during an emergency, that staff member is to use the corresponding tag to assist in task completion. In the event of an emergency, it might be necessary to assign multiple people to a single task and leave other tasks unassigned. This decision will be made by the Incident Commander dependent upon the type of incident, resources available, and priorities of the school.

Assignment directives and the corresponding tags are designed to prompt sound decision making, but are not a substitute for common sense. A faculty member’s completion of a task will be reliant on a number of factors including, but not limited to, safety, familiarity, training, and any extraneous factors common to emergency incidents. If a faculty member is unable to accept an assignment or complete an assignment, the IC will be notified and will determine the next course of action.

*THE FOLLOWING ASSIGNMENTS HAVE BEEN PLACED ONTO ASSIGNMENT CARDS LOCATED IN THE BACKPACKS. THE CARDS HAVE BEEN FORMATTED TO REFLECT TACTICAL DECISION MAKING.

STAFF ASSIGNMENTS

The Incident Commander (“IC”) is ultimately responsible for managing the incident activities including the development and implementation of a strategic plan. All members of the staff should be able to serve in this role if called upon. Once an incident has been declared and IC established, the IC coordinates and assigns tasks to staff based upon incident priorities. The IC determines evacuation strategy. The IC should use the Incident Command worksheet and Emergency Operations Plan to facilitate the response effort.

OPERATIONS - responsible for managing all tactical operations to mitigate the incident including confirming student accountability and, if need be, search activities. Setting up a medical treatment area along with providing medical care within the scope of training are also functions of Operations. Operations will notify the IC of the need to search for missing students. The IC will make the determination to search.

1. Assess injuries
 - a. Tell IC the number of injuries
2. Set up treatment area or gathering point
 - a. Use medical supplies
 - medical supplies are kept in the storage bin and the nurse’s office
 - Keep track of injured students
3. Confirm roll call
 - a. Contact IC to confirm all students accounted for
4. Conduct search
 - a. Two people conduct search together with radios

SAFETY/SECURITY – responsible for performing numerous mechanical functions during an incident. Safety/Security will notify the IC of the need to perform any of these functions. The IC will determine the need and safety of such actions. The IC will make the determination to initiate such action.

1. Turn off gas/ electricity / water (if needed and safe to do so)
2. Open gates or lock gates (if needed)
3. Lock school (if needed)
4. Extinguish small fires
5. Identify hazards and seal them off from students and teachers (such as a power line down)
6. Maintain evacuation routes

PLANNING – Responsible for collection, evaluation, dissemination, and use of information concerning the development of the incident. Planning is located with the IC. Planning responsibilities shall include updating status reports and tracking student release. Using the status reports in the EOP, the Planning Group shall capture the critical information of the event.

1. Maintain Status Reports at Command Post (materials for status reports at end of this plan)
2. Each is required to be filled out:
 - a. Emergency status report
 - b. Status update report
 - c. Post-disaster update
3. Fill in status report every 20 minutes
4. Track student releases

STUDENT RELEASE – Responsible for student accountability during release procedures. Student Release shall determine an area and stage at that area for parent/guardian pick up. Student Release shall notify staff member in charge of evacuation holding area. Staff member in evacuation/holding area will retrieve the requested student to proceed to pick up area. Student Release will use the check off sheets to record release information. Planning group will be advised of student release update every 20 minutes. If any conflict arises during release procedures, IC will be notified. The IC will then make the determination to release student.

1. Instruct students only to come when called by teacher
2. Use check-off sheet to note the following:
 - a. Name of student
 - b. Who picked up student
 - c. What time student left school
3. Advise planning group of student release every 20 minutes

COMMUNICATIONS– Responsible for composing message for parents. No matter what the incident type, if disruption of the normal school day is affected, parents/guardians should be apprised of the situation. The IC will determine the need for student release. If student release is warranted, parents should be instructed where to pick up their child. Communications should staff phone lines. The IC shall be advised of any information gathered by Communications deemed essential to the incident.

1. Compose message to be sent to parents. Message needs to contain the following:
 - a. What happened
 - b. What is being done
 - c. Instructions for parents
 - d. Do not mention names of injured
2. Utilize *School Messenger* guidelines
To send voice broadcast:
 - Dial (877) 387-3506
 - Enter User-ID:
 - Enter pin:

Follow prompts

3. Guidelines for employee conversations are:
 - a. Be calm
 - b. Be brief
 - c. Do not provide specific names of students / staff injured
 - d. Repeat instructions for parents

EVACUATION

Evacuation may not be necessary in every emergency situation. In some cases, you might be directed by an administrator to evacuate, and in other cases, you might need to make the decision as to whether to evacuate or not on your own. If given no directives in a situation, you need to look around and see if you and your students would be safer remaining where you are, or moving to another site. If your environment seems precarious, the fire alarm sounds, or if so directed, follow the procedures below for evacuation.

1. If environment is dangerous, evacuate immediately, checking to ascertain that all students are with you. If necessary to save a life, take seriously injured individuals with you – NEVER LEAVE THEM ALONE! Take emergency backpack and attendance register. Report to evacuation site or safe area, take roll, treat injuries as best you can and preside over students.
2. If a student is trapped or unable to move, teacher or assistant teacher should remain with trapped persons while the other adult evacuates with class. If only one adult is present, try to attract another teacher to take class with him/her. When ready to evacuate, check room to ascertain that all are with you, take attendance register and backpack. Close the doors behind you, then report to evacuation site, take roll, and preside over students.
3. The Ross Common area adjacent to the school shall be the primary evacuation area. Roll calls will be conducted in these areas. Every effort shall be made to contain children in these areas safe from possible collapse zones and overhead hazards. If a child or staff needs to leave these areas for any reason, the IC will be notified prior to the movement. Children shall be held in these areas until a directive from the IC is given. Students shall remain in this area until called by a faculty member to proceed to the student release area. If the primary evacuation area is not deemed safe, a secondary location shall be established at the Marin Art and Garden Center in an open area.
4. A parent/guardian pick up area shall be established by the Student Release Group. The IC shall be advised of this area. The parent/guardian pick up area shall be established in an area that allows for safe and constant flow of traffic. Parents/guardians should be advised to park their vehicle, proceed to the release location, and provide/verify identification.
 - a. Students must report to the Release Station and an authorized parent or guardian must sign the Release Form in order for the student to be released. If an adult insists upon release without proper identification and becomes in anyway a threat, attract help or attention from a colleague. Await further instructions and attempt to entertain students and maintain a sense of calm.

LOCK DOWN

Threat from OUTSIDE of school:

- Signal building lockdown, **Dial 500 (hear tone) #110** “LOCKDOWN, LOCKDOWN”
 - Move away from danger. If going indoors, head into the nearest space in which to lockdown. If running away from school, head towards exit location in that direction.
- Lock exterior doors to school and classrooms
- Cover doorway windows and block view from hallway
- Do not allow students to leave the building
- Do not make noise.
- Notify police (911) give pertinent information (your name, location (room #), number of intruders, size, color of shirt of intruder, size of weapon)
- Take attendance and email **Ross Office** group. Report student(s) not accounted for in the email. **Ross Office** will text cell phones to confirm attendance.
- Unless otherwise directed:
 - Don't allow students in hallways
 - Close blinds/window coverings on exterior windows
 - Remain in classroom until “all clear” signal is given. If the fire alarm goes off during a lockdown, wait until you are approved to exit from an administrator. Do not respond by evacuating.
 - Use texts and emails to communicate. (lower light on all electronic devices)
 - Wait for notification with password to exit.

Threat from INSIDE of school when students/ staff are outside the building:

- Signal building lockdown, **Dial 500 (hear tone) #110** “LOCKDOWN, LOCKDOWN”
 - All students and staff move to one of the exit locations and await communication from District Office.
 - Anyone on a field trip is required to stay at designated location. If in transit, go to the Red Hill Shopping Center in San Anselmo and meet behind the gas station at the corner of Sir Francis Drake Blvd. and Sunny Hills Drive and await phone call from District Office. If those locations don't work find an alternative location and await communication from District Office.

Threat from INSIDE of school when students/ staff are inside the building:

- Lock classroom doors
- Move students away from doorway(s) and windows
- Cover doorway windows and block view from hallway
- Close window coverings on exterior windows
- Do not allow students into hallways
- Call 911. Give pertinent information (your name, location (room #), number of intruders, size, color of shirt of intruder, size of weapon)
 - Physical education class goes to nearest secure room (kitchen, storage room “O”) and secure door.
 - Remain in classroom until “all clear” signal is given and password has been provided. If the fire alarm goes off during a lockdown, wait until you are approved to exit from an administrator. Do not respond by evacuating.

KEY POINTS:

- Stay with children.
- Don't overthink. Run away from danger. Hide from danger. Fight if needed.

- Do not exit the room unless password is used. Password is given each semester to staff.
- Go to the exit location that is away from danger (Woodlands, MAGC, Phoenix Lake, San Anselmo).
- Always have your walkie-talkie and phone.
- When necessary have a staff member in the front and behind students to quickly move a few blocks awaiting word from the District Office.
- Fight is the last resort and should be used when the intruder is breaking into your secure location.

EARTHQUAKE

If an earthquake occurs, the immediate danger is being hit by falling objects. Do the following:

If inside:

- Take action at first indication of ground shaking—duck, cover and hold - if you wait, it is more difficult to move
- Stay inside
- Stay away from windows, shelves, and heavy objects that may fall
- Take cover under table, desk / counter, in a corner of a room / doorway
- In hallways, stairways or areas without cover: move to inside wall, kneel with back to wall, place head to knees, cover head, and support neck by clasping hands behind head
- Anticipate noise causing emotional stress—frightening especially to small children
- When quake is over: extinguish fire, shut-off gas / electricity if needed, close-off / label areas where hazardous materials have spilled
- If outside:
 - Take action at first indication of ground shaking—if you wait, it is more difficult to move
 - Move to open space away from building / overhead power lines
 - Lie down on ground; do not try to stand up
 - Be aware of potential dangers (i.e. power lines, trees, etc.)
 - Once the initial shaking has stopped, move children to safe place outside the building away from overhead hazards.

ALLERGIC REACTION

Identifying children or staff who have allergic reactions and preventing contact with allergens is the most effective form of prevention. Allergic reactions can be acute, potentially severe and life threatening

- Recognize the symptoms. The person may become uneasy, become agitated, and develop palpitations, tingling, itchy and flushed skin, throbbing in the ears, coughing, sneezing, hives, swellings, or increased difficulty in breathing. The severity of the allergic reaction may progress so rapidly that it may lead to collapse, convulsions, loss of bladder control, unconsciousness or stroke in minutes. An allergic reaction may prove fatal unless emergency action is given immediately.
- Call 911
- Use an EpiPen if indicated for your particular student
- All students with severe allergic reactions need to be transported to an emergency room, even if the EpiPen has been successful in providing emergency treatment

ANIMAL ATTACK / THREAT

It is possible that an animal could attack a child/ staff member and cause serious injury and even death. It is also possible that a student or staff member could be attacked and bitten by a rabid and/or potentially dangerous loose pet. In order to ensure student and staff safety, use the following as guidelines for action:

- Students/staff move to safe location outside/inside of building
- Move people away from animal threat
- Do not try to scare animal away- the animal may become alarmed and cause a negative reaction
- If safety permits, assign staff to keep track of animal until it moves off school property or assistance arrives
- Contact the following:
 - Parents
 - If the animal is a danger to the school, contact safety and law enforcement offices
- Initiate building lockdown, keeping everyone inside, if appropriate
- If someone is injured, administer first aid and contact 911

BOMB THREAT

Two basic reasons why an individual will communicate a bomb threat:

1. Caller has knowledge of or believes that an explosive device has been placed in or around the school building and wishes to minimize damage or injury
2. Caller wishes to create anxiety, panic, or disruption of routine daily activities

To make the best decision, the recipient of the call or written threat needs to do the following things:

1. Get all the facts
2. Make appropriate judgments by evaluating all the information and possible risks
3. Immediately notify the principal and receptionist

DO NOT USE WALKIE-TALKIES, PORTABLE RADIOS, BELL SYSTEM CELL PHONES, or the PA SYSTEM – IT MIGHT DETONATE THE EXPLOSIVE DEVICE

*(Use runners to alert staff and students to evacuate)

If threat is by phone:

1. Keep the caller on the phone as long as possible
2. Write down caller's exact words
3. Be aware of background noise (i.e. traffic, music, other voices, sounds)
4. Listen to the caller's voice, accent, male/ female, attitude
5. Record phone call if possible
6. Adult runners go to rooms to inform teachers- lead students to outside evacuation area
7. Have maps/ master keys available to use by police
8. If bomb is found, initiate student evacuation procedures
9. Move students away from building
10. Remain outside until advised to return inside

If threat is written:

1. Save all material-do not handle after its determined information contains a threat
2. Turn over written material to law enforcement as soon as they arrive on scene

*Decision points:

Consult with police to determine "all clear" and return students/staff to building

OR

Initiate student evacuation procedures

BUILDING EXPLOSION

The possibility of an explosion in a school building creates an immediate dangerous situation for students and staff. Lives may be in danger and a quick effective response is essential to minimize the threat. The following priorities must be considered if the possibility of an explosion exists and/or an actual explosion occurs.

1. Evacuate the building immediately
 2. Assign staff to check building—ensure that everyone is outside
 3. Contact the following
 - a. Police and Fire Departments
 - b. PG&E: 1-800-753-5000
- DO NOT attempt to disconnect main gas or electrical mains—wait for P.G.&E

CIVIL DISTURBANCE

The school administration should be aware of circumstances that might create civil disturbances and/ or public demonstrations near the school.

Use the following guidelines for action:

- Student/ staff safety is the first priority
- Assess situation- identify who, what, when, where, why and how
- If situation warrants, signal building lockdown
- If appropriate, secure building entrance- guard utilities, fire alarms, school equipment
- Keep phone clear for emergency calls
- As much as possible, maintain normal school activities

FIRE

- Sound fire alarm- IC contacts fire department- evacuate using fire drill procedures
- Faculty / students evacuate, as per the evacuation procedures
- Teacher is the last one to leave the room, assisting any disabled student. Once everyone is out, close classroom door—DO NOT lock door
- Teachers need to ensure the evacuation route is safe
- Do not close windows
- Administrators/ staff check halls, lavatories, closets, storage area, etc. for students/ staff
- If outside, students join assigned class
- If a student is not in an assigned class, join another class
- Proceed to evacuation location
- Teachers take attendance and account for students

FLOODS

- Assign staff member to monitor radio/ TV broadcast
- Keep students out of flood waters
- Disconnect utilities-electricity/gas (don't touch electrical equipment if floors are wet or under water)
- Report damaged utility lines to appropriate company
- Water may become contaminated during floods- don't use water sources for drinking until safe
- Consider school evacuation depending on current weather- rising water/road conditions
- Move school supplies/ materials if in danger of water damage

Forecasts and satellite weather info:

www.wrh.noaa.gov/mtr

FOOD POISONING

If a number of students become ill due to a possible food poisoning, use the following guidelines for action:

1. Bring ill students to central location, i.e. gymnasium, library
2. Assign staff to monitor ill students
3. Call the following:
 - a. Fire Department, so that community first aid, health department and safety personnel can be alerted
 - b. Parents / Guardians
 - c. If appropriate, law enforcement authorities (911)
4. Require that Food Service staff save ALL foods in kitchen
5. Keep accurate records of involved students and what hospitals they were taken to

HAZARDOUS MATERIALS

This type of emergency usually occurs when a truck carrying hazardous materials is damaged or a gas/sewer line is broken and chemical materials are leaking or spilled. The major threat from this kind of situation is toxic fumes and/or skin contact. A hazardous material emergency situation is usually handled in one of two ways:

- Evacuation
If the decision is made to evacuate, use the fire drill evacuation procedure. Move students away from the location of the hazardous materials incident. Move everyone uphill and upwind from the situation. Wind and water can quickly transport hazardous materials.
 - 911- They will contact agencies that might need to be involved.
- Shelter in Place
Utilize classrooms and offices to provide temporary/relatively safe shelter from the release of the hazardous material(s) in the vicinity of the school building. Shelter in place signal will be “Attention-implement shelter in place procedures immediately.”
 - 911- They will contact agencies that might need to be involved.
 - Close windows and doors. Shut off heaters/air conditioners

HAZARDOUS MATERIALS (CONTINUED)

The California Poison Control System (CPCS) is the statewide provider of immediate, free, and expert treatment advice and assistance over the telephone in case of exposure to poisonous, hazardous, or toxic substances. Call toll-free, 24 hours a day, 7 days a week, and 365 days a year.

-----1-800-222-1222-----

If the students/staff comes into contact with hazardous materials; the following information will help minimize physical damage and improve recovery possibilities:

- Corrosive Materials- substances that cause physical damage to tissue
 - Wash out eyes for 15-20 minutes- keep eyelids open- do not rub the affected area
 - Get under a shower if possible- remove all clothing- wash with soap and water
- Flammable Materials- liquids/gases that burn readily
 - Turn off main gas/electrical supplies
 - Move to fresh air
- Toxic Materials- poisonous substances
 - Wash hands/affected area immediately
 - Take off /discard contaminated clothing
 - Use appropriate antidote, if available
- Reactive Materials- substances that undergo chemical change- may result in an explosion, burning, corrosive/toxic condition
 - Close all doors
 - Evacuate students / staff immediately to a safe area
 - Implement decontamination procedures from local fire department / health personnel

KIDNAPPING/ MISSING PERSON

If you suspect that a non-custodial parent or other person without parental consent has removed a student from a school premise and/or activity (on or off school grounds), use the following guidelines for action:

On school grounds and/or at a school activity:

1. Use intercom to ask student to report to main office
2. Search facility / grounds for missing student
3. Check the student records and emergency contact list (could there be a potential custodial issue)
4. Call custodial parent or guardian
5. Call law enforcement and give the following information:
 - a. Name
 - b. Gender
 - c. Age
 - d. Grade Level
 - e. When/Where student was last seen
 - f. Description of student
 - g. What she was wearing
 - h. Parent / guardian name, address and phone number
 - i. Names of close friends
 - j. Suspect(s) name(s), if any, and license plate / make model/ color / description of the vehicle
6. If possible, in addition to custodial parents and guardians and law enforcement, notify only employees

LIGHTNING

If weather conditions indicate the potential or active lightning is present, do the following:

- All students inside building immediately—keep them inside
- Do not use telephones, cellular phones, radios, or other phones unless absolutely necessary
- If possible, unplug televisions/computers/etc.
- If off campus and cannot get inside:
 - Do not stand under trees/ metal towers
 - Wooded area: look for shelter in low place with small trees
 - Out in the open: go to low place like a valley, ditch or ravine
 - Get off hills- Do not stand in an open field where you are a tall object
 - Get away from water/ metal equipment, i.e. Bikes
 - Stay away from metal fencing, pipes/ railings or anything metal

POWER LINES DOWN ON OR NEAR SCHOOL GROUNDS- UTILITY FAILURE

If a power line is down on or near school grounds and/ or there is a utility failure (electrical power loss, gas shut-off, or sewer leak), the following procedures should be implemented:

- Notify staff- power line down/ utility failure occurring
- Initiate appropriate communication contacts
 - Police/ Fire Depts.
 - P.G. and E (800) 753-5000
- Don't cancel school
- Power line down. Do not evacuate building without approval from utility company
- Line may be "hot"- touching fence, railing, etc. may cause student/ staff to be seriously injured or killed
- Notify students/staff to remain inside building until further notice
- Power outage- students/staff remain in classroom until instructed otherwise
- Assign staff to supervise outside doors- ensure that students stay inside and visitors stay away
- Consider releasing students if hazard has been abated, but power has not been restored

SCHOOL VIOLENCE

School violence is one of the most serious and catastrophic events that may occur at a school site. Examples of situations include: bomb explosions, hostage situations, or an armed or unarmed intruder enters the building.

If an armed or unarmed intruder enters the classroom:

- Don't raise your voice or challenge the intruder
- Do what is asked to do if it does not place others in danger
- Keep students together, calm, and reassure. Model appropriate behavior
- Keep students from panicking and trying to leave classroom area
- Do not approach the intruder or attempt to confiscate weapon
- Do not negotiate with intruder- avoid physical resistance
- Ask intruder if you can evacuate students from the classroom
- If "yes": evacuate quietly/quickly. If "no": follow the above guidelines

If an armed or unarmed intruder is seen in/outside school:

- Call 911 immediately
- Contact main office
- Stay out of view of the intruder
- Do not attempt to engage the individual
- Initiate "Lockdown"

SEXUAL ASSAULT

A sexual assault on a student or staff member creates an extreme physical and emotional situation. If an assault of this nature occurs, it is vitally important to protect the victim's privacy and rights.

If sexual assault occurs on campus or off-site at a school sponsored activity, the following actions should be taken:

- Remove students / staff—secure area immediately OR move the victim to a secure private area
- Assign members of the same sex to stay with the victim
- Contact law enforcement (911) and give following information
 - Your name/ position
 - Location of you and victim
 - Description of what occurred
 - Victim's name/ age
 - Description of assailant(s): height, weight, gender, hair/ eye color, clothing, ethnicity
- Assign someone to meet law enforcement/ emergency medical personnel—use entrance that will not identify crisis to other students.
- Contact the parent / guardian of the victim (information on emergency cards)

STUDENT / STAFF ILLNESS, INJURY OR DEATH

- Incident occurs at school or off school grounds at a school sponsored activity
- Immediate first aid—use student's / staff health plan if available
- Initiate appropriate communication contacts:
 - 911—share the following information: your name / title, location, what happened, exact location of victim(s), name of victim(s), age
 - Appropriate family member (use emergency card information)
- Remove / keep students / staff away from area – provide staff supervision
- Assign staff to meet emergency vehicles
- Emergency situation result of crime: don't touch / move anything—wait for law enforcement arrival
- Assign staff to set up support area-----students/staff who witnessed situation
- Document incident in written report
- Never identify death as a suicide

SUICIDE THREAT

Student

- Bring student to main office in a confidential manner
- Secure student until appropriate contacts are made- parents available to pick up child
- If possible, ensure student is seen AS SOON AS POSSIBLE by counselor or mental health professional
- Contact the following
 - Parent / guardian
 - Counselor
 - If appropriate, law enforcement authorities (911)
 - If the student in question has a sibling at another school, that school should be contacted to allow for any conflicts that may arise. (i.e. the sibling's normal pickup time is delayed)
- Offer counseling support information to parent(s) / guardian
- Document situation / intervention information

Staff

- Bring staff member to main office in a confidential manner- offer support- voice concerns honestly and openly
- Contact the following:
 - Spouse or appropriate family member
 - If appropriate, counselor
 - If appropriate, law enforcement authorities (911)
- Ensure staff member is seen AS SOON AS POSSIBLE by a counselor or mental health professional
- Document situation/ intervention information
- Offer counseling support information to spouse and or family member(s)

APPENDIX A**NIMS/SEMS****CONTENTS****FORM**

Ross School District Incident Command System: Roles and Responsibilities

Ross School District Command System: Functional Reference Model

Ross School District Incident Command System: Fully-Staffed Template

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Situation Status Report –Initial Assessment	E1
Student Status Report – Initial Assessment	E2
Staff Status Report – Initial Assessment	E3
Situation Status Report – Update	F1
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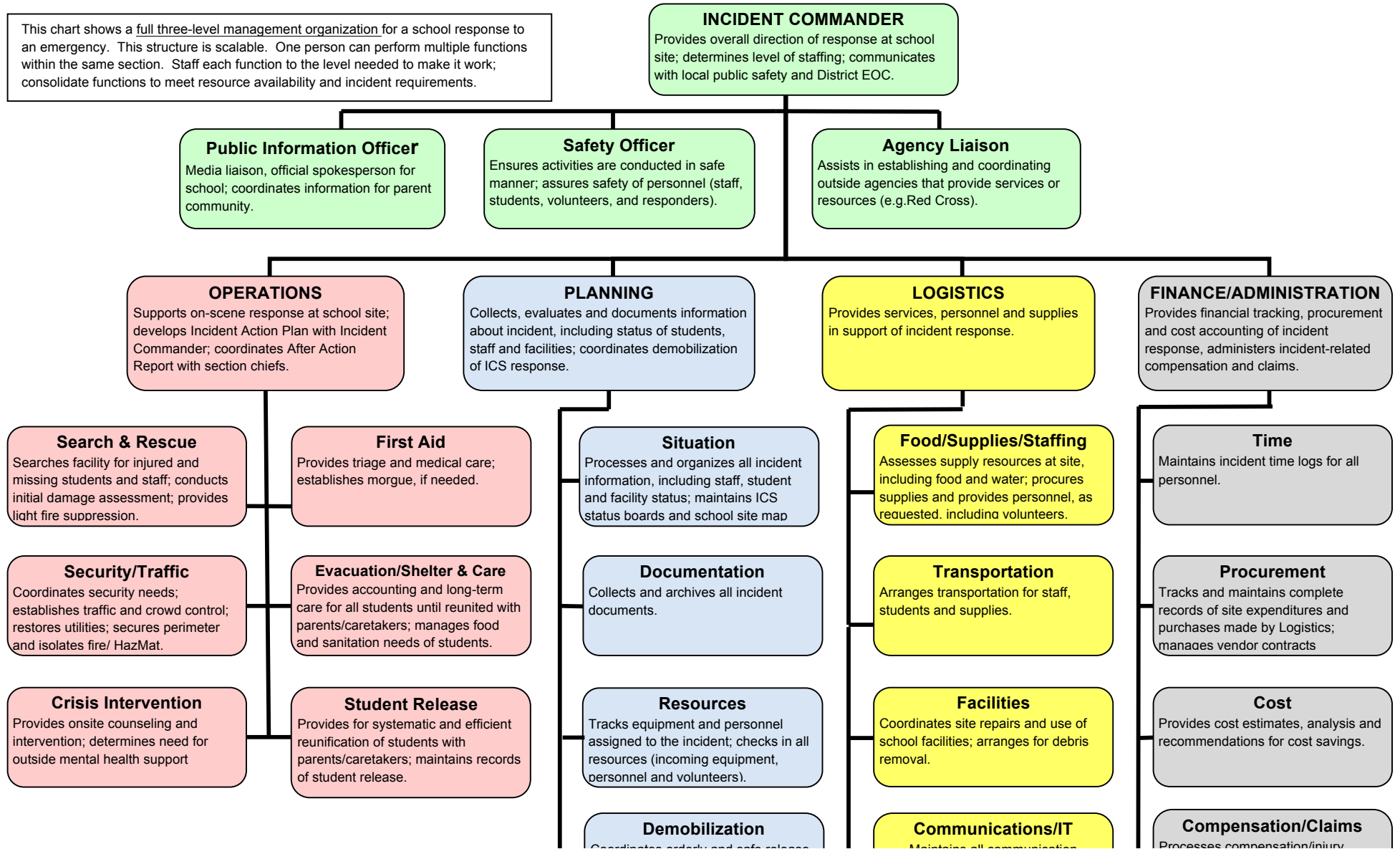
INCIDENT COMMAND SYSTEM: Ross School District

At the school level, the school principal or designee assumes management responsibility as the Incident Commander and activates others as needed. School personnel transition from their daily jobs to assigned emergency functions. The ICS is flexible in size and scope, depending upon the magnitude of the emergency. For a small incident, the principal may perform all roles of the ICS structure. The Incident Commander is responsible for any section that is not assigned. Each section chief is responsible for any unit that is not assigned.

Title	Role, Responsibility
MANAGEMENT: Incident Commander	Responsible for development of school's plan and overall management of emergency situation; establishes/manages Command Post; activates ICS; determine strategies to implement protocols and adapt as needed.
Safety/Security	Monitors safety conditions of an emergency situation and develops measures for ensuring the safety of building occupants (students, staff, volunteers, responders).
Public Information Media Liaison	Spokesperson for the incident; prepares media releases; establishes "media center" near Command Post; coordinates information with Incident Commander for parent community.
Liaison to Outside Agencies	Develops working knowledge of local/regional agencies; serves as the on-scene contact for outside agencies assigned to an incident; assists in accessing services when the need arises.
OPERATIONS: Search and Rescue	Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression.
Security/Traffic	Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates fire/HazMat.
First Aid	Provides triage and medical care with staff trained in first aid and CPR; oversees care given to the injured; distributes medical supplies (latex gloves, bandages, etc.); establishes morgue, if needed.
Evacuation/ Shelter and Care	Provides accounting and long-term care for all students until reunited with parents/caretakers; manages food and sanitation needs of students.
Student Release	Provides for systematic and efficient reunification of students with parents/caretakers; maintains records of student release.
Crisis Intervention	Provides on-site counseling and intervention; determines need for outside mental health support; accesses local/regional providers for ongoing crisis counseling for students, staff, parents, as needed.
PLANNING: Situation Analysis Documentation Resources Demobilization	Evaluates incident information and maintains ICS status boards; collects and archives all incident documents; tracks equipment and personnel assigned to the incident; checks in all resources (incoming equipment, personnel and volunteers; coordinates safe and orderly release of assigned resources and deactivation of incident response at the school site.
LOGISTICS: Food/Supplies/Staffing/ Transportation	Coordinates access to and distribution of food, water and supplies; provides personnel as requested, including volunteers; arranges transportation for staff, students and equipment.
Facilities Communications/IT	Coordinates site repairs and use of school facilities; arranges for debris removal; maintains all communication equipment, including radios; provides services to support Information Technology functions.
FINANCE/ADMINISTRATION: Procurement, Cost Accounting Timekeeping, Claims and Compensation	Maintains incident time logs for all personnel; tracks and maintains records of site expenditures and purchases for incident; manages vendor contracts. Processes compensation/injury claims related to incident.

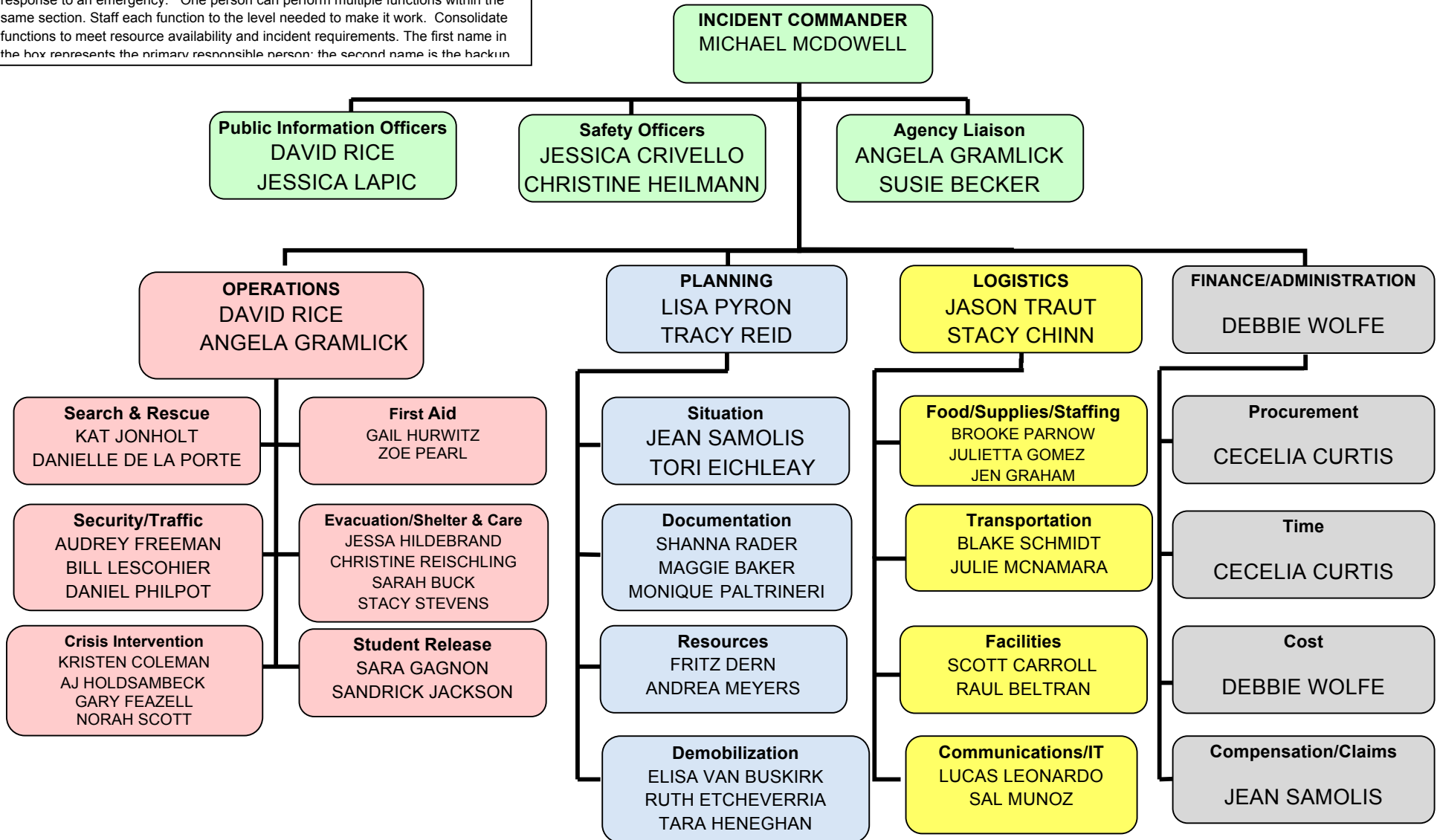
ROSS SCHOOL INCIDENT COMMAND SYSTEM (ICS): FUNCTIONAL REFERENCE MODEL





This chart shows a full three-level management organization for a school response to an emergency. This structure is scalable. One person can perform multiple functions within the same section. Staff each function to the level needed to make it work; consolidate functions to meet resource availability and incident requirements.








ROSS SCHOOL INCIDENT COMMAND SYSTEM (ICS): FULLY-STAFFED TEMPLATE



This chart shows a three-level, scalable management organization for school response to an emergency. One person can perform multiple functions within the same section. Staff each function to the level needed to make it work. Consolidate functions to meet resource availability and incident requirements. The first name in the box represents the primary responsible person; the second name is the backup.



PREPARED BY: <i>Date:</i> <i>Time:</i>		APPROVED BY:	
EOC STAFFING LIST		A1	
FOR OPERATIONAL PERIOD: FROM: <i>Date/Time</i>		TO: <i>Date/Time</i>	
MANAGEMENT STAFF 		OPERATIONS 	
EMERGENCY OPERATIONS DIRECTOR		OPERATIONS SECTION CHIEF	
Public Information Officer		Security/Safety	
Agency Liaison		Facilities Management	
Safety Officer		Shelter and Care	
		Staff Services	
		Medical	
PLANNING 		LOGISTICS 	
PLANNING SECTION CHIEF		LOGISTICS CHIEF	
Documentation		Personnel/Staffing	
Situation		Supplies/Equipment	
Forecasting/Recovery Planning		Food/Water	
Resources/Incident Action Plan		Transportation	
Demobilization		Communications/IT Support	
FINANCE and ADMINISTRATION		AGENCY REPRESENTATIVES	
FINANCE/ADMIN SECTION CHIEF		American Red Cross	
Personnel Accounting		Fire	
Purchasing/Accounts Payable		Law Enforcement	
Accounting/Recordkeeping		Public Health	
Compensation and Claims		Public Works	

PREPARED BY: <i>Date:</i> <i>Time:</i>		APPROVED BY:	
ICS STAFFING LIST		A2	
FOR OPERATIONAL PERIOD: FROM: <i>Date/Time</i>		TO: <i>Date/Time</i>	
MANAGEMENT STAFF 		OPERATIONS 	
EMERGENCY OPERATIONS DIRECTOR		OPERATIONS SECTION CHIEF	
Public Information Officer		Search and Rescue	
Agency Liaison		First Aid	
Safety Officer		Security/Traffic	
		Evacuation/Shelter and Care	
		Crisis Intervention	
		Student Release	
PLANNING 		LOGISTICS 	
PLANNING SECTION CHIEF		LOGISTICS CHIEF	
Documentation		Personnel/Staffing	
Situation		Supplies/Equipment	
Resources/Incident Action Plan		Transportation	
Demobilization		Facilities	
		Communications/IT	
FINANCE and ADMINISTRATION 		AGENCY REPRESENTATIVES	
FINANCE/ADMIN SECTION CHIEF		American Red Cross	
Timekeeping		Fire	
Procurement		Law Enforcement	
Cost		Public Health	
Compensation and Claims		Public Works	

PREPARED BY: <i>Date:</i> <i>Time:</i>		APPROVED BY:	
SECTION TASKS		B1	
FOR OPERATIONAL PERIOD: FROM: <i>Date/Time</i>		TO: <i>Date/Time</i>	
MANAGEMENT SECTION		Assigned To:	
OPERATIONS		Assigned To:	
PLANNING		Assigned To:	
LOGISTICS		Assigned To:	
FINANCE/ ADMINISTRATION		Assigned To:	

PREPARED BY: (Planning Section Chief) 		APPROVED BY: (EOC Director) 	
<i>Date:</i> _____		<i>Time:</i> _____	
EOC ACTION PLAN		B2	
FOR OPERATIONAL PERIOD:		TO: <i>Date/Time</i>	
FROM: <i>Date/Time</i>			
SITUATION SUMMARY			
MAJOR INCIDENTS/ EVENTS IN PROGRESS			
TYPE OF INCIDENT		LOCATION	SUPPORT REQUESTED
OVERALL OBJECTIVES			
PUBLIC INFORMATION MESSAGE			
ATTACHMENTS			
<input type="checkbox"/>			
<input type="checkbox"/>			
<input type="checkbox"/>			

SECTION ACTIVITY LOG		B3(a)	
SECTION:		OPERATIONAL PERIOD: <i>From:</i> _____ <i>To:</i> _____	
SECTION CHIEF:		PAGE _____ of _____	
PERSONNEL ASSIGNED		POSITION	
TIME	MESSAGES, NOTES, EVENTS, DECISIONS	ACTION TAKEN	INITIAL
<input type="checkbox"/> If additional space is needed, ✓ box and use B3(b) or a duplicate of this form			

[illegible]

Date Prepared:		Time Prepared:		POSITION:	
INCIDENT BRIEFING					
MAP SKETCH		Include total area of operations, incident site/area, impacted buildings and other graphics depicting situational and response status.			
CURRENT SITUATION		Include type of incident, location, approximate number and age range of individuals affected.			
This form corresponds to ICS 201					
INCIDENT NAME:			PREPARED BY:		

<i>Date Prepared:</i>		<i>Time Prepared:</i>	POSITION:
INCIDENT BRIEFING			B4 Page 2 of 4
INITIAL RESPONSE OBJECTIVES			
CURRENT ACTIONS, PLANNED ACTIONS and POTENTIAL ACTIONS			
INCIDENT NAME:		PREPARED BY:	

Date Prepared:

Time Prepared:

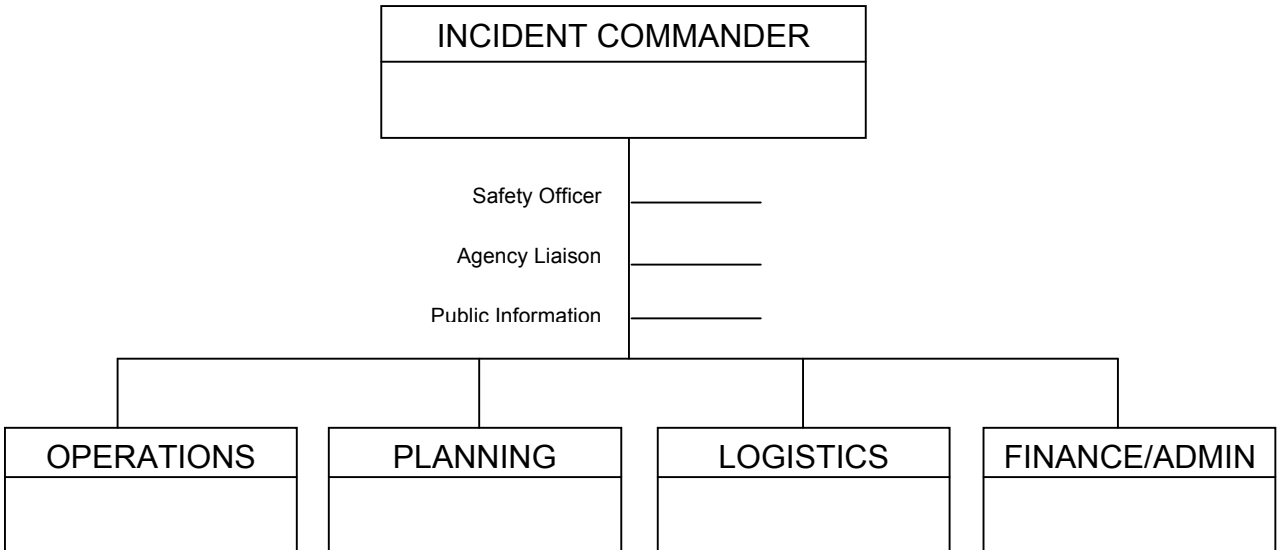
POSITION:

INCIDENT BRIEFING

B4

Page 3
of 4

CURRENT ORGANIZATION



INCIDENT NAME:			PREPARED BY:		
Date Prepared:		Time Prepared:	POSITION:		
INCIDENT BRIEFING					B4 Page 4 of 4
RESOURCES SUMMARY					
Resources Ordered	Resource Identifier	Date/Time Ordered	ETA	On-Scene	NOTES: Location/Assignment/Status
GENERAL SAFETY MESSAGE					
ATTACHMENTS					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					

☐ If additional space is needed, ✓ box and use duplicate of this form

This form corresponds to ICS 201

PREPARED BY:

APPROVED BY:

Date:

Time:

MANAGEMENT SITUATION REPORT

C1
of 3

OPERATION START:

Date

Time

**ACTIVATION /DECLARATIONS/
ORDINANCES**

SUBJECT

DATE/TIME

District EOC Activation

Local Emergency Declaration

Marin County Declaration

Gubernatorial Declaration

Presidential Declaration

Resolution or Ordinance No.

Resolution or Ordinance No.

Local Emergency Declaration

ACTION PLAN OBJECTIVES FOR TOMORROW

[illegible]

PREPARED BY:		APPROVED BY:	
<i>Date:</i>		<i>Time:</i>	
RESOURCE REQUEST			D1
SECTION:		TELEPHONE:	No.
SECTION CHIEF:		OPERATIONAL PERIOD	
		<i>From:</i>	<i>To:</i>
REQUEST TO LOGISTICS			
Resource Needed:			
Type/Size of Resource:			
Number/Amount Needed:			
Special Instructions:			
NEEDED BY:	<i>Date:</i>	<i>Time:</i>	
DELIVER TO/TRANSPORTATION NEEDED:			
RESPONSE FROM LOGISTICS			
FROM:	TELEPHONE:	<i>Date/Time:</i>	

CHECK-IN / CHECK-OUT						D2
OPERATION PERIOD:		From:		CHECK IN LOCATION:		PAGE _____
		To:				of _____
#	TIME		PRINT NAME	SECTION/POSITION	INITIAL	
	IN	OUT				
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

☐ If additional space is needed, ✓ box and use duplicate of this form

This form corresponds to EOC-511

TO: POSITION: LOCATION:		FROM: POSITION: TELEPHONE:		
MESSAGE FORM				D3
SUBJECT:		DATE:		TIME:
MESSAGE				
PRIORITY <input type="checkbox"/> URGENT -Life <input type="checkbox"/> URGENT - Facility <input type="checkbox"/> Status Report <input type="checkbox"/> Resources Needed <input type="checkbox"/>	District School			
Reply Requested? <input type="checkbox"/> Yes <input type="checkbox"/> No		REPLY	DATE	TIME
ADDITIONAL RECIPIENT(S)				
MANAGEMENT	OPERATIONS	PLANNING	LOGISTICS	FINANCE/ADMIN
<input type="checkbox"/> EOC Director	<input type="checkbox"/> Section Chief	<input type="checkbox"/> Section Chief	<input type="checkbox"/> Section Chief	<input type="checkbox"/> Section Chief
<input type="checkbox"/> PIO	<input type="checkbox"/> Safety/Security	<input type="checkbox"/> Situation	<input type="checkbox"/> Supplies	<input type="checkbox"/> Personnel
<input type="checkbox"/> Agency Liaison	<input type="checkbox"/> Facilities Management	<input type="checkbox"/> Documentation	<input type="checkbox"/> Staffing	<input type="checkbox"/> Purchasing/AP
<input type="checkbox"/> Safety Officer	<input type="checkbox"/> Shelter & Care	<input type="checkbox"/> Resources	<input type="checkbox"/> Transportation	<input type="checkbox"/> Recordkeeping
<input type="checkbox"/> Legal	<input type="checkbox"/> Medical	<input type="checkbox"/> Recovery	<input type="checkbox"/> Communications/IT	<input type="checkbox"/> Compensation/Claims
<input type="checkbox"/>	<input type="checkbox"/> Staff Services	<input type="checkbox"/> Demobilization	<input type="checkbox"/>	<input type="checkbox"/>
SIGNATURE:				

VOLUNTEER CHECK-IN							D4
OPERATION PERIOD:		From: To:		CHECK IN LOCATION:			PAGE _____ of _____
#	TIME		PRINT NAME	ADDRESS	PHONE	SKILLS	Assigned
	IN	OUT					
1							
2							
3							
4							
5							
6							
7							
8							
9							

☐ If additional space is needed, ✓ box and use duplicate of this form

PREPARED BY:		APPROVED BY:			
Date:		Time:			
SITUATION STATUS REPORT INITIAL ASSESSMENT				E1 of 6	
OPERATION START:		Date:		Time:	
This form is to be completed and forwarded to the Emergency Operations Center by the Principal or designee as soon as evacuation has been completed and the required information collected.					
IMMEDIATE ASSISTANCE REQUIRED					
NONE					
MEDICAL					
FIRE					
SEARCH & RESCUE					
LAW ENFORCEMENT					
PUBLIC WORKS					
STUDENT/STAFF STATUS Names on Form E-2 and E-3, respectively					
	MISSING	TRAPPED	INJURED	DECEASED	ALL ACCOUNTED
STUDENTS					
STAFF					
OTHERS					
CONDITION OF SCHOOL BUILDING AND GROUNDS					
LOCATION Building/Classroom No.		STRUCTURAL DAMAGE e.g., wall cracked, fallen light fixtures, shattered windows, broken water pipes, etc.			
<input type="checkbox"/> If additional space is needed, ✓ box and use Supplemental Form E-6					
CONDITION OF NEIGHBORHOOD e.g., fallen power lines, debris-cluttered streets, flooding, mudslide					
<input type="checkbox"/> If additional space is needed, ✓ box and use Supplemental Form E-6					

STUDENT STATUS REPORT INITIAL ASSESSMENT				E2 of 6
OPERATION START:		<i>Date:</i>		<i>Time</i>
CONDITION OF STUDENTS				
MISSING				
Possible Location	NAME			
TRAPPED				
Location	NAME			
INJURED				
Location	Type of Injury	NAME		
DECEASED				
Location	NAME			
<input type="checkbox"/> If additional space is needed, ✓ box and use Supplemental Form E-4				

STAFF STATUS REPORT INITIAL ASSESSMENT				E3 of 6
OPERATION START:		<i>Date:</i>		<i>Time:</i>
CONDITION OF STAFF				
MISSING				
Possible Location	NAME			
TRAPPED				
Location	NAME			
INJURED				
Location	Type of Injury	NAME		
DECEASED				
Location	NAME			
<input type="checkbox"/> If additional space is needed, ✓ box and use Supplemental Form E-4				

<p>STUDENT STATUS REPORT</p> <p><i>continued</i> (2)</p>		<p>E4</p> <p>of 6</p>
--	--	------------------------------

<p>STUDENT STATUS REPORT</p> <p><i>continued</i> (2)</p>		<p>E4</p> <p>of 6</p>
--	--	------------------------------

<p>STUDENT STATUS REPORT</p> <p><i>continued</i> (2)</p>		<p>E4</p> <p>of 6</p>
--	--	------------------------------

OPERATION START:

Date:

Time:

PAGE _____
of _____

PAGE _____
of _____

CONDITION OF STUDENTS *(continued)*
STATUS: M = MISSING T = TRAPPED I = INJURED D = DECEASED

STATUS: M = MISSING T = TRAPPED I = INJURED D = DECEASED

STATUS

Location

NAME

[illegible]




☐ If additional space is needed, ✓ box and use duplicate of this form

[illegible]

[illegible]

PREPARED BY:		APPROVED BY:	
<i>Date:</i>		<i>Time:</i>	
SITUATION STATUS REPORT UPDATE			F1 of 2
OPERATIONAL START:	<i>Date:</i>	<i>Time:</i>	
NO. OF STUDENTS REMAINING AT SCHOOL		NO. OF STAFF REMAINING TO CARE FOR STUDENTS	
ASSISTANCE REQUIRED			
MEDICAL			
WATER			
FOOD			
BLANKETS			
ADDITIONAL PERSONNEL TO ASSIST WITH CARE			
OTHER			
<input type="checkbox"/> If additional space is needed, ✓ box and use reverse side of this form			
PREPARED BY:		APPROVED BY:	
<i>Date:</i>		<i>Time:</i>	

SITUATION STATUS REPORT UPDATE (2)						F2 of 2
OPERATIONAL START:		<i>Date:</i>		<i>Time:</i>		
<i>Do not enter buildings until the structural evaluation is complete, and the buildings are designated as safe.</i>						
DAMAGE ASSESSMENT						
TYPE	SEVERITY None Slight Severe Hazardous				LOCATION/ROOM NO	
<u>UTILITIES</u>						
Electrical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Natural gas lines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Water heater/boiler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Sewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<u>HAZARDOUS MATERIALS</u>						
Custodial chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Lab chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Asbestos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<u>PHYSICAL HAZARDS</u>						
Broken glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Construction areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Damaged buildings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Walkways, bridges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
NOTES: <i>(description of trouble, location, severity or hazardous materials):</i>						
FINDINGS: <input type="checkbox"/> Building or room is SAFE for reoccupancy <input type="checkbox"/> Building or room is CLOSED due to hazardous condition						
CORRECTIVE MEASURES NEEDED : <i>(to be completed prior to reoccupancy)</i>						
<input type="checkbox"/> If additional space is needed, ✓ box and use reverse side of this form						
PREPARED BY:						

Date:		Time:	
DEMOBILIZATION CHECKOUT			G1
1. INCIDENT NAME:	2. DATE/TIME	3. NO.	
4. UNIT/PERSONNEL RELEASED			
5. TRANSPORTATION TYPE/NO.			
6. ACTUAL RELEASE DATE/TIME	7. MANIFEST? <input type="checkbox"/> Yes <input type="checkbox"/> No NUMBER:		
8. DESTINATION	9. AGENCY/REGION NOTIFIED Name Date		
10. Unit leader responsible for collecting performance rating			
11. UNIT/PERSONNEL You and your resources have been released subject to signoff from the following: <i>(Demobilization Unit Leader check the appropriate box)</i>			
LOGISTICS			
<input type="checkbox"/> Supplies/Equipment			
<input type="checkbox"/> Communications			
<input type="checkbox"/> Facilities			
<input type="checkbox"/> Transportation			
PLANNING			
<input type="checkbox"/> Documentation			
FINANCE/ADMINISTRATION			
<input type="checkbox"/> Timekeeping			
OTHER			
<input type="checkbox"/>			
<input type="checkbox"/>			
12. REMARKS			

Ross School Buddy System.....	B-1
Ross School Disaster Assignments.....	B-2
Emergency Departure Groups.....	B-5
Emergency Drill Record	B-6
Emergency Drill Evacuation Routes.....	B-7
Emergency Preparedness Professional Development.....	B-8
Emergency Phone Numbers	B-9
Site Maps.....	B-10
Lockdown Exit Path Map.....	B-11
Field Trip Volunteer Driver Form.....	B-12

ROSS SCHOOL EMERGENCY PROCEDURES 2019-2020 BUDDY SYSTEM

DISTRICT OFFICE/ ADMINISTRATION	OFFICE STAFF	ELEMENTARY	MIDDLE SCHOOL
Michael McDowell, David Rice & Angela Gramlick	Shanna Rader, Tracy Reid & Gail Hurwitz	Sarah Buck & Ruth Etcheverria	Kristen Coleman, Zoe Pearl & Monique Paltrineri
Lisa Pyron & Jean Samolis		Stacy Stevens & Tara Heneghan	Andrea Meyers & Danielle de la Porte
Debbie Wolfe & Cecelia Curtis		Brooke Parnow & Jennifer Graham	Susie Becker & Jessa Hildebrand
		Maggie Baker, Julietta Gomez	Bill Lescohier & Sara Gagnon
		Stacy Chinn & Jason Traut	Daniel Philpot & Kat Jonholt
		Leo Leonardo, Sal Munoz & Norah Scott	Tori Eichleay & Blake Schmidt
		Fritz Dern & Audrey Freeman	Jessica Crivello & Sandrick Jackson
		Christine Heilmann, Jessica Lopic & Julie McNamara	Erika Meeker, Pierina dell-Avo & Elisa Van Buskirk
		Lisa LaLanne, Samantha Shura & Christine Reischling	
		SUPPORT STAFF	
		Hilary Foster & Jordan Malin	Tamara Petri & Stephanie Sanford
		AJ Holdsambeck, & Jan Hoeveler	Stephanie McAfee, Hilke Weston & Keiran Langer
		Patricia Pirrone & Gina Sarao	Teysang Kem & Raul Beltran
		Gary Feazell, Ailish Mullally	
		Scott Carroll & Curt Ruhl	

ROSS SCHOOL DISASTER ASSIGNMENTS 2019-2020

Baker, Maggie	2 nd grade Student Release/Documentation
Becker, Susie	6th grade Student Assembly/Agency Liaison
Beltran, Raul	Facilities
Buck, Sarah	Leader K-3/Evaluation/Shelter & Care
Carroll, Scott	Facilities/Disable Utilities
Chinn, Stacy	3 rd grade Student Release/Logistics
Coleman, Kristen	Crisis Intervention
Crivello, Jessica	Student Release/Safety Officer
Curtis, Cecelia	Incident Command Assistant/Procurement/Time
de la Porte, Danielle	7 th grade Student Release/Search & Rescue
Dern, Fritz	Leader 4-5, Student Release/Resources
Eichleay, Tori	8 th grade Student Release/Situation
Etcheverria, Ruth	Kindergarten Student Release
Feazell, Gary	Student Assembly/Crisis Intervention
Foster, Hilary	2 nd grade Student Assembly
Freeman, Audrey	4 th grade Student Release/Security/Traffic
Gomez, Julietta	Food/Supplies/Staffing
Graham, Jennifer	1 st grade Student Assembly/Food/Supplies/Staffing
Gramlick, Anglea	Student Crisis Supervisor/Agency Liaison
Heilmann, Christine	5th grade Student Release/Safety Officer
Heneghan, Tara	1 st Grade Student Release/Demobilization
Hildebrand, Jessa	6 th grade Student Release/Evacuation/Shelter and Care
Hoeveler, Jan	Student Assembly
Holdsambeck, AJ	Student Assembly/Crisis Intervention

Hurwitz, Gail	First Aid Supervisor
Jackson, Sandrick	Student Release
Jonholt, Kat	Middle School Leader/Search and Rescue
Kem, Tayseng	Facilities
Krause, Sara	Student Release
LaLanne, Lisa	Student Assembly
Lapic, Jessica	5 th grade Student Assembly/Public Information Officer
Leonardo, Lucas	Communications
Lescossier, Bill	Security/Traffic
Malin, Jordan	Student Assembly
McAfee, Stephanie	Student Assembly
McDowell, Michael	Incident Commander
McNamara, Julie	Transportation
Meeker, Erika	Student Assembly
Meyers, Andrea	Student Assembly/Resources
Mullally, Ailish	Student Assembly
Munoz, Sal	Communications
Paltrineri, Monique	Student Assembly/Documentation
Parnow, Brooke	1 st grade Student Release/Food/Supplies/Staffing
Pearl, Zoe	Student Assembly/First Aid
Pereira, Catherine	K Student Assembly
Petri, Tamara	Student Assembly
Philpot, Daniel	8 th grade Student Assembly/Demobilization
Pirrone, Patricia	Student Assembly
Pyron, Lisa	Planning

Rader, Shanna	Documentation
Reid, Tracy	Planning
Reischling, Christine	Evacuation/Shelter & Care
Rice, David	Public Information Officer
Samolis, Jean	Situation/Compensation/Claims
Sanford, Stephanie	Student Assembly
Sarao, Gina	Student Assembly
Schmidt, Blake	7 th grade Student Assembly/Transportation
Scott, Norah	Crisis Intervention
Shura, Samantha	Student Assembly
Stevens, Stacy	1 st Grade Student Assembly/Demobilization
Traut, Jason	3 rd grade Student Assembly/Demobilization
Van Buskirk, Elisa	Student Assembly/Security/Traffic
Weston, Hilke	Student Release
Wolfe, Debbie	Finance/Administration/Cost

**All aides and teacher assistants stay with Grade level students.*

ROSS SCHOOL EMERGENCY DEPARTURE GROUPS 2019-2020

B-5

[illegible]

EMERGENCY DRILL RECORD

School ROSS SCHOOL

School Year 2019-2020

TYPE OF DRILL	DATE HELD	TIME		REMARKS	RECORDED BY
		Start	End		
FIRE DRILL	8/30/19	9:45			
LOCKDOWN DRILL	9/16/19	9:30			
The Great Shake Out EARTHQUAKE DRILL	10/17/19	10:17 am		Statewide Drill	
LOCKDOWN DRILL	11/20/19	12:45			
FIRE DRILL	12/9/19	1:30			
EARTHQUAKE DRILL	1/23/20	9:00			
FIRE DRILL	2/10/20	11:00			
LOCKDOWN DRILL	3/18/20	10:00			
EARTHQUAKE DRILL	4/2/20	11:00			
FIRE DRILL	5/6/20	12:45			

EMERGENCY DRILL EVACUATION ROUTES

- Kindergarten and 1st Grade:
Exit through the Kindergarten doors; turn right on Lagunitas Road, turn on Ross Common walkway to the blacktop. Line up by class next to the field facing the gymnasium.
- District Office and Front Office Staff:
Exit through the rotunda, turn on Ross Common walkway to blacktop. Gather under basketball hoop next to the field.
- 2nd Grade, Room 10, and Cyber Café:
Exit through the elementary corridor, through the glass exit gates, right on Ross Common walkway to blacktop. Line up next to 1st grade.
- 3rd, 4th, and 5th Grade:
Exit through the second story elementary corridor, down the stairs, through the glass exit gates, right on Ross Common walkway to blacktop. Line up next to 2nd grade.
- Art, Music, and Learning Center:
Exit through the breezeway exterior door, right on walkway to courtyard, through the glass exit gates, right on Ross Common walkway to blacktop. Line up next to 5th grade.
- First Floor Middle School:
Exit through the middle school corridor, through the glass exit gates to the blacktop. Middle School students line up with their first core period of the day.
- Second Floor Middle School:
Exit down the stairway next to room 31, through the middle school corridor, through glass exit gates to blacktop. Middle School students line up with their first core period of the day.

ROSS SCHOOL EMERGENCY PREPAREDNESS
Professional Development
2019-2020

Professional Development Topic	Date of Training	Personnel Receiving
Seizure Training		Staff Specific
Review of DRAFT 2019-2020 Emergency Plan	August 19, 2019	All Staff
Management of Diabetes in the School Setting; Glucagon Training		Staff Specific
CPR/AED Training	TBD	TBD
Anaphylaxis Training with Epinephrine Auto-Injectors		Classified
Anaphylaxis Training with Epinephrine Auto-Injectors		Certificated
Review of FINAL 2019-2020 Emergency Plan	September 25, 2019	All Staff

Emergency Phone Numbers:

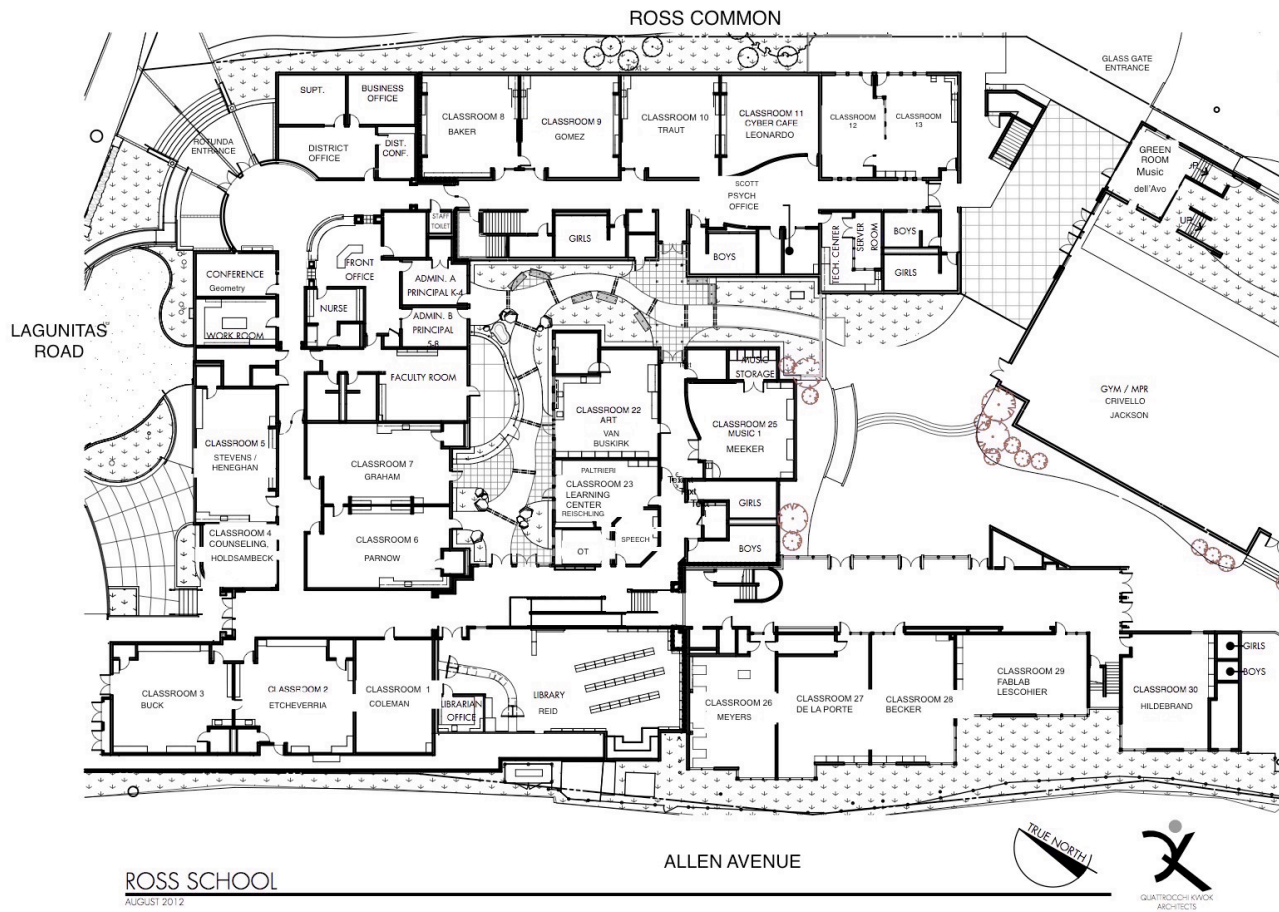
Fire, Police, Medical Aid.....911*
Marin County Sheriff sub-station.....456-5131
Ross Valley Fire Dept.....258-4686
Police Department.....453-1453
San Anselmo Police Department.....258-4610
Marin General Hospital.....925-7000
Kaiser Permanente Medical Center.....444-2000
Shelter Aid: Red Cross, Marin Chapter.....721-2365
Emergency number from cell phone.....479-2311
PG & E (Service interruption info., 24 hours.1-800-743-5000
Marin Municipal Water District.....945-1455
(emergency calls only): 488-9441
Department of Public Works 258-4616

KNBR Radio 680 995-6800
KCBS Radio 740 765-4000
KGO Radio 810 954-8142

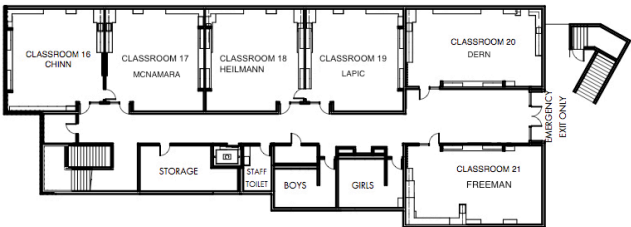
****The Town uses different types of methods to alert residents to an emergency. The air horn on the top of the firehouse serves as one of the warning systems. The horn may be tested each Saturday at noon. If the horn is sounded during the winter months, residents should be alert for a flood emergency. If heard during the summer months, residents should be alert for a wild land fire. In either case, the sound of the horn means to be alert for information on how to react.**

2019-2020 Campus Maps

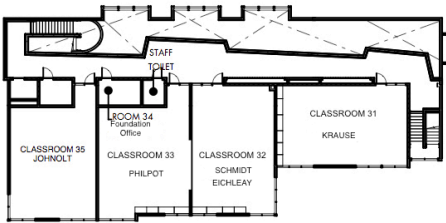
First Floor:



Second Floor:



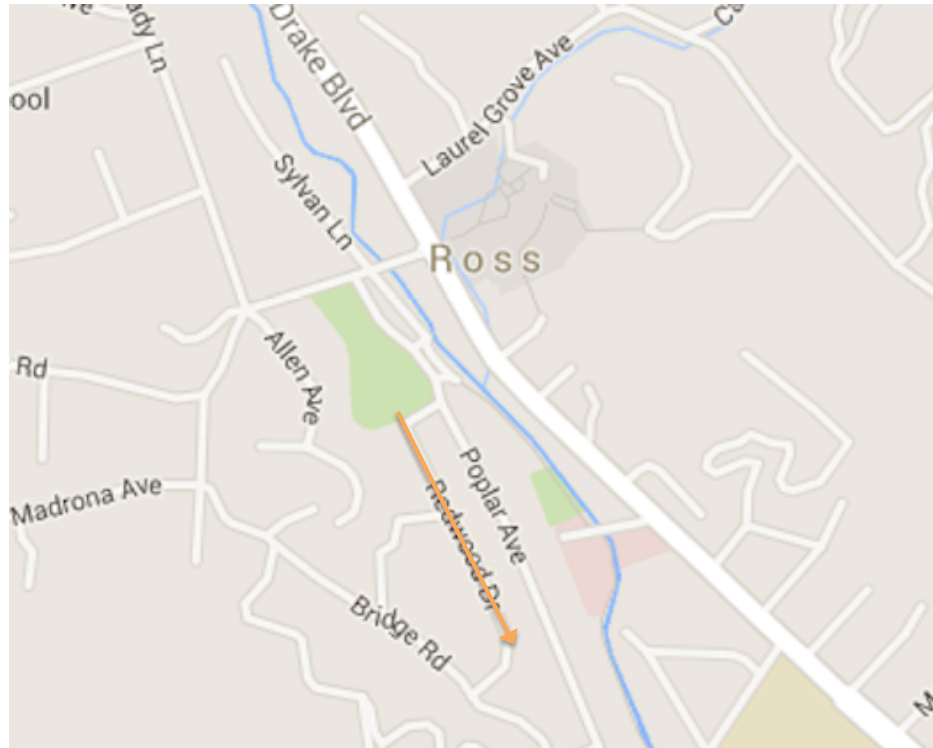
EAST SIDE SECOND FLOOR



MIDDLE SCHOOL SECOND FLOOR



Lockdown Exit Path Map:



Field Trip Volunteer Form



Field Trip Volunteer Drivers Form

Please provide a copy of this form to the front desk. Keep one for yourself and give one to each driver. Have a safe field trip.

Teacher's name, cell phone # and email:

Driver: _____

Cell Phone: _____

Email: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Driver: _____

Cell Phone: _____

Email: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Driver: _____

Cell Phone: _____

Email: _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____