



PREPARATION OF EMERGENCY PLAN GUIDELINES

The UPCS Emergency Preparedness Plan shall be available to staff, students and the public in the office of the Executive Director or designee(s) or designee. A copy of the plan will be available in the UPCS front office. Individual building disaster plans shall be provided to each teacher and shall be available for public inspection at the Executive Director or designee(s) or designee's office. The Executive Director or designee(s) or designee shall make certain that students and staff are familiar with the plan and shall periodically conduct preparedness drills to ensure effective behavior in the event of an actual emergency or disaster.

The Executive Director or designee(s) or designee will appoint a committee each year to review the disaster preparedness plan and to recommend changes and/or improvements.

The following steps, as recommended by the California Department of Education shall be taken into consideration in developing the plan and training staff and students on safety procedures:

1. Devise a signal for announcing an emergency situation. This signal may differ depending on the type of emergency and available devices.
2. Identify who can declare an emergency and under what conditions.
3. Provide an emergency kit to each classroom and designate the students responsible for taking the kit when students leave the classroom during an emergency. The kit should contain, at a minimum, the following items:
 - Copy of all class rosters and emergency telephone numbers for each student.
 - A white sheet that could be used for bandages and plastic gloves for protection.
 - Triage tags to record the student's name and person to whom the student has been released.

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- A large tarp to cover students in the event of rain.
 - A large, brightly colored, laminated sign on a stick with the teacher's name clearly printed in the event a student becomes lost during an emergency drill.
 - Candy and gum (helps reduce an anxious or dry mouth during an emergency).
 - Playing cards or small games that can occupy and distract students during the emergency and small blanket.
4. For special education students, augment the emergency kit to include the following items:
- Name cards posted by the door.
 - Current significant medical information.
 - Agreements to include medical treatment.
 - Medications, as necessary.
 - A strobe light for deaf students.
 - Picture cue cards for neurologically involved or significantly delayed students.
 - American Sign Language cue cards.
5. Develop clear instructions for operating the contingency plan, and regularly train staff members to respond in a reliable way. As the situation dictates, it may be necessary to take the following steps:
- Lock doors or assume placement in a hallway or classroom as a method of controlling movement around the campus.
 - Instruct students and staff members to immediately lie face down on the floor, cover their heads, and endeavor to remain calm and immobile in the event of a shooting or explosion.
 - Use desks as a cover for protection.
 - Close and lock windows, if possible.
 - Turn off all power equipment in the event of a natural disaster, such as an earthquake or electrical storm.
 - Establish a central area for unsupervised students and staff members to assemble.
 - Retain students until an "all clear" signal is given.
6. Develop a procedure for identifying safe and injured students.
7. Identify an adequate location and a procedure for administering first aid.

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8. Develop a systematic process for releasing students to parents or guardians that includes a sign-out procedure and verification of the authorized persons to pick up students. Identify the necessary documentation from parents or guardians for releasing students. Provide a description of the process in other languages for non-English speaking parents.
9. Establish a “clean-up” committee to be called in immediately following a disaster to completely clean and repair damages so that the school can open as soon as the following day. Identify possible professional nonschool personnel to do the clean up, especially in the event of gunshot victims.
10. Identify a crisis intervention team of psychologists and counselors to be called to provide debriefing and counseling for any resulting trauma affecting students and staff members.

The following are the Charter School procedures as recommended by the California Department of Education to ensure smooth administrative control of operations during a crisis

1. Generally, the Executive Director or designee(s), or her/his designee, declares an emergency and is responsible for requesting assistance through direct communication with a predetermined “emergency operations center” (EOC) is established where a pre-assigned designee shall work with emergency services and clearly defines the responsibility of each person.
2. Establish emergency procedures that include notifying local law enforcement agencies, the fire department, and medical assistance agencies as appropriate.
3. Post and regularly update a checklist of equipment and emergency telephone numbers.
4. Have necessary equipment available such as: handheld radios for communicating with supervising staff; a camera and film for documentation; a fully operational public address system; fully operational fire extinguishers; and a private telephone line and number to be used only by the Executive Director or designee(s) (or authorized person) and the pre-assigned emergency center designee. When the emergency dictates, discontinue use of all telephone lines, except the private line, in order to provide uninterrupted communication with the EOC remember the following:
 - Do not use “walkie-talkie” type radios during a bomb threat in the event there is a bomb on campus; handheld radios can detonate electronic devices and may set the bomb off.
 - Establish a back-up command post near the school, but not on school grounds, in the event of a bomb threat.

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5. Identify how injured students and staff will be transported to the hospital.
6. Plan alternative routes for transporting injured if standard routes are obstructed.
7. Establish an orderly dismissal procedure, e.g., dismissal by floors or sections, in a manner that everyone understands.
8. Provide parents with information in the language of the home, if possible, regarding relevant elements of the emergency plan, so they are prepared and know what to expect.
9. Conduct periodic practice drills to ensure procedures for dismissal run smoothly.
10. Establish a “buddy system,” for all students, especially significantly disabled students.

The following are procedures as recommended by the California Department of Education for a clear, effective communication system:

1. Establish a clear communication system that signals an emergency, and when the crisis has passed, signals an “all clear.” The signals should be distinguishable from those that designate class periods and should be established prior to an emergency situation.
2. Establish a rumor control/information post in a location accessible to parents, interested community members, and media to handle inquiries in an orderly fashion. This post would provide a system for swift parental contact and an outside line for specific communication to community transportation volunteers.
3. Authorize only one or two staff members to act as police contacts.
4. Designate a spokesperson to advise the media and respond to questions and concerns. The press should be handled by the public information officer exclusively and permitted to approach staff or students only after ROPS officials determine that such interaction would not adversely affect staff or students.
5. Establish a procedure for establishing and maintaining control of the media and onlookers who could impede operations. Have an appointed person provide updated information on the status of a crisis at regular intervals so as to minimize rumors and interruptions.
6. Develop procedures for keeping family members and other relatives informed about students enrolled in the school. For some special education students, it may be necessary to use TDD/TDY or a relay operator.

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7. Select a person for message taking and to record incidents for documentation purposes. Establish a system for message delivery and backup should initial communications breakdown.
8. After the crisis has subsided and students have been dismissed, debrief all staff members about the emergency and the procedures taken.

The following are ROPS procedures for involving law enforcement in the case of an emergency as recommended by the California Department of Education:

1. Develop specific steps to ensure smooth police involvement in a school campus crisis situation. For example, school administrators may bring several uniformed police officers on campus to de-escalate a situation, to display force, or arrange for arrests if appropriate. As the situation improves, gradually reduce the number of officers on campus. The officers should attempt to interact with students in the students' native language, if possible, and be responsive and approachable. When the situation is controlled, officers should leave the campus calmly.
2. Develop a written agreement regarding coordination and police response to a school disruption before such an occurrence. The written memorandum of understanding would include clear guidelines regarding the point at which the assigned officer(s) would assume responsibility for a situation.
3. Develop an ongoing system of communication and review of facility planning and student activity on campus that includes students, staff, law enforcement, and families. Distribute new information (in the language of the home when possible) as it develops to keep everyone current.
4. Investigate the possibility of an assigned school resource/liaison law enforcement officer.
5. Design emergency plans with assistance from the police department that includes planning for major life-threatening disorders, such as shootings and bomb threats, as well as for natural disasters.
6. Establish personal contact between authorized staff and police department staff prior to an emergency.
7. Include arrangements for a "call back" number to verify that a police assistance call is legitimate when "911" has not been used to contact law enforcement.
8. Train school staff in leadership roles to recognize when police intervention is required. (Police staff become primarily responsible for enforcing the law and will insist on final decision-making in all matters involving their sworn obligations.)

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Practice contingency procedures to assure that the plan is smooth running and comprehensive. Review the contingency plan regularly with staff members throughout the year, and conduct monthly drills for students and staff members to prepare them to respond to all types of emergencies.

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