

RSED Health and Safety Plan



Statement of Purpose

Rocketship Education (RSED) is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, we have led a thorough review and revision of RSED emergency mitigation/prevention, health, preparedness, response, and recovery procedures relevant to natural and human-caused disasters.

The Health/Safety Plan herein is the official policy of Rocketship Education. It is a result of a comprehensive review and update of school policies in the context of its locations. We support its recommendations and commit the school's resources to ongoing training, exercises, and maintenance required to keep it current and tailor recommendations to new regions as Rocketship expands, especially where noted. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community and clear communication with emergency management officials.

This handbook was written in compliance with this school's charter and developed in cooperation with Federal and State guidelines¹.

This plan is to be reviewed annually.

This plan includes specific courses of action to be taken in case an emergency situation develops. Every employee of Rocketship Education is expected to be familiar with this plan in order to carry out his/her responsibilities in an emergency.

The major objective of emergency preparedness is to save lives and protect property in the event of a disaster. This plan was developed with this in mind.

A master table of contents appears on the following page.

¹ This handbook was also written to address requirements of the State of California Divisions of Occupational Safety and Health (DOSH) and also the TN Project SAVE requirements.

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Mission

Rocketship Education will focus on the elimination of the disadvantages often associated with poverty and language barriers from the start of a child's education by immersing children in literacy and mathematics. We will prepare our graduates to achieve above grade level in their secondary education and attend four-year colleges.

Safe School Vision

1. Rocketship will provide a safe, orderly, and secure environment conducive to learning.
2. Rocketship will create a school in which will be safe from both physical and social-psychological harm.
3. Rocketship will develop a plan to work cooperatively and collaboratively with the national office and School Board to identify, establish and use strategies and programs to comply with local school safety laws.
4. Rocketship will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide safe and orderly schools and neighborhoods.
5. Rocketship will create a learning and working environment where parents can be confident that their students are safe and secure.
6. Rocketship will develop an academic program that will focus on high expectations of pupil performance and behavior in various aspects of the school experience.
7. Rocketship will identify clear procedures for emergencies.
8. Rocketship is aware of very few conditions on campus that could potentially cause accidental injury to students or staff and the school staff is working hard on preventing accidental injury to those present on campus (students, staff, parents, etc.).
9. Rocketship will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.

What does RSED do to promote school safety?

Rocketship Schools use the following training, exercises, tools, and resources to promote school safety:

Health/Safety Plan (this document): Every school is equipped with a copy of this Health/Safety Plan, which should be kept in the Front Office. This plan is also accessible online. This plan is reviewed/updated every year by RSED national staff. School leaders, Office Managers, and Business Operations Managers are expected to review this manual every summer.

Training: School staff receive training annually on a variety of topics, including basic first aid, CPR, and emergency procedures.

Safety Drills: Schools run regular safety drills (earthquake, tornado, fire, etc.) in accordance with local regulations. Protocols for running safety drills are included in this Health/Safety Plan.

School Safety Teams: Before the school year starts, each school makes assignments to a School Safety Team. School Safety teams meet at least twice a year.

Safety Checklists: School staff conduct regular walkthroughs to identify hazards and to confirm that the school facilities are in good condition.

School Evacuation Map + Assembly Sites: Each school has a designated on- and off-site assembly site in case of an evacuation.

Safety Equipment: In addition to First Aid Kits and other emergency tools (e.g. a working flashlight, survival/earthquake buckets), schools are equipped with fire extinguishers and alarms. The RSED Facilities team maintains extinguishers and alarms (and keeps building up to code). T

Emergency Cards: Emergency cards for students are collected at the beginning of the school year and kept in the Front Office. The Office Manager uses these cards to contact student parent/guardians in case of an emergency at the school

Safety Clipboards: Every RSED classroom is equipped with a safety clipboard with an evacuation map and information to be used in case of emergency.

Safety Binder: The school Business Operations Managers is responsible for maintain an up-to-date Safety Binder that contains the school's drill logs and other documentation related to school safety.

Safety Audit: Schools are periodically audited by regional/national staff to ensure compliance with internal and external safety rules and regulations.

Crisis Response Plan: Rocketship also has an established Crisis Response Plan for school leaders to access with plans to stabilize a school community and deal with public communications. *This plan is kept confidential to RSED school leaders.*

Accident/Incident Binder: When there is a major accident or behavioral incident on campus, school employees fill out an Accident/Incident binder to keep a record of what happened. These are kept in a distinct "Accident/Incident Report" binder.

Annual Safety Calendar (California)

June/July	<ul style="list-style-type: none"> • Safety Training for Office Managers (OM), Business Operations Managers (BOM), and School Leaders led by RSED national staff and others
August	<ul style="list-style-type: none"> • (Summer) Safety Training for school staff conducted by BOM and OM • Health/Safety forms and logs updated by BOM and OM • Safety Committee Meeting #1 led by BOM
September	<ul style="list-style-type: none"> • First fire drill conducted and logged (w/in 15 days of start of school; monthly) • First lockdown drill conducted and logged (w/in 30 days of operation, twice yearly)
October	<ul style="list-style-type: none"> • Fire drill conducted and logged • First earthquake drill conducted and logged (1/4)
November	<ul style="list-style-type: none"> • Fire drill conducted and logged • Safety Committee Meeting #2 led by BOM
December	<ul style="list-style-type: none"> • Fire drill conducted and logged • Earthquake drill conducted and logged (2/4)
January	<ul style="list-style-type: none"> • Fire drill conducted and logged
February	<ul style="list-style-type: none"> • Fire drill conducted and logged • Second lockdown drill conducted and logged
March	<ul style="list-style-type: none"> • Fire drill conducted and logged • Earthquake drill conducted and logged (3/4)
April	<ul style="list-style-type: none"> • Fire drill conducted and logged
May	<ul style="list-style-type: none"> • Fire drill conducted and logged • Earthquake drill conducted and logged (4/4)
June	<ul style="list-style-type: none"> • Fire drill conducted and logged

Annual Safety Calendar (MKE)

June/July	<ul style="list-style-type: none">• Safety Training for Office Managers (OM), Business Operations Managers (BOM), and School Leaders led by RSED national staff and others
August	<ul style="list-style-type: none">• (Summer) Safety Training for school staff conducted by BOM and OM• Health/Safety forms and logs updated by BOM and OM• Safety Committee Meeting #1 led by BOM
September	<ul style="list-style-type: none">• First fire drill conducted and logged (w/in 15 days of start of school; monthly)• First lockdown drill conducted and logged (w/in 30 days of operation, twice yearly)
October	<ul style="list-style-type: none">• Fire drill conducted and logged• Tornado drill #1 conducted and logged (twice a year)
November	<ul style="list-style-type: none">• Fire drill conducted and logged• Safety Committee Meeting #2 led by BOM
December	<ul style="list-style-type: none">• Fire drill conducted and logged
January	<ul style="list-style-type: none">• Fire drill conducted and logged
February	<ul style="list-style-type: none">• Fire drill conducted and logged• Lockdown drill #2 conducted and logged
March	<ul style="list-style-type: none">• Fire drill conducted and logged• Tornado drill #2 conducted and logged
April	<ul style="list-style-type: none">• Fire drill conducted and logged
May	<ul style="list-style-type: none">• Fire drill conducted and logged
June	<ul style="list-style-type: none">• Fire drill conducted and logged

Annual Safety Calendar (NSH)

June/July	<ul style="list-style-type: none">• Safety Training for Office Managers (OM), Business Operations Managers (BOM), and School Leaders led by RSED national staff and others
August	<ul style="list-style-type: none">• (Summer) Safety Training for school staff conducted by BOM and OM• Health/Safety forms and logs updated by BOM and OM• Safety Committee Meeting #1 led by BOM• First fire drill conducted and logged (w/in 15 days of start of school; monthly)• First lockdown drill conducted and logged (w/in 30 days of operation, twice yearly)
September	<ul style="list-style-type: none">• Fire drill conducted and logged
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May	<ul style="list-style-type: none">• Fire drill conducted and logged
June	<ul style="list-style-type: none">• Fire drill conducted and logged

Safe Facilities

In accordance with Board policy and regional statutes², both students and staff of the school campus have the right to be safe and secure in their schools. This includes having a safe physical environment.

School Location and Neighborhood

Rocketship Education's elementary schools are located in areas that have a higher poverty level and crime rate. The immediate area around the schools currently run in San Jose, CA include single family dwellings and rental homes. Present safety hazards include high resident turnover, underemployment, juvenile crime, high percentage of renters, unsafe public spaces and gang activity.

School Buildings

Rocketship will be housed in a facility that meets California Building Code requirements (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located.

Hazardous Materials: Surveys and management plans will be maintained and updated for hazardous building materials (lead, asbestos, etc.) and hazardous materials used and stored in and around the School will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided.

Indoor Air Quality: A comprehensive indoor air quality program modeled on the EPA's "Tools for Schools" program will be implemented and maintained. This will include activities described in the Safety Checklists.

Maintenance/Inspection of School Buildings: Inspections will be performed to ensure that daily operations do not compromise facility safety and health. This will include maintaining safe access / egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.

Visitors/Campus Access Policies: Rocketship schools adhere to established visitor and volunteer policies. These policies shall be shared with schools on its box.net online file storage site.

Arrival/Dismissal: In addition, Rocketship Education maintains a school map established by school staff at each school indicating safe entrance and exit areas for pupils, parents and school employees on its box.net online file storage site and in hard copy at each school site.

² Including the *California Education Code 35183. 35183.5, 48907, 49066, and Code of Regulations Title 5, 302*

Expectations for Campus Safety and Appearance

RSED expects principals and national/regional staff to ensure that our school campuses reflect the pride we take in our learning environments. (See also: Safety Checklists)

The following are explicit expectations for campus appearance and upkeep:

- RSED school buildings are well-maintained and appear neat and clean
- Pupils take pride in the appearance of their school and may contribute to campus beautification efforts (e.g. providing artwork for the walls, planting a vegetable garden outside)
- If the school is enclosed by a fence, the gate should be kept locked and/or monitored during school hours
- During the school day, staff members share responsibility for campus supervision and do not hesitate to question visitors or communicate safety concerns to the Principal
- When the school staff has identified locations on the campus that pose particular safety concerns, those areas receive increased supervision as determined by the Principal
- Graffiti and other acts of vandalism are removed ASAP. It is the goal of staff to make sure that schools are restored before pupils arrive each day, as possible
- School leaders have an accountability and maintenance system in place for most equipment (e.g., printers, copiers, laptops), which should include inventorying equipment annually
- School leaders will institute and abide by additional security procedures that are established regionally or by the Principal, such as the use of security systems.

Framework for Emergency Preparedness

There are four stages of Emergency Management:

- 1) Mitigation/Prevention
- 2) Preparedness
- 3) Response
- 4) Recovery

(1) Mitigation/Prevention

To prepare schools and staff for emergency management, RSED will emphasize mitigation/prevention of potential hazards or vulnerabilities at the school site. Mitigation/prevention activities occur outside of an active emergency - they are actions that eliminate or reduce a potential threat beforehand.

Mitigation/prevention activities included in RSED's approach to emergency management include:

1. Hazard analysis
2. Identifying hazards
3. Recording hazards
4. Analyzing hazards
5. Mitigating/preventing hazards
6. Monitoring hazards
7. Safety Audit

(2) Preparedness

Preparedness activities help prepare school sites and school staff for an emergency response. Preparedness activities included in RSED's approach to emergency management include:

1. Providing emergency equipment and facilities.
2. Emergency planning, including maintaining this plan and its appendices.
3. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
4. Conducting periodic drills and exercises to test emergency plans and training.
5. Reviewing drill, exercises and actual emergencies after they have occurring.
6. Revising safety plans as necessary.

(3) Response

Rocketship will prepare school staff to respond to emergency situations effectively and efficiently. This document contains carefully-devised Emergency Response Plans (See Part: 2) for several common emergencies. The goal of these plans is to guide staff to resolve an emergency situation quickly, while minimizing casualties and property damage.

(4) Recovery

If a disaster occurs, Rocketship will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state.

The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process may include assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

- ***Note on Emergencies Occurring During Summer or Other School Breaks***

- If a school administrator or other emergency response team member is notified of an emergency during the summer (or when students are not in attendance for other reasons, depending on the school schedule), the response usually will be one of limited school involvement. In that case, the following steps should be taken:
 - a) Disseminate information to Emergency Response Team members and request a meeting of available members.
 - b) Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
 - c) Notify staff or families of students most likely to be affected by the emergency and recommend community resources for support.
 - d) Notify general faculty/staff by letter or telephone with appropriate information.
 - e) Schedule faculty meeting for an update the week before students return to school.
 - f) Be alert for repercussions among students and staff.

When school reconvenes, check core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

Principles for Emergency Response

The previous section discussed the four phases of emergency management (Mitigation/Prevention, Preparedness, Response, and Recovery). This section focuses on the second phase (Response) and provides a framework for responding to a school emergency.

Important Principle #1: While the Principal is ultimately responsible for leading school-wide emergency responses, all/any staff members should feel prepared to take charge in an emergency response situation.

School personnel are usually first on the scene of an emergency situation in or near the school. School leaders may not be the first responder in an emergency situation – it could be a teacher, support staff member, or the school psychologist. Staff members present during an emergency situation will be expected to take charge and remain in charge of an emergency response situation until it is resolved or until he/she can transfer command to the Principal or to an emergency responder agency with legal authority to assume responsibility. It is important that RSED employees understand this expectation when committing to work at a Rocketship school.

Important Principle #2: Staff members should seek help from other agencies, but may NOT transfer responsibility for student care outside RSED.

When responding to an emergency, school staff should seek and take direction from local officials and seek technical assistance from state, federal, and other agencies (e.g., industry) as appropriate. At no time, however, should school officials transfer responsibility for managing students to another agency – accounting for students is the responsibility of the school

Important Principle #3: Deciding what to do first in an emergency is a two-step process.

When an emergency situation occurs, school personnel must quickly determine which initial response action is appropriate for the situation. Evacuate or duck and cover? Lock the doors or go to a safe space?

There are two quick steps to determining what to do when faced with an emergency: 1) identify the type of emergency; and 2) determine immediate action(s) that are required.

Step #1: Identify Type of Emergency

The first step in responding to an emergency is to determine the *type* of emergency is occurring. Is it a fire or an earthquake? Is it a fire in the neighborhood of the school or a fire in the classroom? Identifying the type of emergency will inform the appropriate response.

Emergency procedures for a range of man-made and natural emergencies are provided in the “Emergency Response Plan” of this document. As this list cannot be exhaustive to all emergencies and situations, school staff are expected to exercise their judgment determining which type of emergency most applies to the current situation.

Step #2: Determine, Execute and Communicate Immediate Response Actions

Alerting others of an emergency situation on campus can save lives and minimize damage to the school site. School staff should understand the following:

Important Principle #4: In a life-threatening emergency, follow the “Window of Life” approach of Protecting Yourself, then Protecting Others, then Protecting the Place and then Notifying Public Safety/911.

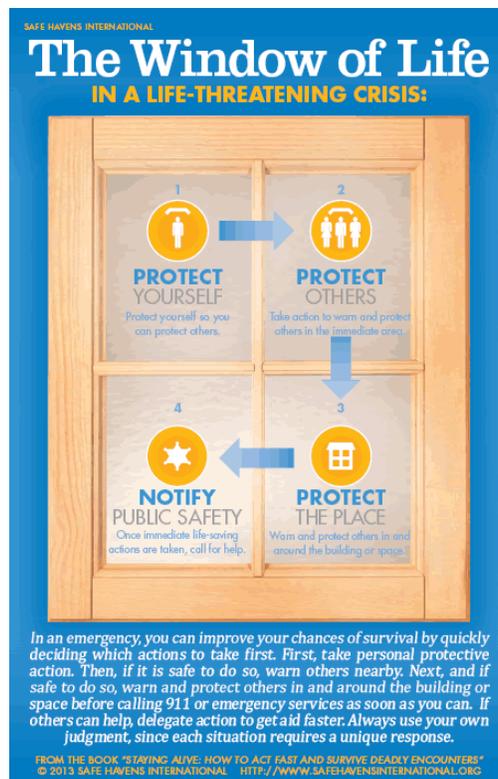
While it is important to quickly notify the authorities in an emergency, the priority of all staff should be to take personal protective action first before warning others in the immediate area and in the building. Once these immediate life-saving steps are taken, the 911 call for help should be placed.

If for example, an intruder with a weapon enters the front office, the Office Manager should:

1. Secure her/himself in a locked office
2. Make the lockdown call over the intercom / walkie talkies
3. Call 911

After calling 911, the flow of information at a school site should go from the first responder to the Principal to the RSED regional office.

The following visualization summarizes the Window of Life concept:



Important Principle #5: In case of fire, activate the alarm

In the event of a fire, ***anyone*** discovering the fire should activate the building fire alarm system and the building should evacuate immediately. In the event that a lock down or shelter-in-place incident is simultaneously in progress, the evacuation would be limited to the area immediately in danger from the fire – such a situation would occur under direction of the Principal or designee.

Important Principle #6: All RSED employees are responsible for notifying school leaders of emergencies

In the event the Rocketship main office or school staff receives information of an emergency on or near a school campus, the information shall be provided immediately to the school Principal.

Once the type of emergency has been identified and the initial Window of Life steps have been taken, school personnel can determine the appropriate ***emergency response action*** to take:

Emergency Response Actions – Summary	
<p>Duck and Cover (and Hold)</p> <p><i>Earthquake</i></p>	<ol style="list-style-type: none"> 1. Take action immediately in case of an earthquake, even without announcement by the Principal. 2. If possible, the Principal or Office Manager should make an announcement over the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. 3. If <i>inside</i>, teachers will instruct students to duck under their desks, cover their heads with arms and hands, and hold onto furniture until the shaking stops or otherwise notified. Students and staff should move away from windows. 4. If <i>outside</i>, teachers will instruct students to place their heads between their knees and cover their heads with their arms and hands. Students and staff should stay in the open, away from buildings, trees, and power lines.
<p>Shelter-in-Place</p> <p><i>Airborne Contaminants, Hazardous Materials</i></p>	<ol style="list-style-type: none"> 1. The Principal will make an announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. 2. <i>If inside</i>, teachers will keep students in the classroom until further instructions are given. 3. <i>If outside</i>, students will proceed inside and into their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings. 4. The Utilities & Hazards Team will assist in turning off the HVAC systems, turning off local fans, making sure windows and doors are shut, etc.
<p>Lockdown</p> <p><i>Criminal Activity in Area, Intruder on campus, Shooting</i></p>	<ol style="list-style-type: none"> 1. The Principal will make an announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., walkie talkies, sending messengers to deliver instructions. 2. <i>If outside</i>, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings. 3. <i>If inside</i>, teachers will instruct students to lie on the floor, lock the doors, and close shades or blinds if it appears safe to do so. 4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement. 5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.
<p>Evacuate Building</p> <p>(Primary Evacuation Site)</p> <p><i>Fire</i></p>	<ol style="list-style-type: none"> 1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions. 2. The Principal will initiate a fire alarm. 3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned <i>Assembly Area</i>. 4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location (e.g., Primary

	<p>Evacuation Site).</p> <p>5. Once assembled, teachers and students will stay in place until further instructions are given</p>
<p>Off-Site Evacuation (Secondary Evacuation Site)</p>	<p>1. The Principal will make an announcement on the PA system. If the PA system is not available, the Principle will use other means of communication, i.e., sending messengers to deliver instructions.</p> <p>2. The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas (Secondary Evacuation Site) are indicated on the Evacuation Map.</p> <p>3. Teachers will grab the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.</p> <p>4. Once assembled off-site, teachers and students will stay in place until further instructions are given.</p> <p>5. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.</p>
<p>Go to Safe Site <i>Tornado</i></p>	<p>1. A siren will sound, or the Principal will make an announcement on the PA system. If the PA system is not available, the Principal will use other means of communication.</p> <p>2. Upon hearing the announcement or siren, teachers will grab their safety clipboard and walk-talkies, count their students, and lead them to the designated indoor safe site.</p> <p>3. At the safe site, teachers will instruct students to face the wall and hold their hands behind their head. Teachers will take roll, if safe.</p> <p>4. The Principal will announce to staff when it is safe to leave the safe site.</p>
<p>All Clear <i>Emergency is Over</i></p>	<p>1. The Principal will make an announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions.</p> <p>2. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns</p>

Accounting for Students During/After an Emergency

1. The **Principal will direct teachers** to take attendance using their paper rosters and report back to SLs by email (during a lockdown) or in person (at an evacuation site). Teachers should report three pieces of information:
 - a. # of students present in their classroom at that time (head count – Police may want this information);
 - b. Names of any students on the roster who aren't currently in the classroom;
 - c. Names of any students who are not on the roster but are in the classroom

Note: If for some reason the teacher doesn't have a paper roster, one can be generated in Powerschool by pulling the Weekly Attendance Summary (Meeting) Report and navigating to the page for that cohort.

2. **A school leader will access Powerschool** and pull the Weekly Attendance Summary (Meeting) Report. This will generate daily attendance by grade. (If you can't access Powerschool at the school, contact a Rocketship national/regional staff member to pull this report remotely).
3. **Office Manager** will give the other school leaders the student sign-in/out sheets. If the OM can't leave the Front Office, the OM can scan the sheet and email it around.
4. As teachers report in, **school leaders** (AP, BOM, Principal) should compile the information from teachers, PowerSchool, and the sign-out sheet to account for every student on the roster who isn't currently in their teacher's classroom. These students may be absent that day, they may have left school early, or they may be in another teacher's classroom.
5. If a student is still missing, the **Principal** should contact the child's family to confirm that the child was at school that day and did not leave early. If the child is still unaccounted for, the Principal should search for the child or notify the police.

Communication Norms During an Emergency

Walkies: Use walkie-talkies for urgent communication only or if email and phone communications are not working. (An example of urgent communication is when a school leader asks you to respond over the walkie-talkie or to report an injured student).

Email and Phone: Check your email and keep your phone handy. In case of a lockdown, school leaders will use email to have teachers report that all their students are accounted for and uninjured.

Social Media and Families: Do not access Facebook, Twitter, or any other social media during an emergency. Do not contact families - families will be contacted using the school calling system.

Fire

Fire in the School Building

When the fire is discovered:

- Activate the nearest fire alarm .
- Call 911.
- Notify the Principal or other school leader ASAP
- The **Principal** should make sure all teachers are aware of the fire and are evacuating their students. If the fire alarm is not working, the Principal and designees should alert teachers by other means (e.g. Walkie-Talkies, go door to door, shout)
- In case of a fire, the Principal is the designated responsible official
- Fight the fire ONLY if:
 - The fire extinguisher is in working condition
 - The fire is small (the size of a wastebasket or smaller) and is not spreading to other areas
 - Escaping the area is possible by backing up to the nearest exit

Upon hearing of a fire:

1. The Principal should make sure 911 has been called. Multiple 911 calls are OK.



Important! The Fire Department is to be notified of fires larger in size than a wastebasket. The Fire Department will need the following information: School name and phone number, building address including cross streets, location of the fire within the building, information on the layout of the building/how to quickly reach the fire.

2. The **Principal** (or designee) should direct students and staff to evacuate the building. Teachers should know that the fire alarm means EVACUATE.
3. Teachers should evacuate their students:
 - Grab the class roster and safety clipboard.
 - Students should line up in single file and count student quickly.
 - Shut the door upon leaving
 - Take students to the primary assembly site, following the route on the map.
 - At the assembly site, take attendance and report any missing children to the Principal.
4. The **Office Manager** should grab the [Emergency Cards](#), Sign in/Out Sheets, and First Aid Kit before evacuating. As the Assistant to the Physically-Challenged, the Office Manager needs to make sure that students and staff with medical conditions are safely evacuated. The Office Manager will also render first aid if necessary.
5. If safe, the Principal should direct the **Business Operations Manager** (head of the **Hazards/Utilities Team**) to disconnect utilities & equipment before evacuating. This will mitigate damage caused by a fire.
6. All other staff members or visitors in the building should also evacuate.
7. The **Principal and Assistant Principals** should sweep the hall for students.

8. After evacuating (at the assembly site):

- The **Principal** should make sure that teachers take attendance. If students are missing, they should report to the Principal or Assistant Principals. The Principal will decide if a search/rescue mission is appropriate.
- The **Principal** should wait for the fire department and be prepared to assist them.
- Students and staff should wait together at the assembly site until they are dismissed.

9. If an emergency release is necessary:

- The Principal will work with the **Office Manager (head of the Student Release/Communications Team)** to contact parents (e.g. using OneCall) with instructions for the emergency release.



Important! The Principal or Office Manager are the only individuals authorized to sign out a child in the case of an emergency.

- The **Traffic and Security Team (led by the Business Operations Manager)** should help direct traffic during student release.

11. Wait until the fire department says it is OK to return to the building. If major damage occurred, the **Principal** should contact the Director of Schools to initiate a Crisis Response and bring in Facilities experts to make sure the building is safe for students.

Fire In the Surrounding Area

This procedure addresses the situation where a fire is discovered in an area near the school. I

1. If a fire is discovered near a school, the Principal should **notify 911**. If someone learns of a fire near the school, he or she should notify the Principal immediately.
2. **The Principal/designee** will initiate the appropriate emergency response action based on the nature of the threat. The Principal should consult with the Fire Department about whether or not the school should be evacuated and where it students and staff should go.
3. In the event of an evacuation, follow the protocol described above.
4. If an emergency release is necessary, follow the protocol described above. The Principal/designee should consult with the Fire Department to determine how the emergency release should occur.

Earthquake

What to Expect During an Earthquake

RSED staff members who've never experienced an earthquake or didn't grow up in an area where earthquake safety training was necessary may be especially anxious about what to expect when an earthquake hits. Knowing what to expect will help school staff make quick decisions about where to stand and which potential hazards (such as bookshelves or items mounted on walls) to avoid.

When an earthquake hits, the first indication of a damaging earthquake may be a gentle shaking, the swaying of hanging objects or the sound of objects wobbling on shelves. For a small earthquake, the gentle shaking, swaying, and wobbling for a few seconds may be the only impact. You may not have time to register that an earthquake is occurring and enact an emergency response.

In a violent earthquake, the signal to begin the emergency procedure is the sensation of severe quaking. You may be jarred by a violent jolt after the shaking, swaying, and wobbling. You may hear a low, loud, rumbling noise and then feel shaking, making it very difficult to move from one place to another. The following may occur:

- Freestanding bookshelves may topple
- Wall-mounted objects may loosen and fall
- Suspended ceiling components may fall, causing others to come down with them
- Door frames may be bent by moving walls and may jam doors shut
- Moving walls may bend window frames, causing glass to shatter, sending dangerous shards into the room
- The accompanying noise may cause considerable stress

Emergency response procedures for earthquakes included in this Plan include:

- (1) During/Immediately After an Earthquake
- (2) After an Earthquake: Evacuation
- (3) Special Circumstances: Earthquakes when Outside

During/Immediately After an Earthquake: Drop and Cover

- 1) Instruct students to **DROP** and **COVER**.
 - Drop to the floor.
 - Take cover under a structure that can protect you from falling objects. The safest places in a classroom are under a sturdy desk or table, in a doorway, or against an inside wall (a wall that separates inside spaces). Keep your back to the windows to shield against broken glass.
 - Cover your head and neck with your arms.
- 2) Everyone else in the building should drop and cover as well.

- 3) Stay in this position until the shaking stops. Talk to students to keep them in the drop/cover position until the shaking stops.
- 4) If you have access to a walkie-talkie, make sure it is turned on.
- 5) After the shaking stops, check for injuries and render first aid.
- 6) Wait for further instruction over the intercom or through another means from the Principal or designee (e.g. evacuation).

After an Earthquake: Evacuation

Evacuation after a major earthquake is necessary because of the threat of secondary disasters (fire, explosions, etc) caused by the earthquake.

Communications between and within the school may also be interrupted during an earthquake, so principals and teachers may need to use their own judgment deciding whether or not to evacuate a school or their classroom. These are the steps to follow after the initial response to an earthquake described above:

- 1) The **Principal** (or designee) is responsible for **initiating the fire alarm** to signal the evacuation of the building after an earthquake. Always evacuate after an earthquake to check the school grounds before bringing students back inside.
- 2) If an evacuation is initiated (i.e. fire alarm goes off), **everyone in the building should evacuate** and leave the door open as they leave:
- 3) Teachers should evacuate their students:
 - Grab the class roster and safety clipboard.
 - Students should line up in single file and count student quickly.
 - LEAVE THE DOOR OPEN upon leaving (this is the opposite of a fire drill)
 - Take students to the primary assembly site, following the route on the map.
 - At the assembly site, take attendance and report missing children to the Principal.
- 4) The **Office Manager** should grab the [Emergency Cards](#), Sign-in/Out Sheets, and First Aid Kit before evacuating. As the Assistant to the Physically-Challenged, the Office Manager needs to make sure that students and staff with medical conditions are safely evacuated.
- 5) If safe, the Principal should direct the **Business Operations Manager** (head of the **Hazards/Utilities Team**) to disconnect utilities & equipment before evacuating. This will mitigate damage caused by a fire, if one results.
- 6) After initiating the fire alarm, the **Principal** should:
 - Sweep the hallways (with APs or the Business Operations Manager).
 - Make sure 911 has been called (if not already called).
 - Evacuate the building with students and staff.

7) As the Head of the **First Aid Team**, the Office Manager should be sure to grab a First Aid Kit, Emergency Cards, and Sign in/Out sheets.

8) After evacuating (at the assembly site):

- Teachers should take attendance and notify the Site Communications Team (Principal, APs, BOM) of missing students or staff.
- If students or staff are missing, the Principal should lead a search and rescue mission
- If first aid is needed, the Office Manager and the First Aid Team should set up a First Aid Kit and render aid as needed.
- The Business Operations Manager should turn off the gas and electricity, if it is safe to do so. (This will minimize risk of fire or explosion after an earthquake).
- RSED schools are equipped with earthquake/survival buckets with tools, food, and drinking water that can be used in case of an emergency.
- Principals will observe the following:
 - Re-entry into Classrooms:** The Principal/designee will determine if it is safe to re-enter the classroom. Students and staff should stay out of the building until the Principal has given the OK.
 - Release of Staff:** Once the student body is as safe and secure as possible, teachers will remain with students until the Principal or designee releases staff to attend to personal situations, families and home.

Special Circumstance: Earthquake While Outside the Building

Follow these instructions if outside during an earthquake:

- 1) Stay outside.
- 2) Instruct students to move away from buildings, street lights, and utility wires – stay in the open.
- 3) Instruct students to drop and cover until the shaking stops.
- 4) Proceed to the evacuation site when safe.
- 5) Make sure your walkie-talkie is on and listen for further instruction.

Severe Weather/Tornado

Severe weather includes violent thunderstorms, tornadoes, and other forms of disruptive weather phenomena.

- 1) The **Principal** is responsible for monitoring severe weather situations and initiating an emergency response. If other staff or community members learn of a severe weather situation, they should notify the Principal ASAP.
- 2) In the case of a Tornado or Severe Weather **Watch** (i.e. be on alert as conditions are favorable for a Tornado or severe weather), the Principal should use a battery-powered weather radio to monitor/listen for updates on the weather.
- 3) In case of a Tornado or Severe Weather **Warning** (i.e. tornado has been spotted/is coming/is imminent), a siren may sound, and the Principal should initiate a GO TO SAFE SITE response.
- 4) Upon hearing an announcement to GO TO A SAFE SITE, **Teachers** should take the following steps:
 - * Grab your safety clipboard and walkie-talkie.
 - * Make sure your walkie-talkie is on.
 - * COUNT your students before you leave the room.
 - * Lead your students to the designated INDOOR SAFE SITE, following the path on your map.
 - * If severe weather is imminent, instruct students to face the interior wall and get down on their knees, holding their hands behind their head.
 - * As possible, take attendance at the safe site.
 - * If you need assistance or student(s) is (are) missing notify the **Site Communications Team (Principal and APs)**.
- 5) The **Office Manager** should grab the [Emergency Cards](#), Sign-in/Sign-Out sheet, and First Aid Kit before heading to the Safe Site. As the assistant to the physically-challenged, the OM needs to make sure that students and staff with physical challenges are evacuated. (Consult the [List of Staff/Students with Medical Conditions](#) if there are any questions).
- 6) The Principal should continue listening to the weather radio and determine when it is safe to return to the classrooms.
- 7) Staff and students should wait for the “All Clear” signal from the Principal to return.

Note: If you are unable to get to the school's designated safe site, consider the following safety tips:

- Small interior rooms on the lowest floor and without windows
- Hallways on the lowest floor away from doors and windows
- Rooms constructed with reinforced concrete, brick or no windows
- Stay away from outside walls & windows
- Use arms & protect head & neck

- Remain sheltered until the tornado threat is announced to be over

Flood

In case of a flood, the Principal will generally have sufficient warning to make arrangements to close the campus.

If a flood threatens the school without sufficient warning (e.g. flash flooding), the following procedure applies:

- 1) The **Principal** is responsible for monitoring severe weather situations and initiating an emergency response. If a staff or community member learns of an impending flood, he or she should notify the Principal ASAP. In case a flood watch/warning, a siren may also sound. The Principal should have a battery-powered weather radio handy and should keep it on when severe weather, such as a flood, is impending.
- 2) The Principal should get information from the local emergency management agency and determine whether a SHELTER-IN-PLACE (with emergency release, if there is enough time), EVACUATE, or OFF-SITE EVACUATION procedure is appropriate.
- 3) In case of an evacuation, the Principal should direct staff and students to evacuate the affected buildings per the regular procedure (grab clipboard + roster, count students, lead them out in single file by the established evacuation route). If conditions change, the Principal may turn an Evacuation into an Off-Site Evacuation.
- 4) The **Office Manager** should contact families with information on emergency release plans/to reassure them that students have been evacuated (OneCall or other).
- 5) The Principal should continue monitoring the situation using the weather radio and remain in contact with emergency response officials to inform next steps.
- 6) In case of sustained emergency situation, RSED schools have earthquake/survival buckets with tools, drinking water, and food that can be used in case of emergency.

Flood Special Circumstance– Flood off site

If a flood occurs when students/teachers are unable to evacuate with the rest of the school, the following guidelines should be observed:

- Climb to high ground and stay there
- Avoid walking or driving through flood water
- If car/bus/van stalls, abandon it immediately and climb to a higher ground

Air Pollution / Smog

It is recommended that protective measures be taken by sensitive persons in case of air pollution/smog. These are persons with chronic lung disease or asthma, the elderly, the chronically ill and exercising children and adults.

Protective Actions

- Avoid strenuous outdoor physical activity during an episode.
- Avoid exertion or excitement, which will increase breathing rate.
- Plan indoor activities for students.
- Outdoor activities should be restricted beginning at stage two or when the media announces a bad air day.
- Remain indoors until the episode ends. Keep doors and windows closed, as indoor concentrations of ozone are about one-half that of outdoor levels.
- Use the air conditioner to re-circulate indoor air and keep cool. High temperatures may add stress to the pollutant effects.
- Avoid aerosols, dust, fumes, and other irritants. Reduce activities such as cooking or cleaning, which produce irritants to the nose, eyes, and lungs.
- Avoid traffic-congested areas where pollutants are being generated, if you must go outside.
- During air pollution seasons, use the cooler morning hours for outdoor activities.
- Expect severity of symptoms to increase as ozone levels increase (coughing, wheezing, shortness of breath, headaches, chest discomfort and pain, etc.).
-



Important! If notified, via the health department that it is unhealthful for students to be outside, the school (Office Manager/Principal) will be notified, via the all-call system. In this case, recesses should be cancelled and schools should follow the “rainy day” schedule for lunch.

Stage 1: Advisory/Alert

- MODIFY WORK PROGRAM to reduce activities that increase your respiration rate.
- REDUCE VEHICLE USE. Curtail work-related driving and carpool to and from work. Encourage students to bike, walk or carpool to school.

Stage 2: Warning

- IF AT HOME, REMAIN HOME. Sites will be closed until the Principal is notified that the warning is terminated. Await instructions from your supervisor.
- IF AT WORK, REMAIN AT WORK until released by the Principal

Stage 3: Declared Emergency

- IF AT HOME, REMAIN HOME. Sites will be closed until the Principal is notified that the emergency is over. Await instructions from your supervisor.
- IF AT WORK, REMAIN AT WORK until released by the Principal/designee

Power Loss

If the power goes off (either as an isolated event or as part of another emergency), it may quickly return. In the event of extended power loss to a facility, these precautionary measures should be taken to keep the facilities safe:

- Unnecessary electrical equipment and appliances should be turned off. Power restoration could result in a surge causing damage to electronics and affecting sensitive equipment.
- *If the facility is located in an environment with freezing temperatures:*
 - Turn off and drain the following the fire sprinkler system, standpipes, potable water lines, and toilets in the event of a long term power loss.
 - Equipment that contains fluids that could freeze without heat should be moved to heated areas or drained of liquids.

Upon Restoration of Heat & Power:

- Electronic equipment should be brought up to room temperature before energizing to prevent condensate from forming in the circuitry.
- *In freezing environments:* Fire and potable (drinking) water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on.

Criminal Activity Nearby (Police Chase, Search in Neighborhood)

When someone learns of a threat near the school campus (ex. violence or criminal activity in the neighborhood), he/she should initiate a Lockdown Procedure as follows:

1. Call 911 (multiple phone calls to report the same disturbance are OK).
2. Notify the Principal or another school leader ASAP.
3. A school leader should announce that the school needs to go into **Lockdown** over the intercom or through another means (i.e. walkie talkies). For example:

“We have an emergency situation and teachers need to implement a lockdown. Teachers, bring students into classrooms and lock and/or barricade your doors. Do not open your door unless a school leader asks you to. We will be sending an email asking teachers to confirm that they are OK and all students are accounted for – please respond to this ASAP.”

4. For updates on the situation, a school leader should call the local police department.
5. The Office Manager should be prepared to share the sign-in/out sheet with School Leaders.
6. The Principal (or an AP, if the Principal is absent) should try to make sure all students in the building are accounted for by having teachers take attendance and report the # of students in their room, the names of students on their rosters who aren't physically in their rooms, and the names of students who aren't on their rosters but are physically in their rooms. (**See also: Accounting for Students During/After an Emergency**).

7. Communicate with parents using our automated calling system another means. Parents should stay away from the school if there is an active situation at the school – they could get in the way of law enforcement responding to the crisis. Consider the following message:

“There is a situation at Rocketship XY and the school is in lockdown. Everyone is safe, and the police have been contacted. For your safety and the safety of our staff and students, please do not call the school and do not come to the school. We will notify you with an update as soon as possible.”

8. Notify the **Director of Schools** (when safe to do so) to initiate a crisis response (See also: Crisis Response Plan).
9. Wait until you hear from law enforcement to end the lockdown. When the lockdown ends, get contact families and let them know what your plan is for emergency dismissal and if you will use additional safety measures during dismissal (e.g. checking walker rider cards at two locations and/or asking for photo IDs).

Upon hearing the Lockdown order, teachers should:

1. Bring all students inside (even if they don't belong in your class).
2. Lock the door if you can. If not, barricade with furniture.
3. Turn off the lights.
4. Close the curtains/blinds.
5. If there is shooting, have students hide behind internal barricades away from windows and wait silently.
6. Turn on your walkie and check your email. Wait for instructions from school leaders.
7. Do not allow students to exit the classroom. No bathroom breaks!
8. When asked by your school leaders, use the paper roster in your classroom to take attendance and then send an email to your school leaders (Principal, APs, BOM, and OM) with three pieces of information:
 - # of students currently in your classroom;
 - Names of students on your roster who aren't currently in your classroom;
 - Names of student who isn't on your roster but is in your classroom at that time (See also: ACCOUNTING FOR STUDENT DURING/AFTER AN EMERGENCY)
9. There is no way to predict how long a lockdown will last. Keep kids quiet and comfortable. Consider handing out hard candies to help kids cope with the stress. If a lockdown lasts for an hour or more, consider handing out small bottles of water (no bathroom breaks!) and/or granola bars.
10. Kids will have questions – be prepared. All Rocketeers should understand what it means to go into “lockdown” and that we go into lockdown to stay safe when there's a threat (burglar, wild animal, or violence) near our school.

Remember to....Turn on your Walkie-Talkie, Keep it Quiet: Teachers and YMCA/City Year/Field Crew & After School staff must have a charged & functioning Walkie Talkie in their classroom or on their body, if outside. Walkie Talkies are charged/stored in the Staff Room at night.

Intruder With a Weapon

Note on Students With Weapons:

When a student is discovered on campus with a deadly weapon:

- The Principal (or other school leader) shall be notified ASAP
- If the student poses an active threat to the school (e.g. student will not give up the weapon), the Principal or designee shall implement a school-wide emergency response, initiating a Lockdown and calling 911.
- If no imminent threat is posed (e.g. a knife was discovered in a student's backpack and immediately confiscated), the Principal shall take the student to the school's front office and deal with the situation using standard RSED disciplinary procedures.

If an intruder enters the school campus with a deadly weapon, everyone should do the following:

1. Do not confront the intruder. Follow the Window of Life principle and take personal protective action first: get to a safe location with the **door locked and/or barricaded**.
2. Warn those immediately around you and if possible, notify the principal or another school leader ASAP. All staff can and should **make the Lockdown call** over the intercom or walkie talkies rather than waiting for the principal or school leader.
3. **Call 911**. Give as many details as you can about the intruder's identity, location, and the kind of weapons he/she has. Please also use as many descriptive details about the intruder as you can, including: gender, age, ethnicity, height/weight, clothing and other remarkable characteristics such as piercings, jewelry and tattoos.
4. Follow the **Lockdown Procedure** described above.

Shooting (Drive-by, Neighborhood)

If shooting occurs at or near a school site, the immediate concern is the safety of students and staff.

If you suspect that shots may be fired from a passing vehicle:

1. Direct staff and students to lie flat on the ground and keep as low as possible.
2. If safe, look at the vehicle, try to identify:
 - License plate number
 - Type of vehicle
 - Occupants
 - Weapons

Immediately after the vehicle is gone:

1. Alert the Principal
2. Call 911.
3. **Principal/Designee** will order a **Lockdown** for staff and students (See **Lockdown Procedure** above). This order will stay in place until law enforcement arrives and gives the all clear.
4. Do not move those seriously injured unless imminent danger exists. If the injured are ambulatory, move them to a safe shelter.
5. Immediately notify the Principal of any injuries and report the extent of the injuries.
6. Stay with the injured until emergency services arrive.
7. The Principal/Designee should contact his/her supervisory Director of Schools to initiate a crisis response (See also: Crisis Response Plan).
8. If the media arrives, they should be directed to the Principal/Designee.

REMEMBER- Students will model their emotional reaction after yours. STAY CALM.

Hostage Situation

If a hostage situation arises at a school, do the following:

- 1) Notify the **Principal** or another school leader ASAP.
- 2) Stay calm and keep students as calm as possible.
- 3) Do NOT be a hero; Follow the captor's instructions.
- 4) Cooperate and be friendly. Don't argue with or antagonize the captor.
- 5) Inform captors of medical or other needs.
- 6) Be prepared to wait – elapsed time is a good sign.
- 7) Don't try to escape and don't try to resolve situation by force.
- 8) Be observant and remember everything that is seen or heard, including details about the captor's appearance (gender, ethnicity, height/weight, clothing, tattoos, etc.).
- 9) If a rescue takes place, lie on the floor and await instructions from rescuers.

Upon hearing of a hostage situation at the school site, the Principal should:

- 1) Call the police ASAP.
- 2) Move other students and teachers away from the hostage situation, if safe. Avoid making announcements over the loud speaker if this could antagonize the captor.
- 3) Keep everyone as calm as possible.

Shelter-in-Place

A Shelter-In-Place order means that a situation has occurred that requires students and staff to remain inside with limited exposure to outside air (turn off the air conditioning). An example of a Shelter-in-Place emergency would be a fire in a nearby factory that is releasing toxic fumes into the air.

1. The **Principal** will make an announcement to signal a shelter-in-place, such as:

"We have received information about a fire at a manufacturing plant nearby that is releasing toxic fumes. Students and staff should get inside. Teachers, close the windows to your classrooms. We will be turning off the air conditioning. Please stay inside and continue teaching with the windows shut. I will be sending out an email that you should all respond to once you have taken attendance."
2. The Business Operations Manager should turn off the HVAC system.
3. When the announcement has been given, **Teachers** should lead all students indoors and into their classrooms and shut the doors and windows. It is a good idea to stuff a towel or sweatshirt under the door, if available. Once inside, teachers should take roll.
4. The Principal or designee should send out an email to teachers asking teachers to confirm that they are OK and that all students are accounted for.

5. If safe to do so, the Utilities and Hazard Team (under direction of the **Business Operations Manager**) should walk through the campus to make sure that all windows are shut and doors are closed.
6. Teachers should respond to the email confirming they are OK or alerting the Principal that students are missing. If students are missing, the Principal will decide if a search and rescue mission is safe.
7. If necessary, **the Utilities and Hazard Team** (under direction of the Business Operations Manager) should shut off the gas and power systems for the building.
8. The **Principal** should contact the authorities (local Fire department) to find out when it is safe to release students/end the Shelter-in-Place drill.

Car/ Bus Accident

In case of a car or bus accident on/near the school premises, the **Bus Driver** or **First Responder to the Scene** should take charge of emergency response actions.

1. Remain calm and call 911 immediately. Report any and all details, including if another vehicle was involved the make/license plate number, and details about the driver.
2. Contact the school **Principal**. The Principal or designee should call the Head of the Region immediately and also contact the bus owner/contractor.
3. The driver or First Responder should care for the immediate needs of his passengers to the extent possible and also to the non-passengers involved in the accident, if possible.
5. The driver and First Responder(s) should wait for the emergency responder personnel (fire, ambulance, etc.) to arrive. Even if an ambulance is not needed, the First Responder should also and driver should wait on the premises while the driver(s) and principal report the accident
6. Afterward, preserve the accident to the extent possible – don't move things except in the service of helping victims.
7. The driver may not authorize any passenger to leave or be taken from the accident scene. If there are children on the bus, a staff member must supervise dismissal.

Threat to School

If a school is threatened over the phone (e.g. bomb threat, terrorism), the caller needs to keep cool and try to remember as much information as possible from the caller.

Person Receiving the Threat

The person who receives the threat has the best information for police to follow-up on.

- Try to keep the caller on the line – don't hang up!
- Get as much information as possible from the caller and write down what you're hearing:
 - Is the caller a male or a female? Adult or child?
 - What did the caller's voice sound like? High? Soft? Whispery? Deep? Raspy? Intoxicated ?
 - Did the caller have an accent?
 - Did you hear anything in the background? Cars/street noise? Dog barking? Music? Voices?
 - What specifics did the caller give about the threat (e.g. a bomb will explode in the server room tomorrow at noon)?
- Report all this information to 911
- After the caller hangs up, report immediately to the Principal or nearest school leader.
- Call 911 and report these details.

Upon hearing of a threat to the school, the Principal:

- Makes sure 911 is called immediately, and that the person receiving the threat has either called or is available to provide first-hand information to the 911 receiver.
- Assumes command of the emergency until replaced by the fire department/Sheriff's Department.

Specific Situation: Bomb Threat

- Designated staff member leads an evacuation of the building. "Your attention please. Your attention please. Evacuate the building – Evacuate the building."
- The principal and designee should conduct a sweep of the school grounds after the evacuation to make sure everyone is out.
- Teachers should: visually scan their room – is there anything out of place? Any students missing?
 - Count students quickly before leaving and grab the safety clipboard.
 - Leave doors unlocked and turn off lights when leaving.

Specific Situation: Shooting Threat

- The Principal shall implement a lockdown order until police arrive.
 - The principal's designee (e.g. Assistant Principal) should check all restrooms and the perimeter of the building and lock the gate to keep the area is secure.
- Upon consultation with law enforcement/fire department (usually after inspection by law enforcement) declares the buildings to be unsafe or safe to re-enter.
- Contact the Director of Schools to initiate a crisis response plan.

- If school buildings are deemed unsafe, the Principal should arrange for transportation to another site.
- With the Office Manager, the Principal will contact parents so that they know where to go for an emergency pickup and so that they are not rushing to a dangerous site (i.e. by using OneCall)

Explosion

This section addresses four possible scenarios involving an **Explosion/Risk of Explosion**. (Note: this plan addresses the emergency response to a terrorist attack resulting in an explosion).

Scenario 1: Explosion on School Property

1. In the event of an explosion, everyone should initiate DUCK AND COVER. **Teachers** should instruct students to DUCK and COVER.
2. The **Principal or his/her designee** will call "911."
3. The **Principal/designee** will consider the possibility of another imminent explosion and initiate emergency response actions based on their assessment of the situation. These emergency response actions could include SHELTER-IN-PLACE (low threat of another explosion), EVACUATE BUILDING or OFF-SITE EVACUATION.
 - * In the event of an evacuation, the Principal will direct the Office Manager or designees to make an announcement of the evacuation and give instructions to teachers and other staff, including which assembly site to use.
 - The **Office Manager** will take the Emergency Cards, Sign in/Sign Out Sheets, and the First Aid Kit with him/her to the assembly point. The Office Manager must make sure all Physically-Challenged Students and staff are assisted out of the buildings.
 - In the event of an evacuation, **Teachers** should follow standard evacuation procedures. They should grab their safety clipboard and attendance roster, count their students before leaving, shut the door, and lead their students in an orderly fashion on the established route to the assembly site.
 - At the assembly site, **teachers** will take attendance to account for students. Teachers will notify the **Site Communications Team (Principal, APs, or BOM)** of missing students.
4. If students or staff are injured, the Office Manager will direct the First Aid Team to set up a station and tend to the injured.
5. The **Utilities and Hazards Team Leader** will notify the appropriate utility company of damages to water lines, sewers, power lines and other utilities.
6. The **Principal/designee** will notify the Head of the Region to initiate a Crisis Response Plan (See also: Crisis Response Plan).

7. Members of the **Traffic and Security Team**, under direction of the BOM, will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
8. The **Student Release/Communications Team** will notify parents of emergency release plans and procedures (e.g. using OneCall).
9. An area affected by an explosion will not be reopened until an appropriate agency provides clearance and the **Principal/designee** gives authorization to do so and a qualified fire suppression and haz mat team has inspected the building.

Scenario 2: Risk of Explosion on School Property

1. The **Principal/designee** will initiate the appropriate emergency response based on available information. This may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
 - In the event of an evacuation, the Principal will direct the Office Manager or designees to make an announcement of the evacuation and give instructions to teachers and other staff, including which assembly site to use.
 - The **Office Manager** will take the Emergency Cards, Sign-in/Out sheets, and First Aid Kit with him/her to the assembly point.
 - In the event of an evacuation, **Teachers** should follow standard evacuation procedures. They should grab their safety clipboard and attendance roster, count their students (if safe to do so) before leaving, and proceed to the assembly site.
 - At the assembly site, **teachers** will take attendance to account for students. Teachers will notify the **Site Communications Team (Principal, APs, or BOM)** of missing students.
2. The **Principal/designee** will call "911."
3. The **Utilities and Hazards Team**, under direction of the BOM, will notify the appropriate utility company of damages to water lines, sewers, power lines and other utilities.
4. The **Principal/designee** will notify the Head of the Region and initiate a crisis response (see also: Crisis Response Plan).
5. All affected areas will not be reopened until the appropriate agency provides clearance and the **Principal/designee** issues authorization to do so.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

1. The **Principal/designee** will initiate a SHELTER-IN-PLACE emergency response. The Office Manager or designee will communicate this order to teachers, and teachers will make sure students follow this order.
2. The **Principal/designee** will notify "911."

3. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the Principal/designee issues further instructions.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

1. The **Principal/designee** will initiate the SHELTER-IN-PLACE emergency response. The Office Manager or designee will communicate this order to teachers, and teachers will make sure students follow this order

- When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.

2. The **Principal/designee** will notify "911."

3. After the initial blast, the **Site Communications Team** (Principal, APs, BOM) should lead an effort to remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.

4. Under direction of the BOM, the **Utilities and Hazards Team** will turn off the school's main gas supply, local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

5. The **Principal or designee** will monitor radio or television announcements and initiate further actions as appropriate.

6. At the **Principal/designee's discretion**, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.

7. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance.

Radiation Threat

A radiation threat, often called a "dirty bomb," is the use of common explosives to spread radioactive materials over a targeted area.

- If you are OUTSIDE, cover your nose and mouth and quickly go inside a building that has not been damaged.
- If you are INSIDE, close windows and doors; turn off air conditioners, heaters or other ventilation systems. (Shelter-in-Place)

Steps for self-decontamination:

- REMOVE YOUR CLOTHES and put them in a sealed plastic bag.
- WASH SKIN as thoroughly as possible with lukewarm water

Chemical Spills and Hazardous Substances

When a large chemical spill has occurred:

- Immediately notify the designated official (Principal)
- Contain the spill with available equipment (See “Location of Safety Equipment” list in the safety clipboard)
- Secure the area & alert other site personnel
- Do not attempt to clean the spill unless trained to do so
- Attend to injured personnel & call the medical emergency number if required
- Call a local spill cleanup company or the Fire Department to perform a large chemical spill cleanup (See the Emergency Contact list in your safety clipboard)
- Evacuate building as necessary

When a small chemical spill has occurred:

- Notify the designated official (Principal)
- If toxic fumes are present, secure the area to prevent other personnel/students from entering
- Small spills must be handled in a safe manner, while wearing the proper PPE
- Review general spill cleanup procedures
- The name/number to call for chemical spill cleanup is included in the Emergency Contact List in your safety clipboards.
-

Hazardous Substances:

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

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

If you encounter a spill, always **call for assistance** (See the Emergency Contacts on your Safety Clipboard) and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination
- **Move people/personnel away or evacuate from contamination area**

Biological / Chemical Incident

A **Biological or Chemical Release** is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: (1) Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

Scenario 1: Substance Released Inside a Room or Building

1. The Principal/designee will initiate the EVACUATE BUILDING action. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The Principal/designee will call "911" and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Principal/designee will notify the Regional Team of the situation.
4. The Principal/designee will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the Principal/designee and the emergency response personnel.
8. Any affected areas will not be reopened until the Santa Clara County HazMat or appropriate agency provides clearance and the Principal/designee gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. The **Principal/designee** will immediately direct staff to remove students from the affected areas to an area upwind from the release. The Principal/designee will, if necessary, initiate the EVACUATE BUILDING action.

2. The Traffic and Security Team (under direction of the **Business Operations Manager**) will establish a safe perimeter around the affected area and keep personnel from reentering the area.
3. The **Principal/designee** will call “911” and the local emergency management agency (see Emergency Contacts List in your safety clipboard) and will provide the exact location and nature of emergency.
4. The **Principal/designee** will notify the Head of the Region of the situation to initiate a crisis response.
5. The **Utilities/Hazards Team** (under direction of the Business Operations Manager) will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the **First Aid Team (led by the OM)** should assess the need for medical attention.
7. The **Site Communications Team (Principal, APs, BOM)** should compile a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Site Communications Team will provide this list to emergency response personnel.
8. Any affected areas will not be reopened until the appropriate agency provides clearance and the Principal/designee gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

1. If the **Principal/designee** or local authorities determine a potentially toxic substance has been released to the atmosphere, the Principal/designee will initiate **SHELTER-IN-PLACE**.
2. Upon receiving the SHELTER-IN-PLACE notification, **the Utilities/Hazards Team (under direction of the BOM)** will turn off local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). **Teachers** should communicate their locations to the Principal/designee, using walkie-talkies or other means without leaving the building.
4. The **Principal/designee** will call “911”, and the local emergency management warning agency.
5. The **Principal/designee** will notify the Head of the Region of the situation.
6. The **Principal/designee** will turn on a radio or television station to monitor information concerning the incident.

7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the Principal/designee.

Fire Drill

- 1) The **Principal or designee** should sound the fire alarm or otherwise announce the beginning of the fire drill.
- 2) Teachers should grab their safety clipboards, quickly count students, and lead students outside to the assembly site. Teachers should SHUT THE DOOR when leaving.
- 3) At the assembly site, teachers should take attendance.
- 4) The **Principal or designee** should time the drill. Evacuation of the building should be complete within 5 minutes of the alarm sounding.
- 5) While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did everyone shut their door? Did they take their safety clipboards with them?
- 6) Remember to record the drill in the RSED Drill Log.

Lockdown Drill

- 1) Students, staff, and families should be prepared for the lockdown drill prior to the announcement. Teachers could discuss the lockdown drill with students as “learning what to do in case a burglar comes into the school.”
- 2) The **Principal or designee (e.g. OM)** will make an announcement over the loudspeaker indicating that the lockdown drill has begun: “Staff and Students: This is the beginning of our lockdown drill. Teachers, please barricade your doors and count your students.”
- 3) **Teachers** should follow the lockdown procedure: Bring all students into the classroom, lock the classroom door (as possible), barricade the door, turn off the lights, build interior barricades, and keep students calm and quiet (sheltering behind interior barricades until the drill is over). Teachers should also take roll, using the roster from their safety clipboard.
- 4) The **Principal** and other administrators (e.g. AP, Deans) should come door to door to check on classrooms and ensure all teachers have followed the proper procedure.
- 5) After the drill has been completed, the **Principal or designee** should give the “All Clear” notice over the loudspeaker.
- 6) The Principal and staff should debrief after the drill has been conducted. Teachers and students may also want to discuss the drill after it is done.

Shelter-in-Place Drill

To run a shelter in place drill, staff should do the following:

- 1) The **Principal** should make an announcement for a Shelter-in-Place drill and clarify what staff and students are expected to do: “We are beginning our Shelter-in-Place drill. Teachers, shut and lock your classroom door and have your class gather in a part of the classroom away from the windows and doors. Lower the blinds in your classroom to cover the windows, if possible.”
- 2) **Teachers** should lock the door (if they can) and direct students to remain indoors in the safest part of the classroom (away from windows and doors). Windows should be shut and covered.
- 3) The **Business Operations Manager** should confirm that he/she understands how to turn off the gas, power, and HVAC systems.
- 4) The Principal should time 5 minutes total from the start of the drill to the end of the drill and should then announce that the “Shelter-in-Place” drill is over.
- 5) While staff and students are still assembled, take a moment to quickly debrief: did everyone remember what to do? Was it scary?
- 6) Remember to record the drill in the RSED Drill Log.

Earthquake Drills

- 1) The **Principal or designee** (e.g. Office Manager) will make an announcement over the loudspeaker to indicate the start of the drill.
- 2) Teachers should instruct their students to **DUCK, COVER, and HOLD**.
- 3) Students and staff members should duck or drop to the floor, take cover under a sturdy desk or table (keeping their backs to the windows), cover their heads with their hands, and hold onto the furniture for stability.
- 4) The Principal should wait for four minutes and then announce: "The Earthquake is over."
- 5) If desired, classes can also practice evacuating after an earthquake. The Principal (or designee) should announce: "We are now evacuating to our primary assembly site."
- 6) Staff and students can get out of the ducking position and prepare to evacuate:
 - Teachers should grab their safety clipboards, make sure their walkie-talkies are on, and count their students before leaving the room.
 - When leaving the room, the door should be left OPEN.
- 7) Students and staff should proceed to the assembly site using their pre-determined evacuation route. At the assembly site, teachers should take attendance.
- 8) The Principal (or designee) should conduct a walkthrough of the building to make sure that all students and staff have evacuated and that doors have been left open.
- 9) At the assembly site, the Principal (or designee) should make sure that teachers have taken attendance.
- 10) While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did everyone leave their door open? Did they take their safety clipboards with them?
- 11) Remember to record the drill in the RSED Drill Log.

Severe Weather/Tornado Drill

- 1) The **Principal** or designee should announce the beginning of the drill over the intercom.
- 2) **Teachers** should quickly count their students, grab the safety clipboard, and lead students in an orderly fashion to the designated indoor safe site. Students should then be directed to assume a ducking position, facing the interior wall, and cover their heads with their hands. The teacher should take attendance if the count of students doesn't match the number in their students.
- 3) The **Principal or designee** should conduct a hall sweep to make sure all students and staff have followed directions to evacuate.
- 4) Once all students are assembled, the **Principal** or designee should wait for three minutes and then announce that the drill is over.
- 5) While staff and students are still assembled, take a moment to quickly debrief: did everyone remember to take attendance? Did staff members know where to go? Did they take their safety clipboards with them?
- 6) Remember to record the drill in the RSED Drill Log.

Administering Medications to Students (Policy)

Parents/guardians need to notify the school (Office Manager and Principal) when their child is diagnosed with a chronic or acute medical condition. Parents and guardians should understand what school staff can and cannot do to help manage their child's condition. Please ask your school for the RSED Student/Staff Medication Policy.

With the Principal and Business Operations Manager, the Office Manager will manage the process for identifying students with medical conditions, documenting this condition and any medications that need to be administered, and administering the medication.

Medical Emergency Reporting Procedures

Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial **911**.

1. Medical emergencies involving students or employees must be reported to the School Principal or his/her designee.
2. Dial 911 or direct someone to do so, provide the following information
 - a. School name and phone number
 - b. Building address including nearest cross street(s)
 - c. Exact location within the building
 - d. Your name and phone number
 - e. Nature of the emergency
3. Do not hang up until advised to do so by dispatcher
4. Send a runner to notify the school office that an individual has been injured and an ambulance has been called.
5. Ask someone to dispatch a first aid/CPR trained employee to the victim.
6. Stay calm. Keep victim warm with a coat or blanket. Do not leave person unattended.
7. Do not move the victim unless there is danger of further injury.
8. Do not give the victim anything to eat or drink.
9. Draft a written incident report and submit it to School Principal, or his/her designee, before the end of the next workday. **Whenever 911 is called, you must submit and file an approved incident report (i.e. with Principal signature) within 24 hrs. of the incident.**

First Aid (Illness/Injury)

Rocketship recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, Rocketship expects parents/guardians to provide emergency contact information to the school and keep such information current in case of an incident at the school.

Schools shall be stocked with multiple First Aid Kits containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

School leaders (including Business Operations Managers and Office Managers) should be certified in CPR. Teachers are to have the opportunity to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Opportunities for adult and pediatric CPR and First Aid training will be offered to teachers, support staff, and volunteers.

As possible/safe, students will be referred to the **Office Manager** for minor accidents and incidents.

Minor Accidents: For minor accidents, use the First Aid Kit located in the Front Office.

Poisoning: If a student ingests a poisonous substance:

1. Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures based on their instructions.
2. Call 911.
3. Notify the Principal.
4. Call the child's parents.

Illness: If child complains of illness, question him/her to determine severity.

For minor illness, the teacher should have child rest head on desk for 10 to 15 minutes. If he/she still complains, send him/her with note to the Office Manager (or call office for escort).

If student is too ill to walk to office, call the Office Manager for immediate help and explain severity of situation. If the child feels sick after fifteen minutes, the child may be sent home.

Convulsions: If a child has convulsions:

1. Keep calm. Attempt to ease him/her to the floor so he/she will not fall and injure him/herself
2. Turn his/her head to one side so his/her tongue will not block his/her airway
3. Do not attempt to insert anything in his/her mouth
4. Send someone to the office or call the office for assistance

Chemical Burns:

1. Chemical burns, especially those of the skin or eyes, should be flushed with large quantities of water at the nearest source.
2. After flushing the burn, the child can be escorted to the Front Office.
- 3 If a burn is severe, call 911.

Insect Bites:

1. Remove stinger if possible.
2. Apply cold, wet towel
- 3 Call 911 if systemic symptoms occur (labored breathing, swelling of entire body, etc.).

Bio-Waste:

When a student has an accident or vomits, clean carpets within the first few minutes— the more untreated exposure the carpet has to the bio-waste, the more likely that there will be a permanent and deep stain. Disposable gloves are available in the Front Office; Office Managers should also stock carpet/floor cleaner.

A bio bag, if necessary, should be disposed of in one of the larger cafeteria garbage bins at the earliest possible moment (may send a student if necessary). Place your bio waste placard on the site of the incident before leaving for the day. This will indicate to the custodial crew the need for a more thorough carpet cleaning treatment on that

Tooth

If a Tooth is displaced by traumatic injury, wrap tooth in moist gauze. Send tooth with injured child to office. Office Manager should call parents immediately.

Playground Accidents:

1. Render first aid on playground if necessary
2. If child is mobile, take to the Office Manager
3. If the child is immobile, call 911.

Rescue Breathing

1. Tap and shout
2. Open airway
3. Look, listen, and feel for breathing.
4. Give 2 full breaths.
5. Check circulation
6. Rescue breathing count: (1) ADULT: 1 breath every 5 seconds; (2) CHILD: 1 breath every 3 seconds, (3) INFANT: 1 breath every 3 seconds

Nose Bleed:

- Have the child sit down and lean forward.
- Stop bleeding with a cloth

Wounds:

1. Wash the wound and apply bandage and ice, if desired.
2. If the wound is severe:
 - a. Have victim sit or lie down
 - b. Apply direct pressure to the wound
 - c. Treat for shock (keep them calm)
 - d. Do NOT move the victim unless absolutely necessary
 - e. Call 911

Choking

If the child is unable to breath, cough, speak, then:

1. Give thrusts (below rib cage)
2. Repeat until clear
3. Do not leave a child who is choking or having breathing problems alone

Electric Shock: If a child has suffered an electric shock, do NOT touch them. Call 911.

Major Incident

- Office Managers are trained in First Aid and can provide assistance until emergency personnel arrive
- School leaders are trained in CPR

If personnel trained in First Aid are not available, at a minimum, attempt to provide the following assistance:

- Stop wounds from bleeding with firm pressure on the wound (avoid contact with blood or other bodily fluids)
- In case of choking, clear the air passages using the Heimlich Maneuver

In case of rendering assistance to personnel exposed to hazardous materials, wear the appropriate personal protective equipment. Attempt First Aid ONLY if trained & qualified

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If a student needs resuscitation, staff shall make every effort to resuscitate him/her.

Staff members are prohibited from accepting or following parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The Principal, or designee, shall inform parents/guardians of this policy.

Head Lice Policy

To prevent the spread of head lice infestations, School employees shall report all suspected cases of head lice to the Office Manager as soon as possible. The Office Manager shall examine the student and siblings of affected students or members of the same household. If nits or lice are found, the student shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information.

The Principal, or designee, shall send home the notification required by law for excluded students.

If there are two or more students affected in a class, an exposure notice with information about head lice shall be sent home to all parents/guardians of those students.

Staff shall maintain the privacy of students identified as having head lice and excluded from attendance.

Excluded students may return to school when reexamination by Office Manager shows that all nits and lice have been removed.

See also:

[Head Lice Exposure Notification Letter \(English/Spanish\)](#)

[Head Lice Checks Notice](#)

First Aid, CPR, and Health Screening Policy

Rocketship recognizes the importance of taking appropriate preventive or remedial measures to minimize accidents or illness at school or during school-sponsored activities. To this end, Rocketship expects parents/guardians to provide emergency information and keep such information current in order to facilitate immediate contact with parents/guardians if an accident or illness occurs.

First Aid Kits: Every classroom shall have a First Aid Kit containing appropriate supplies. First aid will be administered whenever necessary by trained staff members. When necessary, the appropriate emergency personnel will be called to assist.

CPR: Administrators (Principals and Assistant Principals) and School Office Personnel (Business Operations Managers and Office Managers) are to be certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. The Business Operations Manager will be responsible for maintaining these records.

Opportunities for adult and pediatric CPR and First Aid training will be offered to teachers and teachers will be strongly encouraged to become certified in adult and pediatric CPR and First Aid and be recertified prior to expiration of certificates. Adult and pediatric CPR and First Aid training will also be offered to all support staff and volunteers.

Severe Allergic Reactions (Anaphylaxis)

Anaphylaxis is a severe and sudden allergic reaction. It occurs when a person is exposed to an allergen to which they are sensitive. The most common allergens or trigger substances that may cause anaphylaxis in school-aged children are:

- peanuts
- tree nuts
- fish
- shellfish
- egg
- cow's milk
- sesame
- soy
- insect stings
- latex
- certain medications.

Anaphylaxis is potentially life threatening and always requires an emergency response.

It is therefore critical that school staff, parents and caregivers are confident about the management and treatment of students who have been diagnosed by a medical practitioner as being anaphylactic or potentially anaphylactic.

Symptoms and Signs:

The symptoms and signs of anaphylaxis, usually but not always, occur within the first 20 minutes after exposure but in some cases can be delayed up to 2 hours or more. Rapid onset and development of potentially life-threatening clinical effects are characteristic markers of anaphylaxis.

Symptoms and signs of anaphylaxis (a severe allergic reaction) may include one or more of the following:

- Difficulty and/or noisy breathing
- Swelling of the tongue
- Swelling or tightness in the throat
- Difficulty talking or hoarse voice
- Wheeze or persistent cough
- Dizzy/light headed
- Loss of consciousness and/or collapse
- Pale and floppy (young child)

Symptoms and signs of a mild to moderate allergic reaction may include one or more of the following:

- Tingling of the mouth
- Hives, welts or body redness
- Swelling of the face, lips, eyes

- Vomiting, abdominal pain

Students with Severe Allergies:

If a student is known to have a severe allergy, the student's parent/guardian should inform the Office Manager and submit a Medication Authorization Form signed by the child's physician for any over-the-counter or prescription medication the child needs (see also "Administering Medication to Student"). The physician should attach detailed instructions to this form; a copy of these instructions + form should be included in the plastic baggie with the student medication and the original should be kept in the Safety Binder.

Students with Physician Plan - Emergency Treatment for Anaphylaxis

- 1) Follow emergency response procedures as outlined in the instructions from the physician (found in the baggie, along with the student's medication, in the Front Office).
- 2) If the instructions indicate the use of an adrenaline auto injector (EpiPen), staff (e.g. Office Manager) should administer the EpiPen (**See Following Page for Detailed Instructions**)
- 3) Seek urgent medical assistance – call 911 and tell the dispatcher that the medical condition is anaphylaxis or a severe allergy.
- 4) If unconscious and no pulse is evident, commence Cardio Pulmonary Resuscitation (CPR) and continue until ambulance arrives. (School leaders are trained in CPR, including OMs and BOMs)
- 5) Maintain close observation for possible relapse while waiting for ambulance or medical assistance.
- 6) Maintain airway, breathing and circulation at all times
- 7) Contact parents/caregivers.

Students WITHOUT a Physician Plan – Emergency Response to Anaphylaxis

Severe allergic reactions or anaphylaxis can occur rarely when there is no history of known allergies. This situation should be treated as an emergency. Under these circumstances there will be no Action Plan. Recognition of the symptoms and/or signs as being anaphylactic may also be a problem. The following steps should be followed:

- 1) Seek urgent medical assistance – call 911. (If suspected, tell the dispatcher that the medical condition is anaphylaxis or a severe allergy)
- 2) Lay the person flat and elevate the legs if the person is dizzy or seems confused or has a reduced level of consciousness, unless this makes it more difficult for the person to breathe
- 3) Follow standard resuscitation measures if there is no pulse, no breathing or loss of consciousness – if oxygen is available give at a high flow rate.

Using an Epinephrine Auto-Injector (EpiPen)

1. Determine if anaphylaxis is suspected. Anaphylaxis usually, but not always, occurs right after exposure to an allergen. Frequently anaphylaxis occurs in individuals who have a history of a previous reaction. If there is uncertainty about the diagnosis, but there is a reasonable probability that it is anaphylaxis, then treat as anaphylaxis.
2. **If anaphylaxis symptoms occur, call 911 (land line). Stay with the victim.** Have others notify the parents and Principal/designee immediately.
3. Have the victim sit down. Reassure the victim and avoid moving him or her. Calming reduces the distribution of the allergen in the body.
4. **Prepare to administer EpiPen.**
 - a. For students in second grade or below, or if less than 66 lbs, use **White label** EpiPen Jr (0.15 mg)
 - b. For adults and students in third grade or above, or if more than 66 lbs, use **Yellow label** EpiPen (0.3 mg)

The EpiPen acts immediately; however the effects last only 10 -15 minutes. *Make sure someone has called 911 for continued care.*

5. EpiPen Administration Procedure:
 - . **Grasp the EpiPen and form a fist around the unit. With the other hand, pull off the GRAY Safety Cap.**
 - a. **Hold the black tip near the outer thigh. Never put thumb, fingers, or hand over the black tip.** (If an accidental injection occurs, go immediately to the nearest hospital emergency room.)
 - b. **Swing and jab the black tip firmly into the OUTER BARE THIGH so that the auto-injector is perpendicular (at a 90° angle) to the thigh. You will hear a click.** (The EpiPen can be injected through the victim's clothing, if necessary.)
 - c. **Hold the EpiPen firmly in place for 10 seconds, and then remove it from the thigh.** (After the injection, the victim may feel his or her heart pounding. This is a normal reaction.)
 - d. **Remove the EpiPen and massage the injection area for several seconds.**
 - e. **Check the black tip:**
 - If the needle is exposed, the dose has been delivered
 - If the needle is not exposed, repeat steps b through e
 - f. **Dispose of the EpiPen in a "sharps" container or give the expended EpiPen to the paramedics.**
 - g. **Call 911, if not previously called.**
6. If the anaphylactic reaction is due to an insect sting, remove the stinger as soon as possible after administering the EpiPen. Remove stinger quickly by scraping with a fingernail, plastic card or piece of cardboard. Apply an ice pack to sting area. Do NOT push, pinch, or squeeze, or further imbed the stinger into the skin because such action may cause more venom to be injected into the victim.

7. Observe the victim for signs of shock. Cover the victim with a blanket, as necessary, to maintain body temperature and help to prevent shock.
8. Monitor the victim's airway and breathing. Begin CPR immediately if the victim stops breathing.
9. Take the victim's vital signs (if trained to do so) and record them. Duplicate the emergency card for the paramedics. When paramedics arrive tell them the time EpiPen was administered and the dose administered. If EpiPen has not been disposed of in a sharp's container, give the expended EpiPen to the paramedics.
10. **If symptoms continue and paramedics do not arrive, use a new EpiPen and re-inject 15 to 20 minutes after initial injection.** Continue to monitor the victim's airway and breathing.
11. Follow-up medical care should be obtained at the emergency room or from the victim's physician. A second delayed reaction may occur up to 6 hours after the initial anaphylaxis.
12. Document the incident and complete the accident/incident report. Include in the documentation the date and time EpiPen was administered, the victim's response, and additional pertinent information.

- **DO NOT HESITATE to administer EpiPen and to call 911 (land line) even if the parents cannot be reached.**
- Call 911 immediately. 911 must be called if EpiPen is administered.
- Advise 911 dispatch that the student is having a severe allergic reaction and EpiPen is being administered.
- Student should remain quiet with a staff member at the location where the symptoms began until EMS arrives.
- Provide a copy of the Severe Allergy Plan to EMS upon arrival.
- Notify the administrator and parent/guardian.
- Call the CDE's School Health Connections Office at 916-319-0914.

Asthma Attack

Asthma is a chronic inflammatory disease that causes the airways of the lungs to tighten, leading the wheezing, breathlessness, chest constriction, and coughing. Schools can be full of environmental triggers for student asthma. Students with uncontrolled asthma may miss school more often and have poorer academic performance than healthy students; supporting a strong asthma management program is crucial to ensuring a child's asthma is controlled and that student is ready to learn.

Students with Asthma:

If a student is known to have asthma, the student's parent/guardian should inform the Office Manager and submit a Medication Authorization Form signed by the child's physician and Medication Administration Record for any over-the-counter or prescription medication the child needs (see also "Administering Medication to Student"). The physician should attach detailed instructions to this form; a copy of these instructions + form should be included in the plastic baggie with the student medication and the original should be kept in the Nurse's Binder.

Emergency Response Procedures for Severe Asthma Episode

NEVER leave a student with breathing problems alone, whether or not asthma has been diagnosed. Stay with the student and do not send the student with breathing problems anywhere.

Signs/Symptoms of an Asthma Attack:

1. Very fast or hard breathing.
2. Skin sucking in over child's stomach or ribs with breathing.
3. Breathing so hard they cannot walk or speak.
4. Lips or fingernail beds turn blue.

Emergency Response:

1. Stay with student, call for help, and have someone call 9-1-1.
2. Keep student sitting upright.
3. Ask student if their quick-relief medication (Albuterol) is with them, or have quick-relief medication brought to student from the Front Office (by Office Manager) and assist in immediate administration (inhaler or nebulizer), in accordance with their Asthma Action Plan.
4. Repeat quick-relief medication every 20 min or as authorized in student's Asthma Action Plan.
5. Watch breathing and be prepared to administer CPR until paramedics arrive.
6. Have someone notify the student's parents/caregivers.

Communicable and Contagious Disease/Illness

Schools, like other work places, can spread communicable diseases. When faced with an outbreak of a communicable or contagious disease, the Principal of an RSED school will consult closely with the State Department of Health for accurate medical/outbreak management advice.

The following are among the most common communicable diseases in school/childcare settings:

Chickenpox: Chickenpox is a highly contagious disease caused by the varicella virus, a member of the herpes virus family. It is the most commonly reported childhood disease; about 75% of the population has had chickenpox by age 15 and 90% by young adulthood. Chickenpox is most common winter and early spring. Symptoms of chickenpox commonly appear 13-17 days after infection and include the sudden onset of a low grade fever and tiredness/weakness. This is followed by an itchy blister-like rash.

Common Cold: The common cold (also called viral rhinitis) is a viral infection, characterized by nasal congestion, a clear, runny nose, sneezing, scratchy throat and general malaise.

Fifth Disease: Fifth disease, a mild, usually nonfebrile rash illness is caused by a human parvovirus (B19). While considered a mild disease Fifth disease is of concern for persons with the following conditions: pregnant, immunocompromised, undergoing chemotherapy treatment and sickle cell. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak of Fifth disease.*

Hepatitis B: Hepatitis B (formerly known as serum hepatitis) is an infection of the liver caused by a blood borne virus. The disease is fairly common. Hepatitis B causes fatigue, poor appetite, fever, nausea, vomiting, diarrhea, joint pain, hives, and rash. Urine may appear dark in color and jaundice (yellowing of the skin) may result. Symptoms appear 3-6 months after exposure.

Influenza (Flu): Influenza is a viral infection of the nose, throat, bronchial tubes and lungs. There are two main types of virus: influenza A and influenza B. Each type includes many different strains, which tend to change each year.

Measles: Measles is a highly contagious viral disease that causes fever and a rash. Measles is more common in winter and spring. Epidemics of measles can occur. Measles can cause a very high fever, cough, runny nose, and red watery eyes. Roughly 2-4 days after initial symptoms, a rash of red spots develops on the face and spreads over the body. Little white spots (Koplik spots) may appear on the gums and inside the cheeks. A person is contagious 4 days before to 4 days after the appearance of the measles rash. Infection with measles provides lifelong immunity.

Meningitis (Bacterial): Meningitis (bacterial) is a severe bacterial infection of the meninges (a thin lining covering the brain and spinal cord) caused by the bacteria called *Neisseria meningitidis*. Meningococemia is the term for infections involving the bloodstream. Most people exposed to meningococcus bacteria do not become seriously ill, but some develop fever, headache, vomiting, stiff neck, and rash. This disease can be fatal. Symptoms may occur 2-10 days after exposure. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak.*

Meningitis (Viral): Viral meningitis is a viral infection of the lining (meninges) covering the brain and spinal cord. There are many types of viruses that can cause this disease. Some kinds of viral meningitis and others are not. Symptoms include fever, headache, stiff neck, and fatigue. Rash, sore throat, and intestinal symptoms may also occur. *Staff with these conditions should consult with their personal health care providers and alert the Principal and regional staff immediately. The Principal and regional staff should contact the State Department of Health if there is a case or outbreak.*

(MRSA) Methicillin-Resistant Staphylococcus Aureus: MRSA stands for methicillin-resistant Staphylococcus aureus, but is shorthand for any strain of Staphylococcus bacteria which is resistant to one or more conventional antibiotics. Symptoms depend on the part of the body affected but often include redness, swelling, and tenderness at the site of the infection.

Mumps: Mumps is a viral illness that causes fever and swelling of one or more glands near the jaw. Mumps is more common during winter and spring. Symptoms of mumps include fever, body aches, headaches, and the swelling of one or more of the salivary glands. The parotid gland (just below the ear) is often most affected. Complications can include pain/swelling of the testicles, deafness, arthritis, and problems of the brain and nervous system. People with mumps are contagious from 3 days before to 4 days after symptoms appear. Symptoms usually occur 16-18 days after infection.

Tuberculosis: TB is spread when a person who has active, untreated TB germs in their lungs or throat coughs, sneezes, laughs, or speaks, spreading their germs into the air. A person who breathes in TB germs usually has had very close, day-to-day contact with someone who has active TB disease.

Whooping Cough (Pertussis): Pertussis, also known as whooping cough, is a highly contagious bacterial illness that causes a cough lasting several weeks. Early symptoms of pertussis include a runny nose, sneezing, fever, and cough. About 1-2 weeks later, the cough worsens and patients develop bursts or rapid coughing following by a "whoop." A person is contagious from 7 days after exposure to 3 weeks after the appearance of the coughing fits.

(Adapted from: <http://www.uft.org/our-rights/meningitis-viral>)

Principles for Dealing with an Outbreak or Incident of Communicable/Contagious Disease on School Grounds

School staff and parents should notify the Principal ASAP of any confirmed cases of common contagious diseases (ex. influenza, pertussis, mumps, measles, chickenpox) or a single incident or a severe contagious disease (ex. TB, meningitis)

In case of an outbreak (**3 or more confirmed cases**) of a common contagious disease, the Principal should alert the Director of Schools and consult with the State Department of Health for next steps (see also: Crisis Response Plan).

In case of an incident of a severe contagious disease, the Principal should alert the Director of Schools and consult with the State Department of Health for next steps (See Crisis Response Plan).

Guidelines for Dealing with an Outbreak of a Communicable Disease:

- 1) The Principal reports incident to the Director of Schools
- 2) The Director of Schools and Principal report to the State Department of Health to seek guidance on managing the outbreak and to create public communications materials for families with up-to-date medical information
- 3) If requested, the Principal may share student vaccination information with the State Department of Health (in student cum. files)
- 4) The Principal will notify families of exposure to this disease by sending home a letter with information on next steps (For example, if a student at a schools is found to have TB, TB tests may be provided at the school site free of charge)
- 5) The Principal should exclude from school student staff members who have symptoms until it is safe for them to return, per guidelines provided by the State Department of Health (For example, kids with chickenpox may return after their rash has crusted)
- 6) The Principal should exclude from school student staff members who have symptoms until it is safe for them to return, per guidelines provided by the State Department of Health (For example, kids with chickenpox may return after their rash has crusted)
- 7) The Principal may also, per Department of Health guidance, exclude infants, *immunocompromised persons (including pregnant women) and non-complaint (unvaccinated) children* or those with *religious exemptions* to vaccination

Bloodborne Pathogens Safety Procedures

RSED Policy on Bloodborne Pathogens Safety

The blood borne pathogens safety procedure has been developed by Rocketship Education to promote safe work practices for employees in an effort to reduce occupational exposure to Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV) and other blood borne pathogens³.

The following are several principles that should be followed by Rocketship employees when working with, or if exposed to, blood borne pathogens:

- Being prudent and wise in their work to minimize exposure to blood borne pathogens
- Never underestimate the risk of exposure to blood borne pathogens
- Rocketship shall work to institute as many engineering and work practice controls as necessary to minimize or eliminate employee exposure to blood borne pathogens.

To keep this policy current, it will be reviewed and updated as follows:

- At least annually
- Whenever new or modified work tasks or procedures are implemented which may affect occupational exposure to employees
- Whenever an employee is exposed to a blood borne pathogen

The plan is available for review by Rocketship employees at any time on Box.

Methods of Compliance

To effectively eliminate or minimize exposure to blood borne pathogens, Rocketship has implemented the following methods of compliance.

- **Universal Precautions:** Rocketship observes the practice of “Universal Precautions” to prevent contact with blood and other potentially infectious materials. As a result, Rocketship employees treat all human blood and bodily fluids as if they are potentially infectious for HBV, HIV and other blood borne pathogens.
- **Engineering Controls:** When necessary, Rocketship shall use available engineering controls to eliminate or minimize employee exposure to blood borne pathogens including:
 - Hand washing facilities (or antiseptic hand cleansers and towels or antiseptic towelettes), which are readily accessible to employees who have potential for exposure.
 - Containers for contaminated sharps have the following characteristics:
 - Puncture-resistant
 - Color coded or labeled with a biohazard warning label
 - Leak-proof on the sides and bottom
 - Specimen and Secondary Containers which are:
 - Red in color
 - Puncture-resistant, when necessary
 - Color coded or labeled with a biohazard warning label

³ As outlined in the *California Code of Regulations (“CCR”) Title 8, Section 5193.*

- Leak-proof on the sides and bottom
- **Workplace Controls:** Work practice controls are those that have been implemented to prevent the spread of infectious diseases. Universal precautions include hand washing, gloving (and other personal protective equipment - PPE), clean-up and housekeeping techniques
- **Hand washing:** Employees must always wash their hands before eating, before handling clean equipment and utensils, before and after assisting with feeding, after toileting, or assisting in toileting, after contact with any bodily secretions or fluids, after removing disposable gloves and after completing custodial tasks.
- **Gloving (and other personal protective equipment - PPE):** Gloves and other PPE should be worn at a minimum under the following conditions:
 - At all times when contact is anticipated with blood or other bodily fluids.
 - When the wearer has an open sore or cut and handling bodily fluids or blood.
 - When rendering first-aid.
 - When cleaning up a spill of blood, bodily fluids, vomit, urine, fecal material or saliva
- **Clean-Up of Spills:** The following safe practices should be followed when cleaning up spills:
 - Always wear gloves and other PPE as necessary to prevent exposure
 - Use towels or other absorbents in conjunction with soap and water.
 - Use approved disinfectants as necessary.
 - Discard absorbents and other materials in appropriate plastic bag labeled for such items
 - Remove gloves after completing clean-up procedure and discard them into the same plastic bag as other contaminated items.
- **Housekeeping:** The following housekeeping practices should be followed to aid in the elimination of potential exposure hazards.
 - Always decontaminate any contaminated surfaces immediately with the appropriate disinfectant.
 - If equipment or PPE become contaminated, immediately remove and replace them.
 - Inspect and decontaminate bins, pails or other similar receptacles which may become contaminated
 - Make sure broken glassware, which may be contaminated, is cleaned up using such items as a dust pan, tong, etc. Do not pick up broken glassware directly with your hands.
 - Discard regulated waste in manner consistent with law.
 - Discard sharps immediately in containers provided for such.
 - Always close containers
 - If a container is leaking place one container in a second container.
 - Containers for regulated waste other than sharps are red in color and labeled biohazard.
 - The CEO or his/her designee is responsible for organizing the collection and handling of the school's contaminated waste with a HazMat Collection Organization. Written records of regulated waste disposal offsite shall be kept by the school.

Information and Training

Employees shall be retrained annually to keep their knowledge of this area current. New employees or those who may be assigned a new task will receive this training as necessary. The CEO or his/her

designee is responsible for ensuring that employees who have a potential for exposure to blood borne pathogens receive this training. Records of the training shall be maintained by the CEO or his/her designee and include names and job titles of attendees, date of training, contents of training provided, and the names and qualifications of instructor(s). The training program shall cover at a minimum:

- Blood borne Pathogens Standard (https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_table=STANDARDS&p_id=10051)
- The location of this policy and that it is available for review
- Appropriate methods for recognizing tasks and activities that may involve exposure to blood and other potentially infectious materials.
- Review of limitations and methods that will prevent or reduce exposure including: engineering controls, workplace practices, PPE.
- Visual warnings of biohazards including signs, labels, and color coded containers
- Information on Hepatitis B Vaccinations including efficacy, safety, method of administration, benefits of the vaccination and the District free vaccination program
- Actions to take and persons to contact in an emergency involving blood or other potentially infectious materials. Including follow up reporting if an exposure incident occurs and post exposure evaluation including medical consultation to be provided.

Labels and Signs

The biohazard labeling system is used. These labels, which are red in color, are used in conjunction with the approved red color-coded containers to warn employees of possible exposures. The following items at the school are labeled: Containers of regulated waste, sharps disposal containers, other containers used to store contaminated material.

Hepatitis B Vaccinations, Post Exposure and Follow up

The Principal, or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with ROPS' "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Employees not identified as having occupational exposure in ROPS' exposure determination may petition to be included in ROPS' employee in-service training and hepatitis B vaccination program. Such a petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Vaccination Program

- The vaccination program has been implemented for those employees who may be exposed to blood borne pathogens during their routine work tasks. There is no cost to employees for the vaccinations. The vaccination program consists of a series of three inoculations over a six month period.
- Vaccinations shall be performed under the supervision of a licensed physician or other health care professional. A list of Employees interested in taking part in the vaccination program shall be created and kept. A list of employees who decline to take part in the vaccination program shall be created and kept as well and will have signed a “vaccination declination form”. The Principal or a designated employee shall notify interested employees of the time and date of the vaccination, at least 2 weeks prior to the vaccination date.

Post Exposure and Follow-Up

- If an employee is accidentally exposed to blood borne pathogens during the performance of their work, the following shall be immediately conducted:
 - Employees shall receive medical consultation and if necessary, treatment
 - An investigation of the circumstance surrounding the exposure incident shall be conducted and a written report prepared within 24 hours of its occurrence. The investigation shall obtain as much information as possible including:
 - Date and time of exposure
 - Location of exposure
 - The type of potentially infectious materials (blood, urine, etc.)
 - Source of infectious materials
 - Circumstances of the exposure (type of work being conducted)
 - Cause of exposure if known (accident, equipment malfunction, etc.)
 - Was PPE being worn
 - Actions taken as a result of the exposure (clean up activities, notifications, medical attention sought, etc.)
- After the investigation, a written summary of the incident, its apparent causes and recommendations to avoid similar incidents in the future.
- A post-exposure check list shall be used.
- Follow-up shall provide exposed employee with the following confidential info:
 - Documentation regarding the routes of exposures and circumstance
 - Identification, if possible, of the source individual (unless infeasible or prohibited by law).
 - If possible, source individual’s blood shall be tested to determine if HBV or HIV infectivity. The information obtained here shall also be provided to the exposed employee and a discussion of the applicable laws and regulations concerning disclosure of the identity and infectious status of a source individual conducted. In addition, the exposed employee shall have blood collected and tested for HBV and HIV infectivity.
 - The process is to remain confidential.
 - The healthcare professional treating the employee shall be sent all necessary documents describing exposure, any relevant employee medical records and any other pertinent information.

Written Opinion: The healthcare professional shall provide Rocketship with a written opinion evaluating the exposed employee's situation as soon as possible. The written opinion shall contain only the following:

- Whether Hepatitis B Vaccinations is indicated for the employee.
 - Whether the employee has received the Hepatitis B Vaccination
 - Confirmation that the employee has been informed of the result of the evaluation
 - Confirmation that the employee has been told about medical conditions resulting from the exposure incident which require further evaluation or treatment.
- A copy of this opinion shall be forwarded to the employee. After completion of these procedures, the exposed employee shall meet with the qualified healthcare professional to discuss the employee's medical status. This includes the evaluation of any reported illnesses, as well as recommended treatment. Other findings and diagnoses will remain confidential and will not be included in the written report.
- Medical records concerning employees are kept confidential and will not be disclosed to another party without the written consent of that employee (except as required by law).

Self-Harm/Suicide Threat

RSED Policy on Self-Harm/Suicide Threats

It is Rocketship policy to take threats of suicide or self-harm seriously, whether witnessed directly or heard second-hand. School staff are expected to err on the side of caution, to exercise sound professional judgment, and to practice extreme sensitivity in such situations. School personnel should be informed of the signs of youth depression/suicide.

1. A staff member who is originally made aware of a threat or witnesses any attempt towards self-harm, that is written, drawn, spoken or threatened, will immediately notify the Principal.
2. A threat in any form must be treated as real and dealt with immediately.
3. No student should be left alone, nor confidences promised to the student in case of a suicide threat. In cases of life threatening situations, a student's confidentiality will be waived.
4. Along with school leaders, school psychologists are all thoroughly trained in crisis response. Principals should use school psychologists as a resource in case of a possible threat of self-harm.
5. The law requires that you do only what is reasonable under the circumstances; for example, you do not need to try to remove a gun or other weapon from the person.
6. Principals should refer to the **RSED Crisis Response Plan – Serious Injury or Death (Grief)** protocol for actions to take to stabilize the school community after a traumatic incident (e.g. a suicide threat that is public or an act that is witnessed by other students). The Crisis Response Plan appendix also contains resources around suicide/self-harm that can be shared with parents/guardians.

Emergency Response to a Self-Harm/Suicide Threat

- 1) Take all threats seriously.
- 2) If the situation is volatile (i.e. the person has attempted or could attempt self-harm at any moment), call 911.
- 3) Do not leave a potentially suicidal person unattended – send a runner to notify the Principal ASAP.
- 4) If other students are in the room with a student who has attempted or is threatening to attempt suicide, they should be escorted to another space.



Important! If a suicide threat is public or traumatic to other students, the Principal should refer to the **Rocketship Crisis Response Plan** for steps to stabilize the greater school environment.

- 5) The **Principal** will then contact the child's parent/guardian and tell them of the situation by phone.
- 6) The Principal will then contact the **School Psychologist** to inform them of the situation and arrange for a risk assessment to be performed with the child ASAP.
- 7) Within 24 hrs, the **Principal** will provide the child's parents/guardians with written recommendations for treatment and follow-up. These recommendations should include the following:
 - o Contact information for the national suicide lifeline: **1-800-SUICIDE** or **1-800-273-TALK**
 - o Findings from the school psychologist's risk assessment

- Recommendations from the school psychologist for follow-up/treatment
- Written resources on suicide prevention/youth depression

8) If a student is known to be in counseling, the Principal/designee will attempt to inform the child's treatment provider of what occurred.

9) If the parent refuses to cooperate, the Principal should talk to the School Psychologists about options for an involuntary mental health assessment.

10) Under no circumstances should school staff drive the suicidal student in personal vehicles. Do not leave the student alone at any time.

Note: If a threat is made during an after-school program, and no school personnel is available, call **1-800-SUICIDE** or **1-800-273-TALK** for help. Inform the Principal of the incident and actions taken.

Serious Injury or Death at the School

The death of a student or staff member is traumatic to school communities, whether the death was the result of a long illness or an act of violence.

Principals should refer to the **RSED Crisis Response Plan – Serious Injury or Death (Grief)** protocol for actions to take following a serious injury or death at the school. The Crisis Response Plan appendix contains resources around suicide/self-harm.

Staff members, however, should know the following:

1. In case of serious injury or death, do not move the victim unless absolutely necessary. Do not leave an injured student alone. Send a runner to notify the Principal and Office Manager ASAP.
2. The Principal will call 911.
3. The Office Manager should administer First Aid (See Part Four: First Aid and Medical Conditions in this Health/Safety Plan).
4. If students are in the same space as a student who is seriously injured, they should be escorted elsewhere.
5. Do not make announcements about an accident or incident over the intercom.
6. The Principal should refer to the RSED Crisis Response Plan for next steps to stabilize the situation and support the school community.