



Napa County Schools SAFETY & HEALTH COALITION

Napa County Schools EMERGENCY PROTOCOLS HANDBOOK





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INTRODUCTION

This handbook provides instruction for the Napa County Schools Emergency Protocols. The protocols have been developed by the Napa County Schools Safety & Health Coalition, a multi-agency task force comprised of Napa County's five public school districts, the County Office of Education, private and independent schools, and the public safety agencies tasked with the protection of life and property in our communities. The priority of the coalition is the health and safety of our students, staff and parents/guardians.

The objective of these emergency protocols is to provide a shared understanding of what actions to take in any given emergency or natural disaster that occurs when students and staff are present on school grounds.

The Napa County Schools emergency protocols outline three immediate actions to take in the event of an emergency. These actions are **SHELTER IN PLACE**; **LOCKDOWN**; and **EVACUATION**. Each of these actions will be broken down into a series of steps and staff actions in this handbook. The handbook is part of a broader toolkit that includes a training slide deck for educators and staff, messaging for parents and guardians, and age-appropriate Pre-K – grade 12 curriculum.

It is the shared hope of the Coalition that these emergency protocols will never need to be implemented. However, should an emergency occur, the tools on which to build the best possible outcome are in place.

ACKNOWLEDGEMENTS

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Thank you to the following organizations for serving on the Coalition Work Group to collaboratively develop the Napa County Schools Emergency Protocols:

Napa County Office of Education • Napa Valley Unified School District • St. Helena Unified School District • Calistoga Joint Unified School District • Napa County Office of Emergency Services • Napa County Sheriff's Office • Napa County Fire Department • Napa Police Department • Napa Fire Department

About the Napa County Schools Emergency Protocols

The three emergency protocols contained in this handbook are informed by widely adopted best practices within the field of public safety. These best practices, coupled with local first responders Incident Command System (ICS) expertise, provide actionable tactics for school administrators to follow in the event of an emergency.

A key element of the emergency protocols is ensuring a common vocabulary. This common vocabulary provides a shared understanding among both school sites and first responders during what can often be the very dynamic and rapidly unfolding scenarios.

PROTOCOLS

Each emergency protocol has one or more series of consecutive actions specific to the type of threat that is posed. Not all situations will require more than one protocol. For example, you may have a **SHELTER IN PLACE** that is followed by an **EVACUATION**.

Following the steps outlined in this handbook will support keeping all staff and students safe during an emergency. However, all staff members should feel empowered to use common sense and, when necessary, make the best decision for yourself and the students in your immediate vicinity.



SHELTER IN PLACE

Go inside or stay inside the nearest building. Follow directions for specific incident. If possible, continue with learning.

Implementation:

For environmental hazards (e.g. gas leak, chemical spill, fire, following an earthquake) or potential threats of violence (e.g. police activity, dangerous animal near-by).

The **SHELTER IN PLACE** protocol is used to isolate students and staff from the potential impacts of threats posed by environmental hazards and prevent exposure to airborne contaminants.

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

- External chemical release
- Fire in the community
- Hazardous material spills
- Earthquakes
- Unhealthy air quality outside
- Wildlife on or near campus posing a danger
- High winds or severe weather

To **SHELTER IN PLACE** in the safest space possible:

Look, Listen, and Leave

*At a call to **SHELTER IN PLACE** through school communication channels, staff and other leaders should take a moment to assess the scene before entering or staying in a building. The three steps of **Look, Listen, and Leave** for **SHELTER IN PLACE** are:*

- **Look** – Check for visible signs of structural damage or hazards. Do you notice anything out of the ordinary?
- **Listen** – Be alert for unusual sounds, like gas leaks or creaking structures.
- **Leave** – If you identify hazards or feel the building is unsafe, evacuate calmly. If there is immediate danger, use your best judgment to take action.

For earthquakes and aftershocks:

Drop/Cover/Hold On



SCHOOL ADMINISTRATION ACTIONS:

- Call 911 if appropriate.
- Announce "**SHELTER IN PLACE**".
- Announce ALL CLEAR **or** **EVACUATION** in coordination with first responders.



TEACHING STAFF ACTIONS:

- If inside, instruct everyone in the room to move away from the windows then drop, take cover under a desk or table, and hold on.
- Keep all students in the classroom in position until the earthquake has ended.
- Support those needing special assistance.
- Remain in **SHELTER IN PLACE** until ALL CLEAR **or** **EVACUATION** is implemented.



For severe environmental hazards such as a gas leak or chemical spill:

Get Inside/Seal the Room

A **SHELTER IN PLACE** response may require that HVAC systems be shut down to provide protection from contaminated outside air. In the event of potentially contaminated air, students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.



SCHOOL ADMINISTRATION ACTIONS:

- Call 911 if appropriate.
- Announce "**SHELTER IN PLACE: Get Inside/Seal the Room**".
- Determine if heating, air conditioning, and ventilation systems may need to be shut down immediately depending on the hazard.
- All pilot lights and sources of flame may need to be extinguished.
- Any gaps around doors and windows may need to be sealed.
- Announce ALL CLEAR **or** **EVACUATION** in coordination with first responders.



TEACHING STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows.
- If directed by school administrators or first responders, secure individual classrooms:
 - a) close doors and windows;
 - b) shut down the classroom HVAC system;
 - c) seal gaps under doors and windows with wet towels, duct tape, or other materials as possible.
- Keep all students in the classroom until further instructions are received.
- Support those needing special assistance.
- Take attendance and report to school administration according to site protocol.
- Continuing with learning if possible, and focus on keeping students calm, informed, and safe.
- Remain in **SHELTER IN PLACE** until ALL CLEAR **or** **EVACUATION** is implemented.

For potential threats of violence such as police activity or a dangerous animal near-by:

Get Inside/Lock Doors



SCHOOL ADMINISTRATION ACTIONS:

- Call 911 if appropriate.
- Announce "**SHELTER IN PLACE: Get Inside/Lock Doors**".
- Lock all doors and windows.
- Announce ALL CLEAR **or** a subsequent protocol (**LOCKDOWN** or **EVACUATION**) in coordination with first responders.



TEACHING STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Close and lock doors and windows.
- Keep all students in the classroom until further instructions are received.
- Support those needing special assistance.
- Take attendance and report to school administration according to site protocol.
- Continuing with learning if possible, and focus on keeping students calm, informed, and safe.
- Remain in **SHELTER IN PLACE** until ALL CLEAR **or** a subsequent protocol (**LOCKDOWN** or **EVACUATION**) is implemented.



LOCKDOWN

Evaluate the situation and run if safe to do so. If not, hide and prepare to fight if there are no other options.

Implementation:

LOCKDOWN is implemented for immediate threats of violence on premises. During a **LOCKDOWN**, remember that immediate safety from the violent intruder is the priority and guides all actions.



SCHOOL ADMINISTRATION ACTIONS:

- Call 911.
- Announce "**LOCKDOWN**".
- Implement "**Run/Hide/Fight**" for yourself and students/staff near you.
- Coordinate with first responders to release each classroom from **LOCKDOWN** status.



TEACHING STAFF ACTIONS:

- Implement "**Run/Hide/Fight**" for yourself and students/staff near you.
- Support those needing special assistance.
- Remain in **LOCKDOWN** until first responders physically open the door using keys. You will not be required to open the door.

Run/Hide/Fight

Run:

Evaluate if safe escape is possible:

- If it is, **Run** as far and as fast as you can, off campus if possible.
 - Avoid running to the back of the school unless students can easily exit school grounds.
 - If an intruder is making entry into your classroom, evaluate if escape via an alternative exit is possible. If so, escape! **Run** as far and as fast as possible.
- Grades K-2 will require school staff support.
- Grades 3-12 may run on their own.

Hide:

If you are unable to run, get to a secure area and hide with an improvised weapon if possible:

- Close and lock all doors.
- Create a barrier by barricading doors with heavy objects, and keep solid objects between you and the intruder.
- Have an improvised weapon in hand.
- Close shades or cover all windows and turn off the lights.
- Spread students around the classroom.
- Stay low, near the floor.
- Remain quiet and silence your cell phone.
- Do not evacuate if the alarm rings. This could be a ploy by the shooter to get students and staff out in the open. Remain in **LOCKDOWN** until ALL CLEAR **or** a subsequent protocol (**SHELTER IN PLACE** or **EVACUATION**) is implemented.

**Fight:**

If an intruder/threat enters your room or area and there are no other options:

- You must **Fight** and defend against aggression.
- There are no rules in this fight.
- Use improvised weapons.

THINK ON YOUR FEET

In the event of a violent intruder on campus, quick thinking is imperative for survival. Expect to hear noise from alarms, gunfire, explosions, and shouting. It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond.

Part of thinking on your feet is having situational awareness. In a defensive classroom setting staff and students should already know:

- *Exit routes*
- *How doors/windows open/close/lock*
- *How doors can be barricaded*
 - *Chairs*
 - *Desks*
 - *Bookshelves*
- *Makeshift weapons*
 - *Fire extinguisher*
 - *Heavy backpack*
 - *Heavy book*
 - *Computer monitor*
 - *Stapler*
 - *Bat*





EVACUATION

First look and listen. If safe, exit the building and move to the evacuation location.

Implementation:

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

- Bomb threats
- Chemical/gas leak
- Fire inside the building or nearby
- Severe weather alert
- After an earthquake or explosion

EVACUATION may be preceded by “**SHELTER IN PLACE**” or “**LOCKDOWN**”.



SCHOOL ADMINISTRATION ACTIONS:

- Call 911 if appropriate.
- Announce “**EVACUATION**”.
- Supervise orderly evacuation process in coordination with first responders.



TEACHING STAFF ACTIONS:

- Prepare students to leave all belongings and calmly exit the building.
- Gather emergency supplies/materials as instructed by your school.
- Wear staff ID.
- Take attendance as students are leaving.
- Ensure the door is closed.
- Support those needing special assistance.
- Follow any specific instructions given by first responders.
- Emphasize that the class stay together in route to the Evacuation Assembly Area.
- Take attendance again at Evacuation Assembly Area to ensure all students arrived.
- According to site protocol, report missing students.
- Remain in the Evacuation Assembly Area until further instruction.

For when conditions outside are safer than inside:

Look, Listen, and Leave

*At the sound of a fire alarm, or a call to evacuate through school communication channels, staff and other leaders should take a moment to assess the scene before evacuating. The three steps of **Look, Listen, and Leave** are:*

- **Look** – Open the classroom door and look out. Is smoke or fire present? Is the path to the Evacuation Assembly Area clear of obstacles? Do you notice anything out of the ordinary?
- **Listen** – Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?
- **Leave** – Having determined it is safe to do so, direct students to leave the room toward the Evacuation Assembly Area.



Students and Staff Needing Special Assistance

All school sites should be prepared to use inclusive practices to assist students and staff with ambulatory, cognitive, developmental, sensory, and mental health needs during an emergency. These needs will vary depending on the individual student. Consider creating an Individual Emergency Plan for each student and staff member requiring special assistance.

- Work with students prior to the emergency incident. Explain expectations and outcomes in a developmentally appropriate way.
- Identify the possible stressors for students (i.e. noise, chaotic environment, change in schedule, etc.)
- Be prepared to provide calming activities and soothing objects for students to hold. Allow use of self-soothing behaviors. Provide earplugs/headphones to decrease sensory input.
- For students and staff who use alternative or augmentative forms of communication, such as a picture exchange system or a voice output device, continue to use these supports for instructional commands and communication during the incident.
- For those with auditory needs, such as the use of American Sign Language (ASL) as a primary form of communication, use visual signals in conjunction with verbal commands. Flash lights on and off to secure the student's attention.
- Provide priority assistance to wheelchair users. Students or staff on crutches, canes or walkers should be evacuated as injured persons. Use a sturdy chair or one with wheels to move the individual or help carry the person to the evacuation location. At the evacuation site reunite students and staff with their ambulatory equipment as soon as safe to do so.
- Ensure student's medications or other necessary medical equipment are brought with the student during evacuation.
- For those with cognitive, developmental or mental health needs, use the students' reinforcement systems to promote following of directions.
- Speak slowly and limit the student's physical contact with others if able to do so.
- Be aware of students who may be vulnerable to stress. Provide appropriate and timely services or referrals following the emergency incident.

At the beginning of each school year, create or renew an Individual Emergency Plan to accommodate each student or staff member who requires additional special assistance. Examples include using a wheelchair on a daily basis, requiring specialized equipment, or needing physical assistance to evacuate in a timely manner.

- The site safety coordinator should identify all students and staff requiring support.
- The site safety coordinator should ensure each identified individual has an Individual Emergency Plan. This includes new students arriving throughout the school year.
- The plan should identify specialized assistants during times of emergency.
- Place a copy of the plan in the appropriate classroom's emergency materials.



Individual Emergency Plan Template

**Replace "Student" with "Staff" as needed*

Individual Emergency Plan		
Student:	Room #:	Teacher:
Designated Specialized Assistants:		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner:		

Individual Emergency Plan		
Student:	Room #:	Teacher:
Designated Specialized Assistants:		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner:		

Individual Emergency Plan		
Student:	Room #:	Teacher:
Designated Specialized Assistants:		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner:		

Individual Emergency Plan		
Student:	Room #:	Teacher:
Designated Specialized Assistants:		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner:		



Napa County Schools EMERGENCY PROTOCOLS



SHELTER IN PLACE

For earthquakes: **Drop/Cover/Hold On**

For severe environmental hazards (e.g., gas leak, chemical spill): **Get Inside/Seal the Room**

For potential threats of violence (e.g. police activity, dangerous animal near-by): **Get Inside/Lock Doors**

Go inside or stay inside the nearest building. Follow directions for specific incident. If possible, continue with learning.



LOCKDOWN

For immediate threats of violence on premises: **Run/Hide/Fight**

Evaluate the situation and run if safe to do so. If not, hide and prepare to fight if there are no other options.



EVACUATION

For when conditions outside are safer than inside: **Look/Listen/Leave**

First look and listen. If safe, exit the building and move to the evacuation location.



